

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of March 13, 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 – 7:01 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. Lothschutz introduced Jaimelyn Ochoa as a dedicated 11th-grade student and an active member of ASB. She previously served as Vice President for both the freshman and sophomore classes and is currently the Junior Class President, where she has successfully organized events, fundraisers, and dances. In addition to her leadership in ASB, Jaimelyn is involved in the Latinos Con Poder Club, where she has contributed to fundraising efforts that support community initiatives and food distributions at local churches. She has also been a committed member of the South City High School cheer team since her freshman year and looks forward to continuing in her senior year. After high school, Jaimelyn plans to major in either education or biology. Most recently, she was elected as next year's ASB Executive President.

President Anthony shared that Jaimelyn would be the student trustee for the next school year and congratulated her on her election as the senior class President.

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 shared there was nothing to report.

- F. REVIEW OF AGENDA** – None

- G. PTA COUNCIL REMARKS** – PTA President, Lauren Kitchen, introduced Stephanie Tejada, President of the South San Francisco PTSA, to deliver remarks. Stephanie greeted President Anthony, the trustees, Dr. Moore, members of the cabinet, and the community. An alumna of South San Francisco High School, she shared her 15 years of volunteer experience and 13 years holding PTA/PTSA positions across Monte Verde, Westborough, South City High, and the PTA Council. She also noted that she has a freshman, a junior, and a child who graduated in 2023. She highlighted the PTA and PTSA's busy season as they prepare for the 2025-2026 board elections and end-of-year festivities. The PTA Council is organizing science festivals for elementary schools, funded through grants and PTA contributions, while also providing meals for teachers and staff during conference week. Stephanie recognized and thanked all PTA members and parent volunteers in attendance, inviting them to stand for recognition. She also shared that South City High was recently honored for 90 years as a PTA unit at the 17th District Founders Day luncheon. While high school PTSA participation can be challenging, a dedicated group of parents continues to foster community

engagement. This year, the PTSA has welcomed back teachers and staff with a luncheon, assisted with Welcome Back Night, organized a Holiday Bazaar, hosted restaurant fundraiser events, donated snacks for ASB activities, and provided financial support for Homecoming. They are now planning Senior Breakfast and Graduation decorations and will assist ASB with Senior Sunset. Stephanie expressed gratitude to Dr. Lothschutz, the counseling department, and ASB students for their ongoing participation in PTSA meetings, where they provide updates on school activities, academic programs, and student events. She concluded by thanking everyone for their support and closing the report for the 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 highlighted that two teachers had successfully completed a four-month professional development course through CALPRO, the state government's coaching and training arm for adult education teachers in California. These educators are now working with a mentor to design a new CTE pathway focused on Google Workspace and computer skills, which is being piloted this spring. She also shared a success story about one of her ESL students, referred to as "R," who secured a job after just a few weeks in the program. She credited this achievement to the guidance and coaching provided by the program's transition navigator, Lani Xiao, offering congratulations to both. Additionally, she reported that the program recently hosted a guest presenter from SparkPoint at Skyline College, who provided financial literacy education to intermediate and advanced ESL students. She expressed enthusiasm for the continued development of new materials, lessons, and programs within Adult Education. She concluded by affirming the Federation's solidarity with CTA members as they continue their contract negotiations. She thanked the board for their time and wished everyone a good evening.

President Anthony recognized the newly appointed County Board of Education member, Edith Arias, who was in attendance.

South San Francisco Classroom Teachers Association – Shari Giusti, President of the South San Francisco Classroom Teachers Association addressed the South San Francisco Unified School District Board, trustees, cabinet, educators, and the community on three key topics. She first commended the district for swiftly adopting a resolution to support immigrant families amid uncertain national immigration policies. SSFCTA also adopted its own resolution, distributing resources such as classroom posters and red cards for students to present to ICE if necessary, with additional supplies available upon request. She emphasized the importance of union strength, noting that increased communication has empowered teachers to speak up about challenges in their

jobs. She encouraged the board to listen to teachers directly, as their firsthand experiences offer valuable insights beyond formal meetings. She acknowledged that SSFCTA cannot always address concerns immediately due to bargaining constraints, sometimes leading to escalating issues. She urged the board to recognize teacher voices as essential in decision-making, highlighting the need for their active role in shaping policies and initiatives. Lastly, she thanked the board for seeking input on leadership hires and stressed the importance of finding candidates with qualities such as accountability, problem-solving, collaboration, perseverance, time management, and emotional awareness. She also advocated for leaders who embody listening and self-control, traits she believes remain vital for district leadership. She concluded by expressing appreciation for the board's attention.

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 – None

K. SUPERINTENDENT'S REPORT

- a. SSF Education Foundation Transition Event** – Dr. Moore provided an overview of the SSF Education Foundation Transition Event held at South San Francisco High School on March 1st. The event, designed to support students transitioning between grade levels, was well attended, with approximately 275 family members and students present. A keynote speaker addressed how families can assist students during transitions, and middle and high school counselors provided valuable presentations. A panel consisting of students, parents, and staff members allowed for an informal discussion where attendees could ask questions and share experiences. Feedback collected from the event showed that 97.7% of respondents rated their experience as a four or five out of five. The counselor presentations were the most appreciated aspect, with 79.2% of attendees finding them valuable, followed by the Q&A panel at 64.6%, and the keynote speaker at 45.8%. Dr. Moore extended a heartfelt thank you to the South San Francisco Education Foundation, the Educational Services directors, students, families, staff, and community members who dedicated their time on a Saturday to make the event a meaningful and informative resource.

- b. Strategic Plan Strategy Sessions & Quarterly Step Back Update** – Dr. Moore provided an update on the strategic plan strategy sessions and the quarterly step-back meeting, highlighting efforts to monitor progress. The Educational Services team, in partnership with Partners in School Innovation, has been working with principals and instructional leaders to enhance student engagement in academic discussions. Effective teaching strategies, structured routines, and tools like sentence starters have been successfully implemented, particularly in science, math, and ELA. However, there is a need to expand these strategies across more classrooms and subjects. She also discussed HR improvements, including the launch of Nimble, a new applicant tracking system, and pooled position postings to enable earlier hiring. These changes have led to a more diverse candidate pool and faster hiring, though onboarding and responsiveness need further improvement. Plans to enhance onboarding will be rolled out this summer. Looking ahead to the 2026-27 school year, the district aims to refine its focus and improve alignment across schools. Feedback from site leaders emphasized the need to streamline initiatives. A consultative process involving district leaders and principals will determine priorities, with final decisions expected by late March or early April. This will help align the LCAP, school plans, budget, and professional learning calendar. Dr. Moore expressed appreciation for the team's hard work.
- c. Student and Staff Acknowledgements** – Dr. Moore took a moment to recognize the outstanding achievements of South San Francisco Unified students and staff. Students have earned athletic awards, placed second in a percussion competition, been inducted into the National Honor Society for Dance Arts, and advanced to the state-level National History Day competition. She expressed pride in their determination, hard work, and passion, emphasizing that this is just the beginning of their success.
- d. Other** – Dr. Moore celebrated Edith Arias, who had been provisionally appointed to the San Mateo County Board of Education, representing Trustee Area Three. She shared that Trustee Arias has a strong background in education, holding degrees in child and adolescent development, special education, and educational leadership. She is a dedicated parent advocate, special education teacher, and community leader. Among her many contributions, she co-founded Familias Fuertes, organized Padres en Acción at South San Francisco High School, and founded the nonprofit Familias Tomando Acción to support Latino families with educational and mental wellness resources. Dr. Moore expressed immense pride in her accomplishments and extended congratulations.

L. STUDENT TRUSTEE REPORTS

1. Josephine Harsana, Spring Student Trustee and ASB President SSFHS reported on the school's recent activities and achievements. Spring sports are

in full swing, with the badminton team securing victories against Jefferson and Menlo-Atherton, and the boys' golf team showing resilience in challenging weather. Track, swim, and volleyball teams have also been competing, with notable wins. ASB executive officers visited middle schools to promote student government, leading to 61 applications for next year's ASB class. The GSA hosted a successful Light Night Market, featuring local vendors and student band performances. Prom ticket sales are ongoing, with prices set to increase. Sophomores have been actively fundraising through a milk tea lab takeover and a Krispy Kreme donut sale. The South City Winter Percussion placed first at their first competition of the season and second at the American Canyon competition, with another competition scheduled for Saturday. The Earth Club is hosting a climate presentation and an eco-friendly fundraiser. Harsana also congratulated the South City students advancing to the state competition for National History Day in Sacramento on May 3rd. She listed numerous student projects, covering topics such as human rights, historical court cases, and scientific advancements. She wished all participants good luck and concluded by reminding everyone to enjoy Pi Day tomorrow.

President Anthony congratulated all the students participating in History Day, expressing admiration for their exhibits.

2. Jamie Wong, Fall Student Trustee and ASB President ECHS provided an update on recent and upcoming events. She began by highlighting the success of the school's car show on March 8th, which featured over 130 cars and raised over \$10,000. Special recognition was given to students Kyle Vargas, Lester Palacios, and Aden Chang for their dedication in promoting the event. The car show drew participants from as far as the East Bay, and attendees enjoyed complimentary refreshments and awards for various vehicle categories. Elections for student leadership positions are set for next week, with speeches taking place during morning announcements and voting scheduled for Friday. The results will be announced after school. The school's spring play, *As You Like It*, opened the night of March 13th and will run through Sunday with a 1960s-inspired theme. The Performing Arts Department has worked hard to bring this production to life, and additional information is available on the school's Instagram page. Wong also provided an update on the upcoming Unified Tournament, a milestone event promoting inclusivity and equity through sports. The tournament, held in partnership with the Special Olympics, will bring together students from general education and specialized academic instruction programs as teammates. The event will take place in El Camino's gym from 10:06 a.m. to 11:39 a.m., with participation from multiple schools, including Parkway, Westborough, Woodside, South City, and ATP. She invited board members and administrators to attend El Camino's Super Passion Project Expo on April 11th from 5:00 p.m. to 7:00 p.m. The event will showcase seniors' community-driven passion projects, highlighting their dedication and hard work. Lastly, Wong announced that Prom will be held next Saturday at the California Academy of Sciences, with the theme "Night of Dreams", inspired by *The*

Princess and the Frog. She concluded her report by thanking the board and audience and wishing everyone a great weekend.

President Anthony thanked Jamie Wong and noted she had attended a wedding at the California Academy of Sciences and it was beautiful.

