

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

A. CALL TO ORDER

CLOSED SESSION – 6:00 p.m.

1. Conference with Legal Counsel – Existing Litigation ([Government Code § 54956.9\(d\)\(1\)](#))
 - Jane Doe v. South San Francisco USD (Case No. 22-CIV-0526)
2. Public Employee Discipline/Dismissal/Release ([Government Code § 54957](#))
3. Conference with Labor Negotiators ([Government Code § 54957.6](#))
 - Agency Designated Representative: Assistant Superintendent of Human Resources and Student Services
 - Employee Organization: South San Francisco Classroom Teachers Association

RECONVENE INTO OPEN SESSION – 7:00 p.m.

B. ROLL CALL

Board Members:

Ms. Amanda Anthony – Present
Mrs. Amy Lam - Present
Dr. Chialin Hsieh - Present
Mrs. Patricia Murray - Absent
Mrs. Mina Richardson - Present
Ms. Josephine Harsana, Student Board Member - Present

Cabinet Members:

Dr. Shawnterra Moore, Superintendent - Present
Mr. J. Marwan Hannon, Assistant Superintendent, Human Resources and Student Services - Present
Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Absent
Mr. Ted O, Assistant Superintendent, Business Services - Present

- C. PLEDGE OF ALLEGIANCE** was led by Monte Verde Elementary School 5th grade student Bianca Lapus. Principal Mirt introduced Bianca highlighting her hardworking nature, positive attitude, and growth mindset. Bianca excels in singing and dancing and even showcased her talent in last year's school talent show with impressions. Principal Mirt shared an anecdote about Bianca's dedication to learning, noting that she proactively asked about the CAASPP testing dates which is not a typical question from students. When asked why, Bianca explained that she wanted to compare her scores from last year to measure her progress, demonstrating her commitment to self-improvement.

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 provided an update on Jane Doe v. South San Francisco USD (Case No. 22-CIV-0526). The board unanimously approved a settlement in which the plaintiff agreed to dismiss the lawsuit and release the district from all claims in exchange for a \$250,000.00 payment, with both parties bearing their own costs.

Mr. Hannon also shared that the Board unanimously voted to non-reelect one probationary certificated employee. In a 3-1 vote, they approved the release of two certificated administrators. Additionally, the board unanimously voted to release 16 temporary certificated employees.

- F. REVIEW OF AGENDA** – None

G. PTA COUNCIL REMARKS

Monte Verde PTA President, Walsy Wong shared an update on Monte Verde PTA's efforts and upcoming events. Now in her sixth year of volunteering and second term as president, she highlighted key district-wide PTA events, including Monte Verde's Feast of Nations on February 20th and several restaurant fundraisers throughout the month. She recognized and thanked PTA members and parent volunteers for making community events like the Fall Carnival, Craft Cocoa & Claus, and Movie Nights possible. Beyond events, the PTA also supports assemblies, field trips, the Art in Action program, and the yearbook, enriching students' school experience.

Ms. Wong emphasized how Monte Verde PTA aligns with the district's Graduate AIMS, fostering learning through book donations, promoting wellness through events, and teaching real-world skills with activities like the Holiday Gift Shop. She concluded by expressing gratitude for the community's support in helping students grow and thrive.

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, provided an update on the adult school's focus on strengthening its ESL writing curriculum and developing CTE programs. She also expressed solidarity with the CTA during their contract negotiations with the district. She voiced concern about the elimination of a TOSA position. She explained that one person would have to manage the work currently supporting 500 teachers, which she fears will lead to an inadequate level of support, particularly in managing technology needs for educators. She emphasized that, as the district's priority is to support students, teachers must also be adequately supported for that to happen.

South San Francisco Classroom Teachers Association – Shari Giusti President of the South San Francisco Classroom Teachers Association, addressed the board, expressing appreciation for the meeting despite the stormy weather. She acknowledged the current political instability, mentioning that the California Teachers Association (CTA) is working to prepare resources for members on how to support students in the event of ICE raids. Ms. Giusti also shared her concerns about changes occurring locally in the school district. She emphasized the need for thoughtful decision-making, prioritizing both efficiency and empathy for students and staff. She called for more inclusion of teachers' voices in the decision-making process, particularly in regard to the new instructional coaching position. She requested that SSFUSD bargain with the SSFCTA regarding the position's job description, ensuring that it is implemented positively to support educators' professional growth. Additionally, she proposed that future phases of the district's strategic plan involve more teacher involvement, collaboration, and support to celebrate successes and address challenges. Ms. Giusti concluded with a call for unity and support in rising up together, ending with a reference to Monte Verde's motto, "Fly Like an Eagle."

California School Employees Association Chapter 197 – None

I. PERSONNEL COMMISSION

Assistant Superintendent Hannon announced that the next Personnel Commission meeting will take place on Tuesday, February 18, 2025, at 5:00 p.m. in the district office boardroom

- J. ITEMS FROM THE BOARD** - President Anthony shared a quick announcement, mentioning a “Know Your Rights” workshop where she learned that it’s important for everyone, not just those without documentation, to carry a red card. This helps ensure solidarity and prevents assumptions about who may be a target. She encouraged all to consider carrying the red card.

Trustee Lam mentioned that the Board Bylaw Committee had met recently and would be approving the minutes at tonight’s meeting.

K. SUPERINTENDENT’S REPORT

- a. Introduction of new student Trustee Josephine Harsana** – Dr. Moore introduced Student Trustee Josephine Harsana, the ASB president and spring representative for South San Francisco High School. Although she has already been sharing student updates with the board and community, she will now actively participate in discussions, offering valuable student perspectives on various programs, policies, and practices. She expressed excitement about her contributions. She also took a moment to acknowledge Jamie Wong, Fall Student Trustee. Dr. Moore praised Ms. Wong for her professionalism, insightful updates, and strong communication skills during her time representing El Camino High School. She expressed appreciation for Ms. Wong’s contributions and looks forward to her continued updates on school events.
- b. Resource Allocation & Strategic Staffing** – Dr. Moore shared that this past fall, the district launched Strategic Staffing initiatives as part of its broader strategic plan. Focused on equity-driven systems, the plan aims to establish a transparent and structured annual planning process. The goal is to allocate resources including personnel, time, and funding in an equitable, sustainable manner aligned with the district’s strategic priorities. She noted that a more detailed presentation on the topic would follow later in the meeting.
- c. SSFHS 6-Year WASC Accreditation** – Dr. Moore announced that the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC), has granted South San Francisco High School a six-year accreditation through June 30, 2031. This decision was based on the school’s submitted report and a successful accreditation visit. A mid-cycle visit will take place during the 2027-28 school year. She congratulated the staff, students, and families for their hard work in achieving this accomplishment.
- d. Superintendent Symposium Update** – Dr. Moore shared her experience attending the Superintendent Symposium through ACSA, expressing gratitude to the board for their support. The event brought together superintendents from across California for shared learning and

collaboration. As a member of the planning committee, she helped shape this year's theme: *Leading with Gratitude and Embracing Our Purpose: Empowering Students and Educators to Thrive*. The symposium featured sessions on educational equity, leadership, instructional excellence, and strategies for continuous improvement. She highlighted how many of the insights gained align with the district's strategic plan and will help support ongoing growth.

- e. **Other** – Dr. Moore acknowledged the concerns and anxiety within the community regarding the current national climate. She shared a key takeaway from the Superintendent Symposium: the importance of staying the course in supporting students and families despite the rapid changes in executive orders. She reaffirmed the district's commitment to providing a safe, inclusive educational environment for all students, regardless of legal status, gender identity, ethnicity, or background. If any laws change, the district will work closely with the board and legal counsel to determine next steps. For now, the focus remains on stability and support for students and families.

L. STUDENT TRUSTEE REPORTS

1. Josephine Harsana, Spring Student Trustee and ASB President of SSFHS opened her update with a warm welcome, expressing her honor in representing the school. With Valentine's Day approaching, students are celebrating with the annual "Marriage in the Quad" tradition, where they can participate in fun, fake wedding ceremonies officiated by Mr. Capitan, who is legally ordained. Valentine grams with roses and handwritten cards are also being sold to spread school spirit. She congratulated winter sports athletes on wrapping up their season, highlighting achievements in wrestling, soccer, and basketball. The boys' and girls' basketball teams are preparing for their big rivalry game against El Camino, where they will also celebrate their senior nights. Clubs remain active, with the mock trial team placing fourth in their league and the Red Cross Club collecting 24 units of blood to aid wildfire victims. The Earth Club is planning its annual camping trip in March to Big Sur. ASB elections are highly competitive this year, with campaign week beginning soon. ASB officers will also join counselors on middle school visits to encourage eighth graders to get involved. Prom is scheduled for April 26 at the Fox Theater with an "Old Hollywood" theme. Several class fundraisers are coming up, including events at Raising Cane's, Milk Tea Lab, and New Horizons. Lastly, she celebrated the success of History Day, where 22 projects advanced to the county competition, showcasing students' research and creativity. She congratulated those moving forward and wished them luck.

Trustee Richardson asked about the time of the basketball game. Ms. Harsana explained that it is a quad game, meaning all four teams will play, with Girls JV starting first at 4:00 p.m.

2. Jamie Wong, Fall Student Trustee and ASB President of ECHS shared her update, starting with a warm greeting and expressing excitement about upcoming school events. She highlighted El Camino's second-ever Food Court, happening tomorrow, after the success of the first one. This event allows clubs to showcase their missions while selling food through a token-based system. To build excitement for the Hoops Rally and the big rivalry game against South City, the school hosted a Valentine's themed spirit week, with themed dress-up days like Cuddle Love Monday (PJs), Perfect Pair Tuesday (twinning outfits), and Crazy in Love Wednesday (mismatched clothing). The week will wrap up with Valentine's Day Friday, where students will wear red, pink, or white. She congratulated winter sports athletes, recognizing senior players in wrestling, basketball, and soccer who have made significant contributions to their teams. The boys' soccer team won 4-0 on their Senior Night, while the girls celebrated with a dinner and gifts in the cafeteria. Ms. Wong also invited everyone to attend the Jim Cresta Memorial Car Show on March 8, honoring a beloved educator who dedicated 57 years to El Camino High School. The event will feature classic and custom vehicles, with proceeds going to the Jim Cresta Scholarship Fund for graduates pursuing a trade or vocation. She concluded by thanking everyone and wishing them a safe three-day weekend.

M. PUBLIC COMMENTS

Michelle Bartoli, a fourth-grade teacher at Monte Verde Elementary, shared her experience piloting the Illustrative Math program over the past six months. While she appreciates the program's real-world math problems and its emphasis on collaboration and discussion, she has significant concerns about its effectiveness. Her primary concern is the lack of practice opportunities, as each lesson only includes two to four math problems, with just one additional problem available for assignment. Beyond that, teachers have limited options to reinforce concepts. She finds the math centers insufficient, cumbersome, and ultimately unhelpful in providing the necessary support for students. Ms. Bartoli also expressed concerns about the program's student-led learning approach, where teachers serve as guides rather than providing direct instruction. While the goal is to encourage independent problem-solving, she has observed that students who lack foundational math skills often become confused and frustrated. Some students struggle to stay on task, while others shut down entirely due to frustration. She shared that the program does not encourage pulling small groups for additional support, which she believes is necessary to help struggling students. Ms. Bartoli emphasized that for students to reach their full potential, they need both foundational knowledge support and advanced challenges for those excelling in math, neither of which she feels the program provides sufficiently. She does not believe the positives outweigh the negatives, but if the district chooses to adopt the program, she urges the board to ensure that teachers receive ongoing math training, significant support beyond the first year, and access to supplemental programs such as IXL to provide additional practice. She also stressed the importance of having a clear roadmap and implementation plan with district resources to support both students and teachers in making the program as effective as possible.

