

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of November 14, 2024

SSFUSD Equity Definition

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

OPEN SESSION — 7:00 p.m.

A. CALL TO ORDER

B. ROLL CALL

Board Members:	Ms. Amanda Anthony - Absent Dr. Chialin Hsieh - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present Ms. Jamie Wong, Student Board Member - Present
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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 - Present Mr. Ted O, Assistant Superintendent, Business Services - Present
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C. PLEDGE OF ALLEGIANCE was led by Junipero Serra ES student Isaac Kal-el Magno and Skyline ES student Sawyer Franklin.

Principal Daniel Libman introduced Sawyer Franklin, a fifth-grader at Skyline Elementary. Sawyer is a hardworking, kind, and respectful student who leads by example. She loves soccer, the color pink, dogs, horses, and her family. Her aspirations include becoming a designer or a soccer player, and her mission is to inspire, create, and spread joy. Principal Daniel Libman expressed pride in her growth and achievements.

Principal Sampayan introduced Isaac Kal-el Magno, a fifth-grader at Junipero Serra Elementary. Described by his teacher as embodying key character traits at Junipero Serra, Isaac is a positive, kind, and reliable student with perfect

attendance this year. Isaac enjoys learning languages (currently German), cooking, and art. He aspires to follow his sister's academic path to El Camino High and eventually become an ICU nurse like his mom. Principal Sampayan highlighted Isaac's love of learning, humor, and ability to connect with others, expressing pride in his growth and leadership.

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

Action

MOTION #69 (Murray/Hsieh) to uphold the panel's decision on expelled student, Case number 2024-2025-01 for one calendar year. Motion Carried on a 4-0 vote with Vice President Amanda Anthony being absent.

F. REVIEW OF AGENDA – No changes

G. PTA COUNCIL REMARKS – SSF PTA Council President Lauren Kitchen introduced Aisha Magno, Vice President of the Junipero Serra PTA, and Priya Mercado, President of the Skyline PTA.

Aisha Magno, VP of Junipero Serra PTA, thanked School Board Trustee candidates Pat Murray and Amy Lam for attending the recent PTA candidate forum, which followed California State PTA guidelines and remained neutral. She looks forward to working with both trustees in the future. Aisha highlighted district PTA events, including the Ruby Bridges Walk to School Day, South San Francisco PTSA's Holiday Bazaar on November 17, and Alta Loma PTA's Turkey Trot Fun Run on November 26th. Ms. Magno thanked the Junipero Serra PTA and parent volunteers in attendance, recognizing their contributions. She shared that Junipero Serra PTA aligns with the Graduate aim Impact initiative by fostering community engagement and collaboration. Their recent fundraiser raised \$30,000 to provide walkie-talkies for staff, and they successfully hosted their annual Halloween Happening, which included a costume contest, haunted house, games, and Trunk or Treat. Students from El Camino High, South San Francisco High, and Alta Loma Middle School volunteered to make the event enjoyable for everyone. Looking ahead, the Junipero Serra PTA plans to host Santa's Workshop in December, featuring Santa hats, games, and arts and crafts activities. Aisha concluded her remarks and passed the floor to Priya Mercado to

provide updates on the Skyline PTA.

Priya Mercado, Skyline PTA President, thanked Skyline PTA and parent volunteers for their contributions. She highlighted key achievements, including the creation of Skyline's new Skyhawk logo, launching an online spirit wear store, hosting the third annual Trunk or Treat, and securing a community partner to donate fifth-grade promotion T-shirts. She shared that Skyline PTA supports the district's Portrait of a Graduate initiative through events like a martial arts performance at Back-to-School Night, showcasing student perseverance and focus. The PTA improved communication by leveraging social media and creating a mobile-friendly Linktree site, which helped engage families and grow membership to over 100 members in the first month. She noted recent accomplishments include hosting a Fall Book Fair, funding a new first-grade classroom library, and providing teacher reimbursements to ease financial burdens for classroom supplies. Looking ahead, the PTA will fund its first after-school basketball league, ensuring accessibility for all students, and host various events like a Gratitude Distribution, Santa visit, free holiday crafts, and supporting the principal's "12 Days Before Winter Break" activities. She highlighted upcoming Spring events which include an International Night and Kinder and Fifth Grade promotions. Ms. Mercado concluded by wishing everyone a pleasant Thanksgiving break.

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – President Elizabeth Bales-Stutes provided an update on the progress of the semester, noting that the team is actively preparing for a full WASC visit in 2026. She also mentioned that the team is exploring new program options to better serve the adult community. Ms. Bales-Stutes thanked Superintendent Dr. Moore for including the adult education sector in discussions with CSEA about district needs and improvements. She emphasized the importance of organizational changes to better serve both staff and students. Ms. Bales-Stutes acknowledged the contentious and divisive nature of the recent election. She called for unity, emphasizing that, regardless of political outcomes, all individuals have the right to express their opinions under the Constitution, including through peaceful assembly and free speech. Ms. Bales-Stutes urged the South San Francisco community to prioritize the well-being and rights of all students, regardless of their background or identity. She reiterated the importance of providing a safe learning environment free from discrimination, bullying, or bigotry. She concluded her remarks by wishing everyone a happy Thanksgiving break.

South San Francisco Classroom Teachers Association – President Shari Giusti addressed the trustees, cabinet, and the South San Francisco Unified School District community. She congratulated Trustee Pat Murray on her re-

election and Amy Lam on her upcoming appointment to the school board. She expressed her excitement to work with both of them. Ms. Giusti emphasized the importance of focusing on making SSFUSD a great place to learn and work, in line with the district's strategic goals. She also highlighted that retaining and recruiting great educators is a key part of achieving these goals. She shared concerns from the teachers' perspective, reporting that several grievances have been filed, with some related to pay issues. There has also been a problem with the timely payment of class size overage stipends from the recent tentative agreement. While most grievances are expected to be resolved, Ms. Giusti noted that trust was damaged before the grievances were filed. She further raised an issue about how new educators are being placed on the salary schedule, which many feel is unfair. She mentioned that this year, an unusually large number of new teachers have expressed concerns about their placement, which could lead to more grievances or bargaining. She stressed that if the district wants to retain these educators, it needs to address the issue quickly, as many are considering leaving for other districts offering higher pay. Ms. Giusti concluded by urging the board to work with SSFCTA to resolve the salary schedule issue before more teachers are lost, as they love working in SSFUSD but may be forced to leave due to financial pressures. She wished everyone a great November.

California School Employees Association Chapter 197 – President Jolene Malfatti congratulated Trustee Murray on her re-election, noting her strong support from staff and voters. She thanked Mr. Hannon and Ms. Smith for working with CSEA on the need for paraprofessionals and reported that the recent MOU vote for paraprofessional stipends passed overwhelmingly with great support from CSEA members. Ms. Malfatti emphasized her ongoing efforts to attract and retain more paraprofessionals, as they provide crucial support for students and teachers. She also announced CSEA 197's upcoming Toy Drive Fiesta on December 11th at Chevy's, in collaboration with the Fire Department and South San Francisco Police. The event will collect toys and monetary donations for local children, and attendees can enjoy free photos. Ms. Malfatti concluded by wishing everyone a blessed Thanksgiving.

- I. PERSONNEL COMMISSION** – Assistant Superintendent Marwan Hannon reported that the next Personnel Commission meeting would take place on Monday, November 18, at 5:00 PM in the South San Francisco Unified School District Office Boardroom.

J. ITEMS FROM THE BOARD

Trustee Richardson announced a Teacher Retention Workshop next Monday at 6:00 p.m. She encouraged all board members to attend to better understand the challenges of teacher retention and gain valuable insights.

President Lujan read a statement on behalf of Vice President Amanda Anthony,

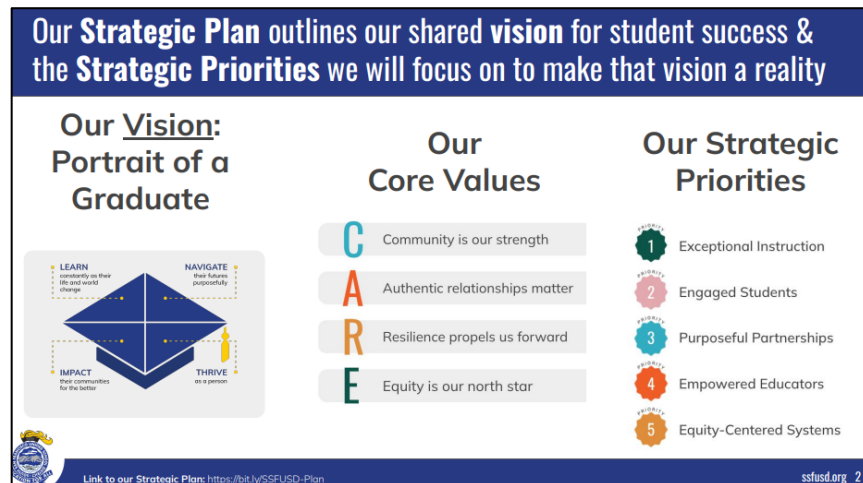
who was unable to attend the meeting. Trustee Anthony clarified her position regarding a public comment she made at the South San Francisco City Council meeting on September 25th. She stated that her comments were made as an individual, not on behalf of the SSFUSD Board of Trustees. She expressed regret for not clarifying this at the time and invited anyone with questions to reach out to her via her public SSFUSD email.

K. SUPERINTENDENT'S REPORT

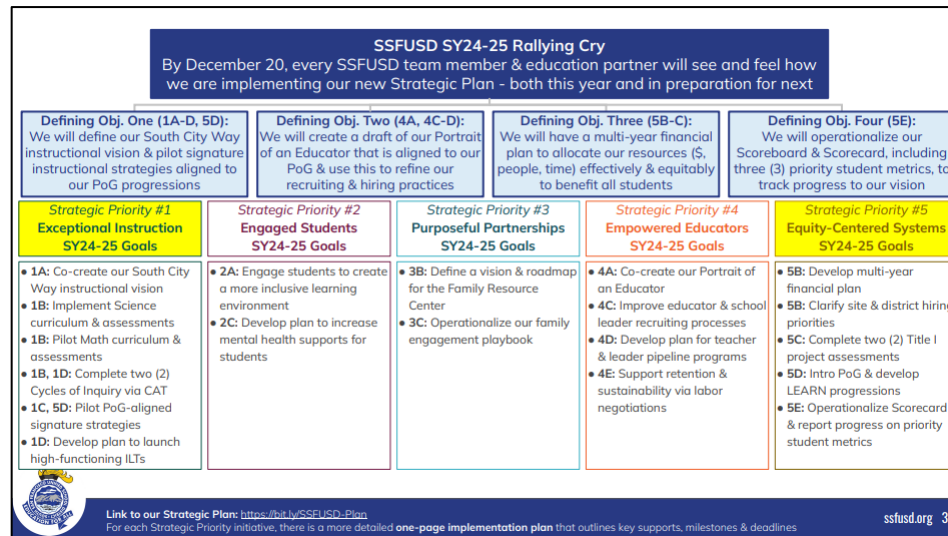
- a. **Ruby Bridges Walk-to-School Day** - Superintendent Dr. Moore began by acknowledging the participation of various dignitaries, including a representative from Senator Becker's office and the Mayor of South San Francisco, in the Ruby Bridges Walk to School event. She shared the history of how retired Martin Elementary teacher Deborah Carlino initiated the petition for Ruby Bridges Walk to School Day, which became a statewide observance in 2021, thanks to State Senator Josh Becker's sponsorship. Dr. Moore expressed gratitude to the South San Francisco Police Department for ensuring the safety of participants and congratulated Martin Elementary students and Mrs. Carlino for inspiring students to think critically and push for positive change.
- b. **ASB Funds** - Dr. Moore addressed concerns raised in recent board meetings regarding the potential misuse of ASB funds at South San Francisco High School. She reviewed the history of the issue, noting that in 2019, the district conducted a thorough investigation, which found no evidence of inappropriate fund use. The concerns resurfaced recently, and the district once again re-examined the situation. After consulting with district staff, former administrators, and the Parent Teacher Student Association (PTSA), the findings remained consistent with the 2019 investigation. A \$4,000 payment from ASB to PTSA for student trip transportation costs was approved and aligned with ASB guidelines. Dr. Moore emphasized the district's commitment to transparency and fiscal responsibility, stating that future audits will continue to monitor ASB funds. She also expressed gratitude to the community for advocating for accountability and equity in resource management.
- c. **Thanksgiving Appreciation** - Dr. Moore shared her deep gratitude as we approach the Thanksgiving holiday. She expressed being humbled to be part of a community that treasures, values, and celebrates one another's lives, embracing and respecting differing beliefs and perspectives. She highlighted the resiliency of the community, where authentic relationships matter, and educational equity is unwavering. Dr. Moore encouraged everyone to reflect on the relationships, opportunities, and experiences they are privileged to enjoy. She reminded us that, though we cannot control what happens in the world, we can control how we respond. She

hopes we continue to treat one another with kindness and come together as one unified community.