M. PUBLIC COMMENTS

Melanie Bingham, a teacher at Buri Buri for 31 years, spoke passionately about the need to raise teacher salaries. She emphasized the critical role teachers play in shaping students' futures, providing them with knowledge, encouragement, and a safe space to grow. Despite their dedication, many teachers struggle financially, often working beyond contracted hours while feeling undervalued. She urged the district to ensure teachers can provide for their families without needing second jobs, warning that low salaries risk losing talented educators to other professions. She called for fair compensation to retain and attract passionate teachers for future generations.

Tim Hockenos, a science teacher at South San Francisco High School for 24 years, addressed the board to advocate for a salary increase. He highlighted how teachers consistently go above and beyond their duties, often working early mornings, evenings, and weekends to prepare lessons and assess student work. He also noted the impact of the substitute shortage, with teachers covering around 60 class periods per month, sacrificing their prep time. He personally has not missed a single class this year. Additionally, teachers have taken on peer observations as part of the Portrait of a Graduate initiative. He urged the district to work with the bargaining team to secure the well-deserved raise for faculty.

Moriah Saldana, a parent of the district spoke to express her concerns about the transitional kindergarten (TK) program in the district. She shared how her son greatly benefited from TK, which helped prepare him for kindergarten, and emphasized how essential the program is in building a strong foundation for young students. However, she described the TK enrollment process as unfair, with a lottery system that leaves many parents feeling hopeless due to the limited spots available. Although her daughter was fortunate to be accepted into TK, it was not at the same school as her son, which presents significant challenges for their family. As active members of the Buri Buri community, with Saldana volunteering and serving on the PTA board, she expressed disappointment that her daughter must attend a different school for just one year. With both parents working in the medical field and having non-traditional hours, managing two different school locations with overlapping schedules and tight pickup times is nearly impossible. Because of these hardships, her daughter will not be able to attend TK, leaving Saldana deeply concerned that she will not receive the same strong foundation as her son. She urged the board to reevaluate the TK process, consider the growing demand, and ensure that every child has access to the benefits and readiness that TK provides. She also asked for more thoughtful consideration in placing students

in classrooms to better support families.

Megan Connery, a teacher at El Camino High School addressed the board regarding a comment made by President Anthony about TOSAs (Teachers on Special Assignment) and instructional coaches. She explained a recent meeting with district representatives where the distinction between a TOSA and an instructional coach became clear. TOSAs have been with the district since 2012, but their roles and responsibilities have grown, especially with coaching duties. She raised concerns about the elimination of secondary TOSA positions while instructional coaching roles are only available in elementary schools, which require different credentials. Connery also highlighted the lack of clarity regarding which TOSAs would be displaced, making it difficult for them to apply for open positions. She emphasized that secondary TOSAs would not transition into instructional coaches.

Amy Lam-Bonilla, a parent of the district addressed the board about the challenges and inequities of the transitional kindergarten (TK) lottery process. She shared that her younger daughter was waitlisted for TK, being 227th in line. Lam-Bonilla highlighted that her older daughter had a positive experience in TK and is now thriving in kindergarten, but some of her classmates are struggling to keep up. She expressed concern that the lottery system creates a “game of winners and losers” and questioned why there are still not enough TK spots after so many years. Lam-Bonilla expressed feelings of disappointment and frustration, emphasizing that public education should provide an equal chance for all children to succeed. She urged the board to prioritize expanding TK access so that all children have the same opportunity to start their educational journey on a level playing field.

Lucie Bradshaw, a teacher from Junipero Serra addressed the board noting this was her third visit, raising concerns about 30 teachers who are not being paid correctly. She expressed frustration that the issue is being tied to bargaining pay and that teachers’ paychecks are essentially being “held hostage” until the issue is resolved. Bradshaw emphasized the personal hardships teachers are facing, such as being unable to pay for gym memberships, maternity expenses, or even children’s weddings due to delayed payments. She mentioned her own daughter’s high rent and the overwhelming inflation affecting everyone. Bradshaw stressed the cost of hiring new teachers, noting it can range from \$10,000 to \$20,000. She urged the district to prioritize paying and treating teachers well to retain them, pointing out that she could earn 30% more at other schools. Additionally, Bradshaw supported parents who voiced concerns about the lack of TK spots, sharing that this year’s kindergarten class had fewer students, and many were unable to get into TK programs. She called for more TK opportunities.

Allison Light, a teacher from Buri Buri raised concerns about the federal Department of Education. She admitted to previously feeling relaxed about federal issues, given her privileged position in California and San Mateo County, where

education is well supported. However, she highlighted alarming statistics about federal funding for education in California, such as the \$1.574 trillion for the Individuals with Disabilities Education Act (IDEA), \$2.237 trillion for Title One funding, and for Career and Technical Education (CTE) \$142.4 million. Light requested that members contact their representatives and senators to address these issues, calling the current state of federal education funding unacceptable in a democratic country.

President Anthony mentioned that Congressman Kevin Mullin is having a town hall soon.

N. INFORMATION ONLY PRESENTATIONS

1. EDUCATIONAL SERVICES

a. Teaching and learning presentation: South San Francisco High School

Dr. Moore introduced Principal Dr. James Lothschutz who would present the educational priorities and programs at South San Francisco High School.

Introduction

Principal Lothschutz thanked Dr. Moore, President Anthony, trustees, cabinet members, parents, staff, students, and the community for the opportunity to share the exciting developments at South San Francisco High School. He outlined the school's strategic plan, which aligns with the newly adopted Mission, Portrait of a Graduate, and Vision, centered around core values such as community, authentic relationships, resilience, and equity. The school is focused on achieving these goals through the five strategic priorities of exceptional instruction, engaged students, purposeful partnerships, empowered educators, and equity. Examples of student success include CTE career tech dual enrollment, college credits, mock trials, athletic competitions, and community engagement. The school's Wellness Center and Family Resource Center further support the holistic needs of students, embodying the school's values of care, resilience, and equity.

Mission Overview

Dr. Lothschutz shared the mission of South San Francisco High School, which is to graduate resilient, empathetic, lifelong learners who will become productive and globally

conscious citizens with valuable skills. He highlighted key achievements, such as over 500 student athletes, 470 students earning college credits, and 30 clubs and activities fostering student connections and relationships. He also mentioned two significant accomplishments: the school's PTA/PTSA receiving the 17th District PTA Legacy Award for 90 years of support and the school earning a six-year accreditation from the Western Association of Schools and Colleges (WASC). This accreditation reflects the school's alignment with its goals, strategic plans, and LCAP objectives.



South San Francisco High School

South City PTSA's 90th year anniversary!
WASC 6 year Accreditation recognition!
475 students earning college credits
19 students participating in real world Work Experience
More than 30 clubs and activities
5 CTE Pathways with an additional being added in 2025 (EMT)
National History Day: 30 State qualifiers & 3 National titles
12 Advanced Placement Courses: 350 students taking 528 AP classes
500 Students Compete in Athletics
New teams in 24-25: Flag Football, 9th Boys Soccer, JV Volleyball
CCS Champions Football
PAL Champions in Soccer, Badminton, Baseball, FC Soccer
Playoffs: Basketball (both), Boys Soccer, Basketball(both)
2 wrestlers in CCS Finalists and qualified for state tourney
Mock Trials 20 students present cases in court
140 Future Grads
Band/ColorGuard/Percussion: 3 1st Places & 1 2nd

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WASC 6 Year Accreditation

WASC Accrediting Commission for Schools
 Western Association of Schools and Colleges

February 4, 2023
 Janet Lothschutz, Principal
 South San Francisco High School
 4001 Broadway
 San Francisco, California 94134

Dear Janet Lothschutz:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) is pleased to announce that South San Francisco High School has been granted six-year accreditation for the period 2023-2029. This accreditation is based on the information provided by the school, including the school's self-study and the evidence of compliance with the accreditation standards.

ACS WASC is the decision of the Commission to grant six-year accreditation status through June 30, 2029, with a review cycle that begins in the 2027-2028 school year.

South San Francisco High School is required to prepare a report for the next cycle visit. The report will be used to determine if the school has continued to meet the growth plan for continuous improvement through the school's self-study plan. It will also determine progress on the implementation of the school's self-study plan and the progress of the school's self-study plan in the school's future vision and the academic standards.

Accreditation status is conditional upon South San Francisco High School's continued alignment with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that the school's self-study and continuous improvement process be ongoing and that the school's self-study and continuous improvement process be ongoing and that the school's self-study and continuous improvement process be ongoing.

The Commission looks forward to South San Francisco High School's continued success and continuing improvement in keeping with ACS WASC's goal of excellence in education, leadership, and global education.

Sincerely,
Debra J. Douglas
 Debra J. Douglas, ACS WASC
 Commission Chairperson

cc: Monica Moore, Area 11

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Student Demographics

Dr. Lothschutz shared that South San Francisco High School, is the largest school in the district with 1,284 students. He highlighted the school's diversity, which contributes to its rich culture and necessitates ongoing attention to equity in practices and decision-making.

Student Demographics



Our Total Student Body is 1284

10 Native American /Alaskan Native	179 Special Education SPED
21 African American	69 SD Special Day (4+ Sp.Ed. Classes)
810 Latinx	240 Current-EL
19 Pacific Islander	482 RFEP (Reclassified Fluent English Proficiency)
172 Asian	53 Homeless
189 Filipino	3 Foster
63 White	

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Attendance

Dr. Lothschutz discussed the school's average daily attendance by student groups over three years, noting general improvement over time, though some groups performed better than others. To improve attendance, the school has implemented strategies such as everyday labs, alternatives to suspension, a focus on student well-being, and the Family Resource Center.

Average Daily Attendance x Student Groups

Race / Ethnicity	21-22	22-23	23-24	24-25 YTD	Student Groups	21-22	22-23	23-24	24-25 YTD
Native American / Alaska Native	88.8 %	92.1 %	91.4 %	89.7 %	Special Education	81.2 %	88.1 %	88.0 %	88.7 %
African American / Black	73.0 %	91.9 %	94.1 %	88.4 %	Socioeconomically disadvantaged	88.0 %	88.5 %	90.0 %	90.1 %
Hispanic / Latinx	82.5 %	90.3 %	90.9 %	91.2 %	Multilingual Learners	73.1 %	89.3 %	89.6 %	89.6 %
Pacific Islander	74.1 %	87.9 %	87.9 %	94.1 %	RFEP	87.9 %	92.0 %	93.0 %	93.3 %
Asian	94.1 %	94.7 %	83.3 %	96.0 %	Homeless		82 %	85.45	87.2 %
Filipino	91.8 %	94.9 %	95.0 %	96.3 %	Foster	33.8 %	74.0 %	88.3 %	92.5 %
White	85.2 %	92.6 %	91.4 %	91.4 %					

Displayed as % of total student group

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For the past two years, the attendance rate is consistently above 80% and 90%, which is better than state averages. However, Dr. Lothschutz noted that one of the challenges highlighted in the data is chronic absenteeism, a district-wide issue. In response, the school has implemented various strategies to address this problem, understanding that absenteeism interferes with both student achievement and the development of meaningful connections at school.