Lucie Bradshaw, a teacher from Junipero Serra and a 20-year veteran, spoke passionately about her dedication to teaching but emphasized that her “why” also includes her paycheck. She highlighted the financial struggles teachers face in advancing their salaries, requiring them to pay for additional coursework while encountering administrative obstacles in tracking their earned units. She raised concerns about ongoing payroll issues, with teachers experiencing significant delays and poor communication regarding their raises. Some have waited months or even a year, facing unanswered emails and misplaced records. She questioned whether district leaders faced similar challenges and urged the board to take immediate action to resolve the pay discrepancies.

Megan Connery, a teacher at El Camino High School, expressed concerns after reviewing the data presented at the recent study session regarding the district’s Common Assessment (MARS task). She mentioned that teachers, herself included, had not seen this data beforehand and questioned its accuracy, especially for 12th graders who might be behind their grade level. She also highlighted that the material assessed was from September, which could lead to underperformance due to students potentially forgetting the content. Ms. Connery pointed out that comparing pilot students to non-pilot students was not reasonable, as pilot students at El Camino are enrolled in honors classes, making the data less reliable. She also raised concerns about the survey given only to pilot students, which she felt did not provide a complete view. Additionally, some of her Algebra 2 students have participated in the pilot program for two years, experiencing both the Illustrative Math and Carnegie Learning curriculums. Ms. Connery expressed interest in seeing how these students would evaluate both programs.

Shali Tapia, introduced herself as a dedicated employee of the district and a parent of a senior at El Camino High School. She shared her deep concern for the safety of high school students. Ms. Tapia recounted two incidents where her daughter was physically attacked by other students, with the most recent occurring on January 27th. Despite her daughter’s attempts to de-escalate the situation and not fight back, the attack persisted, and no action had been taken after she previously reported harassment. She expressed frustration over the lack of support from the school administration and the Director of Student Services with no outreach to check on her daughter’s well-being. She highlighted that the response from the administration was not just disappointing for her daughter but indicative of a larger problem affecting other parents as well. Ms. Tapia urged the board to prioritize support for high school students, particularly those dealing with trauma, and emphasized that counselors are needed at the high school level just as much as at the elementary level.

N. INFORMATION ONLY PRESENTATIONS

1. EDUCATIONAL SERVICES

a. Teaching and learning presentation: Monte Verde Elementary School

Dr. Moore introduced Principal Debby Mirt who would be

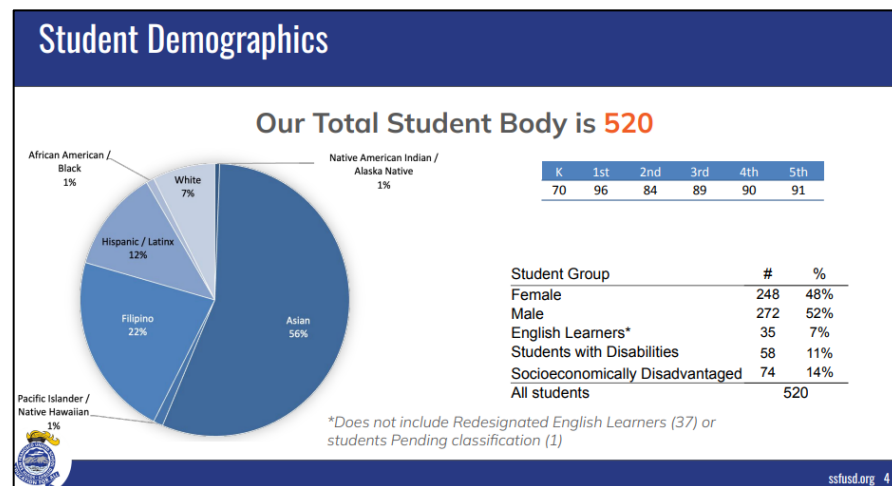
presenting key information, data, and insights about Monte Verde Elementary School to the board and the community.

Introduction

Principal Mirt began her presentation by acknowledging the district and Monte Verde's shared values and strategic priorities. She emphasized the strength of their community, noting strong relationships among staff and families, with some teachers even speaking at the meeting that evening. She highlighted that Monte Verde holds high expectations for all students, regardless of their subgroup. Principal Mirt also pointed out that many El Camino and South City graduates are actively involved on campus, either teaching in classrooms or working in the office, and several of these graduates now have children attending the school.

Student Demographics

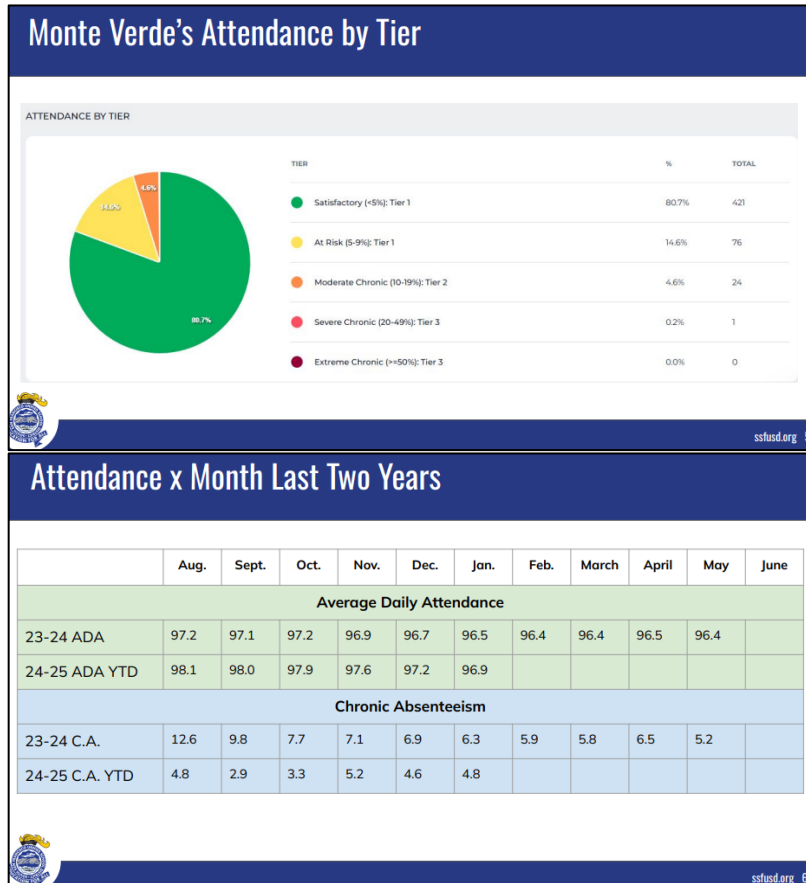
Principal Mirt noted that the number of English Learners has decreased over the years, now standing at 35. Additionally, the percentage of students with disabilities has risen to 58, making up 11% of the student population, up from a previous range of 9%.



Attendance

The school's attendance is generally strong, with 80% of students falling into the satisfactory range. Only one student is in the severe chronic attendance category, and this case is due to illness. Notably, there are no students in the extremely chronic attendance range. While January tends to be the worst month for attendance, overall, the school has maintained an attendance rate of over 96% for most months,

with September being the highest. The school's attendance has improved from the previous year.



Attendance x Month Last Two Years

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Average Daily Attendance											
23-24 ADA	97.2	97.1	97.2	96.9	96.7	96.5	96.4	96.4	96.5	96.4	
24-25 ADA YTD	98.1	98.0	97.9	97.6	97.2	96.9					
Chronic Absenteeism											
23-24 C.A.	12.6	9.8	7.7	7.1	6.9	6.3	5.9	5.8	6.5	5.2	
24-25 C.A. YTD	4.8	2.9	3.3	5.2	4.6	4.8					

sstusd.org 6

She shared that when breaking down attendance by subgroups, there were notable improvements. The Pacific Islander group showed improvement from the previous year, and special education students are attending more regularly.

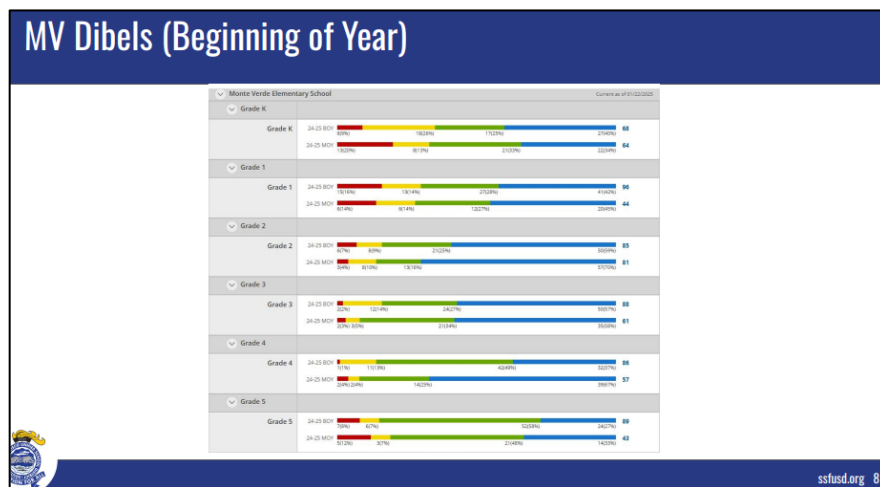
Average Daily Attendance x Student Groups

Race / Ethnicity	22-23	23-24	24-25 YTD	Student Groups	22-23	23-24	24-25 YTD
Data Format	#/total	#/total	#/total	Data Format	#/total	#/total	#/total
African American	4/92.7	4/96.5	4/93.1	Special Education	71/95.9	71/97.1	63/97.1
Latinx	88/94.1	75/94.2	69/94.7	Socioeconomically Disadvantaged (SD)	98/79.6	130/95.0	N/A
Pacific Islander	10/93	9/94.2	5/97.6	Curr-EL	58/95.6	48/96.9	35/96.6
Asian	352/96.7	352/96.9	342/97.4	Reclassified Fluent English Proficient (RFEF)	55/97.9	40/97.4	38/97.5
Filipino	114/95.5	122/96.2	115/96.8	Homeless	1/100.	1/96.5	7/96.4
White	44/95.7	43/96.3	39/96.6				
2+ Races	61/95.4	71/96.6	72/97.0				

sstusd.org 7

DIBELS

Principal Mirt addressed the DIBELS reading screening, noting that while the beginning-of-year scores were reliable, the middle-of-year data had some integrity issues. Not all students had been tested at the time the slide was created, meaning some data was incomplete and could not be fully counted.



CAASPP

Principal Mirt reported that nearly 80% of students were proficient in language arts and 77.27% in math, both outstanding scores. She noted that while language arts scores improved, math scores saw a slight decrease, but maintaining such high performance in both areas is challenging.



She discussed the language arts performance over the past five years by grade level, highlighting the dip in scores following the year of distance learning. She expressed pride in Monte Verde's efforts during that time but acknowledged that students need direct instruction from professionals, as they cannot teach themselves.

Historical and Recent CAASPP Data- English Language Arts (ELA)

Grade - Data / Subject	18-19	19-20 20-21	21-22	22-23	23-24
Third Grade	84%	71%	76%	70%	78%
Fourth Grade	75%	61%	80%	83%	80%
Fifth Grade	67%	69%	63%	79%	82%
Monte Verde Average	75%	67%	73%	78%	79.85%



ssfisd.org 10

Principal Mirt noted that math scores experienced a significant drop after the COVID-19 period, falling from 79% proficiency to 59%. While there was improvement in the 2022-2023 and 2023-2024 school years, two grade levels, third and fifth, saw declines. She mentioned that these grades had piloted the new math curriculum during the previous years.