- d. **Strategic Plan Progress Update** - Dr. Moore shared an update on the progress of the district's Strategic Plan, marking its first year of implementation. She emphasized the importance of publicly reporting progress to ensure accountability to the community. Dr. Moore expressed excitement about the collective efforts of the district to bring the plan to life, which was co-created with the community. The plan focuses on the district's vision for student success, including the Portrait of a Graduate, Core Values, and Strategic Priority Initiatives. She also outlined the concrete actions being taken to implement the plan and provided a brief update on its progress.



Dr. Moore shared the district's "scoreboard," which is essentially our project management framework, highlighting the goals for the year to share with our teams and the broader community. This year, she noted the district is specifically focusing on Strategic Priorities One (Exceptional Instruction) and Five (Equity-Centered Systems), which are highlighted on the scoreboard. However, there are also goals for Priorities Two, Three, and Four, which are currently in the planning phase. Each bullet point represents a Strategic Priority Initiative from the plan that we are tackling this year. Every year, we will have a set of focused priorities from the five-year Strategic Plan, and these priorities build on each other to ensure that when students leave our schools, they will be ready to be lifelong learners who know how to impact their communities, navigate life's challenges, and thrive as individuals.



Along with this high-level view is a more detailed implementation plan that guides our staff's daily, weekly, monthly, and yearly work. This tracker is reviewed during quarterly step-back meetings and shows the status of each strategic priority as of October 31st. The tracker uses color codes: green indicates strong progress, while yellow or red suggest challenges or areas needing further consideration. This system helps ensure transparency and honest reflection on the district's progress, identifying areas for growth and support to improve outcomes for students. Dr. Moore emphasized the commitment to periodic updates and transparency, with the full presentation available on the district website for anyone wishing to dive deeper. She thanked the invited guests who have supported the implementation and concluded her report.

Strategic Plan Implementation | Status Update (1/2)

Strategic Priority	Project goal	Actions complete as of 10/31
1A. A. Co-create our South City Way instructional vision	By the March 27 Board meeting, the Board will adopt our South City Way instructional vision that was co-created with district staff, administrators, educators, students, and families	6/6 complete
1B: Implement Science curriculum & assessments	By May 23, all Elementary teachers will have successfully implemented at least two (2) Twig Science modules & all HS Science teachers will have successfully implemented three (3) OpenSciEd units	0/1 complete
1B: Pilot Math curriculum & assessments	By March 14, EDS & Cabinet will decide whether to recommend Illustrative Mathematics (IM) to the Board based on student data and a clear, supportive piloting process, then share the decision with the Board on April 10	4/4 complete
1B, 1D: Complete 2 Cycles of Inquiry via CAT	By May 30, EDS & PSI will support site leaders to complete two (2) Cycles of Inquiry at both the district & site level in order to align understandings of "Academic Discourse" & identify highly-effective instructional strategies	4/4 complete
1D: Develop plan to launch high-functioning ILTs	By May 30, EDS will finalize a professional learning plan, informed by empathy interviews with principals and ILT members, leading to the launch of a cohort of high-functioning and sustaining ILTs by SY25-26	N/A - no actions due by 10/31
1C, 5D: Pilot PoG-aligned signature strategies	By the April 17 CAT meeting, EDS will present the results of signature instructional strategies pilot & "bank" of strategies aligned to the LEARN progression that teachers will use & receive PL / coaching on in SY25-26	1/1 complete
2A: Engage students to create a more inclusive learning environment	By the February 27 Strategic meeting, EDS will use school climate data & student perspectives on an inclusive learning environment to inform the development of our South City Way	N/A - no actions due by 10/31
2C: Develop plan to increase mental health supports for students	By February 29, SSFUSD will have Wellness Centers established at all MS / HS sites & made recommendations for site-based mental health supports for students	0/1 complete
3B: Co-create vision for a Family Resource Center in SSF	By October 10, SSFUSD opens a welcoming Family Resource Center (FRC) 1.0; by April 23, SSFUSD publishes a community-informed and Board-approved vision and roadmap for the development of the FRC	2/3 complete
3C: Operationalize family engagement playbook	By March 31, EDS will publish version 1.0 of our Family Engagement Playbook and develop an implementation roadmap to operationalize the playbook across all Title I schools by May 30	1/1 complete

Link to our Strategic Plan: <https://bit.ly/SSFUSD-Plan>

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Strategic Plan Implementation Status Update (2/2)		
Strategic Priority	Project goal	Actions complete as of 10/31
4A: Co-create Portrait of an Educator	By the May 22 Board meeting, Board adopts our Portrait of an Educator (PoE) that was co-created with district staff, administrators, educators, students, and families	2/2 complete
4C: Improve educator & school leader recruiting processes	By June 1, HR will have enhanced educator & school leader recruiting processes such that the number of applications and principal / candidate satisfaction increases and known vacancies* are filled by the first day of school	2/2 complete
4D: Develop plan for teacher & leader pipeline programs	By May 15, HR will recruit a pilot cohort of ~10 aspiring SSFUSD teachers into new pipeline programs	3/3 complete
4E: Support retention & sustainability via labor negotiations	By April 30, SSFUSD will develop a comprehensive compensation strategy that will help us attract & retain high-quality educators & staff and will be supported by union leadership	1/3 complete
5B: Develop multi-year financial plan	By the January 23 Board meeting, Business Services (BUS), in partnership with ERS & AWR, will share a multi-year financial plan with the Board, explaining how we will allocate resources equitably to deliver on our Strategic Plan	4/4 complete
5B: Clarify site & district staffing priorities	By the January 23 Board meeting, the Board will approve our site & district staffing plan; by Monday, January 27, all new roles will be posted on all key recruiting channels	1/1 complete
5C: Complete project assessment for two (2) Title I ES sites	By the May 22 Board meeting, Business Services (BUS) will update the Board on the design progress for two (2) Title I Elementary schools and provide a status update on our Group 1 & Group 2 schools	2/3 complete
5D: Intro PoG to all sites & develop LEARN progressions	By March 20 CAT meeting, EDS presents results of Portrait of a Graduate (PoG) Learning Walks and next steps for implementation; by June 12 Board meeting, EDS presents PoG activities conducted over SY24-25	1/1 complete
5E: Operationalize scorecard & report priority student metrics	By May 30, create & operationalize a scorecard that tracks Strategic Plan priorities & share with key educational partners (e.g., Cabinet, Directors, Board, principals)	3/4 complete



Link to our Strategic Plan: <https://bit.ly/SSFUSD-Plan>

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L. STUDENT TRUSTEE REPORTS

1. Jamie Wong, Fall Student Trustee and ASB President of ECHS shared several updates on El Camino High School's recent events and achievements. She highlighted the girls' golf team's historic win against South San Francisco High on October 17th after 10 years, and the senior night celebrations for volleyball, tennis, football, cheer, and cross-country. On October 26th, El Camino held a successful Fall Festival with fun activities like karaoke and a haunted hallway which was a huge hit drawing a great crowd. Additionally, the school's annual Bell game against South San Francisco's Warriors took place, where El Camino's Colts showed great determination. Ms. Wong shared upcoming events including a Winter Rally on December 6th, a Power Puff game, and the fall musical *Legally Blonde* from November 21st to 24th. She also recognized staff and students of the week, Ms. Stevenson for her mentoring and Zachary Fung, a dedicated junior officer in STEM clubs. She encouraged senior students as college application deadlines approach, reminding them that their worth is not defined by grades or test scores. Finally, Ms. Wong wished everyone a warm Thanksgiving break, expressing appreciation for the community's support.

Trustee Richardson expressed enthusiasm about the upcoming Power Puff event and asked what it entailed. Student Trustee Wong explained that the event is a flag football game featuring female students from all grades and shared that it would take place the following evening from 7:00 to 9:00 PM.

2. Josephine Harsana, Spring Student Trustee and ASB President of SSFHS began by reflecting on the busy fall season for the Associated Student Body (ASB) and the school. The Homecoming Week concluded successfully on October 19th, culminating in a dance on Saturday, October 19th. Thanks were

extended to the PTSA for their support and donations, which contributed significantly to the event's success. Congratulations were given to the senior class for winning the Homecoming Class Competition for the second consecutive year. ASB's School Community Commission hosted the annual Fall Fest at lunch on October 31st, which featured activities like a Halloween costume contest, pie-eating contests, slime-making stations, and a chance to pie Economics teacher Mr. Kelly. On October 30th, the Earth Club held its annual Dinner in the Dark for the fourth year in a row in South City's Outdoor Learning Space. This year's Halloween-themed event featured Italian food made by club members, a band performance, pumpkin painting, and game stations. It was an excellent opportunity for the community to bond over a festive atmosphere. The Sports Commission has been actively promoting school spirit. Although the Colts were defeated by the Warriors in both JV and Varsity football games (with a Varsity final score of 50-14), the Warriors retained the Bell. Attendees displayed high levels of school spirit, wearing new merchandise sold at the game and filling the stands with blue and white. The football team was commended for their success as league champions and for advancing to the CCS quarterfinals. Additionally, the Drama Department's fall play, *Much Ado About Nothing*, opened that evening and was scheduled to continue the next two evenings at 6:30 PM. Tickets were priced at \$10 for general admission and \$6 for students. Ms. Harsana highlighted the hard work of various programs, noting their contributions to boosting school spirit, fostering community, and embodying the values of the Portrait of a Graduate initiative. She concluded her report expressing gratitude.

Trustee Richardson inquired about ticket availability for the Drama Department's fall play, *Much Ado About Nothing*. Ms. Harsana confirmed that tickets could be purchased at the door for the 6:30 PM performance.

President Lujan thanked Student Ms. Harsana for her report.

Student Trustee Wong left the meeting at 7:49 p.m.

M. PUBLIC COMMENTS

Julie Ulmer, a third-grade teacher at Skyline Elementary, shared her experiences piloting the new math curriculum. She expressed how much she loves the program and noted that her students are constantly engaged and look forward to math lessons. Ms. Ulmer shared student feedback, stating they find it "fun and challenging." She highlighted the strong student engagement, with plenty of opportunities for academic discourse, emphasizing how amazing it is to hear what students come up with during discussions. Ms. Ulmer mentioned that fifth-grade teacher Carolyn Selvy, who is also piloting the curriculum, shared positive feedback about using 3D models to teach dividing decimals, a concept her students responded to very well. Reflecting on her own teaching,

Ms. Ulmer described her experience teaching rounding and compared it to how she taught it with the previous program, noting how much better students now seem to truly understand the concept. While acknowledging it is not perfect and identifying areas where she might spend more or less time, she praised the program's clear and teacher-friendly materials, including a well-scripted manual and slides for each lesson. Ms. Ulmer invited the Board to visit her classroom to see the curriculum in action and ended by thanking the Board for their time and dedication to the district.