Attendance x Month Last Two Years											
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Average Daily Attendance											
23-24 ADA	94.9 %	94.3 %	93.5 %	93.3 %	93.2 %	93.1 %	92.8 %	92.6 %	92.3 %	92.2 %	N/A
24-25 ADA YTD	96.1 %	95.1 %	94.3 %	93.7 %	93.4 %	93 %	92.5 %				
Chronic Absenteeism											
23-24 C.A.	19.8 %	22 %	24.8 %	21.9 %	24.3 %	23.2 %	23.3 %	24.4 %	26.5 %	26.1 %	N/A
24-25 C.A. YTD	10.9 %	13.5 %	19.0 %	24.2 %	22 %	23.2 %	24.3 %				

Dashboard

Dr. Lothschutz presented the school dashboard. He explained that blue, green, and to some extent yellow indicators are positive, while red and orange areas need to be addressed through the School Plan for Student Achievement (SPSA) for improvement. Areas that require attention include English Learner programs, English Language Arts, math, and college and career preparation for Hispanic students. On the other hand, relative strengths include the suspension rate, graduation rate, and overall college and career preparation for the entire student body.

South San Francisco HS 2024 School Dashboard							
Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	N/A	Green	Blue	Orange	Orange	Yellow
English Learners	Orange	N/A	Green	Green	Red	Red	Yellow
Long-Term English Learners	Orange	N/A	Green	--	--	--	--
Foster Youth	N/A	N/A	--	N/A	--	--	N/A
Homeless	N/A	N/A	Yellow	--	--	--	--
Socioeconomically Disadvantaged	N/A	N/A	Green	Blue	Orange	Red	Yellow
Students with Disabilities	N/A	N/A	Yellow	Green	Red	Red	Yellow
African American	N/A	N/A	--	--	--	--	--
American Indian or Alaska Native	N/A	N/A	--	N/A	N/A	N/A	N/A
Asian	N/A	N/A	Green	--	Green	Yellow	--
Filipino	N/A	N/A	Yellow	Blue	Yellow	Yellow	Blue
Hispanic	N/A	N/A	Green	Blue	Orange	Red	Orange
Native Hawaiian or Pacific Islander	N/A	N/A	--	--	--	--	--
White	N/A	N/A	Yellow	--	--	--	--
Two or More Races	N/A	N/A	Green	--	--	--	--

Statewide Assessments

Dr. Lothschutz then shared historical and current data on the CAST (California Assessment of Student Performance and Progress) test, which is administered in grade 11. He noted that the ELA scores are better than the math scores, and that English language ability has a significant impact on both math and science test performance. The goal for the next year is to achieve a 5% improvement in each of these areas.

Historical and Current Data

Grade - Data / Subject Met or exceeded	21-22	22-23	23-24	24-25 Goal
CAASPP ELA	65.35%	58.23%	60.59%	65%
CAASPP Math	25.79%	25.08%	23.66%	29%
CAST	25.42%	29.33%	34.48%	39%

For the CAASPP results by student groups, Asian, Filipino, and White subgroups performed better in both ELA and math. Latino/Hispanic and socioeconomically disadvantaged subgroups were a step lower and tended to fall in the mid-range. Special education, current English learners, and long-term English learner subgroups faced the most challenges. Reclassified fluent English proficient students performed significantly better in ELA compared to math.

2023-2024 CAASPP Results: Target Student Groups

ELA All Students 61% (+3%)

Breakdown:

51% Latinx/hisp.
82% Asian
78% Filipino
69% White
10% Special Education
8% Curr-EL
66% RFEP Reclas.
Fluent Eng. Prof.
52% SD SocEcon Dis
12% LTEL Long TermEL

Math All Students 24% (-1%)

Breakdown:

15% Latinx/hisp.
52% Asian
30% Filipino
43% White
3% Special Education
3% Curr-EL
20% RFEP Reclas.
Fluent Eng. Prof.
12% SD SocEcon Dis
0% LTEL Long TermEL



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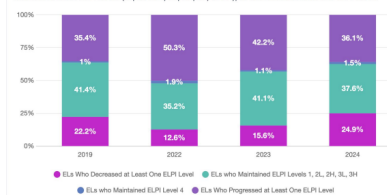
The goal for English Learner Progress over time (ELPI) is to see more students progressing to a higher level, represented by purple, and fewer students maintaining a lower level, indicated by teal. The best outcome is for students to maintain level four, shown in blue, while the least favorable outcome was a decrease in levels, represented by magenta or pink.

English Learner Progress (ELPI) Over Time

Student English Language Acquisition Results

Summative ELPAC

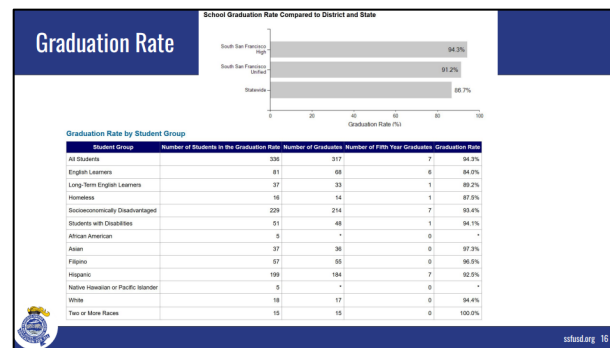
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



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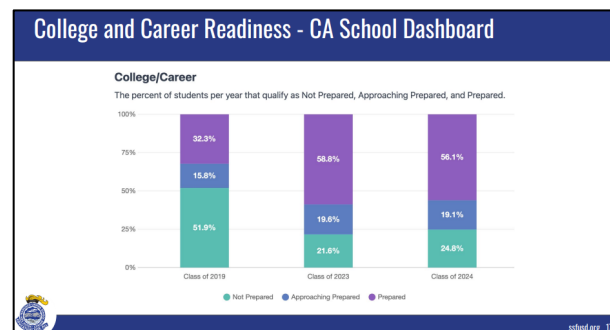
Graduation Rate

The graduation rate is above the state average, supported by students who take an additional fifth year to complete their requirements. This extra time helps a few students finish their education, and the district acknowledges this need for some students.



College & Career

The College and Career Readiness indicators are marked by “prepared” in purple and “approaching prepared” in blue. Factors that impact this readiness include meeting UC/CSU A-G requirements, completing a full CTE pathway, earning a score of three or above on AP exams, achieving a “met” or “exceeded” score on the CASP, completing dual enrollment, and earning the Seal of Biliteracy. In 2024, 27 students earned the Seal of Biliteracy.



SPSA Goal #1

The SPSA goal #1 focuses on improving ELA and math across all subgroups. ELA for all students improved by 3%, and 66% of RFEP students met or exceeded expectations in ELA. Actions taken to support this goal include math teachers participating in the IM pilot, implementing a science curriculum, offering math tutoring three times a week, starting a student peer tutoring program, and organizing National

History Day for grades 9 through 11 to help with English expression and reading and writing curriculum. Additionally, the GLAD and CRLP programs support these initiatives.

SPSA Goal #1: Improve achievement in ELA and Math

Actions

1. Curriculum Development and Alignment: Continued work on Lesson Planning and Departmental Collaboration (ELA and Math).
2. Creation of FLEX and after school time to provide tutoring for math students.
3. Writing, Academic Support, ERWC, and National History as English interventions.
4. Creating EL specific FLEX Classrooms to support across all subject areas.

- ELA for all students improved 3%
- RFP students: 66% met or exceeded in ELA
- 8 Math Teachers participating in IM Math Pilot
- Math Tutoring 3x/week
- Initiated a student peer tutoring program
- National History Day Grades 9-11 improving English expression.
- ERWC (Eng. Reading & Writing Curriculum).



History Day

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The connections to the WASC action plan focus on curriculum alignment and collaboration. These efforts are aligned with district priorities in the LCAP, including engaging students, providing exceptional instruction, and implementing equity-centered systems.

#1 WASC Action Plan -Academic Alignment		
Academic Plan Area	Action Steps	District Priorities
ACADEMIC	Align summative assessments with rubrics and standard grading across core departments	• Exceptional Instruction • Equity Centered Systems
	Implement and integrate NGSS OpSciEd curriculum with a schoolwide focus on academic English support.	• Exceptional Instruction • Equity Centered Systems
	Enhance relevance in ELA through thematic units and career exploration.	• Engaged Students • Exceptional Instruction
	Establish targeted math intervention and expand writing support during FLEX.	• Engaged Students • Exceptional Instruction • Equity Centered Systems

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SPSA Goal #2

SPSA goal #2 focuses on professional development and LCAP connections. These connections align with empowered educators, exceptional instruction, and equity-centered systems. Dr. Lothschutz noted there are too many different professional development sessions to detail, but they are tailored to specific subjects, instructional methodologies, and program requirements. Additionally, the Professional Learning Communities (PLCs) are focused on alignment and collaboration, with an emphasis on personalizing instruction and content areas within departments.

SPSA Goal #2: Professional Development
Faculty and staff will be trained in their profession in areas that will promote academic achievement of students, positive school climate, and a safe learning environment. EMPOWERED EDUCATORS.

Actions

1. Professional Development and Collaboration time of staff and faculty.
2. Professional Development Opportunities for Classified and Paraprofessional Staff
3. Professional Development for College and Career Center Technician and AVID Teachers.

- **Teachers** attended Training for BARR, AVID, ERWC, CTE, OpSciEd, BioTech, IM Imagine Math, Financial Literacy, AP Advanced Placement, Co-Teaching and more.
- **Administrative staff** attended training for Customer Service, Data Governance.
- **Counselors** attended CSU & CASC training.
- PLC met **monthly to collaborate** at grade levels to personalize T & L approaches and among departments to collaborate and align curriculum.
- ELD meets monthly



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He also shared that the WASC goal is aligned to professional development.