Historical and Recent CAASPP Data- MATH

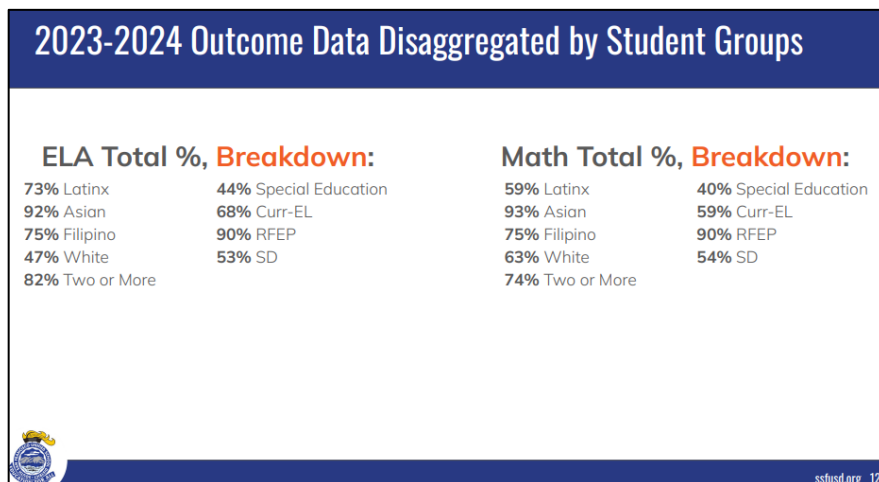
Grade - Data / Subject	18-19	19-20 20-21	21-22	22-23	23-24
Third Grade	76%	69%	81%	84%	81%
Fourth Grade	83%	53%	72%	75%	76%
Fifth Grade	67%	55%	57%	78%	75%
Monte Verde Average	79%	59%	70%	79%	77%



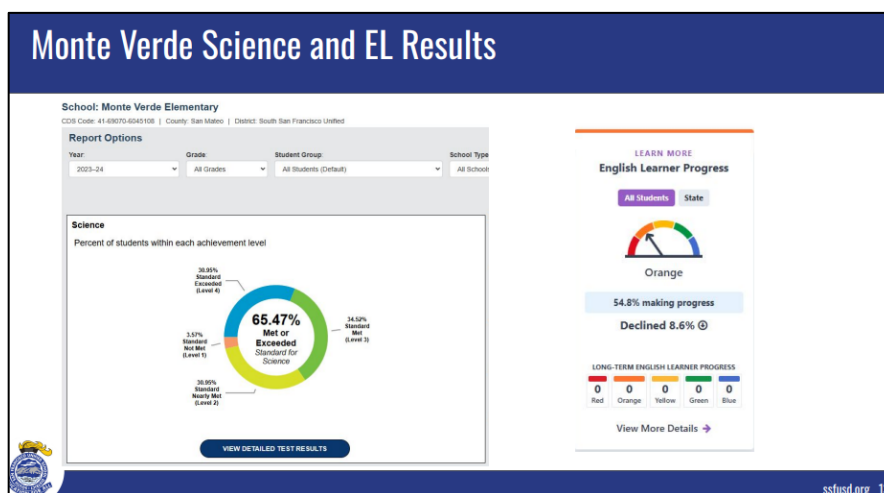
ssfisd.org 11

Principal Mirt highlighted the breakdown of student group proficiency in language arts and math. In language arts, 73%

of Hispanic students were proficient, 68% of English Learners, and 44% of special education students. In math, 40% of special education students were proficient. She emphasized that the school is working diligently to support students across all subgroups.



Principal Mirt shared the CAASPP science baseline at Monte Verde for grades 3 through 5, with a proficiency rate of 65.5%, compared to the state average of 30% and the district's 33%. She also addressed an issue with the ELPAC (English Language Proficiency Assessments for California) scores, noting that while English Learners scored in the blue range for both language arts and math on the CAASPP, their ELPAC scores were in the orange range. This discrepancy may be due to differences in the student populations tested, with the ELPAC assessing K-5 students, many of whom are in lower proficiency levels.



School Culture

Principal Mirt shared highlights of Monte Verde's school culture and traditions. The school hosts events like the annual Walkathon, where students work towards schoolwide incentives and participate in daily cheers. Additionally, the school participates in the Ruby Bridges Walk to School event, fostering a sense of community.



Resilience

Principal Mirt reflected on the school year's beginning, when Monte Verde had to temporarily relocate the office to the cafeteria due to construction. She shared pictures to highlight the school's flexibility and resilience during this challenging period. Despite the inconvenience, the staff and students adapted, and she expressed excitement for the upcoming developments as the construction progresses.

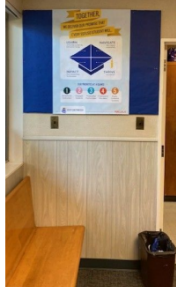


Portrait of a Graduate

Principal Mirt shared an example of how Monte Verde students are bringing the Portrait of a Graduate to life. She highlighted a weekly relay race run by third and fifth grade teachers, where students work as teams, even adjusting the competition to make it fair. Inspired by this, the fourth graders decided to organize their own relay. They collaborated, set common goals, and problem-solved independently, demonstrating their growth in teamwork, leadership, and problem-solving skills in action. It was a joyful moment to see the students take initiative and work together towards a shared objective.

Bringing the PoG to Life

Share about ways you and/or your team are working to bring the PoG to life



ssjUSD.org 16

Recognition

Principal Mirt thanked the parent volunteers for their vital support in activities like movie nights, the snack bar, field trips, classroom help, and art projects, highlighting that their dedication has been crucial in making Monte Verde a special place for students and staff.

Recognition of
parent
volunteers

THANK YOU!

Jeanine Alvarez

Wendy Chan

Beverly Desuasido

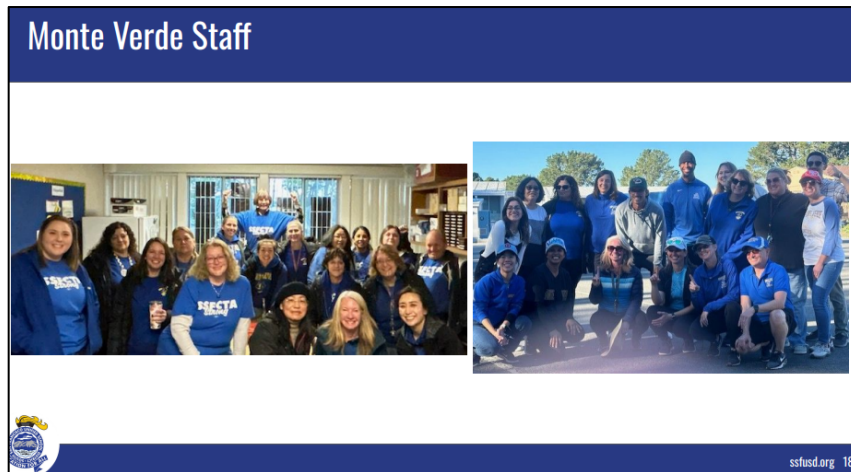
Tamiko Joe

Walsy Wong


ssjUSD.org 17

Monte Verde Staff

Principal Mirt concluded her presentation with a heartfelt thank you to the staff at Monte Verde. She highlighted the exceptional educators who provide outstanding instruction and expressed deep gratitude for their hard work, dedication, and support throughout the year. She emphasized the positive, collaborative environment at the school, where laughter and teamwork are essential parts of the daily experience.



Trustee Richardson expressed appreciation for the resilience of the Monte Verde staff, acknowledging the challenges of enduring construction and disruptions. She specifically mentioned noticing the completion of the bathroom project, thanking everyone for their patience throughout the process. Trustee Richardson also recognized the vital role of volunteers, acknowledging that volunteering is a significant commitment and a key source of support for the entire school community. She concluded by thanking Principal Mirt for her thorough and informative presentation.

Student Trustee Harsana, a former student of Monte Verde, expressed admiration for how quickly the school has embraced and implemented the goals of the Portrait of a Graduate. She highlighted the impressive results seen within just one year. Ms. Harsana shared her fond memories of her time at Monte Verde and expressed happiness in seeing the continued positive spirit in the school community, ensuring that current students also get to experience the joys of elementary school.

Trustee Lam shared heartfelt gratitude toward Principal Mirt and the entire Monte Verde community, including teachers, staff, and parents. She expressed her appreciation for the practical and no-nonsense approach Principal Mirt takes, particularly during challenging times like COVID, where she remained calm and effective. She also reflected on the culture of caring, creativity, and volunteerism at the school, noting that it has been a major factor in her ability to serve on the board. Trustee Lam acknowledged Principal Mirt for her significant role in fostering this supportive environment over the years, and she concluded by thanking her for her dedication to the community.

Trustee Hsieh expressed appreciation for Principal Mirt's presentation, praising the outstanding CAASPP scores with nearly 80% of students meeting or exceeding standards in both subjects. She encouraged continued efforts in maintaining this high level of achievement. Trustee Hsieh also thanked Principal Mirt for sharing data regarding the math pilot program, finding the insights very valuable.

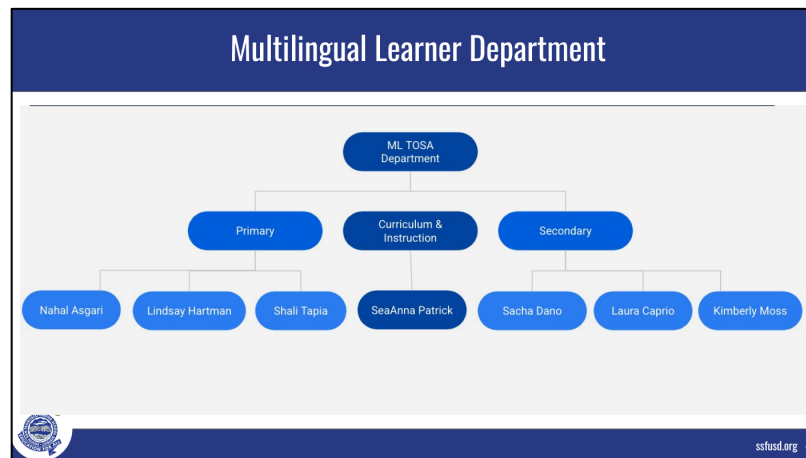
President Anthony expressed interest in the comment about the math pilot and suggested that rather than comparing third-grade scores to third-grade scores, it might be more useful to compare third graders to the rising fourth graders. Principal Mirt acknowledged the point and clarified that the math pilot took place in the 2023-2024 school year, and the true impact would not be seen until the following year. She also noted that while the scores may have decreased slightly, the teachers are consistent in their methods, using the same lessons, interventions, and strategies year after year. Principal Mirt explained that even a small dip in scores can still be significant and that efforts to support all students, especially those struggling, are ongoing.

b. Performance Management - Multilingual Learner

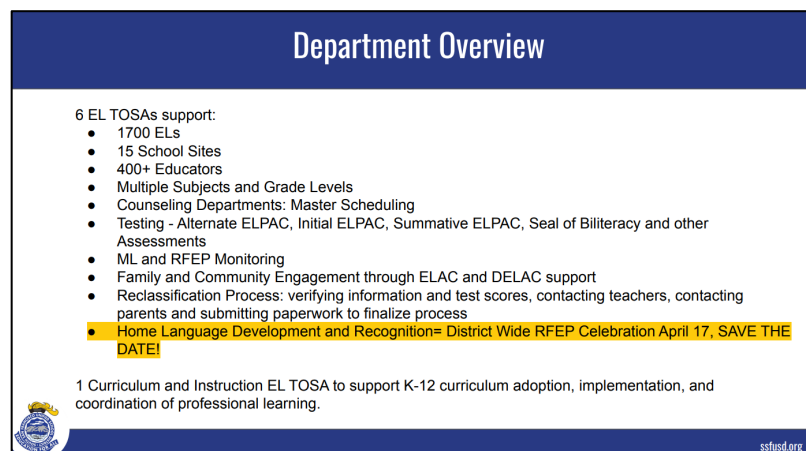
Dr. Moore introduced Dr. Marcos Garcia, Director of Special Projects, Categorical & English Learner Program, who would provide an update on the district's multilingual students. Dr. Garcia's presentation will highlight the ongoing continuous improvement process and share some of the successes related to these students.