President Lujan thanked Ms. Ulmer for her comments.

Michael Harris, a resident of South San Francisco, addressed the Board regarding ongoing maintenance issues in the corridor between Alta Mesa Drive, South Cliff, and El Campo Drive near Buri Buri Elementary School. He shared his ongoing efforts to clean the area personally, moving approximately 20,000 pounds of concrete over the past two weeks, with an additional 8,000 pounds moved recently. Mr. Harris emphasized the increasing difficulty of the work and requested assistance from the district, specifically asking if Assistant Superintendent, Ted O could address the issue. Mr. Harris shared that he had recently spoken with Eunejune Kim, the Public Works Director for the City of South San Francisco, who acknowledged that the city's code enforcement department is facing staffing challenges, currently operating with only two full-time employees and one part-time staff member. He commended Director Wazi's efforts in maintaining areas inside the school property, stating that the slope and playing field maintained by the city are in good condition. However, he emphasized that additional support is needed for the lots adjacent to the school property. Mr. Harris concluded by thanking the Board for their attention to the matter.

President Lujan thanked Mr. Harris for his comments.

Megan Connery, a math teacher at El Camino High School, began by congratulating Trustee Murray on her re-election. She also mentioned that she is on the list of educators hoping to attend the math conference in early December and expressed her enthusiasm for a potential "yes" vote, as she has never attended a math conference before. She reflected on the productive sessions held on November 1, starting with the math pilot and a session on the math framework. While she appreciated the discussions, she suggested that additional time might be needed to delve deeper into the framework. Ms. Connery also highlighted Dr. Hew's presentation on graduation requirements, praising it as excellent and noting the value of the spirited yet constructive discussion among teachers that followed. She hoped Dr. Hew would share the teachers' perspectives with the Board. On the math pilot, Ms. Connery acknowledged progress but shared concerns about pacing, particularly the challenge of completing Unit 3 before the final exams, with four additional units

planned for the next semester. She observed that the high school experience with the pilot differs from that of elementary schools, which have additional supports. High school teachers, she noted, rely more heavily on reading and preparation to deliver lessons. Despite these challenges, she described the pilot as progressing well and reiterated that the November 1 sessions were productive overall.

President Lujan thanked Ms. Connery for her comments.

N. INFORMATION ONLY PRESENTATIONS

1. EDUCATIONAL SERVICES

a. Teaching and learning presentation: Junipero Serra Elementary School

Principal Teresa Sampayan presented the educational priorities and programs at Junipero Serra Elementary School. She expressed gratitude and introduced herself as the proud principal of Junipero Serra Elementary School, home of the Pintos. She thanked Dr. Moore for reviewing the slides related to the strategic plan, core values, and the Portrait of a Graduate. She then shared the school's vision for the Portrait of a Graduate, which outlines a commitment to providing students with the opportunity to develop four graduate aims: to be lifelong learners, purpose-driven individuals, thriving as people, and making a positive impact on their communities.

Strategic Priorities

Principal Sampayan continued by highlighting that the priorities at Junipero Serra Elementary are aligned with the district's strategic plan and the Portrait of a Graduate. These priorities focus on strengthening instructional capacity, particularly in math achievement, ALD (Academic Language Development), and academic discourse. She emphasized the school's commitment to the emotional well-being of the Pintos, with a dedication to raising the whole child. Last year, J.S. reimagined its approach, aiming to become the top-performing school in the district with the lowest absenteeism, fostering happy and respectful students and staff in a safe, positive learning and working environment.

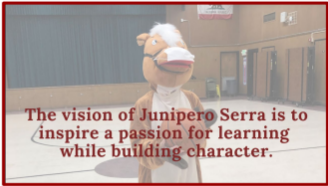
JS Priorities Are Aligned with Strategic Priorities



2024-2025 JS Priorities
 Focus on math achievement
 Focus on ELD
 Focus on increasing academic discourse
 Focus on socio-emotional wellness

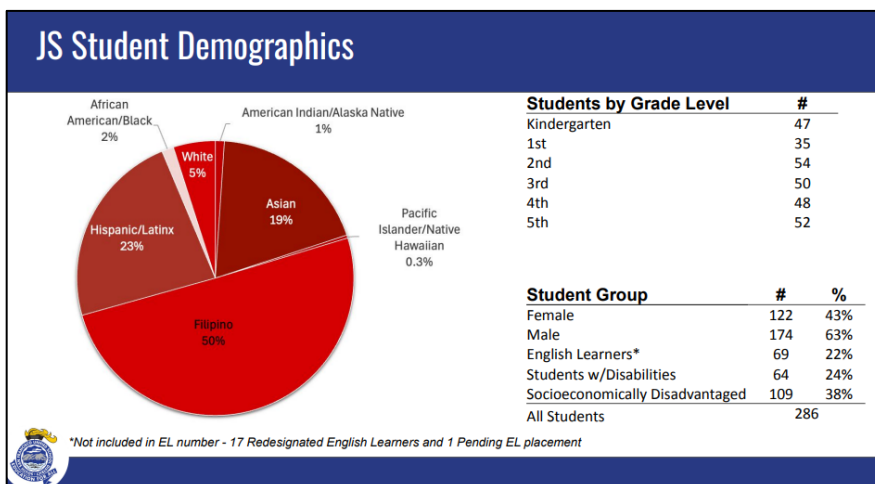
JS REIMAGINED

- ★ Top performing school in SSFUSD
- ★ Lowest absenteeism rate
- ★ Happy and respectful Pintos & staff
- ★ In a safe, positive learning and working environment



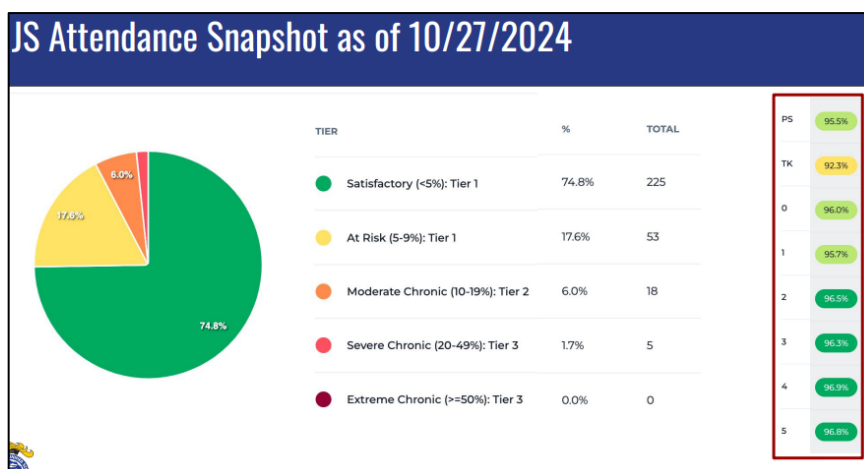
Demographics

Principal Sampayan shared that Junipero Serra Elementary currently has 286 students in grades K-5, along with 14 preschoolers. Of these students, 22% are multilingual learners, 24% have disabilities, and 38% are socioeconomically disadvantaged. The majority of the student population is Filipino, Hispanic or Latinx, and Asian.



Attendance

Principal Sampayan provided a snapshot of attendance data, showing that approximately 95% of students have an attendance rate over 95%.



Principal Sampayan presented an attendance comparison for the 2022-2023 school year, the 2023-2024 school year, and the first three months of the current school year. The top section displayed average daily attendance rates, while the bottom section outlined chronic absenteeism rates by month. Orange indicated moderately chronic absenteeism, yellow signified students at risk for chronic absenteeism, and green represented the desired attendance rate. The data showed an increase in J.S.'s attendance rate over this period.

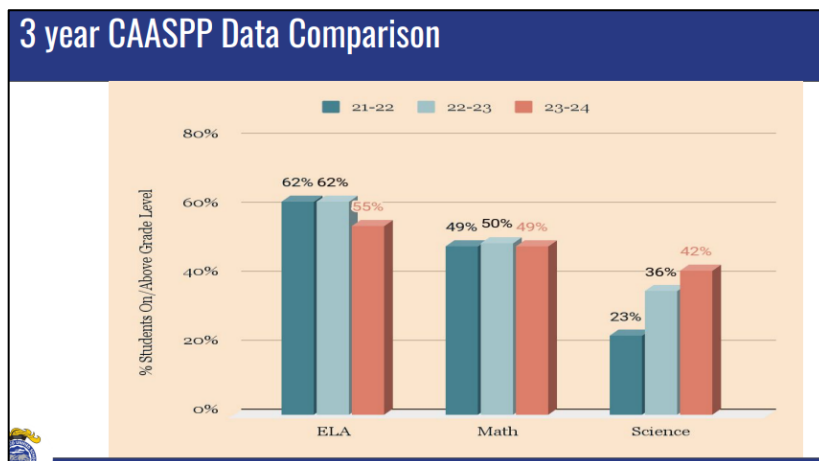
Attendance Comparison 22-23, 23-24, and first 3 months 24-25

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Average Daily Attendance										
22-23 ADA	95.1%	94.6%	93.3%	93.2%	92.8%	92.5%	92.3%	92.2%	92.2%	92.2%
23-24 ADA	98.3%	96.9%	95.4%	95.0%	94.8%	94.8%	94.6%	94.4%	94.5%	94.6%
24-25 ADA YTD	99.1%	97.2%	96.4%	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Chronic Absenteeism										
22-23 C.A.	17.5%	20.0%	22.1%	23.0%	25.7%	25.2%	25.4%	26.9%	26.5%	26.2%
23-24 C.A.	7.3%	9.6%	16.6%	15.1%	14.8%	12.1%	12.4%	12.8%	12.4%	13.0%
24-25 C.A. YTD	2.4%	5.4%	7.6%	TBD	TBD	TBD	TBD	TBD	TBD	TBD

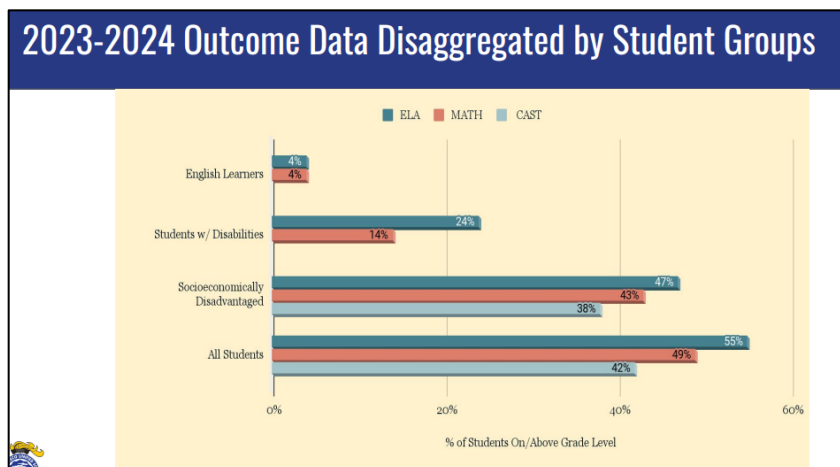
Principal Sampayan credited the improvement to the addition of a full-time attendance clerk, Ms. Nicole Kim, and the hard work of Ms. Kim and Ms. Dela Cruz, the administrative assistant, who both make daily calls to families of absent students and coordinate attendance team meetings. She also acknowledged the efforts of dedicated teachers who emphasize the importance of attendance.