#2 WASC Action Plan - Professional Development		
Academic Plan Area	Action Steps	District Priorities
Professional Development	Strengthen collaboration across departments through PLCs and equitable grading practices.	• Empowered Educators • Exceptional Instruction • Equity Centered Systems
	Provide targeted PD on instructional platforms and technology integration.	• Empowered Educators • Exceptional Instruction
	Use PLC time to implement structured "Kid Talk" sessions for student interventions.	• Equity Centered Systems • Exceptional Instruction

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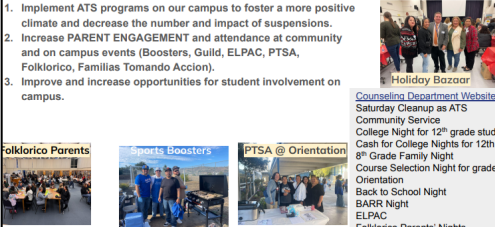
SPSA Goal #3

SPSA goal #3 focuses on student, parent, and community engagement, as well as school climate. This goal is connected to the LCAP through purposeful partnerships, engaged students, equity-centered systems, and restorative practices.

SPSA Goal #3:
STUDENT, PARENT, COMMUNITY ENGAGEMENT AND SCHOOL CLIMATE; PURPOSEFUL PARTNERSHIPS.

Actions

1. Implement ATS programs on our campus to foster a more positive climate and decrease the number and impact of suspensions.
2. Increase PARENT ENGAGEMENT and attendance at community and on campus events (Boosters, Guild, ELPAC, PTSA, Folklorico, Familias Tomando Accion).
3. Improve and increase opportunities for student involvement on campus.



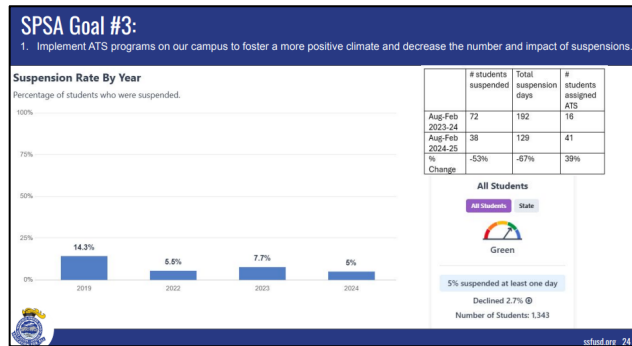
Holiday Bazaar

Counseling Department Website (link)
Saturday Cleanup as ATS
Community Service
College Night for 12th grade students and families
Cash for College Nights for 12th graders 4x
8th Grade Family Night
Course Selection Night for grades 9-11th students and families
Orientation
Back to School Night
BARR Night
ELPAC
Folklorico Parents' Nights
Parent Education Nights (3+) e.g. Police Liaison/SRO

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There has been a reduction in the suspension rate over time, approximately 5%. A significant part of this reduction is due to the implementation of the ATS system, which led to a 67% decrease in the total number of suspension days. Several

strategies are in place to avoid using suspension as a first resort, though suspensions are still necessary for certain behaviors as a consequence.



Dr. Lothschutz continued that SPSA goal #3 also focuses on campus activities and clubs. These activities provide opportunities for students to thrive, impact their community, and navigate various life skills. The photos displayed are examples of how students engage in hands-on learning and develop important interpersonal skills.



The WASC action plan is similar to the SPSA, with an added emphasis on goals related to school climate and engagement. It aligns with both the SPSA and the LCAP goals, particularly in terms of purposeful partnerships. Various programs supporting student groups have been implemented as part of the strategic plan to enhance these areas.

#3 WASC Action Plan - Engagement & Climate		
Academic Plan Area	Action Steps	District Priorities
Student, Parent, Community Engagement & School Climate	Centralize and enhance communication through a multilingual calendar of events.	- Purposeful Partnerships - Engaged Students - Equity-Centered Systems
	Implement school wide Restorative Practices to improve behavior and school culture.	- Engaged Students - Equity-Centered Systems
	Expand the Family Resource Center for attendance and truancy interventions.	- Purposeful Partnerships - Equity-Centered Systems

Building Assets, Reducing Risks (BARR)

Dr. Lothschutz shared that the BARR program focuses on fostering academic, social, and emotional growth. The program emphasizes early intervention, teacher collaboration, and equitable support systems to help students thrive.

Building Assets, Reducing Risks (BARR) Program: Empowered Educators

What is BARR?

- A student-centered, research-based framework fostering **academic, social, and emotional growth**. Focused on **early intervention, teacher collaboration, and equitable support systems**.

Our Achievements

- ✓ **Early Intervention for 9th Grade Students** – Identifying and supporting at-risk students early.
- ✓ **Consistent Teacher Collaboration** – Shared prep time for cross-disciplinary discussions.
- ✓ **Equity-Centered Systems** – Supporting all students holistically.
- ✓ **Empowered Educators** – Providing tools and structured processes to support student success.

Based on feedback from teachers involved in the BARR program, particularly regarding the structural collaboration and consulting meeting schedules, there is a plan to expand the PLC connections from BARR into the 10th grade as well. This will provide more opportunities for teachers to work together with their colleagues in a structured way.

Building Assets, Reducing Risks (BARR) Program

BARR is transforming our school culture—building stronger connections, improving student outcomes, and fostering collaboration at all levels!

Our Goals

- 🎯 **Strengthen 9th-grade cohorts** – Aim for **75%** of students to share the same **English, Math, and Science teachers**.
- 🎯 **Expand BARR to 10th Grade** – Strengthen **grade-level PLCs** to discuss personalized student strengths, challenges, and interventions.

Faculty Feedback & Next Steps

- 👏 **Appreciation for structured collaboration**
- 🗓️ **Request for more consistent meeting schedules** while maintaining content PLC time.
- 🔄 **Continued focus on refining intervention strategies** for student success.

AVID

Another program offered is AVID (Advanced Via Individual Determination), which involves core selection for four years. It promotes college-bound students through career exploration, mentoring, college visits, summer internships, and study skills development.

SSFHS AVID
Advancement Via Individual Determination

This school year, South City's 80 AVID students have:

- taken a campus tour of UC Santa Cruz
- explored career interests
- researched summer internships and pre-college programs
- heard presentations from UC Merced, Jobs for Youth, and South City alumni
- participated in team building activities across grade levels
- seniors mentored freshmen through researching colleges to create brochures and present a college fair for other AVID students
- all while continuing to refine study skills such as note-taking, organization, and time-management

UCSF PITCH Internship Program
Stanford Institutes of Medicine Summer Research Program

Cal Poly San Luis Obispo

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Portrait of a Graduate (PoG)

Dr. Lothschutz reflected on the work done with the PoG Graduate and shared that they are nearing the end of the senior year for most of the graduates. Many are already at level four, reflecting the hard work of teachers. Learner progression activities will be shared in April, and he emphasized that the Portrait of a Graduate is truly alive at South City.

4. School Culture & Portrait of Graduate (PoG) Initiatives

Guest Speakers: (Impacting the larger community)
Italian Club Bocce Ball with SSF Italian Am. Citizen Club
Daniela Mazza, Director of Ed. Italian Consulate
Loris Giuriatta, Italian Author and Educator
Colombian Guest Artist Kevin Gutierrez Cañas, Folklorico
Mexican Guest Artist Kevin Gutierrez Cañas, Folklorico
Counseling Department Website (Link)
SSFHS Work Experience website (Link)
Workability program for Students with Disabilities.

Earth Club Cleanup IMPACT

ELA Lesson Plan

IMPACT & THRIVE

International Guest Instructors

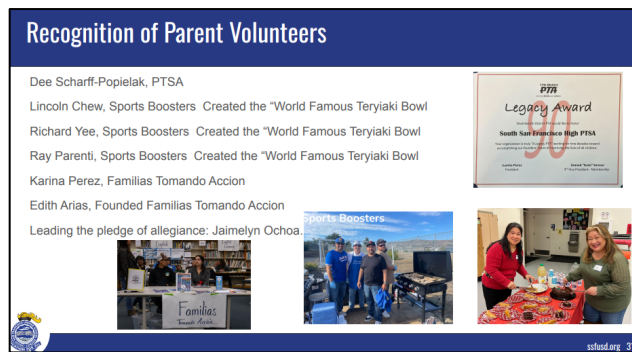
Native Spanish Activity

LEARN & THRIVE

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Volunteer Recognition

Dr. Lothschutz acknowledged several parents for their contributions to the school. Dee Scharff-Popielak, Lincoln Chew, Roy Parenti, Richard Yee, Karina Perez, and Edith Arias.



Trustee Richardson began by expressing appreciation for Dr. Lothschutz, noting that it took her some time to get his name right but was pleased to have done so. She then acknowledged the improvements in the Folklorico program, highlighting how it has significantly benefited students, allowing them to participate in enriching cultural programs during both the spring and fall. Trustee Richardson mentioned observing many positive developments happening within the district and expressed happiness about them. She also recalled seeing Dr. Lothschutz at the last football game despite the rain, recognizing this as a sign of his dedication. She praised the progress and leadership within the district, thanking Dr. Lothschutz for his efforts in moving the programs forward.

Trustee Lam thanked Principal Lothschutz for attending the board meeting and shared that it had been a pleasure to meet him on several occasions. She mentioned her son would soon be attending South City High, and her husband had also been a student there, adding that it was nice to get a glimpse into the future of the school. Trustee Lam was impressed by the eighth-grade family night and appreciated how welcoming the atmosphere was, especially with the cheerleading line welcoming attendees. She thanked the school for making future high schoolers feel welcomed and acknowledged the importance of the BARR program. She expressed her gratitude for its existence, particularly for freshmen transitioning into high school, and inquired further about the program and any success stories. Dr. Lothschutz explained that a key component of the BARR program involves creating a cohort of teachers who share the same group of students, allowing them to collaborate on strategies that best support their students. This approach makes high school feel smaller and more manageable, particularly for ninth graders who are adjusting to the transition from middle school. Instead of

attending seven different classes with different groups of students, BARR allows students to stay with the same group of peers for core subjects like Math, English, and Science. This structure makes the high school experience less intimidating. Dr. Lothschutz also explained that professional development, summer training, and weekly meetings among staff help align curriculum and ensure best practices are being followed. He emphasized that ninth grade is the most challenging year, and programs like BARR and AVID designed to help students mature and succeed by making the school environment feel more focused and supportive.

Trustee Hsieh thanked Dr. Lothschutz for the impressive presentation, noting that it provided valuable insights. She commended the high school team, including teachers and students, for their hard work and contributions, stating that it was inspiring to see the progress made. She encouraged the team to continue building on this momentum and thanked Dr. Lothschutz for his leadership. In response, Dr. Lothschutz acknowledged the teachers, emphasizing that they deserved all the support and compensation they could receive for their excellent work.

Trustee Murray expressed gratitude for the comprehensive report, highlighting that the goals presented were clear and actionable. She thanked Dr. Lothschutz for providing such thorough information. Additionally, Trustee Murray congratulated Edith Arias and Dee Scharff-Popielak, noting her significant contributions to the PTA at all the schools she had been involved with. She acknowledged Dee would be greatly missed.