Introduction/Overview

Dr. Garcia introduced the Multilingual Learner Performance Management presentation, emphasizing the shift to “multilingual learners” to recognize the assets students and families bring. The presentation aligns with the district’s strategic priorities and the Portrait of a Graduate vision. Dr. Garcia also outlined the department, which includes six TOSAs (Teachers on Special Assignment: three elementary, three secondary) and one curriculum specialist supporting curricular implementation and professional learning.



He highlighted the efforts of the district’s multilingual team, a dedicated group of six professionals supporting nearly 1,700 multilingual learners across 15 school sites and working with 400 educators. Additionally, Dr. Garcia announced an upcoming districtwide reclassification ceremony, encouraging everyone to save the date for April 17th.



Goals

Dr. Garcia outlined key district goals, focusing on providing excellent customer service to students, staff, and community partners. He emphasized the importance of creating a data-driven culture, offering research-based professional learning that is culturally and linguistically responsive, and valuing multilingualism by recognizing students and families as assets. He stressed the need to advocate for multilingual learners and strengthen partnerships with families and community organizations to support student success.

Department Goals

The goals of the Multilingual Learner Department include:

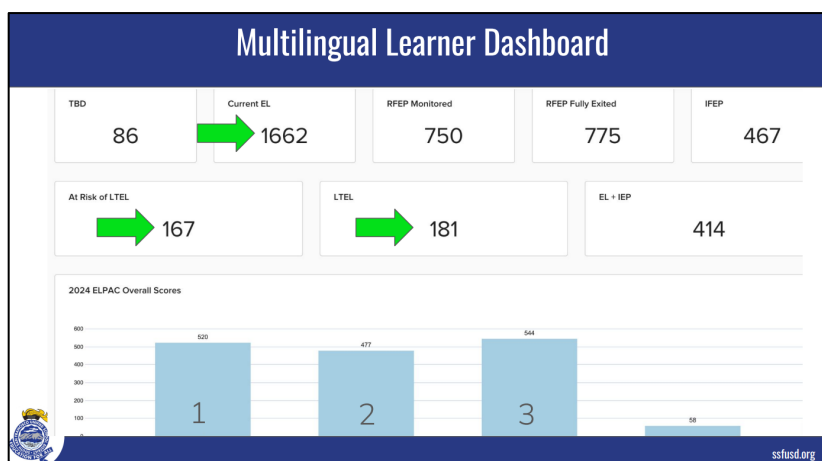
- Providing excellent customer service
- Commitment to establishing a data driven culture with site educators
- Providing research based professional learning that is culturally and linguistically responsive
- Promoting multilingualism so our students and families are seen and treated as the assets that they are
- Advocating for the needs of multilingual learners
- Partnering with families and community partners for the student success



ssfusd.org 7

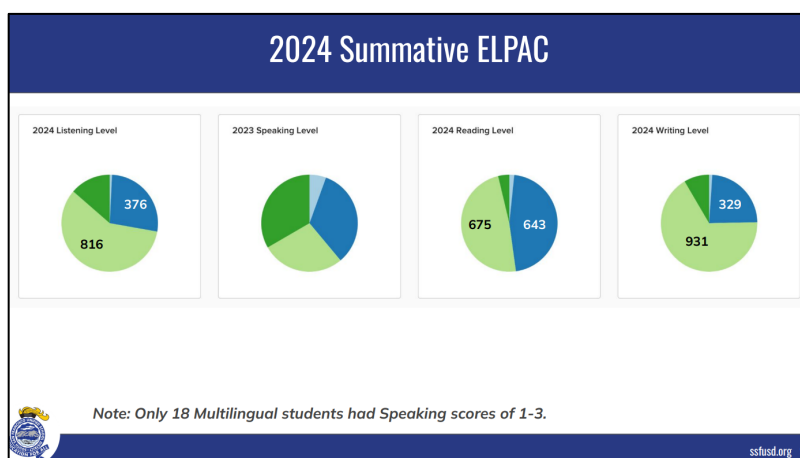
Dashboard

The district's multilingual learner population includes over 1,600 students, with 181 classified as long-term English Learners (ELs), having been designated as ELs for more than six years. There are also students considered "at risk," who have been ELs for four to five years. Additionally, 750 students have been reclassified as fluent English proficient (RFEP), and the district is responsible for monitoring their progress for four years post-reclassification. The multilingual TOSAs play a key role in supporting this monitoring process.



Summative ELPAC

For the 2024 summative ELPAC results, Dr. Garcia shared an overview of student performance across four domains: listening, speaking, reading, and writing. Notably, the majority of multilingual learners scored a four in speaking, demonstrating strong oral language skills. However, he acknowledged challenges in reading, writing, and listening scores, emphasizing the need for increased focus on academic discourse and designated English Language Development (ELD) instruction across school sites. He also noted that multilingual TOSAs play a key role in supporting these efforts.



Reclassification

Reclassification data comparisons between 2023 and 2024 showed a noticeable decline, largely due to the decision in 2023 to align the district's reclassification criteria with those of neighboring districts. This alignment led to a jump in 2023 as the district adjusted its standards. The previous, higher

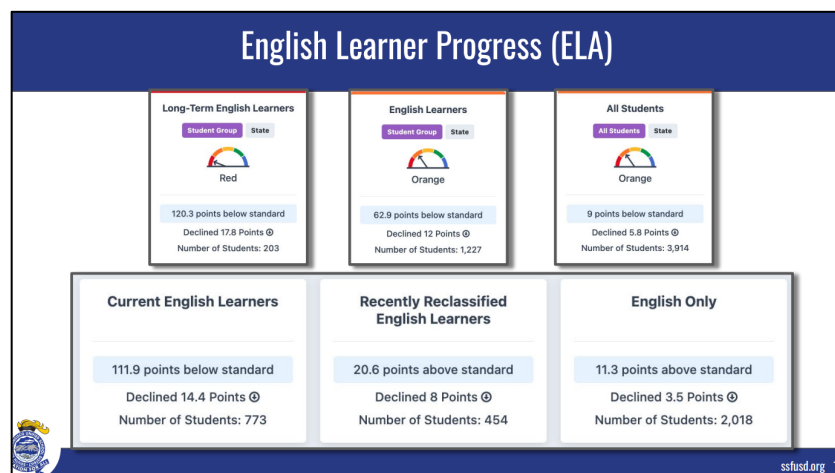
reclassification thresholds were unintentionally preventing many students from being reclassified. By lowering the criteria, the district aims to ensure more students are reclassified before reaching middle and high school.

Reclassification Comparison			
2023			
School Site	Scored Level 4	*5th/8th/12th grade	RFP'd
Alta Loma Middle	21	8	27
Baden High (Continuation)	4	1	2
Buri Buri Elementary	14	5	9
El Camino High	13	4	6
Junipero Serra Elementary	9	2	5
Los Cerritos Elementary	21	5	13
Martin Elementary	15	5	9
Monte Verde Elementary	25	2	9
Parkway Heights Middle	54	22	35
Ponderosa Elementary	12	3	9
Skyline Elementary	13	3	8
South San Francisco High	30	3	22
Spruce Elementary	16	4	11
Sunshine Gardens Elementary	18	1	15
Westborough Middle	7	1	10
Grand Total	272	69	190

2024			
School Site	Scored Level 4	*5th/8th/12th grade	RFP'd
Alta Loma Middle	12	2	20
Baden High (Continuation)	6	2	3
Buri Buri Elementary	8	3	6
El Camino High	13	0	10
Junipero Serra Elementary	6	2	4
Los Cerritos Elementary	13	5	8
Martin Elementary	17	10	4
Monte Verde Elementary	19	3	15
Parkway Heights Middle	40	11	29
Ponderosa Elementary	9	3	7
Skyline Elementary	7	3	4
South San Francisco High	29	6	13
Spruce Elementary	28	7	12
Sunshine Gardens Elementary	21	6	9
Westborough Middle	6	2	10
Grand Total	234	65	154

English Learner ELA

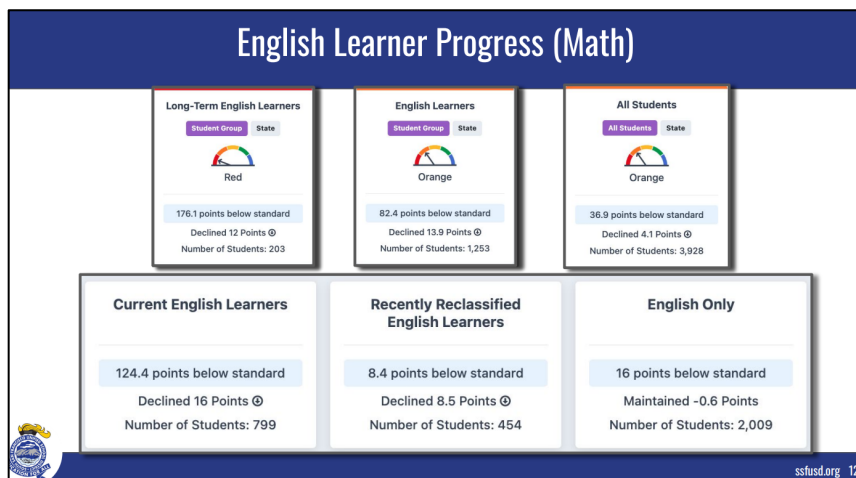
Dr. Garcia updated the board on the district's progress in English Language Arts (ELA), with a focus on long-term ELs. He highlighted the district's responsibility to address their needs in the LCAP and site-specific plans. Dr. Garcia noted that while ELs, including long-term ELs, are performing similarly, reclassified fluent-English-proficient (RFP) students outperform English-only students, making reclassified multilingual learners a key focus moving forward.



English Learner Math

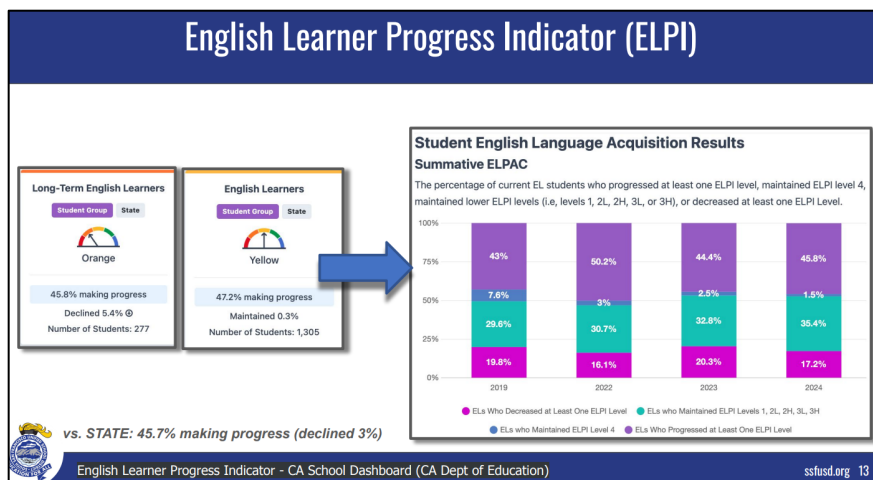
Dr. Garcia highlighted a pattern in the math data, where there was an overall decline, particularly among English Learners

and Long-Term English Learners. However, he also noted that the RFEP students continued to outperform the English-only students in math.