California Assessment of Student Performance and Progress
Principal Sampayan presented comparison data for the

CAASPP results over the past three years. The graph illustrated the percentages of students meeting or exceeding grade-level standards in English Language Arts (ELA), Math, and Science. While there were slight decreases in both ELA and Math, Science showed an increase in performance. The graph highlighted both the strengths and areas for growth, emphasizing the need for additional support in certain subjects.

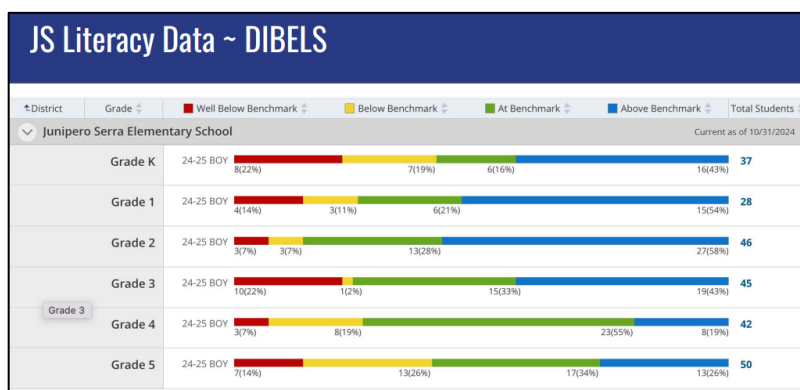


Principal Sampayan shared the CAASPP data for Junipero Serra broken down by student groups, showing the percentage of students meeting or exceeding standards in Math and Science. While there are areas to celebrate, the data also highlights opportunities for growth, particularly in addressing the needs of students. These needs are identified through data analysis and are addressed through targeted small group instruction. Additional supports and instructional strategies are developed through the collaborative cycle.



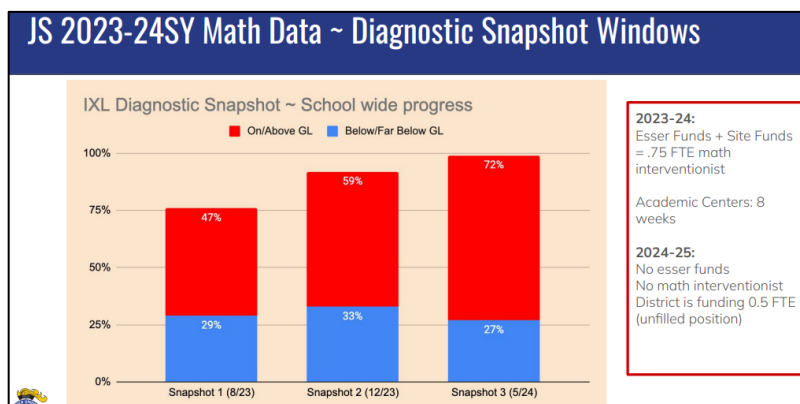
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Principal Sampayan presented the beginning-of-year (BOY) school-wide data for DIBELS, showing that more students are performing at or above benchmark, as indicated by the green and blue categories. The data is used to provide strategic support for students who demonstrate a need. These needs are addressed through in-class support and/or pull-out interventions. Progress monitoring is conducted for students meeting specific criteria, and growth is measured during the middle and end-of-year benchmark windows.

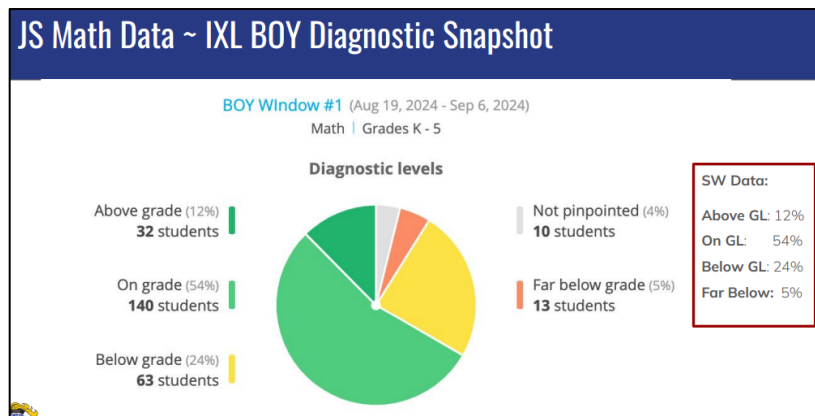


IXL (I excel)

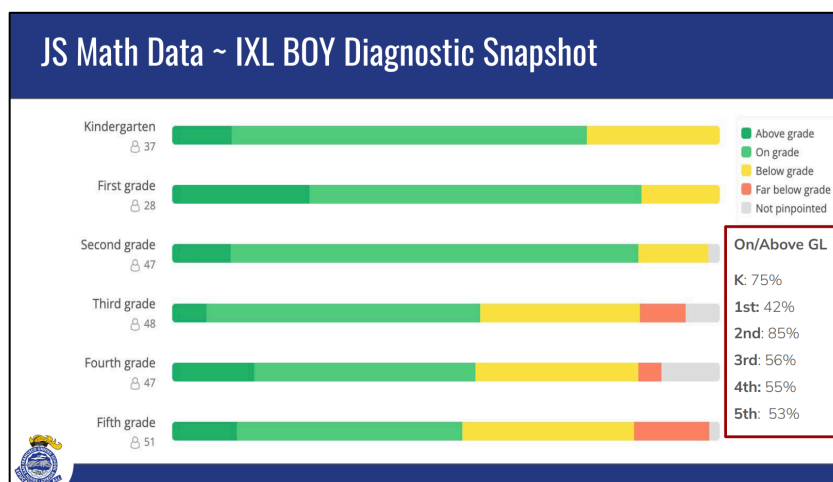
Principal Sampayan shared that last year, J.S. used funds to hire a .75 full-time math interventionist. Combined with Tier 1 support and pull-out math intervention, students showed a 25-percentage point increase in performance on or above grade level from the beginning to the end of the year, as measured by IXL assessments. However, this year, with no remaining ESSER funds, the district is funding a .5 FTE (full time employee) math interventionist position, but unfortunately, no applicants have been received, as the half-time position has proven difficult to fill.



At the beginning of the year, IXL data showed that 66% of J.S. students were performing on or above grade level, a 19 percentage point increase from the previous year's IXL scores. While J.S. teachers remain committed to providing small group intervention in class, the absence of a dedicated math interventionist has significantly increased the workload. Principal Sampayan emphasized that the support of the district to fund a full-time math interventionist would greatly benefit the students.

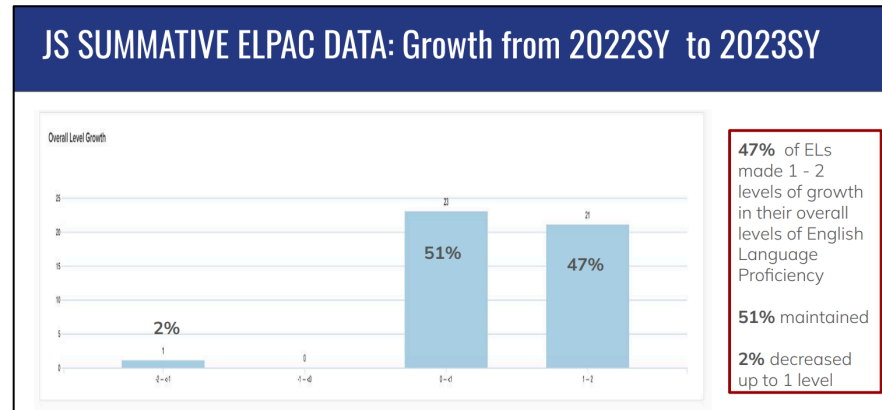


Principal Sampayan explained how IXL is used to track student progress in math three times a year; beginning, middle, and end. The snapshots help identify students' strengths and areas where they need extra help. Like DIBELS, it's designed to focus on specific math needs. This system provides support for students who need it and boosts learning for those who've mastered skills. She noted that students spend 10 minutes a week on real-time diagnostics to track progress and guide small group instruction.



English Language Proficiency Assessments for California

Principal Sampayan shared that last spring's ELPAC Summative data showed growth over the year. The goal was for 33% of English Learners (ELs) or Multilingual Learners (MLs) to improve, and the goal was surpassed with 47% making one to two levels of growth in English proficiency. This year, efforts will continue to focus on improving English Language Development (ELD) instruction.



Collaboration

Principal Sampayan explained that during grade-level collaboration, teachers analyze data from assessments like DIBELS and IXL to identify and address student needs. Various resources are used to support these learning needs.

Portrait of a Graduate Awareness

Principal Sampayan shared that at the start of the year, the team committed to bringing the Portrait of the Graduate (POG) to life. This effort has been highlighted in several ways. At the main entrance, the Portrait of a Graduate is displayed alongside the Portrait of a Graduate to inspire students about what they can achieve when they graduate from South City or El Camino High Schools. Information about the Portrait of a Graduate was shared with parents through the Pinto Press and during fall conferences. At the beginning of the year, each teacher and staff member also made individual commitments to incorporate the POG into their work.

Learn & Thrive

Principal Sampayan talked about how Pintos are encouraged to keep a growth mindset and love learning as the world around them changes. Students are taught to ask questions,

seek understanding, and use data to support their ideas. Creativity and problem-solving are also key, like when kindergartners came up with their own tools to harvest apples or when fifth graders used the scientific method to learn about mosquitoes and land formations. Fifth graders also worked together on matching math expressions with area models. Building strong character is a big focus, and the school works closely with families to support this. At Back-to-School Night, families were asked to share encouraging words with their kids to help them start the year off right. Students learn self-awareness and how to manage their emotions through the Zones of Regulation program, which gives them tools and visuals to stay calm and focused. This approach helps students build resilience, like a student who wrote “Never give up” on Chalk Day. To keep students inspired, fourth graders picked motivational quotes at the start of the year to hang in their classrooms. The school also continues its partnership with Legarza, providing structured P.E. activities twice a week, benefiting about 25 students over the past two years.

Engaged Pintos Learn Constantly As Their Lives and World Change

Kinder Apple Orchard Activity

5th gr Science

1st gr mosquito life cycle exploration

2nd gr land formations

4th gr fractions

5th gr math sort

Character Trait Growth Mindset

JS Pintos Thrive

Words of Encouragement

Connection to home

Zones of Regulation check-ins

Overcoming obstacles

Zones of Regulation Tools

Mental well-being

Legarza PE

YMC of SSF
YSB ~ Friendship Group
~ Counseling
YMCA OF SAN FRANCISCO

Gratitude to Volunteers and Staff

Principal Sampayan shared that Pintos are happy because of their strong sense of belonging, supported by community events like Ruby Bridges Walk to School Day and the Halloween Happening. She thanked J.S. volunteers, the JSPTA, and the School Site Council for their help in keeping students safe, funding initiatives, and supporting field trips and enrichment clubs.

Principal Sampayan praised her team for their dedication to student success, focusing on both academic growth and character development. She quoted John Gordon, “A team who believes together achieves together,” and thanked the Board, Cabinet, Dr. Moore, and the community for their support. She expressed pride in being part of the South San Francisco Unified School District.



FELT GRATITUDE for our JS VOLUNTEERS



Mr. Joshua Andaya



Mr. Caesar Deocampo



Mr. Wilbert Lee



Ms. Thanh Huong Nguyen



Ms. Valerie Joy Reyes

399 Years of Collective Teaching Experience





felt gratitude for a groovy Team!



Team Pintos are committed to the success of our Pintos!

Trustee Hsieh thanked Principal Sampayan for the excellent presentation, noting that it demonstrated a strong commitment to accountability and continuous improvement. She emphasized that the level of openness shown is key to building trust and fostering collaboration within the educational community.