President Anthony thanked Dr. Lothschutz for the presentation, expressing appreciation for the AVID program, CTE, and financial literacy initiatives. She was pleased to see the high level of engagement within the school. President Anthony also acknowledged the students, noting that their regular attendance at board meetings, even if just to support Josephine, was a reflection of their involvement. She encouraged the students to keep learning, experiencing the world, and thinking about how they could make a difference.

The Board recessed at 8:21 p.m. for a break and reconvened at 8:31 p.m.

Student Trustee Harsana left the meeting at 8:21 p.m.

b. Performance Management – Literacy

Dr. Moore introduced District Literacy Coordinator Lindsay Summers who would present the data on District literacy at the K-5 grade span.

Introduction Overview

Ms. Summers began by greeting the board, Dr. Moore, the cabinet, and the community of South San Francisco. She introduced herself as the district literacy coordinator for preschool through fifth grade and expressed her honor in being present at the meeting. She outlined her presentation, which included the district's literacy efforts, key responsibilities and goals, an overview of the literacy action plan, DIBELS reading data, its alignment with strategic priorities, and potential next steps.

Key Responsibilities

Ms. Summers outlined her key responsibilities as the district literacy coordinator. She supports literacy in all aspects, including curriculum, instruction, and assessments. This involves leading efforts related to structured literacy blocks. She also provides direct support to the district's 15 reading specialists and collaborates with principals to ensure effective literacy instruction at their respective sites. Additionally, she assists with major district projects, specifically focusing on preschool through third grade alignment, as part of the collective effort to accelerate literacy development for all students.

Key Responsibilities - District Literacy Coordinator	
• Direct support for our 15 site-based Reading Specialists • Lead work with Structured Literacy Blocks, including the implementation of SIPPS (K-3) and Seeds (Preschool) • Support administration of DIBELS in K-5 and IGDIs (Preschool) • Assist with Preschool through Third Grade alignment, as well as all Big Lift projects • Provide ongoing professional learning opportunities at the site and district level • Engage in ongoing collaboration with sites, districts, and our community partners	

Ms. Summers explained the structure of the district's reading specialists, noting that there are two reading specialists at Title 1 sites and one at non-Title 1 sites. She outlined their key responsibilities, stating that the district recommends an 80/20 model for their time allocation. This means that 80% of

their daily time is dedicated to providing Tier 2 reading intervention, while the remaining 20% is spent serving as literacy instructional coaches. Currently, 450 students are enrolled in Tier 2 reading intervention with one of the district's 15 reading specialists.

Key Responsibilities - Elementary Reading Specialists

- Provide Tier 2 reading intervention (80%)
 - 450 total students in K-5 currently receiving reading intervention with one of our 15 Reading Specialists
- Literacy Instructional Coaching (20%)
 - Sharing of evidence-based resources and strategies
 - Data analysis and determining instructional implications
 - Engage in Cycles of Improvement and reflection
 - Provide varied Professional Learning at the site

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Vision Statement

Ms. Summers shared that over the past two years, the district has collaborated to develop a literacy vision statement that reflects its aspirations. She emphasized that this vision aligns with the five priorities outlined in the district's strategic plan.

Overview of District Literacy Action Plan

Our Vision Statement = The South San Francisco Unified School District is committed to providing equitable, engaging, and rigorous student-centered literacy instruction for all students from preschool through twelfth grade. The South San Francisco Unified School District will implement a comprehensive, evidence-based approach to literacy instruction. It is the vision of South San Francisco Unified that ALL students will graduate from high school as literate members of our community.

- Goals
- Resources
- Monitoring Plan
- Indicators of Success
- Action Steps
- Equity Considerations



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Goals

This school year, The Big Lift, the county's collective impact group, tasked the district with developing a comprehensive literacy action plan. Ms. Summers outlined the three primary goals of this plan. The first goal is to accelerate literacy outcomes for all students through the implementation of differentiated instructional strategies. The second goal focuses on accelerating foundational reading skills for all K-3 students through daily explicit instruction. The third goal aims to increase educators' awareness and understanding of research-based writing instruction. She emphasized that the goals of both the elementary and preschool literacy action plans are aligned, ensuring that students receive exceptional

instruction and are engaged from the moment they enter school.

Goals of District Literacy Action Plan

- Goal #1 = We will **accelerate literacy outcomes for all K-5 students through the implementation of differentiated instructional strategies**, including targeted small group instruction as measured by DIBELS mCLASS Benchmark Assessments in May 2025. As such, we will decrease the number of students in the red band on their composite score by 5% from September 2024 to May 2025 = approximately 155 out of 3,115 total students.
- Goal #2 = We will **accelerate all K-3 students' foundational reading skills through daily explicit instruction of phonological awareness and phonics** of researched based-curriculum, such as Heggerty, UFLI, and SIPPS as measured by both curriculum-based assessments and DIBELS mCLASS Benchmark Assessments by May 2025.
- Goal #3 = We will **increase educators' awareness and understanding of research-based Writing instruction** as measured by collaboration and professional learning opportunities by May 2025.

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DIBELS

Ms. Summers explained that DIBELS (Dynamic Indicators of Basic Early Literacy Skills) consists of quick, timed grade-level subtests. The district administers three benchmark assessments throughout the year: at the beginning, middle, and end. As of January 2025, 33% of K-5 students performed in the exceeds range, 28% in the meets range, 14% in the approaches range, and 25% in the does not meet range. She noted that data from the final benchmark assessment in May 2025 would be shared with the cabinet and board once the assessment window closes.

DIBELS District-Wide Data: 2024 to 2025 School Year

Composite Score	September 2024					January 2025				
	Exceeds	Meets	Approaches	Does Not Meet	PM Key	Exceeds	Meets	Approaches	Does Not Meet	PM Key
Kinder	23%	20%	24%	33%	●	24%	23%	19%	33%	●
1st	28%	34%	16%	32%	●	31%	23%	14%	28%	●
2nd	36%	40%	14%	20%	●	39%	28%	12%	21%	●
3rd	35%	30%	15%	20%	●	32%	31%	12%	25%	●
4th	21%	49%	16%	14%	●	43%	28%	12%	17%	●
5th	24%	41%	16%	19%	●	25%	35%	13%	27%	●
Kinder - 5th	28%	32%	17%	23%	●	33%	28%	14%	25%	●

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DIBELS serves as both a benchmark assessment and a progress monitoring tool, helping to identify and target students' literacy needs. The assessment also plays a key role in referring students to reading intervention programs with a reading specialist. Ms. Summers highlighted the use of Home Connect reports, which provide families with clear, accessible information about their child's performance along with strategies to support reading development at home.

DIBELS Site-Wide Data: 2024 to 2025 School Year										
Composite Score for K-5	September 2024					January 2025				
	Exceeds	Meets	Approaches	Does Not Meet	PIR Key	Exceeds	Meets	Approaches	Does Not Meet	PIR Key
Buri	39%	35%	13%	14%	●	42%	33%	9%	16%	●
JS	41%	31%	14%	14%	●	41%	31%	11%	17%	●
LC	15%	21%	16%	48%	●	15%	21%	16%	48%	●
Martin	6%	20%	24%	50%	●	8%	20%	18%	54%	●
MV	44%	35%	14%	7%	●	50%	31%	10%	9%	●
Pondo	24%	42%	12%	22%	●	28%	36%	15%	21%	●
Skyline	37%	35%	17%	11%	●	41%	24%	17%	18%	●
Spruce	18%	25%	17%	40%	●	17%	24%	18%	41%	●
SSG	22%	38%	20%	20%	●	27%	36%	17%	20%	●

Ms. Summers reported that this is the district's third year administering DIBELS and provided a three-year data comparison for K-5 students' overall scores. She noted that in 2022-2023, DIBELS was optional for fourth and fifth graders, as Literably assessments were still in use. The January and May 2023 data showed an apparent rise in students scoring in the red range, though this was skewed since only certain fourth and fifth graders were tested. Despite staff efforts, literacy gains remain limited, with a 3% increase in students not meeting expectations since 2021. As of the latest assessment, 39% of K-5 students were reading below grade level.

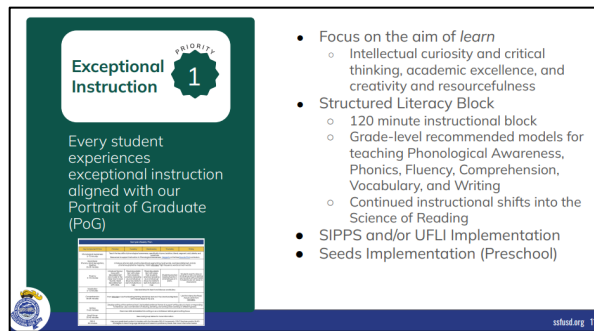
DIBELS Data: Three Year Comparison of Composite Score									
Composite Score for K-5	2022 to 2023			2023 to 2024			2024 to 2025		
	Sept. 2022	Jan. 2023	May 2023	Sept. 2023	Dec. 2023	May 2024	Sept. 2024	Jan. 2025	May 2025
Exceeds	28%	22%	30%	29%	28%	34%	28%	33%	N/A
Meets	34%	23%	25%	33%	27%	27%	32%	28%	N/A
Approaches	16%	13%	15%	15%	15%	14%	17%	14%	N/A
Does Not Meet	22%	42%	30%	23%	30%	25%	25%	25%	N/A

Portrait of a Graduate (PoG)

Ms. Summers emphasized the district's commitment to bringing the PoG to life through its literacy initiatives. This year, efforts have focused on exceptional instruction, engaged students, and equity-centered systems. She highlighted the district's dedication to ensuring that every student develops the reading and writing skills needed to learn, navigate, impact, and thrive both within the district and beyond.

Ms. Summers highlighted the district's focus on exceptional instruction, aligning with the Graduate Aim of Learn. The district continues to implement its grade-level recommended

models for the 120-minute structured literacy block, ensuring instruction aligns with the science of reading. This approach emphasizes explicit, direct, sequential, targeted, and multi-sensory instruction. She noted that the district is in its second year of implementing SIPPS and UFLI in elementary schools and SEEDS in preschool.