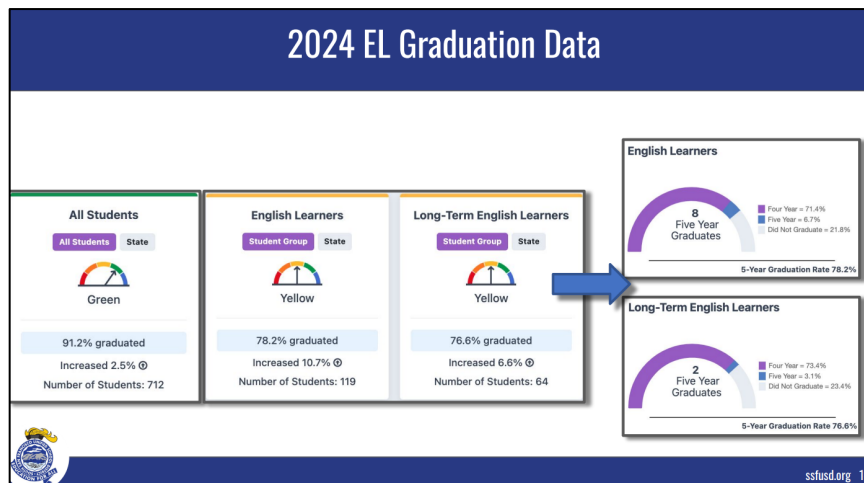
English Learner Proficiency Indicator (ELPI)

The ELPI was introduced as a tool to track the progress of English learners, measuring whether students make at least one level of growth on the ELPAC each year.



Graduation Data

Dr. Garcia highlighted a 10-percentage-point increase for EL students. Additionally, long-term English Learners saw a six-percentage-point increase in graduation rates.



Exceptional Instruction

The role of the Multilingual Learner (ML) TOSA team in providing professional development, particularly in math and science, to support students' language needs was highlighted. The team also leads training on GLAD strategies, certifying over 100 teachers. Additionally, they support professional learning communities, culturally responsive teaching, and translanguaging to connect students' home languages with academic learning. In response to previous questions, the district has adopted a dedicated curriculum for newcomer students across K-12.

Exceptional Instruction

PRIORITY 1

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

Progressing our Strategic Vision

- **Training and Professional Development**
- Integrating ML supports in Math and Science, Curriculum trainings,
- GLAD (Online Cohorts and PLCs)
- Translanguaging, CRLP
- Curriculum Implementation:
 - Newcomer = Get Ready & Imagine Learning
 - ELD Lab=English 3D & Nat Geo
- ELPAC, ELD 101, Ellevation, Designated ELD in all schools, etc.

ssfusd.org 17

Engaged Students

The district's efforts to support engaged students through culturally and linguistically responsive practices were outlined. These include professional learning on translanguaging for both elementary and secondary levels,

expanding access to the Seal of Biliteracy, and implementing a districtwide reclassification ceremony to celebrate bilingualism and multilingualism. Additionally, a newcomer intake process has been developed, led by the Community Liaison team and multilingual learner TOSAs. This process collects information on students' academic journeys and shares it with teachers via ELlevation, while also identifying families' basic needs and connecting them to the Family Resource Center for support.

Engaged Students **PRIORITY 2**

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

Progressing our Strategic Vision

- **Culturally and Linguistically Responsive Practices:**
 - Translanguaging
 - Seal of Biliteracy
 - Home Language Recognition
 - RFEP Ceremony
 - Newcomer Intake

ssfusd.org 18

Purposeful Partnerships

Dr. Garcia shared updates on supporting the Purposeful Partnership priority through the Family and Community Engagement Team. Key initiatives include the DELAC Café, Parent Café, newcomer intake support, and the upcoming pilot of a Family Engagement Playbook. Efforts are also underway to establish a Family Resource Center and host Community Learning Exchanges. Last spring, a Community Learning Exchange brought together over 250 participants, including 40 community partners, to advance the Portrait of a Graduate. The team is also facilitating “Know Your Rights” training sessions in response to current needs.



Purposeful Partnerships
PRIORITY
3

Every student benefits from trusting, high-impact partnerships with families & community in support of realizing our PoG

Progressing our Strategic Vision

- **Family and Community Engagement:**
- School Community Liaison Team
 - Family Engagement Playbook
 - Community Engagement Initiatives:
 - DELAC Cafe
 - Parent Cafe
 - Newcomer Intake
 - Site ELAC Meetings
 - Family Resource Center
 - Community Learning Exchanges
 - Know Your Rights

ssfusd.org 19

Empowered Educators

The team supports Empowered Educators through staffing efforts. This includes the TOSA team, bilingual aides at all Title sites, and newcomer aides at Parkway Heights MS and South San Francisco HS. An ELD teacher is funded to support the flooding model at Spruce, and stipends are provided for newcomer and GLAD and participants.



Empowered Educators
PRIORITY
4

SSFUSD is the Bay Area's leading organization for mission-driven educators

Progressing our Strategic Vision

- **Staffing:**
- ML C&I TOSA and 6 EL TOSAs supporting 15 Sites
- Increase hours of Bilingual Aides @ Title I sites and non title 1 sites,
- Fund Newcomer aides at Parkway & SSFHS (Third party contracts).
- Funding 1 ELD teacher at Spruce,
- Elementary Newcomer Leads Stipends

ssfusd.org 20

Equity Centered Systems

Equity-centered systems is demonstrated through monitoring RFEP students. The goal is to link this monitoring with site-based MTSS and RTI systems.



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

Progressing our Strategic Vision

- **Systems & Monitoring:**
 - Ellevation, EL Monitoring, RFEP Monitoring
 - School Community Liaisons
 - Newcomer Intake Referrals
 - Family Resource Center
 - Flooding Model at Spruce year 2


ssfusd.org 21

Next Steps

Next steps were outlined, including the continued development of site-specific professional learning opportunities tailored to individual school needs. The plan also includes implementing a coaching model and further developing data-driven professional learning plans.

Training and Data

- **Training:**
 - Development of a robust professional learning series differentiated by school and grade spans,
 - Develop and implement a coaching model for the integration of ELD support
 - Review and implement the EL Professional Learning Plans,
 - Review EL data semi-annually to identify LTELs for placement in specially designed designated ELD and ELA courses at the secondary level
- **Data** - OPTEL for ongoing progress monitoring of ML student progress


ssfusd.org 23

Areas of Growth

Areas of growth were identified, including limited access to professional development days and district collaboration opportunities for all staff. Increased access is needed to address the need for discussions on tier-one instruction and language needs. The team is stepping in to support the senior office assistant role, which is currently vacant. Additionally, there is a need for more ELD teachers across Title I sites, which the team hopes to address in the future.

Training and Funding

- **Training** - Little to no mandatory access to all staff on PD day or District Collaboration Days
- **Funding/Staffing** -
 - Need a Senior Office Assistant for ML Dept
 - Dedicated newcomer counselors
 - ELD teachers for additional 3 elementary Title 1 sites
 - Dual Immersion pathway, increasing world language classes 6-12


sshsd.org 24

The Board recessed at 8:26 p.m. for a break and reconvened at 8:37 p.m.

Student Trustee Harsana left the meeting at 8:26 p.m.

Trustee Richardson asked about the difficulty some students face in leaving the English Learner designation. Dr. Garcia explained that to reclassify, students must score a four on the ELPAC, be proficient on the CAASPP, and have teacher and parent agreement. He noted that multilingual learners are held to high standards, which is why their RFEP data often outperforms English-only students. Dr. Garcia also discussed challenges for long-term EL students, especially in reading and writing. He highlighted the need for better support in content areas like math and science, and plans to explore the “Constructing Meaning” approach for secondary students in the spring. Trustee Richardson thanked Dr. Garcia for his insights.

Trustee Lam thanked Dr. Garcia for the presentation and expressed appreciation for the emphasis on multilingualism as an asset. She then inquired about ways the community could support families, especially in light of the current political climate. Dr. Garcia highlighted a recent “Know Your Rights” educator training and the importance of the San Mateo County hotline, which provides accurate information, legal counsel, and support for families of detained community members. He encouraged reaching out to Faith in Action and donating to support relief efforts.

Trustee Lam also asked about the dual immersion pathway mentioned as an area of growth. Dr. Garcia explained that

expanding this initiative requires additional capacity, including community engagement, exploring models, and collaborating with labor partners. He emphasized the need for authentic conversations and planning before moving forward. Trustee Lam thanked Dr. Garcia for his insights.

Trustee Hsieh thanked Dr. Garcia for the amazing presentation and the update.

President Anthony expressed excitement about the districtwide reclassification ceremony and the Family Resource Center, highlighting the positive impact of community collaboration. She shared a personal story about receiving support from her community through a Buy Nothing group she is a part of and helped her gather clothes for those in need. She gave a shout out to School Community Liaison; Fatima Maldonado who helped her unload the donations into the Family Resource Center. She also reflected on her experience learning a second language as an adult, noting the challenges of achieving fluency, particularly in writing, and expressed concern about the high standards required for students to reclassify. Lastly, she expressed enthusiasm about the work being done, particularly the flooding model at Spruce, and looked forward to seeing results from future data. She thanked Dr. Garcia and wished him a good evening.

O. PRESENTATION WITH POTENTIAL ACTION

Leah Lents, a tech TOSA in the district, addressed concerns regarding the Strategic Staffing Plan proposal. While the plan includes adding instructional coaches, she noted that it does not explicitly mention the removal of several TOSA positions, including support for social science, ethnic studies, technology, and multilingual learners. She acknowledged the district's goal of improving teacher retention through coaching but emphasized that TOSAs have already been fulfilling this role. She shared that the elimination of TOSA positions, would increase teachers' workloads and shift responsibilities onto the remaining TOSAs, disproportionately affecting secondary schools. Ms. Lents also raised concerns about the lack of transparency and teacher involvement in the proposed coaching model, noting that its development is being outsourced to an external company rather than leveraging the expertise of district educators. She specifically highlighted the importance of tech TOSAs, detailing their role in developing the Portrait of a Graduate, training educators, guiding families in technology use, and leading initiatives on AI, digital citizenship, and tech integration. She warned that reducing tech TOSAs

would undermine the district's commitment to digital literacy and equitable technology access. She urged the board to retain TOSA positions to sustain high-quality curriculum, technology integration, and educator support. Additionally, she called for postponing approval of the Staffing Plan until the coaching program is clearly defined and developed with input from existing district staff rather than an external vendor. She concluded by emphasizing the dedication and expertise of the TOSA team and the significant loss their removal would pose to the district.