Trustee Richardson expressed excitement for Principal Sampayan's return to Junipero Serra, noting that the students missed her. She also thanked the PTA for their hard work, highlighting the increasing involvement of dads, which she finds encouraging. Trustee Richardson mentioned attending the Autism Awareness Day event, praising its organization and the energy the children brought. She thanked Principal Sampayan for the presentation, adding that JS is a wonderful place for students.

Trustee Murray expressed gratitude for the support from the community, mentioning that both schools are in her district and the people who voted for her are from these schools. She thanked the teachers and staff for their support and shared her overwhelming appreciation for the votes she received, especially from the community where she grew up. Trustee Murray promised to continue making decisions that prioritize children, as she has done in the past.

President Lujan thanked Principal Sampayan for the presentation and praised her and the community for their strong teamwork. She pointed out how clear it is that everyone is focused on helping all the kids grow and succeed. She expressed gratitude for the hard work happening to support the students.

**b. Teaching and learning presentation:
Skyline Elementary School**

Principal Luann Daniel Libman began by expressing appreciation for the Skyline parent volunteers who help at the school. She highlighted their support for events like Trunk or Treat and the Book Fair, which would not have been possible without their help.

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

Principal Daniel Libman thanked the community for their support and presented gifts to cabinet and the Trustees, noting that the juices inside represent the Portrait of a Graduate (PoG). She shared that Skyline Elementary continues to support students' learning, helping them thrive and prepare for middle school. The school works with the district's strategic plan and core values to guide students towards achieving the PoG. Principal Daniel Libman highlighted the school's focus on the four key aims: Learn, Thrive, Navigate, and Impact. She also mentioned the district's five-year strategic plan priorities sharing that Skyline Elementary aligns with the district's five-year strategic plan, focusing on exceptional instruction and equity. Teachers and students are working to enhance academic discussions, provide solid Tier 1 and 2 instruction, and support diverse learning styles.



Goals

Principal Daniel Libman highlighted that Skyline's goals align with the district's LCAP and strategic plan, focusing on creating well-rounded students ready for middle school. The school emphasizes student-centered learning and social-emotional wellness. They are implementing student data binders for goal-setting and reflection on academic and personal growth. The school is also enhancing academic discourse in math and science, using BeGLAD (Guided Language Acquisition Design) strategies with district support. Additionally, there is a focus on improving writing skills, specifically syntax and sentence structure, and addressing attendance and on-time arrival.

Skyline Site Goals Align to Our District Goals

Mission

Skyline Elementary is dedicated to preparing our students for 21st Century Education through hands-on, critical thinking and collaborative learning opportunities. We value the needs of the whole child and work with our community to provide unique experiences in a supportive environment.

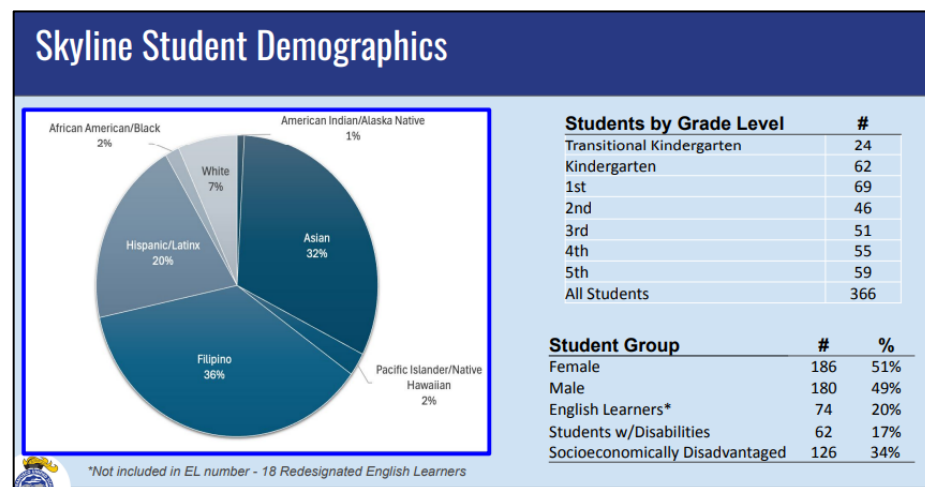


Skyline Priorities 24-25

- Widening our knowledge around **Learner-centered education**
- Dedication to being **Student Centered** with an emphasis on **Socio-emotional wellness**
- Implementation of **Student Data Binders** for student goal setting and reflection for academics and wellness
- Continue to increase **Academic Discourse** with a focus on math & science utilizing **BeGlad strategies**
- School-wide focus on the **Writing Process**, specifically on syntax and sentence structure
- Increase **Attendance** and improve **On-time Arrival**

Demographics

Principal Daniel Libman provided demographic information for Skyline Elementary which is predominantly Filipino 36%, with 32% identifying as Asian, 20% as Hispanic/Latinx, 7% as White, 2% as African American, 2% as Pacific Islander and Native Hawaiian, and 1% as American Indian and Alaska Native. Of the 366 students, 51% identify as female and 49% as male. 34% are socioeconomically disadvantaged, 20% are English Language Learners, and 17% have disabilities, reflecting a 3% increase this year. The school also hosts a special education preschool program with 12 students.



Attendance

Principal Daniel Libman shared the end-of-October attendance report, showing that 78.8% of students have satisfactory attendance. 14.7% are at risk, 5.8% are moderately chronically absent, and less than 1% are severely

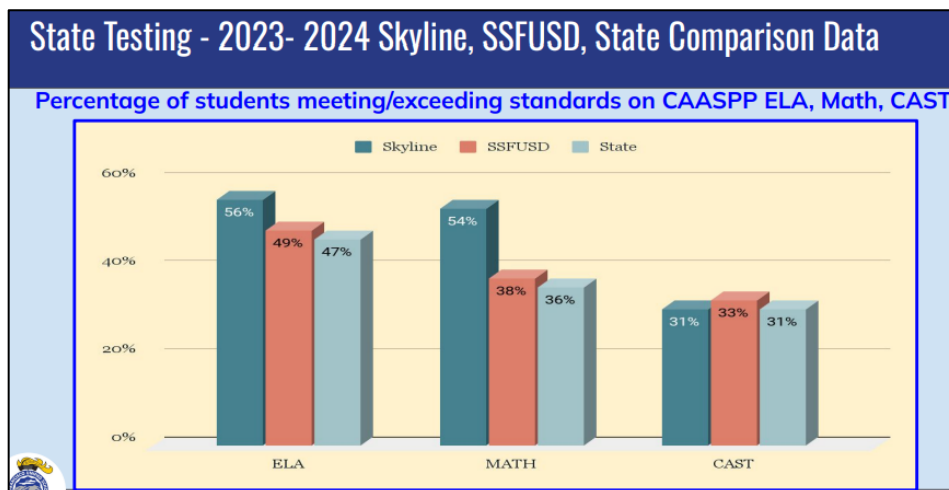
chronically absent. There are no extremely chronic absentees. Attendance has significantly improved over the last two years, thanks to the efforts of Everyday Labs, support from Ms. Rodriguez, and her partner Ms. Ippolito. Ms. Rodriguez consistently communicates with families, follows up on absences, and educates families about the importance of regular attendance for academic and social success. Teachers also reinforce this message through conferences with families.



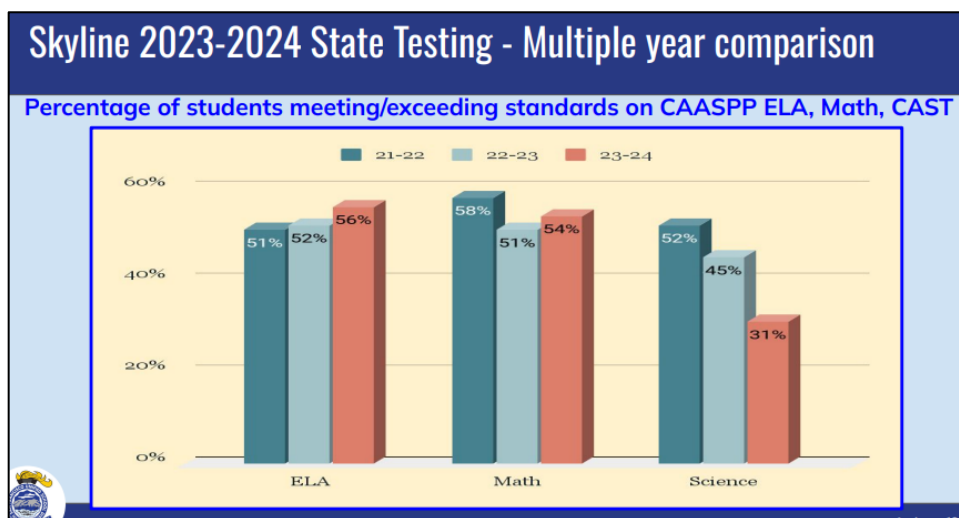
California Assessment of Student Performance and Progress

Principal Daniel Libman shared the CAASPP state testing data, showing that 56% of Skyline students met or exceeded standards in ELA, and 54% in math. Both scores outperform the district and state averages. However, the school's scores

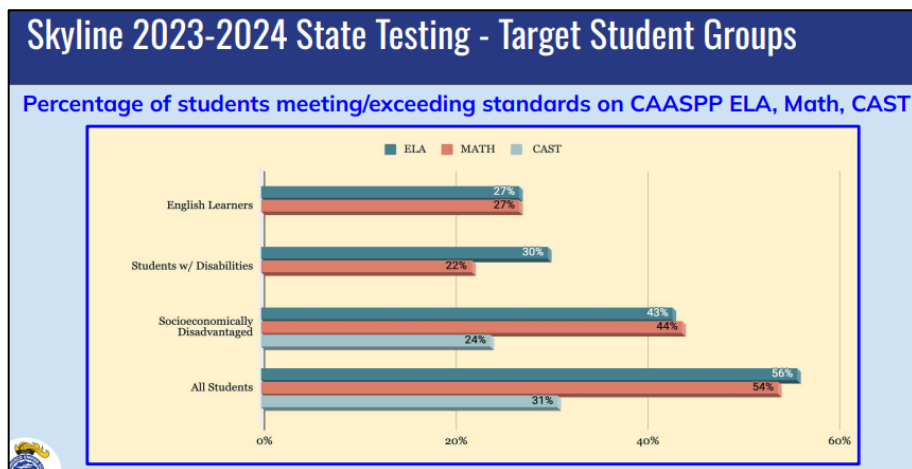
in math and ELA were slightly below the district, with 31% of students scoring at or above standards, matching the state average.



Additionally, she discussed Skyline's CAASPP performance over the past three years. In ELA, students made steady progress, reflecting teachers' efforts to build foundational skills. Math results bounced back this year, approaching the strong results from 2021 and 2022. Last year's 5th graders struggled with stamina, which may have impacted their test performance. However, 60% of these students were near the standard. The leadership team identified writing as a key area for improvement, and will focus on academic discourse and GLAD strategies during professional development to strengthen these skills.