Exceptional Instruction PRIORITY 1

Every student experiences exceptional instruction aligned with our Portrait of Graduate (PoG)

- Focus on the aim of *learn*
 - Intellectual curiosity and critical thinking, academic excellence, and creativity and resourcefulness
- Structured Literacy Block
 - 120 minute instructional block
 - Grade-level recommended models for teaching Phonological Awareness, Phonics, Fluency, Comprehension, Vocabulary, and Writing
 - Continued instructional shifts into the Science of Reading
- SIPPS and/or UFLI Implementation
- Seeds Implementation (Preschool)

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She emphasized the district's focus on inclusive learning environments in literacy instruction. Using a multi-sensory approach and individualized instruction, the district aims to meet students' diverse needs. Recognizing literacy as a challenge, educators promote a growth mindset while fostering a love for reading. Instruction includes opportunities for student voice and choice, incorporating authentic texts to enhance engagement.



Engaged Students PRIORITY 2

Every student is a holistically-supported, self-directed learner

- Safe, welcoming, and inclusive learning environments
- Focus on growth mindset - "I can read tricky words."
- Multi-sensory approach to target students' needs and learning styles
- Student voice and choice
- Instilling the joy and importance of reading and writing
- Scaffolded opportunities to engage in literacy ranging from read alouds to independent practice

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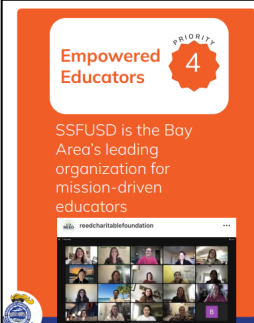
Ms. Summers expressed gratitude for the district's purposeful partnerships, including those with The Big Lift, SSFUSD families, Bay Ed Fund, and the grant received from Just Right Readers, Amazon, and Reading is Fundamental. These partnerships provided books and materials to three Title 1 sites. She also acknowledged the support from various vendors and trainers who contribute to the district's internal growth.



- Big Lift - collective impact group in San Mateo County
- Family Literacy Workshops for our SSFUSD Families - sites and DELAC
- Just Right Readers - take home literacy packs for all first graders at Martin and Sunshine Gardens
- Amazon and Reading is Fundamental - books, backpacks, and supplies
- Reed Charitable Foundation - Orton Gillingham training
- Collaborative Classroom - SIPPS and Seeds implementation support

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This year, reading specialists participated in various professional learning opportunities, including an additional 30 hours of Orton-Gillingham training. Teachers also attended professional development sessions on SIPPS and DIBELS and had access to literacy coaching from their site reading specialists.



- Professional Learning for Reading Specialists
 - Orton Gillingham - 30 hours
 - Keys to Literacy Annual Writing Conference
 - California Reading Association's Annual Conference
 - Monthly Collaboration
- Literacy Coaching and collaboration
- Structured Literacy Block Website with Professional Learning and Instructional Resources
- DIBELS mCLASS: Administration Protocol and Maximizing DIBELS for Measurable Student Growth
- SIPPS - Year 2 Implementation

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Literacy is the gateway to access and opportunity, both in education and beyond. The district has prioritized equity-centered systems and acts with urgency to meet students' diverse needs. Ms. Summers supports site principals in using data to make informed decisions outlined in their SPSAs. Equity considerations in the district's literacy plan include protecting Tier 1 literacy instruction for the most striving students. The district has fully implemented standardized guidelines for reading intervention, ensuring all nine sites follow a consistent framework. Resources have also been allocated to purchase developmentally appropriate, engaging, and culturally relevant books for students.

Equity-Centered Systems

PRIORITY
5

Our decisions, actions & resources reflect SSFUSD's commitment to equity



- Data to make informed decisions, including SPSAs
- Equity Considerations on [District Literacy Action Plan](#)
- [Standardized Guidelines for Reading Intervention with Site Reading Specialists](#)
 - Entry and Exit Criteria
 - Student Considerations
 - Progress Monitoring
 - Caseload Information
 - Curriculum and Supplementals
- Grade-level schedules to protect Tier 1 Literacy Instruction
- Small group instruction in the classroom
- Book purchases - accessible, high-interest, and culturally responsive

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Ms. Summers expressed pride in the district's accomplishments in literacy instruction, reading intervention, and P-3 alignment this year. She outlined several next steps, including expanding professional learning in reading and writing for all staff and preparing to pilot an updated ELA curriculum by researching high-quality programs and gathering stakeholder input. Next year, new legislation (SB 114) will require the administration of a universal reading screener, timely communication of data to families, and informing families of support services for students not meeting reading expectations on DIBELS. Additionally, the district aims to ensure schools are stocked with relevant and diverse books to reflect students' backgrounds and foster a love of literacy, recognizing that many students rely on schools for their reading materials.

Potential Next Steps

- Develop a Professional Learning plan for sustained support on evidence-based instruction in Reading and Writing.
 - Phased approach, considering other curriculum implementations and initiatives
- Prepare to pilot for an updated, comprehensive ELA Curriculum.
- Plan for implementation of SB114, our universal reading screener bill, effective August 2025.
- Update our classroom and school libraries with high quality, engaging, and culturally responsive texts.

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Trustee Hsieh thanked Ms. Summers for providing a well-organized and detailed report.

Trustee Lam expressed appreciation for the opportunity to learn more about literacy instruction and asked about the process of piloting a new ELA curriculum. Ms. Summers explained that preparation for piloting has already begun through the implementation of structured literacy blocks, SIPPS, and UFLI, all of which align with the science of

reading. She noted that staff have participated in professional learning to support this transition. Additionally, she and Dr. Garcia have conducted research on ELA curricula and gathered resources to inform future decisions. Trustee Lam followed up by asking whether the current literacy efforts would help improve student outcomes. Ms. Summers acknowledged that while the district is making strides, the existing ELA curriculum dates back to 2013. She emphasized that while ongoing initiatives are expected to help, adopting an updated curriculum would be essential in better supporting literacy development.

Trustee Richardson recalled meeting Ms. Summers at a county event and asked about the expected timeline for students learning to read proficiently under the science of reading approach. Ms. Summers explained that the reading trajectory varies for each student based on factors such as language level. Ideally, within a year, a student should be able to blend and segment words proficiently. However, reaching full proficiency in reading grade-level texts with accuracy, fluency, and comprehension takes time, as comprehension remains the ultimate goal. Trustee Richardson acknowledged the explanation and expressed appreciation for the progress seen in literacy data while also noting concerns for students who are still struggling. She thanked Ms. Summers for her presentation.

Trustee Murray expressed appreciation for Ms. Summers' reports and the district's focus on reading, particularly in grades K-3. She noted an improvement in Monte Verde's literacy performance, moving from yellow to green, and inquired about any specific strategies that contributed to this progress. She mentioned Monte Verde's reading club and the Million Word Club as possible factors. Trustee Murray commended the presented data and goals, expressing gratitude for the work being done.

President Anthony thanked Ms. Summers for her presentation and shared observations about the literacy data, particularly noting that the students' scores seemed to fluctuate between September and January. She acknowledged that while the 120-minute literacy block may not be enough time to fully develop reading skills, she appreciated the district's efforts and hoped the schools were effectively communicating resources available to families,

such as library programs, Just Right Readers, Dolly Parton's book program, and summer reading initiatives. Ms. Summers confirmed that communication about these resources is happening at the school sites and mentioned upcoming literacy nights and the Big Lift Inspiring Summers program. President Anthony expressed hope that the family literacy nights at schools would continue and thanked Ms. Summers for her time and presentation.

O. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

1. BUSINESS SERVICES

a. Second Interim Financial Report

Assistant Superintendent Ted O presented a brief update on the second interim financial report, noting that there were not many significant changes from the first interim report shared in December. He highlighted key figures which compared the first and second interim reports. The net change in revenue was approximately \$2.8 million, while the net change in the expenditure budget was around \$3.3 million. Mr. O also pointed out that the projected ending fund balance was expected to decrease by approximately \$600,000 from the first to the second report. He clarified that this projection was before factoring in the state-required and district designations.

General Fund (Unrestricted and Restricted)	2024-25 1st Interim	2024-25 2nd Interim	Change
Revenues	176,235,377	179,000,654	2,765,277
Interfund Transfer In	13,301	13,301	-
Total Sources of Funds	176,248,678	179,013,955	2,765,277
Expenditures	199,271,208	201,722,927	2,451,719
Interfund Transfer Out	3,634,230	4,327,206	692,976
Total Usage of Funds	202,905,438	206,050,133	3,144,695
Net Increase/Decrease in Fund Balance	(26,656,760)	(27,036,178)	(379,418)
Beginning Fund Balance	64,913,066	64,913,066	-
Projected Ending Fund Balance	38,256,306	37,876,888	(379,418)
Nonspendable	232,740	232,740	-
Restricted	8,040,409	7,899,833	(140,576)
Committed	-	-	-
Assigned/Designated	-	-	-
Various Designations *	19,520,175	19,231,808	(288,367)
Unassigned/Unappropriated	-	-	-
Designated for Economic Uncertainties	10,145,271	10,312,507	167,236
Undesignated Reserve	317,721	-	(317,721)

* Details provided on Slide 15

Mr. O continued by detailing the net change in revenue from the first to the second interim reports, showing an increase of approximately \$2.8 million. This increase was primarily due to a rise in federal, state, and local categorical restricted funding, amounting to about \$1.9 million. A significant portion

of this, approximately \$1.2 million, was attributed to a one-time Golden State Pathway Grant. Additionally, there was an increase of about \$900,000 in RDA Pass-thru funds, which are designated exclusively for facilities projects.

Changes to Revenue

The net change in revenue from the 1st Interim to 2nd Interim is approximately \$2.8M. The major changes include:

- Net increase in Federal, State and Local Categorical/Restricted Funding, \$1.9M
- Increase in RDA pass-thru funds of \$900K


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Mr. O then moved on to discuss the net change in expenditures, which amounted to approximately \$3.3 million. This increase was primarily due to a one-time state categorical restricted program budget increase of about \$1.3 million. Additionally, there was a net change of about \$673,000 in federal, state, and local program allocations, along with various budget adjustments. A pass-through increase of \$900,000 was also included. Finally, net savings of approximately \$427,000 were achieved from reduced budgets for unfilled and vacant positions.

Changes to Expenditures

The net change in Expenditures from the Adopted Budget to 1st Interim is approximately \$3.3M. The major changes include:

- Increase in one-time State Categorical/Restricted funding, \$1.3M
- Net increase in Federal, State and Local Program allocations and various budget adjustments, \$673K
- Increase in RDA pass-thru funds of \$900K
- Savings in salaries and benefits due to unfilled vacant positions, \$427K


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Mr. O shared the district's multi-year projection, which provides a high-level summary of the budget for the current year and the next two years. As per state requirements, the district is expected to maintain a balanced budget for all three years. The district is currently projected to experience deficit spending of approximately \$3.8 million next year, with a projected deficit of about \$2.6 million in the following year. Similar to other school districts, the district will need to make

budget reductions in the future to address this deficit, especially since the one-time federal and state stimulus funds for staffing and programs are expiring or being used up. The projected ending fund balance includes both state-required and district-designated reserves, which will be addressed later in the presentation.