Rigo Campbell, a Monte Verde parent, addressed the board with questions regarding the district's budget. Referring to slide 28, he noted a budget deficit of approximately \$27 million and sought clarification on the request for an additional \$2 million for more directors and an assistant superintendent, especially given the district's declining student enrollment. He expressed his appreciation for participating in the Portrait of a Graduate community events but stated that discussions never included allocating such a significant amount of money for administrative positions. He concluded by emphasizing his concerns and thanking the board.

PRESENTATION

1. ADMINISTRATION

a. Strategic Staffing Plan: Aligning Resources with Priorities

Superintendent Dr. Shawnterra Moore addressed the board and community, sharing that she would be presenting on aligning resources with the district's strategic plan priorities.

Gratitude

Dr. Moore acknowledged the collective effort behind the presentation, extending gratitude to the Board of Trustees for their leadership and commitment to student success. She also expressed deep appreciation for principals, union leaders, directors, cabinet members, district staff, students, families, and community members whose feedback over the past two and a half years helped shape the plan. Dr. Moore emphasized the district's dedication to fulfilling its promises to all students.

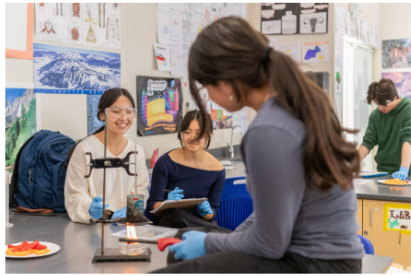
A quote was shared by Dr. Moore, one that has been on her mind since last year, emphasizing the need for change to achieve the district's bold Portrait of a Graduate vision. She stressed that adapting, embracing new ways of learning, and rethinking resource allocation are essential to meeting this

goal. Acknowledging that the current structure may not fully support these changes, Dr. Moore highlighted the importance of being open to new approaches to achieve better student outcomes.

Our opportunity and challenge

"If you want something you've never had, you must be willing to do something you've never done."

– Anonymous




ssusd.org 3

Dr. Moore outlined the district's commitment to being bold, inclusive, and responsive while ensuring resources are used effectively and financial discipline is maintained. She emphasized the importance of incorporating community feedback, adequately resourcing initiatives, and applying an equity lens to decision-making. Her presentation aimed to address how the district plans to align its resources with these objectives.

As we begin implementing our co-created Strategic Plan, we must be...



Strategically **BOLD** to deliver on our Strategic Priorities and Portrait of a Graduate promise

INCLUSIVE & RESPONSIVE to feedback from our community and educators

ADEQUATELY resourced & financially **DISCIPLINED**, given fiscal realities


ssusd.org 4

Revisiting the district's Portrait of a Graduate, Dr. Moore emphasized the commitment to ensuring students learn constantly, thrive personally, navigate life with purpose, and positively impact their communities. She highlighted the district's core values and five strategic priorities designed to

bring this vision to life.



Dr. Moore noted that the district's commitment to rethinking resource allocation to better align with strategic priorities. The driving question guiding this process was:

“How can we allocate our resources to advance our strategic priorities more effectively and equitably?”

This question has shaped the district's approach to improving student outcomes, ensuring equity, and making meaningful changes to how resources are distributed.



Over the past two years, the district gathered feedback from thousands of students, families, and staff to shape a shared vision for the future. This input guided the development of the strategic plan and identified key priorities. The community expressed a strong desire for equity and inclusion in resource

distribution, emphasizing the need for better support systems for both students and educators. They also shared ideas on how to improve student success through innovative approaches. This past fall, the district revisited this extensive feedback to ensure alignment with community priorities as they moved forward with implementation.

Over the past two years,

we heard from thousands of students, families & staff about their vision for SSFUSD graduates, and how to bring this to fruition

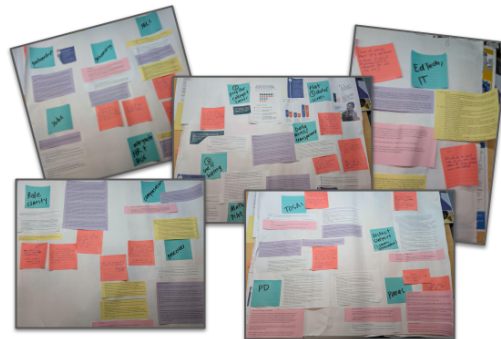


ssfusd.org 12

To gain deeper insight, the district engaged with principals, directors, union partners, and cabinet members, asking what changes were necessary to achieve the ambitious goals set forth. The feedback collected was extensive, with hundreds of quotes and data points reflecting the perspectives of those working directly with students every day. Dr. Moore mentioned that the slide showed only a small snapshot of the countless hours spent analyzing and discussing these insights. This process highlighted key areas for improvement and innovation across the district.

Over the last few months, we spent hours gathering insights and perspectives from across our district leadership team

We asked principals, union leaders, directors, and Cabinet members about how SSFUSD currently allocates our resources, and what we can change to better serve our students



ssfusd.org 13

Dr. Moore shared that as the cabinet gathered, they carefully reviewed and internalized all the feedback provided. They organized the responses into four key themes: a stronger focus on exceptional instruction as a primary priority, increased support for students and families, particularly regarding mental health, the need for more capacity in human resources, and the necessity for transparent, data-driven decision-making across the district. A significant portion of the feedback highlighted the importance of making adjustments at the district level to better address school needs. To address this, the initial phase of the plan prioritizes investments at the district level, aiming to alleviate barriers that were unintentionally created.

Themes we heard			
Instruction Invest in principals as instructional leaders & give them more time to focus on instruction	Wellness Add more consistent, site-based mental health staff to support students	HR Increase HR capacity to improve customer service & responsiveness	Decision-making Focus and clarify decision-making processes & accountability systems
Instruction Streamline curriculum & instructional teams and shift more instructional support to sites	Student & family services Reimagine a more comprehensive student & family services team	HR Increase HR capacity to improve customer service & responsiveness	Data Give leaders greater access to data to make informed decisions
<i>"Principal coaching is essential. We love district staff, but they aren't providing PD, mentorship, or coaching. We need meaningful development."</i> - Principal <i>"TOSAs could be repurposed as coaches. They have a lot of capacity."</i> - Director	<i>"We need more mental health supports."</i> - Principal <i>"Student Services could be more comprehensive. Lots of [what] EDS [does] could be in Student Services."</i> - Cabinet <i>"Community engagement should be part of student & family services."</i> - Director	<i>"I need HR to take the lead when a teacher is going on leave. I shouldn't have to do it."</i> - Principal <i>"HR needs more people to function. Things go to the HR abyss. You don't hear back."</i> - Director <i>"HR needs clear processes for the full employee lifecycle—from recruiting to hiring, onboarding to offboarding."</i> - Cabinet	<i>"We are not clear on what we are prioritizing or doing as a district."</i> - Principal <i>"DATA... we need data! In previous years, data would be provided to site leaders and we were given time to analyze it and work with other principals."</i> - Principal

After organizing the feedback into themes, they regrouped and prioritized them.

The Cabinet analyzed the suggestions and identified priorities to guide multiyear staffing and financial planning

The collage illustrates the process of analyzing suggestions and identifying priorities. It shows a collaborative workspace with sticky notes on a table and handwritten notes on papers, leading to the final prioritized list of priorities.

Dr. Moore shared the intended planning priorities for the fall based on community feedback. These include strengthening instruction through investment in instructional leadership and coaching, improving alignment, and supporting wellness by enhancing student and family services. Additionally, there was a call to improve Human Resources, focusing on customer service, responsiveness, and efforts to recruit, hire, and retain talent. Finally, there was a need to clarify decision-making processes, making it clear who is responsible for decisions, accountability, and implementation.

Planning priorities for Fall 2025 based on what we heard:

1 Exceptional Instruction	}	• Strengthen instruction by investing in instructional leadership, coaching, and better alignment
2 Engaged Students		• Invest in wellness and strengthen our student & family services
3 Purposeful Partnerships		
4 Empowered Educators	}	• Improve HR customer service and responsiveness, and invest in talent recruitment, hiring, and retention
5 Equity-Centered Systems		• Clarify decision-making, planning, and approval processes. Build a culture of clear, data-driven decision-making. Hold people accountable for their responsibilities and for following through on decisions

 sshusd.org 16

Strengthen instruction by investing in instructional leadership, coaching, and better alignment

Dr. Moore outlined several key initiatives in the district's strategic plan aimed at strengthening instruction and supporting leadership. The first initiative is piloting an instructional coaching program, starting with Title 1 schools. This program aims to provide teachers with dedicated coaching support, focusing on instructional practices and effective curriculum use. Coaches will report directly to site leaders to ensure alignment with district priorities and continuous professional development. Dr. Moore emphasized that the coaches will not supervise teachers but will instead support their professional growth.

The next proposal involves reshaping the Educational Services Department by renaming it the "Teaching and Learning Department." This change reflects a shift towards greater alignment with schools and a focus on instructional leadership. The department has grown over time and taken on roles traditionally outside its scope, so restructuring will help refocus efforts on improving curriculum, instruction, and

leadership support.

Dr. Moore also discussed the addition of a new Director of School Leadership to work closely with principals, helping them problem-solve and receive coaching. This position will work alongside the Assistant Superintendent to provide day-to-day support, while the Director of Student Performance will continue focusing on data analysis.

Finally, the plan includes adding designated substitutes, such as teaching fellows, at each school. These substitutes will help with classroom coverage and provide teachers the opportunity to observe and collaborate with one another. This initiative is part of an ongoing effort to grow the district's teacher pipeline with partners like Teach Start.

Invest in wellness and strengthen our student and family services

Dr. Moore shared the district's plan to invest in wellness and strengthen student and family services. The proposal includes adding wellness counselors to Title 1 schools, aiming to provide more support for students and foster stronger relationships with them. Additionally, the district plans to expand the Student and Family Services team, shifting counselors, who currently report to the Educational Services Department, to the newly renamed Student and Family Services Department. This department will also be responsible for community liaisons, who will move from Educational Services to Student and Family Services. The overall focus of this shift is to create a more inclusive and welcoming environment, particularly in reception areas, to better serve families and ensure they feel supported.

Improve HR customer service and responsiveness and invest in talent recruitment, hiring, and retention

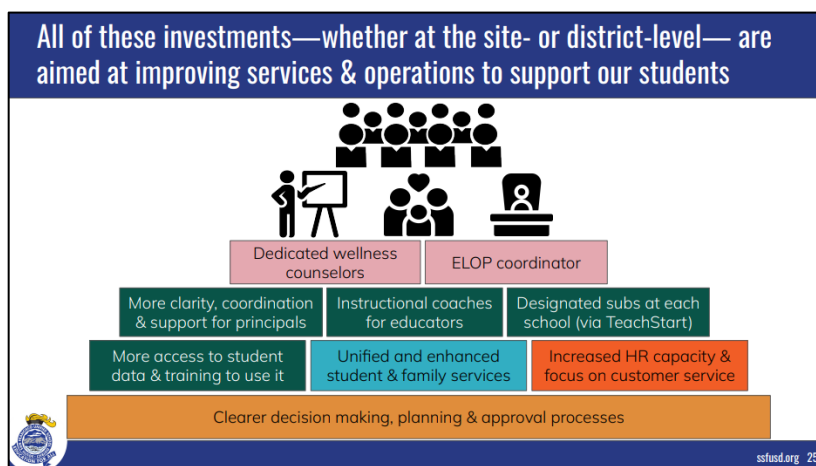
The district's proposal to enhance human resources customer service and responsiveness includes creating new positions focused on certificated and classified recruitment. Plans also involve establishing a role dedicated to HR systems and data management to ensure organized, accurate, and actionable data for better hiring and retention strategies. Additionally, a new director position will focus on talent strategy, particularly recruitment and hiring. Under Mr. Hannon's leadership, the district is committed to providing a superior customer service experience for both external and

internal stakeholders.