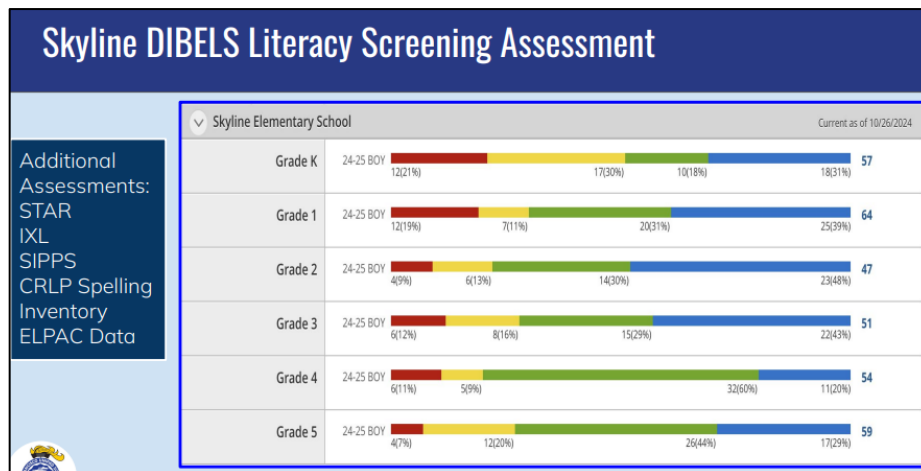


Principal Daniel Libman shared that Skyline is supporting English Learners with the newcomer curriculum, integrated English language Development (ELD), and Academic Vocabulary Toolkit (AVT) strategies in 3rd and 5th grades. Teachers are also being trained in GLAD strategies. Many of these approaches also benefit students with disabilities, alongside the individualized instructional support they receive.

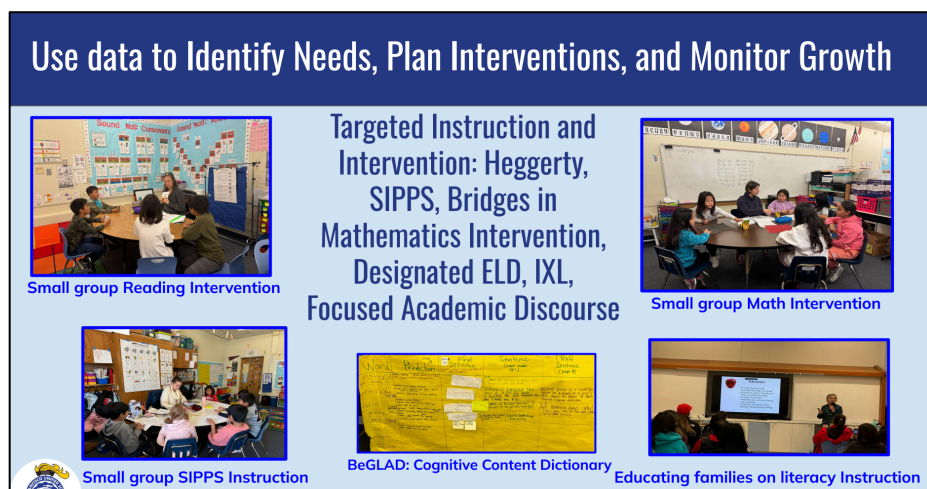


Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Principal Daniel Libman shared that Skyline uses DIBELS literacy screening data from the beginning of the year to identify students who may need intervention support from the reading specialists. This data, along with additional assessments like STAR Reading, IXL, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), CRLP (California Reading and Literature Project) Spelling Inventory, and ELPAC (English Language Proficiency Assessments for California), helps guide further support.



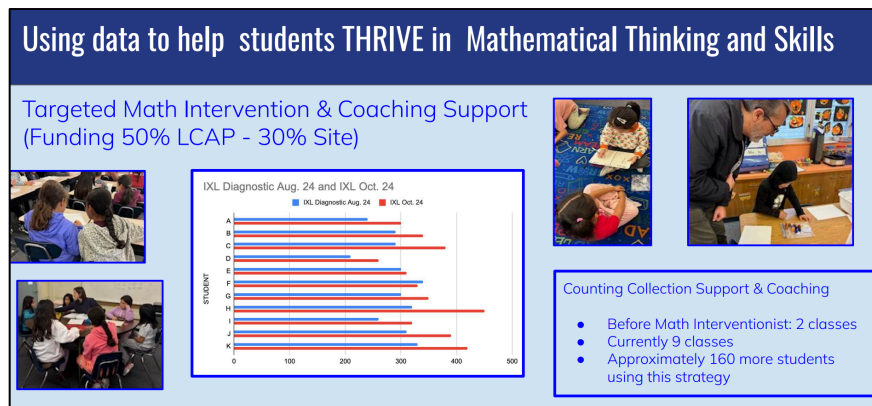
She explained that SIPPS assessments help identify students for small groups and determine who receives support from Reading Specialist Ms. Andrea Kasler. Ms. Rebecca Fox provides math intervention through the Bridges in Mathematics program. K-2 teachers use Heggerty to support phonological awareness, and staff have focused on academic discourse, implementing the GLAD Cognitive Content Dictionary strategy. She also noted that this year, Ms. Kristie Yee led a literacy night, teaching families about the science of reading and emphasizing the importance of reading aloud to children. Teachers facilitated engaging activities, with support from the local librarian.



THRIVE

Principal Daniel Libman highlighted the impact of the Math Intervention Teacher and Coach program, showing IXL data where 10 of 11 students demonstrated significant growth in

math since the start of the year. The program is tailored to individual skill needs rather than grade levels. She also praised Ms. Fox for expanding Counting Collections from two to nine classrooms, benefiting 160 more students. This strategy helps students understand numbers, articulate their thinking, and engage in discussions. Principal Daniel Libman emphasized the district's focus on strengthening math skills and academic discourse, expressing hope to expand the program despite financial challenges.



Portrait of a Graduate (PoG)

Principal Daniel Libman shared examples of how Skyline Elementary brings the Portrait of a Graduate (PoG) to life, particularly focusing on the “Learn” aim. Fourth-grade students in Mr. Dumpit and Ms. Devera classes wrote about the importance of school and how it helps them learn, thrive, navigate, and have an impact. Skyline teachers are implementing data binders to help students set goals and reflect on their learning, while kindergarten teachers are starting PoG portfolios with writing samples that will grow with students each year. An increase in academic discourse, especially in math, is evident not just in pilot classrooms but across others as well. Students are learning to explain their mathematical thinking and respectfully address errors with their peers.

Principal Daniel Libman also emphasized Skyline Elementary's commitment to helping students thrive. PAX Leaders exemplify values of respect, responsibility, safety, and kindness, earning recognition through positive actions. Monthly assemblies celebrate character traits based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, and weekly “Wing Winners,” spirit days,

and Soul Shoppe lessons help students develop conflict resolution and emotional regulation skills. The school has welcomed a Youth Service Bureau (YSB) counselor, available two days a week to support student well-being. Additionally, with the help of librarian Michelle Kater, Skyline launched a student leadership team of 20 students from grades 3–5, working to make the school a kinder, cleaner place. Principal Daniel Libman also highlighted Skyline’s new mural, created by artist Castro and painted by Genentech volunteers last summer.

Community

Principal Daniel Libman highlighted Skyline Elementary’s efforts to build both academics and community. Over 200 families attended the PTA Trunk or Treat event, held safely on the playground, followed by the annual Halloween parade. Students had a pumpkin patch, taking home a pumpkin, and 124 participating in a pumpkin decoration contest. Through partnerships with Genentech and Hands on Bay Area, the school added a composting bin and lending library to the garden this summer. Skyline also participated in the Ruby Bridges Walk to School, honoring her bravery and courage, with a great turnout. The Daly City Fire Department visited to teach students fire safety, and a “Principal of the Day,” Joseph, joined Principal Daniel Libman for a memorable experience.



Gratitude to Volunteers and Staff

Principal Daniel Libman expressed deep gratitude for the support and dedication of the Skyline Elementary community. She thanked the PTA, parent volunteers, the technology and facilities departments for their responsiveness, Dr. Moore, cabinet, and trustees for their ongoing support. She commended the Skyline staff for ensuring students feel safe and develop a love for learning, highlighting their dedication and compassion. Teachers were praised for creating engaging, supportive lessons that make every student feel valued. Ms. Ippolito and Ms. Rodriguez were acknowledged for providing exceptional customer service and first aid to students. Paraprofessionals received special recognition for nurturing the school's most vulnerable students and fostering a safe learning environment. Principal Daniel Libman also highlighted the exceptional contributions of the office team, custodial staff, school psychologists, speech-language pathologists (SLPs), and hardworking students who inspire her daily. She concluded by honoring the staff, PTA, and community for their unwavering commitment and support, expressing her pride and gratitude as their principal.

Thank you!






sshud.org 19

Skyline's Spectacular Staff



Thank you to
the most
amazing
dedicated
group of
Skyhawks!



Trustee Murray expressed appreciation for the presentation, specifically praising the targeted math program as “amazing.” She commended both schools for their strong sense of community, highlighting the dedication of the teaching staff and the positive environment where students thrive. She also thanked everyone involved for their efforts and commitment.

Trustee Hsieh praised the presentation, calling it clear, easy to follow, and well-organized. She highlighted the success of the math intervention program and its positive impact inquiring if it was funded through a grant. Trustee Hsieh encouraged the district to explore ways to expand the program, suggesting more research on adding math specialists at other schools. Principal Daniel Libman explained that the math intervention program is partially funded by the district (50%) and the school site (30%). While it is not grant-funded, it functions like a pilot program. She emphasized its success and shared her hope that all schools in the district could benefit from similar support. Assistant Superintendent Keith Irish noted that the district reviews programs like this each year to decide on funding based on data and resources. He acknowledged the challenges of staffing part-time positions at elementary schools compared to secondary, but expressed gratitude for the program’s positive results at Skyline and Junipero Serra. Trustee Hsieh also thanked the district for making school presentations consistent in structure, saying it helps make the information easier to understand.

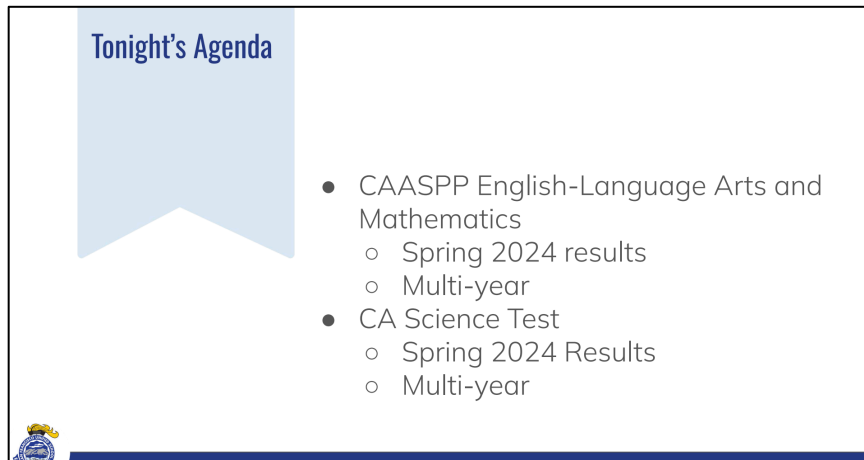
Trustee Richardson thanked everyone for the goody bags, mentioning how much she enjoyed the Doritos from the last event. She then expressed concern about students’ handwriting, asking how they are being taught to write in a world where so much is done on computers, and at what age they start learning to hold a pencil. Principal Daniel Libman explained that penmanship instruction starts on Day 1, especially in transitional kindergarten. She emphasized that while students use computers, they also practice writing with paper and pencil all the way through 5th grade. Principal Daniel Libman also noted that writing by hand helps students organize and express their thoughts clearly. Trustee Richardson shared her concern about students being able to sign their names in the future, especially when she sees younger children struggling with their grip. Principal Daniel Libman reassured her that while students use Google

Classroom, they are still practicing penmanship to ensure they develop those skills as well.

President Lujan thanked everyone for the wonderful presentations, calling both presentations “absolutely beautiful” and “gorgeous.” She expressed appreciation for the work done to bring together such strong and supportive communities.

c. Performance Management – CAASPP

Director Dr. Hew greeted the Board of Trustees, Cabinet, and the South San Francisco Unified School community. She introduced her presentation on the California Assessment of Student Performance and Progress (CAASPP) and California Science Test (CAST) results from Spring 2024. Dr. Hew explained that the presentation would cover the results from the Spring 2024 tests, as well as multi-year data in English Language Arts (ELA), Math, and Science. She also mentioned that much of the information related to the strategic plan had already been covered, so she would focus primarily on the data.