Multi-Year Projection – Actual/Projected Ending Fund Balances			
The District's Ending Fund Balance is decreasing as a result of deficit spending, increased employer PERS and STRS contribution, increased staffing and increased District operating expenditures.			
Unrestricted and Restricted Funds	Second Interim 2024/25	Proposed Budget 2025/26	Proposed Budget 2026/27
Revenues	\$ 179,000,654	\$ 179,617,270	\$ 184,246,888
Interfund Transfer In	13,301	13,301	13,301
Total Sources of Funds	\$ 179,013,955	\$ 179,630,571	\$ 184,260,189
Expenditures	\$ 201,722,927	\$ 178,922,772	\$ 182,374,798
Interfund Transfer Out	4,527,206	4,527,206	4,527,206
Total Usage of Funds	\$ 206,250,133	\$ 183,449,978	\$ 186,902,004
Net Incr/Decr in Fund Balance	\$ (27,236,178)	\$ (3,819,407)	\$ (2,641,815)
Beginning Fund Balance	64,913,066	37,676,888	33,857,481
Actual/Projected Ending Fund Balance	\$ 37,676,888	\$ 33,857,481	\$ 31,215,666

The state requires the district to break down the ending fund balance into five specific categories.

Ending Fund Balances (Reserves)
GASB Statement No. 54 establishes certain classification that governmental agencies are required to report their fund balances
• Nonspendable • Restricted • Committed • Assigned • Undesignated/Unassigned

The breakdown of the five categories of the ending fund balance includes both state-required and district-designated amounts. Mr. O highlighted that the district was able to balance its budget for all three years by reducing the \$8.5 million set aside for property tax repayment to about \$2.7 million by the 2026-2027 fiscal year. However, he noted that the district would eventually need to find funds to cover this reduced amount.

Ending Fund Balance Designations			
Unrestricted and Restricted Funds	Second Interim 2024/25	Proposed Budget 2025/26	Proposed Budget 2026/27
Actual/Projected Ending Fund Balance	37,676,888	33,857,481	31,215,666
Nonspendable			
Revolving Cash	25,100	25,100	25,100
Stores	63,269	63,269	63,269
Prepaid Expenditures	144,371	144,371	144,371
Restricted	7,899,833	7,899,833	7,899,833
Committed	0	0	0
Assigned/Designated			
STRS/PERS Increase: 2027-28	359,384	359,384	359,384
STRS/PERS Increase: 2028-29	733,791	733,791	733,791
Prop Tax Re-Pymt - Litigation (Est.)	8,211,633	5,532,234	2,717,818
Cover Salaries Paid W/One-time Stimulus Funds	7,100,000	7,100,000	7,100,000
Cover Programs Paid W/One-time Stimulus Funds	2,827,000	2,827,000	2,827,000
Reserve:			
Reserved for Economic Uncertainties	10,312,507	9,172,499	9,345,100
Undesignated Reserve	0	0	0

Mr. O reviewed the positions and programs funded with one-time funds, which he had presented in the first interim report. He noted that approximately \$5.8 million is allocated to these positions and programs.

Positions and Programs Funded with One-time Funds					
Resource	Resource Description	Expires	FTE	Position/Program Types	Amount
7435	Learning Recovery Emergency Block Grant	6/30/2026	1.00	Administrative Assistant-ATT	\$ 93,494.00
			4.00	Counselor-Wellness	\$ 449,465.00
			1.00	Counselor on Special Assign.	\$ 155,685.00
			3.33	Office Assistant-Attendance	\$ 296,461.00
			1.00	Psychologist on Special Assign	\$ 169,980.00
			3.00	School Community Liaison	\$ 250,983.00
			1.00	Teacher - Other	\$ 127,134.00
			1.00	Teacher - Other (ELD)	\$ 163,411.00
			4.00	Teacher - Other (RTI)	\$ 528,769.00
			2.00	TOSA - Special Ed	\$ 245,609.00
9078	Bay Ed Fund	6/30/2025	1.00	Chief of Strategy & Comm	\$ 268,464.48
9305	Student Behavior Hlth Incentive (SBHIP)	6/30/2025	0.20	Counselor-Extra	\$ 16,535.00
Grand Total			33.34		\$ 5,763,310.48

Additionally, there is another grant related to programs, approximately \$1.5 million. He acknowledged that, similar to other districts, they will need to address these funding sources in the future.

Additional Programs Funded with One-time Funds					
Resource	Resource Description	Expires	FTE	Position/Program Types	Amount
6762	Arts, Music, Instr Mtts Discretionary Block Grant	6/30/2026		Air Tutors LLC	\$ 400,000.00
				Enome Inc	\$ 75,500.00
				EPS Operations	\$ 73,454.00
				IXL Learning	\$ 83,350.00
				Legarza Sports	\$ 777,650.00
				NZY LLC	\$ 45,000.00
				Qualtrics LLC	\$ 42,975.00
				TouchMath Acquisitions	\$ 40,000.00
			0.00	Yearly Total	\$ 1,535,935.00

He quickly shared the areas of concern which he reminded the Board he reviewed during the first interim report.

Areas of Concern	
•	STRS/PERS Increases
•	Increases in Special Education Costs
•	Re-payment of property taxes due to litigation
•	Aging facilities with increasing cost to repair/replace
•	Declining Student Enrollment
•	Shortage of teachers, nutrition service workers, custodians, substitutes and other staff
•	Potential impact of new COVID-19 Variant or other pneumonia outbreak
•	Positions paid with one-time stimulus funds that are expiring or used up
•	Cost for expansion of the Universal Transitional Kindergarten Program
•	Increasing cost for goods and services due to inflation and possible tariffs imposed by the Trump administration
•	Possible loss of Federal program funding from the Trump administration


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Mr. O concluded his presentation by outlining key upcoming events. He mentioned that the Governor's revision for the proposed budget will be released in May 2025. A public hearing on the LCAP and the budget is scheduled for June 12, 2025, followed by the Board's approval of the adopted budget and LCAP on June 26, 2025. Afterward, the year-end closing process will begin, and the audit actuals year-end closure report will be presented to the Board in September 2025.

Looking Ahead	
•	Governor's Revision to the Proposed Budget
➤	May 2025
•	Public Hearing on the 2025-26 LCAP Draft Plan and Budget
➤	June 12, 2025
•	Public Hearing to Adopt the 2025-26 LCAP and Budget
➤	June 26, 2025
•	2024-25 Unaudited Actuals
➤	September 2025


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Trustee Murray thanked Mr. O for his work, expressing appreciation for the enlightening presentation and the effort put in by his department.

Trustee Lam expressed concern about the areas of financial uncertainty, specifically around expiring one-time funds, federal policies, and potential tariffs. She asked how the district plans to weather these challenges. Mr. O responded that the district has been conservative in building up reserves, which has helped in various situations, including securing savings for taxpayers through bond refunding. The reserves also support staff negotiations and the coverage of expiring one-time funds for positions and programs, ensuring the district doesn't need to make drastic cuts immediately. He highlighted that many districts are already facing cuts, but

due to the strong reserves, the district has more flexibility in making decisions for future reductions. Trustee Lam thanked Mr. O for his detailed financial breakdown and for managing the district's finances.

ACTION

BUSINESS SERVICES

a. Approval of the Second Interim Financial Report and Positive Certification of Financial Condition

MOTION #57 (Murray/Hsieh) Approval of the 2nd Interim Financial Report and positive certification of financial condition for FY 2024-25, declaring that the SSFUSD will be able to meet its financial obligations for the current year and subsequent two fiscal years. Motion Carried. (Unanimous)

P. CONSENT AGENDA

MOTION #58 (Murray/Hsieh) to approve items: 1a, Minutes of the February 5, 2025 Special Board meeting; 1b. Minutes of the February 13, 2025 Regular Board Meeting; 2a, Permission for South San Francisco High School wrestling team to travel to Fresno, CA, April 11 – 13, 2025; 2b, Permission for South San Francisco High School wrestling team to travel to Fresno, CA, May 16 – 18, 2025; 2c, Permission for South San Francisco High School wrestling team to travel to Fresno, CA, May 30 – June 1, 2025; 2d, Permission for staff to attend the Community Engagement Initiative Meeting in Anaheim, CA, May 1 – 3, 2025; 2e, Permission for staff to attend the Institute for Educational Leadership Conference in Minneapolis, MN, May 27 – 30, 2025; 2f, Permission for 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, Gifts to the District; 4b, Fundraising events for the 2024-25 school year; 4c, Professional services agreements under \$25,000. Motion Carried. (Unanimous)

ACTION

1. ADMINISTRATION

a. Approval of District's New and Updated Board Bylaws and Policies

Ms. Marcelino noted the following proposed minor updates to board policies: For Board Policy 1114: District-Sponsored Social Media (page 106), the word "and" will be added between "initiatives" and "decisions" in the first paragraph, first sentence. For Board Policy 6112: School Day (page 108), the period after "organized games" will be

replaced with a comma, and the word “And” will be changed to lowercase in the third paragraph, second sentence.

MOTION #59 (Richardson/Murray) to approve the following new and updated District’s Board Policies and waive a second reading, as presented to the Board. Motion Carried. (Unanimous)

1. BP 0510 - School Accountability Report Card
2. BP 1114 - District Sponsored Social Media
3. BP 4040 - Employee Use of Technology
4. BP 6112 - School Day
5. BP 6142.92 - Mathematics Instruction
6. BP 6152.1 - Placement in Mathematics Courses
7. BP 6163.4 - Student Use of Technology

2. EDUCATIONAL SERVICES

a. Approval of the Agreement with Imagine Learning Twig Science Collaborative Research Study

Trustee Lam asked if the data results from the study would be shared with the public or the district, to which Dr. Moore confirmed that once the results are available, they will be shared with both the board and the public. Trustee Lam then inquired about the current adoption rate of Twig Science across grades K through 5. Dr. Moore explained that the implementation varies across schools, with five out of nine schools in kindergarten, eight out of nine in first grade, and seven out of nine in second grade having implemented at least one module. In fourth grade, all schools have met the goal of at least one module, with some already completing two modules, while eight out of nine schools in fifth grade have implemented at least one module, with some completing two as well. Trustee Lam explained her reason for asking was because if the data shows positive results, the wider adoption of Twig Science would likely lead to further positive outcomes.