Clarify decision-making, planning, and approval processes

For the final point, Dr. Moore highlighted the importance of clarifying decision-making within the district. She expressed her commitment, along with the team's, to ensuring greater transparency and clarity in decisions made on behalf of the students. This process involves carefully listening to feedback, identifying pain points, and addressing any barriers that have been hindering effective decision-making. The goal is to improve the overall transparency and effectiveness of the decision-making process.

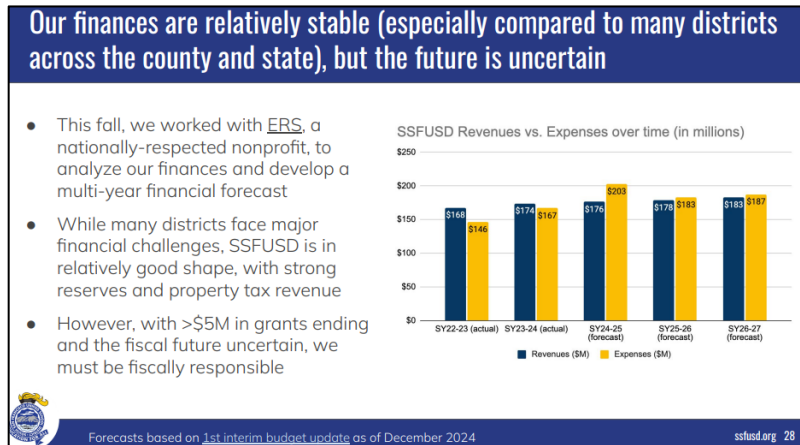
Dr. Moore highlighted that many new investments will directly benefit students and families, such as adding Wellness counselors and an ELOP (Expanded Learning Opportunities Program) coordinator for afterschool programming. Some changes, like instructional coaches at Title I schools, will impact educators' daily work, while others will improve district services and operations, providing better support for schools. For example, increasing HR capacity will ease recruitment challenges, and the Director of School Leadership will help principals with communication and problem-solving. The team also decided to preserve key student-focused roles, like reading specialists and tutors, by using reserves if necessary, recognizing their importance to campus services.



How will we bring these changes to life?

The district's approach to resourcing proposed investments prioritizes their impact on students, families, and educators while ensuring financial responsibility. A comprehensive financial review, led by Mr. O with support from Education

Resource Strategies (ERS), confirmed the district's stable position compared to others facing challenges. However, with several grants ending and ongoing contract negotiations with CTA, careful planning is essential. While the district cannot fund everything, it remains committed to fiscal discipline, balancing investments with necessary reductions and efforts to generate additional revenue.



The district's reorganization plans aim to support strategic investments by reducing the YSB contract and bringing Wellness counselors in-house for Title I sites. Some district office roles will be reduced, with affected staff already consulted by HR. Negotiations are underway for new contracts with two partners, with a shift toward building internal capacity rather than relying on external consultants. Increased revenue from reimbursements and the Bay Ed Fund will help fund these changes.



The team's approach to managing change reflects a commitment to the district's core values, ensuring alignment with strategic goals. While the proposed changes may not address every expectation, they mark the beginning of a broader effort. The plan focuses on bold, inclusive, responsive, and disciplined actions to effectively allocate resources and services.

We are managing change in alignment with our CARE core values

- Shared initial feedback with unions, directors, and principals in January and held follow-up conversations in early February
- Mapped out an HR plan to support impacted staff
- Held 1:1 conversations with each impacted employee and team conversations with impacted teams
- Held an All Staff meeting with all district staff
- Engaged our unions and the Personnel Commission
 - Meetings with the Personnel Commission on 2/13 and 2/18
 - Meetings with CTA, CSEA, and AFT on 2/13
- Changes will take effect July 1st, with time to transition and hire for new positions (including internal applicants)



sfsud.org 30

Dr. Moore concluded the presentation by thanking the board and the community for their valuable feedback. She opened the floor for questions and informed that the presentation was being presented for approval. She also invited her colleagues, Mr. O and Mr. Hannon, to assist in addressing any questions the board may have.

Board request

- Approval of this plan
- Approval of new positions at this meeting
- Future approval of other positions pending approval by our relevant union partners (CSEA and CTA) and Personnel Commission (for classified positions)



sfsud.org 32

Trustee Richardson expressed appreciation for the outlined plan, noting that it provides a clear roadmap for the district, something that was unclear before. She acknowledged that the plan has been in motion for two years and recognized the

significant effort required. However, she asked if there was a projected timeline for how long the process would take for the district and requested benchmarks to track progress. Dr. Moore responded, explaining that the board approved the plan the previous year, and they are currently in the first year of implementation. She clarified that the plan represents an initiative under Equity-Centered Systems, with a focus on allocating resources effectively to meet the benchmarks set in the strategic plan. Dr. Moore confirmed that this was year one of implementation, and this initiative was one of the key goals for the year.

Trustee Lam raised questions about the budget, specifically the initial resources required to implement the first phase of the plan. She referred to the memo that mentioned a cost of approximately \$2 million for the first two years and asked for clarification on the necessity of this amount and how costs would decrease in subsequent years. Mr. O responded by explaining that the district had conducted a multi-year financial projection to ensure affordability for the additional expenditures. The total impact over three years would be approximately \$2.5 million, with the breakdown as follows: \$1.4 million in the first year, \$600,000 in the second year, and \$500,000 in the third year. He clarified that if only the first two years were considered, the total would be about \$2 million.

Trustee Lam sought clarification on why the first year of the plan seemed more expensive, expressing concern about the overlap between old positions and the creation of new ones. She wanted to better understand the reasoning behind the higher costs in the initial phase and how expenses would gradually decrease in the following years. Mr. O explained that the higher costs in the first year were due to the phase-out of partnerships with organizations such as Partners in School Innovation (PSI), Learner Center Collaborative (LCC), and Ed Pioneer. Over the next three years, the district would gradually reduce its reliance on these external partners, and the funds previously allocated to them would instead be used to support the new positions. As a result, costs would decrease in the later years.

Dr. Moore added that many positions funded by one-time grants had expired or were about to expire. The district had not reduced these positions, and their continuation added to the cost in the early years. The district had absorbed these

positions into the general fund budget, contributing to the higher initial costs.

Trustee Hsieh praised the district's proactive and transparent approach to budgeting, commending the clear planning for financial challenges ahead. She then asked Mr. O whether the district could afford the proposed staffing plan. Mr. O responded affirmatively, stating that the district could absorb the \$2.5 million cost over three years. However, he noted that future financial challenges, such as additional costs from negotiations, potential staffing changes, or funding cuts from the state, could impact the budget. He also pointed out that many positions funded by one-time stimulus funds would be expiring, which might require tough decisions and possible cuts in the future, depending on the outcome of negotiations with union partners.

Trustee Hsieh expressed appreciation for Dr. Moore's staffing proposal, noting that it was well-grounded in research and stakeholder feedback. She commended the alignment with the district's strategic priorities and the phased implementation plan, emphasizing the importance of leadership being in place before introducing new roles. She also highlighted the district's conservative budgeting approach, particularly the commitment to reviewing existing programs for effectiveness. Trustee Hsieh praised this approach, recognizing it as essential for reallocating resources where they will have the greatest impact on students, and encouraged the continued evaluation of programs to ensure they are effective.

Dr. Moore thanked Trustee Hsieh for the feedback, acknowledging the importance of ensuring programs meet their intended impact on students. He emphasized that the district will continue to carefully evaluate its programs to maintain focus on their effectiveness as they move forward with the staffing plan.

President Anthony thanked Dr. Moore for the presentation and shared her thoughts, speaking from experience. She acknowledged that change is difficult but expressed excitement about the proposed shifts in the district, particularly regarding staffing changes to better support the priorities of empowered educators and purposeful partnerships. She highlighted the importance of having

dedicated staff for these roles, such as a person working on partnerships with students and families, rather than overburdening existing staff with multiple responsibilities. President Anthony emphasized that while the process may involve challenges and “growing pains,” the ultimate goal is to improve outcomes for students. She expressed optimism that the proposed changes would enable the district to focus more on excellence rather than compliance. She acknowledged the difficulty of balancing staffing, the strain on personnel, and the trade-offs involved in the changes, but highlighted that the district’s focus should always be on supporting students and helping them achieve their goals.

Dr. Moore responded, reiterating the district’s commitment to purposeful partnerships, ensuring the community is involved in these changes, and emphasizing that the adjustments are being made thoughtfully to benefit educators and students.

ACTION

ADMINISTRATION

a. Approval of the Strategic Staffing Plan

MOTION #23 (Hsieh/Richardson) to approve the Strategic Staffing Plan, as presented to the Board. Motion Carried. (Unanimous)

P. CONSENT AGENDA: The following items are submitted for Board approval. One motion will authorize action for those items so designated.

President Anthony noted that item 2a under Educational Services included recognition for Derek Padilla of El Camino High School, who will receive the Harry Bettencourt Award for Area B for his contributions to student activities and leadership. She congratulated him on the achievement.

MOTION #24 (Lam/Hsieh) to approve Item 1a, Minutes of the December 12, 2024 Regular Board meeting; Item 1b, Minutes of the December 18, 2024 Special Board meeting; Item 1c, Minutes of the January 24, 2025 Special Board meeting; Item 2a, Permission for El Camino High School staff to attend the CADA conference in San Diego, CA from February 26 – March 1, 2025; Item 2b, Permission for South San Francisco High School Earth Club students to travel to Big Sur, CA, from March 21 – 23, 2025; Item 2c, Permission for staff to attend the CABA conference in Long Beach, CA, from March 25 – 29, 2025; Item 2d, Permission for South San Francisco High School Folklórico students to travel to Disneyland in Anaheim, CA, from March 27 – 31, 2025; Item 2e, Permission for

South San Francisco High School students to attend the Junior/Senior Prom at the Fox Theater in Redwood City, CA, on April 26, 2025; Item 2f, Permission for El Camino High School Music students to travel to the Los Angeles and Orange County areas to participate in workshop clinics from April 24 – 27, 2025; Item 2g, Permission for El Camino High School staff to attend the MTSS certification training in Austin, TX, from March 25 – 27, 2025; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 3c, Permission for staff to enroll in the virtual CSPCA Merit Academy training sessions from March to July 2025; Item 4a, Gifts to the District, January 2025; Item 4b, Fundraising events for the 2024-25 school year; Item 4c, Professional services agreements under \$25,000. Motion Carried. (Unanimous)

INFORMATION/DISCUSSION

1. BUSINESS SERVICES

a. Update on Governor's 2025-26 Budget Proposal

Mr. O provided an update on the 2025-2026 California State budget proposal, released by Governor Newsom on January 10, 2025. This year, the budget was presented by Joe Stephanshaw, Director of the Department of Finance. On January 21, Mr. O and his staff attended a workshop in Sacramento to gather details, which will inform the district's 2024-2025 second interim financial report in mid-March.

The budget assumes steady national growth but highlights risks like stock market volatility, extreme weather, and federal policy uncertainty. It was prepared before the Los Angeles fires, which are expected to impact California's economy and state revenue.

The Governor's proposal preserves education investments and includes no midyear cuts or program rollbacks. However, it notes a shrinking Local Control Funding Formula (LCFF) due to declining enrollment, and a minimal cost-of-living adjustment (COLA) of 2.43% for 2025-2026, down from 2.93% for 2024-2025. This budget won't affect the district significantly, as it is community-funded and relies more on property taxes than state funding.