The slide titled "Tonight's Agenda" features a light blue banner on the left. The agenda items are listed on the right:

- CAASPP English-Language Arts and Mathematics
 - Spring 2024 results
 - Multi-year
- CA Science Test
 - Spring 2024 Results
 - Multi-year

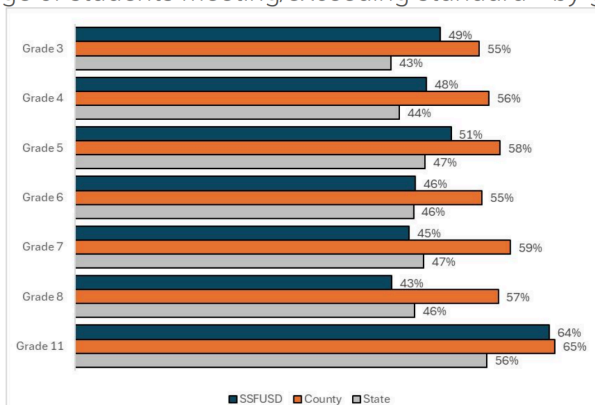
A small logo is visible in the bottom left corner of the slide.

English Language Arts (ELA): SSFUSD, County, State

Dr. Hew presented data on the ELA performance, showing the percentage of students who met or exceeded the standards by grade level. She explained that students in grades 3, 8, and 11 take the ELA and math tests in the spring. The chart displayed showed the district's performance in blue, San Mateo County in orange, and the state in gray. Dr. Hew pointed out that the district's students are generally performing better than the state, but there are gaps in performance when compared to the county, where the district is not outpacing county-wide results in ELA.

CAASPP English-Language Arts: SSFUSD, County, State

Percentage of students meeting/exceeding standard - by grade level

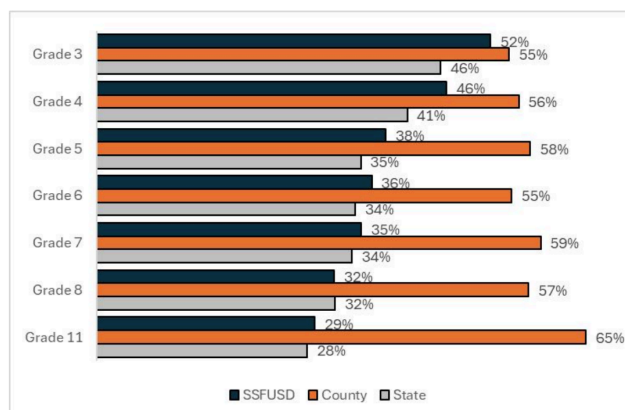


Math: SSFUSD, County, State

Dr. Hew presented the math performance data, noting a similar pattern to the ELA. She highlighted that students start strong in grade 3, but as they move up through the grades, the rate of students meeting or exceeding the standard decreases over time.

CAASPP Mathematics: SSFUSD, County, State

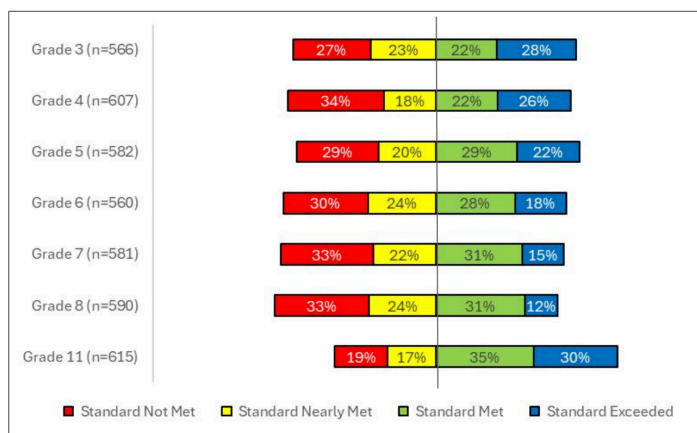
Percentage of students meeting/exceeding standard - by grade level



English Language Arts by Grade Level

Dr. Hew presented another look at grade-level performance, showing the different performance levels: red for students who did not meet the standard, yellow for nearly met, green for met, and blue for exceeded. She pointed out that a significant number of students are not meeting the standard, with nearly a third of students in some grade levels falling into the red category. Dr. Hew emphasized that this is an area of focus for improvement in the district's schools.

CAASPP English Language Arts: SSFUSD by Grade Level

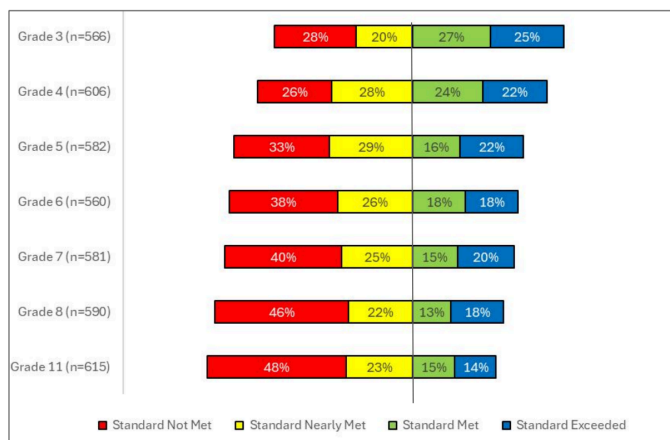


● **District Goal:**
 At least 80% of all
 students meet/exceed
 standard on CAASPP

Math by Grade Level

Dr. Hew presented the math performance data, noting the same pattern seen in ELA, with a higher number of students not meeting the standard as they progress through the grade levels. She also highlighted that the grade 11 math test is a college-readiness test, covering material at an Algebra II level. Dr. Hew explained that not all students have completed Algebra II by the time they take this test, which may affect their ability to meet the standard.

CAASPP Mathematics: SSFUSD by Grade Level



● **District Goal:**
 At least 80% of all
 students meet/exceed
 standard on CAASPP

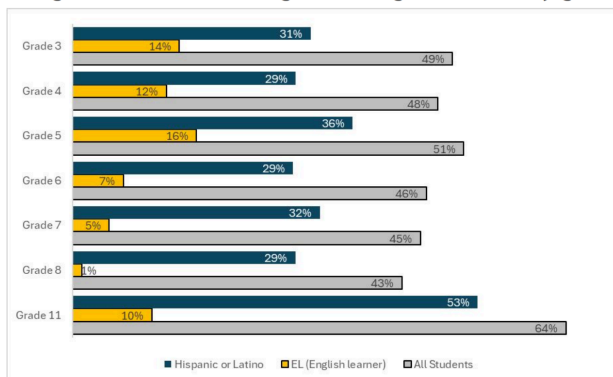
English Language Arts Target Groups

Dr. Hew presented data comparing the performance of Hispanic/Latino students, English learners, and all students across the district. She pointed out that the blue bars represent Hispanic/Latino students, the yellow bars represent English learners, and the overall district performance is shown in comparison. Dr. Hew highlighted the disparity,

particularly the gaps between English learners and both Hispanic/Latino and all student groups. These gaps tend to widen as students get older, as students entering later grades have more to catch up on in terms of English language development in order to meet grade-level expectations on the tests.

CAASPP ELA: Target Student Groups

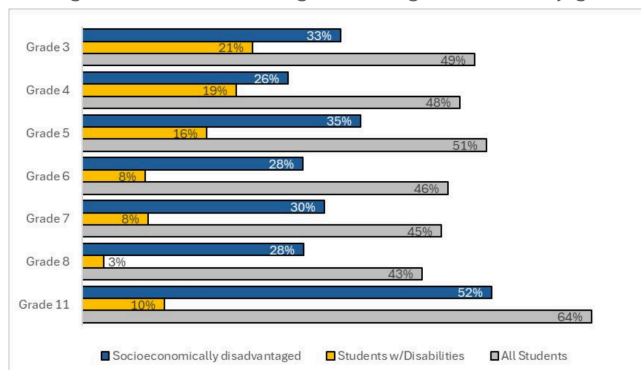
Percentage of students meeting/exceeding standard - by grade level



She also presented the same data for ELA, but this time focusing on socioeconomically disadvantaged students and students with disabilities, comparing their performance across grade levels.

CAASPP ELA: Target Student Groups

Percentage of students meeting/exceeding standard - by grade level

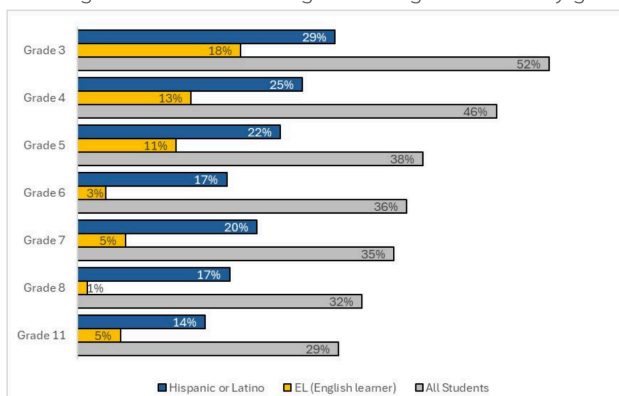


Math Target Groups

Dr. Hew presented the data for math, again comparing Hispanic/Latino students and English learners. She pointed out the same disparity seen in ELA, noting that in math, students need strong language skills to demonstrate their understanding, especially as they progress to higher grade levels. There is a significant emphasis on communicating reasoning in math, which presents a challenge for English learners, who must develop both language and reasoning skills.

CAASPP Math: Target Student Groups

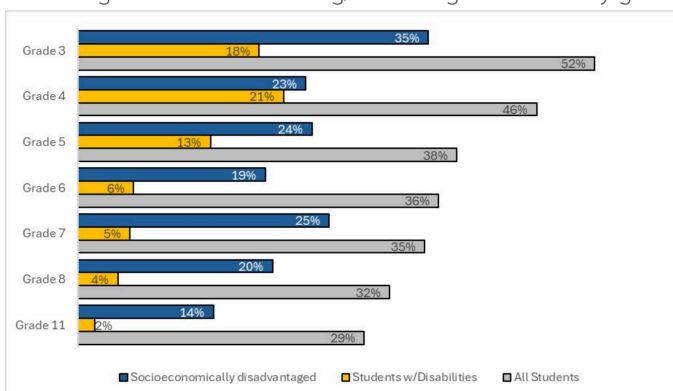
Percentage of students meeting/exceeding standard - by grade level



She also shared data comparing the CAASPP math scores of socioeconomically disadvantaged students, students with disabilities, and all students. She highlighted that as students progress from grades 3 to 11, the gap between English learners, students with disabilities, and the general student population widens. This is an area of focus, as the district is looking for ways to continue providing strong support as students move into secondary schools.