MOTION #60 (Murray/Hsieh) to approve the agreement with Imagine Learning for the Twig Science Research Study, covering the school years from 2021-2022 through 2024-2025. Motion Carried. (Unanimous)

b. Approval of Purchase from Flex Ground for the Rubber Flooring at the Children's Center Playground

MOTION #61 (Hsieh/Lam) to approve the Pour-N-Place rubber flooring from Flex Ground for the Children's Center Program playground. Motion Carried. (Unanimous)

3. HUMAN RESOURCES

a. Approval of the Elimination of Classified Positions in the Student Services Department and the Adoption of Resolution No. 25-07

MOTION #62 (Richardson/Hsieh) to approve the elimination of one (1) Administrative Assistant and one (1) School Community Attendance Liaison in the Student Services department, and the adoption of Resolution #25-07 with a waive of the reading. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Motion Carried. (Unanimous)

b. Approval of the MOU with University of San Francisco (USF) for the Employment of Students with Intern Credentials for the 2025-2027 School Years

Trustee Richardson raised a concern about the duration of the agreement mentioned in the MOU, which seemed to state a one-year term but was believed to span from 2025 to 2027. She sought clarification on the correct dates. Mr. Hannon confirmed that the agreement was meant to be for two years, from July 1, 2025, to June 30, 2027. The discrepancy was found in the MOU, which incorrectly stated a one-year term. President Anthony affirmed that the correct term is two years. Mr. Hannon clarified that the MOU will be corrected to reflect the accurate two-year term in both MOUs with the University of San Francisco.

Trustee Richardson asked whether the internship is paid and who is responsible for the payment. Mr. Hannon clarified that the MOU allows the district to hire intern-eligible candidates to fill teaching vacancies while they complete their coursework for teaching credentials. President Anthony confirmed that the internship being discussed at that moment is paid.

MOTION #63 (Murray/Richrdson) to approve the MOU with USF for the employment of university students who have a valid intern credential, effective July 1, 2025 through June 30, 2027 and to update the MOU to reflect the correct number of years. Motion Carried. (Unanimous)

c. Approval of the MOU with University of San Francisco (USF) for Unpaid Internship Placements of University Students for the 2025-2027 School Years

MOTION #64 (Murray/Hsieh) to approve the MOU with USF to provide unpaid internship placements to university students, effective July 1, 2025 through June 30, 2027 and to update the MOU to reflect the correct number of years. Motion Carried. (Unanimous)

d. Approval of the Agreement with Scoot Education, Inc. for Total Support Staffing Services for the 2025-2026 School Year

Mr. Hannon provided an overview of Scoot Education and its benefits for the district, highlighting cost savings, improved resource allocation, and increased service hours from 6:00 AM to 9:00 PM PST. He noted that the partnership includes a 10% discounted rate for short-term substitute shifts and priority access to TeachStart Fellows, as approved in the November 14, 2024, board meeting. This initiative aims to streamline the coordination of substitute coverage, reducing the workload for staff while ensuring continuity in classrooms. Additionally, he emphasized Scoot's strong performance, with a 94% substitute fill rate this year.

Trustee Richardson expressed appreciation for the ability to pull substitute teachers from a known pool, including retired staff familiar with the district. She noted that having substitutes with prior experience in the district could be beneficial for continuity and classroom effectiveness.

President Anthony inquired whether this initiative would address the ongoing challenges with substitute shortages. Mr. Hannon affirmed that the data indicates an improvement in fill rates for short-term substitute positions, reinforcing the district's confidence in this partnership.

MOTION #65 (Richardson/Hsieh) to approve the agreement with Scoot Education, Inc. to provide total support staffing services, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

4. BUSINESS SERVICES

b. Approval of the Agreement with Protech Consulting and Engineering, Inc. for the Westborough MS Field & Pavement Improvement Project

Trustee Lam asked if this type of hazardous material testing for construction projects, particularly for the fields, is a standard practice. Mr. O confirmed that it is a normal practice due to the age of the buildings and regulatory requirements for hazardous material testing. He explained that an industrial hygienist is being brought in to evaluate the sites before demolition work begins. Trustee Lam then asked what happens if hazardous materials are found in the survey and what options there would be for removal. Mr. O stated that if hazardous materials are identified, the district would hire remediation support to take care of it.

Trustee Richardson asked what kind of hazardous materials could be buried there, clarifying that this isn't about removing asbestos but rather about seeing what's underneath, like old cars or oil drums, which have been found in other places in South City. She noted that people used to just bury things in backyards, and now that land is a school site. Mr. O responded that this is just a precautionary step, a standard practice to make sure that when demolition happens, materials are safely transported out. Trustee Richardson recalled that Buri had a tank buried with oil in it for at least 50 years.

MOTION #66 (Hsieh/Murray) to approve the agreement with Protech Consulting and Engineering, Inc. for hazardous materials consulting services for the Westborough Middle School Field and Pavement Improvements project in the amount of \$33,267.00. Motion Carried. (Unanimous)

c. Approval of the Proposal with MoonChef for Vended Meal Services

Trustee Richardson asked about the length of the agreement

and noted that it covers a significant number of meals for nearly four million dollars. Mr. Chan responded that the agreement will last a minimum of 13 months. Trustee Richardson confirmed that the contract includes two meals a day and asked whether it covers the summer as well. Mr. Chan confirmed that it will cover two summers.

President Anthony inquired about the meal testing process. Mr. Chan explained that each proposer submitted 10 meals on February 10th, and a team of five testers evaluated them based on five criteria. Scores were then compiled and scaled down to a weight of 20 within the overall evaluation criteria.

Trustee Lam asked about the price range of the proposals and whether there was a significant difference. Mr. Chan stated that the difference between the lowest and highest proposals was less than one million dollars.

Trustee Richardson mentioned that Mr. O had noted the inclusion of fresh vegetables as a key factor in selecting the chosen vendor. She stated that while the selected option costs slightly more, the quality and taste were better. Mr. O confirmed that the selection process involved ranking vendors across 15 criteria, with food quality and scratch cooking being key considerations. He explained that while one vendor had a lower base price, they charged additional fees for small orders, making the overall cost comparable in the long run.

Mr. Chan elaborated on the district's specific needs, explaining that some locations require multiple hot food deliveries in a single day, while others need only 30 to 40 meals. The ability of a vendor to provide flexibility, small batch deliveries, and scratch cooking played a significant role in the decision-making process. He also mentioned that the willingness of a vendor to share recipes for future replication was an important factor.

President Anthony expressed appreciation that the selected vendor is a local business, emphasizing the benefit of keeping the money in South City.

Trustee Richardson thanked Mr. Chan for keeping up with all the dietary considerations.

MOTION #67 (Murray/Hsieh) to approve the proposal from MoonChef to provide vended meal services during the El Camino High School central kitchen/cafeteria modernization bond project in the amount of \$3,994,639.90. Motion Carried. (Unanimous)

d. Acceptance of Notice of Completion for the HVAC Package A Project #15-23

MOTION #68 (Murray/Hsieh) to approve the acceptance for the HVAC Package A Project #15-23 at El Camino High School, Monte Verde Elementary School, Ponderosa Elementary School, Sunshine Gardens Elementary School and Westborough Middle School, as complete and ratify staff's action to file the Notice of Completion. Motion Carried. (Unanimous)

e. Acceptance of Notice of Completion for the HVAC Package B Project #16-23

President Anthony expressed relief that the Martin project was finally completed, acknowledging that it involved a lot of change orders.

MOTION #69 (Murray/Hsieh) to approve the acceptance for the HVAC Package B Project #16-23 at Hillside Pre-School Classroom Wing, Parkway Heights MS Administration Wing, Spruce ES Gymnasium, and Martin ES Multi-Purpose Building/Administration Building/Classroom Wing A, as complete and ratify staff's action to file the Notice of Completion. Motion Carried. (Unanimous)

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

March 27, 2025

- Presentation teaching and learning – Ponderosa ES
- Presentation on Nutrition Services
- Presentation on Induction
- Resolution for Child Abuse Prevention Awareness Month (April)
- Resolution for Autism Awareness Month (April)
- Approval of LCFF supplemental funded positions
- Resolutions for retirees

April 10, 2025

- Presentation teaching and learning – Alta Loma MS
- Presentation - Performance Management, NGSS/Genentech
- Williams report for 3rd quarter ending 3/31/25
- Resolution for Earth Day (April 22)
- Approval of LCFF supplemental funded positions
- Approval of Skyline Middle College MOU for 2025-26
- Approval of EL Master Plan
- Resolution for Day of the Teacher (5/7)
- Resolution for Classified School Employee Week (5/12-5/14)

April 24, 2025

- Presentation teaching and learning – Sunshine Gardens ES
- Presentation – Climate Literacy
- Approval of designated representatives to CIF (California Interscholastic Federation)
- 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 Richardson reported attending the wake for Mrs. Eileen Christopherson at Duggins Mortuary. She mentioned that it was a very sad occasion, but the event had a wonderful turnout. The staff attended on that day, while the following day was designated for the family. Trustee Richardson also shared her participation in a subcommittee meeting with the city, which included Dr. Moore and Mr. O. During the meeting, the city provided a comprehensive report on plans to stripe all schools with new 15 mph safety zones for school safety. Trustee Richardson expressed her appreciation for the update, noting that the city would also collaborate with Monte Verde in San Bruno and Daly City government to stripe schools in those areas, as those schools fall outside the district's jurisdiction. Trustee Richardson concluded by stating that all schools would benefit from this new striping initiative.

President Anthony shared information about an organization called PiFEST, which stands for Pacific Islanders Encouraging Fun Engineering Science and Technology. The organization was founded in South San Francisco and is hosting its third annual STEM fair on April 12th at the San Mateo Event Center. The event is specifically geared toward Pacific Islander parents, but President Anthony mentioned that everyone is welcome to attend. She also mentioned that a more comprehensive report on the subcommittee meeting with the city would be provided at the next meeting.

Trustee Lam thanked Trustee Richardson for bringing up the traffic safety measures around schools and mentioned her ongoing concern for the safety of students, particularly at schools like Monte Verde, which straddle different cities. She expressed hope that the improved signage and efforts around traffic safety would help enhance the situation. She wished everyone a happy Pi Day. She shared an interesting fact that the Exploratorium, where she works, invented Pi Day, with the late Larry Shaw being credited for the creation of the event. She explained that they usually celebrate with a small parade around the museum, carrying yardsticks marked with the numbers of Pi. However, this year, she would be attending Westborough Middle School to see how they celebrate Pi Day, and she expressed her excitement to see how it would be celebrated at the school level as well. President Anthony expressed surprise upon learning that the Exploratorium invented Pi Day.

ADJOURNMENT – 9:29 p.m.