The proposal does not include new funding for employee pension systems (CalSTRS and CalPERS), but CalPERS rates will increase. For Universal Transitional Kindergarten, the Governor proposed \$2.4 billion in ongoing funding for full implementation and a reduction in student-to-adult ratios.

Several one-time funding grants were also proposed, including \$1.8 billion for professional development and teacher recruitment. A \$378.6 million Language Recovery Emergency Block Grant was also included. However, Mr. O noted that the financial impact of the Los Angeles fires may affect the availability of these funds.

Finally, while the budget includes a 2.43% COLA for special education, it is insufficient to cover the district's needs, and the district supplements special education funding with its general fund. The budget is still a proposal and will be revised in mid-May after the legislature reviews it.

Trustee Richardson inquired about the impact of the 2.43% COLA on special education services and whether the district relies on federal funding to help cover costs. Mr. O explained that while the district receives both federal and state funding for special education, it is insufficient to meet the program's needs. As a result, the district supplements the special education budget with more than \$30 million from its general fund to fulfill its obligations.

President Anthony thanked Mr. O for his presentation and shared that there were about 25 minutes remaining before the next scheduled break and mentioned the possibility of extending the meeting. She expressed her intention to move through the agenda quickly while allowing enough time for questions.

ACTION (continued)

1. ADMINISTRATION

b. Approval of District's Updated Board Bylaws and Policies

MOTION #25 (Hsieh/Lam) to approve the following updated District's Board Bylaw and Policies and waive a second reading, as presented to the Board. Motion Carried. (Unanimous)

1. BP 1260 - Educational Foundation
2. BP 2121 - Superintendent's Contract
3. BP 4121 - Temporary/Substitute Personnel
4. BP 4161 - Leaves
5. BP 4261 - Leaves

6. BP 4361 - Leaves
7. BP 4218.1 - Dismissal/Suspension/Disciplinary Action (Merit System)
8. BP 5113 - Absences and Excuses
9. BP 6000 - Concepts And Roles
10. BB 9220 - Governing Board Elections

2. EDUCATIONAL SERVICES

a. Approval of Agreement with Document Tracking Services (DTS) for 2025 – 2026

Trustee Richardson asked if the document tracking service included tracking for the bond program or if there was a separate software for that. Dr. Moore responded that the document tracking service is used for school plans for student achievement, and that there is a separate service for bond tracking.

MOTION # 26 (Hsieh/Richardson) to approve the renewal agreement with Document Tracking Services for March 2025 to March 2026. Motion Carried. (Unanimous)

b. Approval of the MOU with Silicon Valley Education Foundation (SVEF) for 2025

MOTION #27 (Hsieh/Lam) to approve the MOU between SVEF and SSFUSD to provide the Elevate Math program designed for 3rd to 9th grade students, effective June 1 to August 1, 2025. Motion Carried. (Unanimous)

c. Approval of the Service Proposal with Young Audiences of Northern California (YANC) for 2025

Trustee Lam asked whether language support is offered for students who speak a language other than English during summer programs. Dr. Moore responded that while the plan mentions additional ELL support, she would need to confirm with Dr. Garcia for specifics. President Anthony added that, compared to previous years, it seemed like this year's plan included professional development for teachers at a level not seen before and asked if that was accurate.

MOTION #28 (Lam/Richardson) to approve the service proposal with Young Audiences of Northern California, effective March 1 to September 1, 2025. Motion Carried. (Unanimous)

**d. Approval of the Work Experience Education (WEE)
District Plan for the 2025-26 School Year**

Trustee Lam expressed appreciation for the topics covered in the program, noting their sophistication in addressing environmental sustainability, financial literacy, business planning, and leadership. She then asked how work site placements or employment eligibility are determined for the program.

Dr. Moore clarified that students need to be placed at a work site associated with their specific CTE pathway, either one they are currently enrolled in or have previously completed. Eligibility for placement is determined by the teacher and the CTE coordinator.

President Anthony added that in other school districts, students can sometimes find their own off-campus placements, which are then approved based on the tasks involved. If needed, the CTE coordinator can also help connect students with job sites that are open to CTE students. Placement can be student-driven or facilitated by the CTE coordinator. She noted that the specifics should be confirmed by Coordinator Rockett.

MOTION #29 (Hsieh/Lam) to approve the Work Experience Education (WEE) District Plan for the 2025-2026 school year. Motion Carried. (Unanimous)

**e. Approval of the Career Technical Education Work
Experience Education (CTWEE) Course Proposal for the
2025-26 School Year**

President Anthony acknowledged Jennifer Rockett and her great work for building the CTE program.

MOTION #30 (Hsieh/Richardson) to approve the Career Technical Work Experience Education (CTWEE) course proposal for the 2025-2026 school year. Motion Carried. (Unanimous)

**f. Approval of the MOU with the Exploratorium for the
2024-25 School Year**

Trustee Lam recused herself noting that she is an employee of the Exploratorium.

MOTION #31 (Hsieh/Richardson) to approve the MOU between the Exploratorium and SSFUSD to support the evaluation and development of instructional resources as

part of the Elementary Science Instructional Innovators Cohort initiative for the 2024-25 school year. (AYES: Richardson, Hsieh, Anthony; NOES: None; ABSTAIN; Lam). Motion passed 3-0-1.

3. HUMAN RESOURCES

a. Approval of the MOU with the Classified School Employees Association Chapter 197 for the Paraeducator Recruitment and Retention Strategy for the 2024-25 School Year

President Anthony expressed her support for the initiative, noting that paraprofessional educator positions have traditionally been difficult to fill, largely due to insufficient pay. She expressed gladness that new efforts are being made to attract more individuals to these positions.

MOTION #32 (Hsieh/Richardson) to approve the Memorandum of Understanding with the Classified School Employees Association Chapter 197 paraeducator recruitment and retention strategy for the 2024-2025 school year. Motion Carried. (Unanimous)

b. Approval of the MOU with the South San Francisco Classroom Teachers Association (SSFCTA) for the Early Notification Retirement Incentive for the 2024-25 School Year

Trustee Lam asked two questions: whether this initiative was a cost-cutting measure and if there was any intent to freeze positions for those choosing early retirement. Assistant Superintendent Mr. Hannon explained that it could be seen as both a cost-cutting measure and a workforce planning strategy. For example, if an experienced teacher retired early, a less experienced hire might be brought in at a lower salary, impacting salary steps. He also noted that advanced notice of retirements would allow for better planning of potential vacancies and could lead to backfilling positions with temporary teachers. Regarding the freezing of positions, Mr. Hannon clarified that there were no plans to freeze any positions at this time.

President Anthony inquired whether the program had been offered in the past, and Mr. Hannon confirmed that it had, with the last partnership with CTA taking place in the 2020-2021

school year.

MOTION #33 (Hsieh/Lam) to approve the Memorandum of Understanding with the South San Francisco Classroom Teachers Association for the early notification retirement incentive for the 2024-2025 school year. Motion Carried. (Unanimous)

c. Approval of the Assistant Superintendent of Teaching and Learning Job Description for the 2025-26 School Year

Trustee Richardson asked about the difference between 260 days of employment versus 220 days, seeking clarification on how this fits into the school year. Mr. Hannon explained that the difference is due to the longer work calendar for assistant superintendents compared to directors.

MOTION #34 (Hsieh/Richardson) to approve the job description for the Assistant Superintendent of Teaching and Learning, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

d. Approval of the Director of Data, Educational Technology, and Accountability Job Description for the 2025-26 School Year

MOTION #35 (Hsieh/Lam) job description for the Director of Data, Educational Technology, and Accountability, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

e. Approval of the Director of School Leadership Job Description for the 2025-26 School Year

Trustee Richardson inquired about who is responsible for maintaining the district's website and updating newsletters. Mr. Hannon clarified that the position is held by the Chief of Strategy and Communication, Georgina Blackett.

MOTION #36 (Lam/Hsieh) to approve the job description for the Director of School Leadership, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

f. Approval of the Director of Curriculum, Instruction, and Assessment Job Description for the 2025-26 School Year

MOTION #37 (Hsieh/Richardson) to approve the job description for the Director of Curriculum, Instruction, and Assessment, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

g. Approval of the Coaching Coordinator Job Description for the 2025-26 School Year

MOTION #38 (Richardson/Lam) to approve the job description for the Coaching Coordinator, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

4. BUSINESS SERVICES

a. Approval of Agreement with Eide Bailly for Auditing Services for 3-Years

MOTION #39 (Hsieh/Richardson) to approve the agreement with Eide Bailly for auditing services for fiscal years 2024-2025, 2025-2026, and 2026-2027. Motion Carried. (Unanimous)

b. Approval of Resolution No. 25-03 Supporting the Award of the Lease-Leaseback and Agreement with Alten Construction, LLC for the ECHS Central Kitchen and Cafeteria Project

Trustee Richardson expressed appreciation for the thoroughness of the information provided, noting that it helps in answering public questions regarding the allocation of bond money. President Anthony also expressed gratitude for the detailed breakdown of the selection process.

MOTION #40 (Richardson/Hsieh) to approve Resolution #25-03, supporting the award of the Lease-Leaseback (Site Lease and Facilities Lease) Agreements for the El Camino High School Central Kitchen and Cafeteria Project, and authorizing District staff to enter into these agreements with Alten Construction, LLC, in the amount of \$410,000. (AYES: Richardson, Hsieh, Lam, Anthony; NOES) Motion Carried. (Unanimous)

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

February 27, 2025

- Presentation teaching and learning - Martin ES
- Presentation on Performance Management - Special Education
- Resolution for Women's History Month (March)
- Resolution for Red Cross Month (March)
- Approval of declaration of need for fully qualified educators, 2025-26

March 13, 2025

- Presentation teaching and learning – South San Francisco HS
- Presentation on Counseling
- Presentation on Structured Literacy Block
- Presentation and approval of Second interim budget report “positive certification”
- Approval of recommended dates for 2025-26 LCAP and budget hearings and adoptions

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
- 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

President Anthony opened the Good and Welfare section, noting they had six minutes before adjournment.

Trustee Richardson shared an update on a recent two-day intensive immersion in San Diego attended by 25 staff members, including Dr. Moore, Mr. Hannon, Mr. O, and herself. She expressed enthusiasm about the experience, noting it was impactful and energizing. She also highlighted that the district's strategic plan is aligning well and thanked everyone involved.

Trustee Lam provided a quick update on several events. She shared her excitement about attending the Future Lab event at Genentech alongside Trustee Anthony and Ms.

Rockett. She was given a tour and mentioned it was informed this was the event's 10th anniversary. Students from South San Francisco High participated in activities exploring various aspects of the biotech industry, including lab work, legal, marketing, and AI. Trustee Lam also visited the Children's Center with Dr. Moore, where she had the opportunity to observe the district's pre-K program for the first time, describing it as an enlightening experience with friendly and adorable children. Lastly, she mentioned her upcoming attendance at the Monte Verde Feast of Nations on February 20th, which will be her first time attending.

President Anthony reminded families about the upcoming transition-to-middle-school and high school event, encouraging participation. She also gave a shoutout to the Family Resource Center, which recently held its first open hours.

President Anthony closed the meeting by honoring the memory of Mrs. Eileen Christopherson, a beloved teacher and colleague who left a lasting impact on the Skyline and SSFUSD community. She recognized Mrs. Christopherson's dedication, kindness, and unwavering commitment to education. She extended thoughts to her family, friends, and all those mourning her loss, expressing hope that her legacy will continue to inspire.

ADJOURNMENT – 10:04 p.m.