CAASPP Math: Target Student Groups

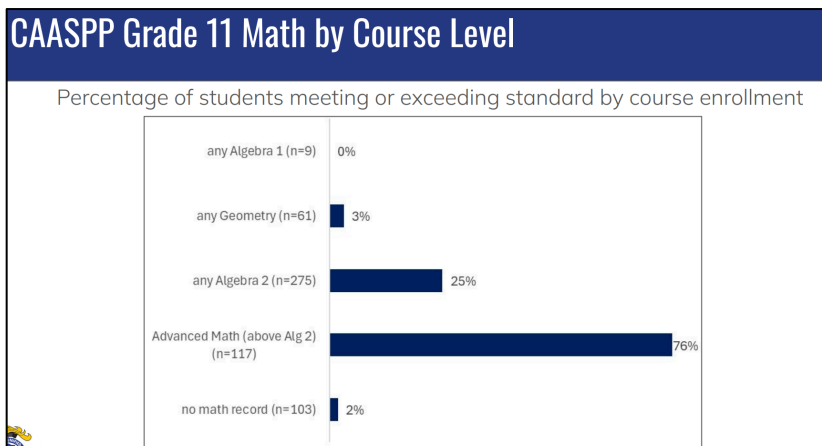
Percentage of students meeting/exceeding standard - by grade level



Grade 11 Math by Course Level

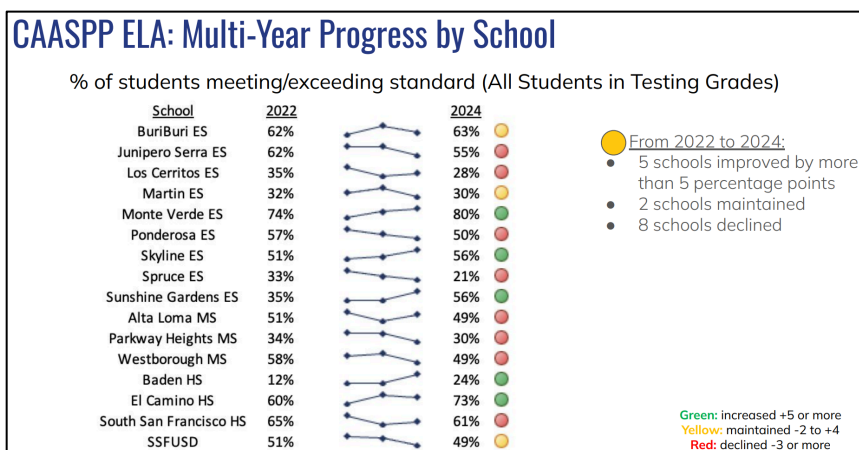
Dr. Hew discussed the CAASPP math scores for 11th graders, particularly focusing on the Algebra II level. She explained that the test, which is administered in mid-March, misses about two and a half months of content. Students in Algebra I and Geometry are not meeting or exceeding the standards, while about 25% of students in Algebra II (including honors students) are meeting or exceeding the standard. However, 75% are not meeting the standard. This may be due to missing instruction time. Dr. Hew emphasized that with the new

three-year math requirement, more students will be entering Algebra II at younger grade levels, which is expected to improve results in the future. Students who complete Algebra II or higher-level math before 11th grade tend to perform well on the test.



English Language Arts Multi-Year Progress by School

Dr. Hew presented a comparison of the CAASPP English Language Arts (ELA) scores over two years, from Spring 2022 to Spring 2023, and then to Spring 2024. She highlighted that while there were some ups and downs, overall, there has been some improvement in scores across grade levels. The color coding showed that yellow indicates scores were maintained (with minor changes), green shows a score increase of more than 5 percentage points from 2022 to 2024, and red indicates a decline in scores. The data presented included results for each school and the district as a whole.



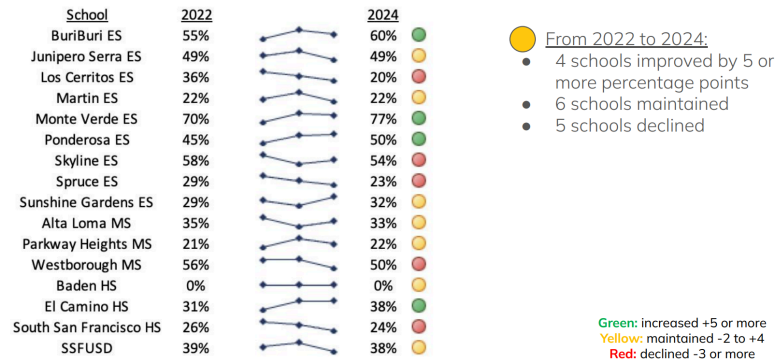
Math Multi-Year Progress by School

Dr. Hew shared the CAASPP math scores, noting similar trends to the ELA data. She highlighted that while the improvements may be small,

there has been a gradual increase in math scores from 2022 to 2024. The yellow dots indicated areas where there was a slight increase in scores, reflecting progress in math performance across the district.

CAASPP Math: Multi-Year Progress by School

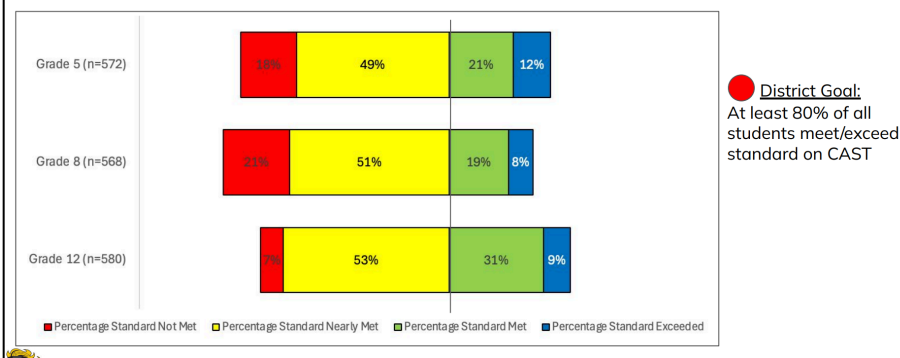
% of students meeting/exceeding standard (All Students in Testing Grades)



California Science Test

Dr. Hew discussed the science data, noting that results will be included in the district's new dashboard, to be released later this month. She explained that science tests assess students' understanding of material learned over several years. Elementary students take the test in 5th grade, covering grades 3-5; middle school students take it in 8th grade, covering grades 6-8; and high school seniors take it after studying various science subjects. Dr. Hew highlighted that some schools had low scores (marked in red), but many students are nearing the standard (yellow), with the goal of moving them into the "met" category.

CA Science Test (CAST)



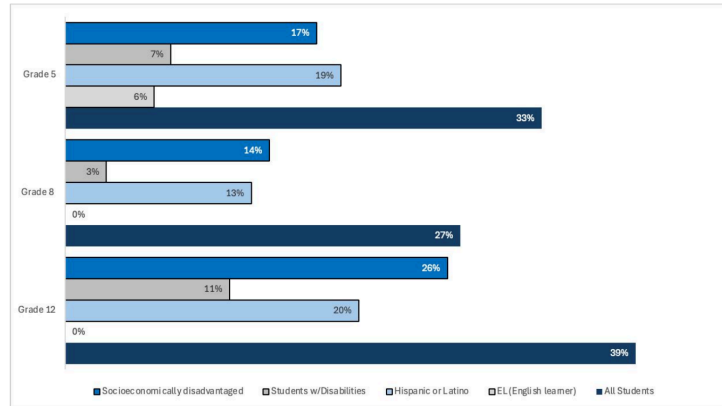
California Science Test Target Student Groups

Dr. Hew then highlighted the performance of target student groups, including socioeconomically disadvantaged students, students with

disabilities, Hispanic students, and English Language Learners (ELLs). She pointed out that similar to the patterns seen in ELA and Math, there are noticeable gaps in performance between these groups and the overall student population. These disparities are a key focus for improvement.

CAST: Target Student Groups

Percentage of students meeting/exceeding standard - by grade level

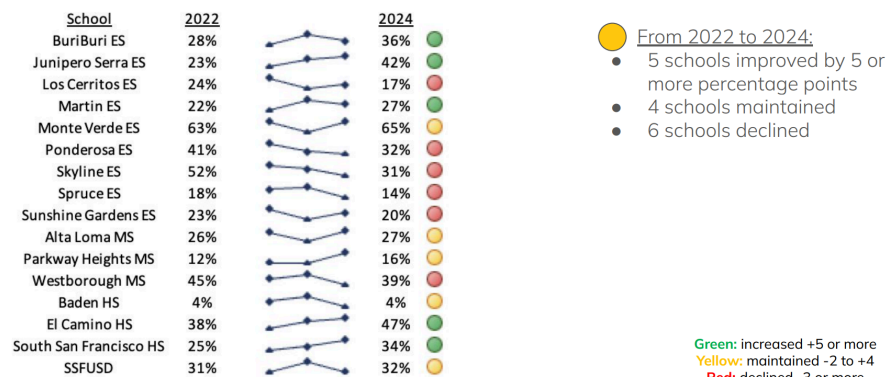


California Science Test Mid-Year Progress by School

Dr. Hew provided an overview of the multi-year progress, comparing the CAST results from Spring 2022 to Spring 2024. This analysis showed how the district's performance in science has evolved over the past two years.

CAST: Multi-Year Progress by School

% of students meeting/exceeding standard (All Students in Testing Grades)



She shared the aim is for at least 80% of students to meet or exceed the standard in both ELA and Math across all tested grade levels. While the district has not yet reached this target, there has been progress. Some schools and student groups are making

improvements. Dr. Hew emphasized that continued efforts, such as the strategies shared by the principals earlier, are helping to support classroom learning and move the district closer to its goals.

CAASPP Performance Management Progress		
Metric	Progress (# / %)	
➤ For all student groups, 80% or more meet/exceed standard on CAASPP ELA	➤ All student groups are below 80% meet/exceed standard on CAASPP ELA in 2024 ○ 5 schools improved, 2 schools maintained, and 8 schools declined	
➤ For all student groups, 80% or more meet/exceed standard on CAASPP Mathematics	➤ All student groups are below 80% meet/exceed standard on CAASPP Mathematics in 2024 ○ 4 schools improved, 6 schools maintained, and 5 schools declined	
➤ For all student groups, 80% or more meet/exceed standard on CAST	➤ All student groups are below 80% meet/exceed standard on CAST in 2024 ○ 5 schools improved, 4 schools maintained, and 6 schools declined	

Key Takeaways

Dr. Hew concluded with key takeaways. The district is seeing gains in Math and Science, largely due to the focus on academic discourse and math reasoning, which has had a positive impact on student performance. Academic discourse, the practice of writing and communicating reasoning, is emphasized across all subjects, including ELA, Math, and Science, and students are given opportunities to practice these skills, which should reflect in future results. In the early grades, the district sees stronger performance in Science (CAST), but as students progress through the system, performance gaps tend to widen, particularly for students with disabilities and English learners. Looking ahead, the California School Dashboard will be publicly released next week, which will include updates on Science and new student groups like English learners. Additionally, in 2025, the state will release growth metrics to track how students are progressing in ELA and Math based on three years of data, after a delay due to inconsistent testing during the COVID pandemic. Dr. Hew mentioned the district will continue to analyze this data as it becomes available.

Key Takeaways and Looking Ahead

- SSFUSD is seeing some gains in math and science
- Performance is stronger in early grades across student groups
 - As students progress into secondary, performance gaps tend to widen for special populations
- CA Dashboard release in December 2024
- Growth metrics scheduled for release in 2025

Trustee Hsieh thanked Dr. Hew for the clear presentation and transparency. She asked about the decline in math performance from 3rd grade to 11th grade and what interventions are being considered to address this. Dr. Hew explained that as students progress, math problems become more complex, and they are expected to not only solve problems but also set up equations and communicate their reasoning. This increased complexity is reflected in the tests. The district is focusing on strengthening math reasoning and communication through the math pilot program and aligning the curriculum to better prepare students for these challenges.

Trustee Murray thanked Dr. Hew for the report, emphasizing the importance of gathering data to understand where the district stands and where it wants to go. She expressed appreciation for the progress being made.

Trustee Richardson thanked Dr. Hew for the insightful report and asked about the sequence of math courses, specifically whether students take both Geometry and Algebra II. Dr. Hew confirmed that students typically take Algebra I, followed by Geometry, and then Algebra II, with some advanced students starting Geometry before high school. By 11th grade, most students have completed both Algebra I and Geometry and are in Algebra II. Trustee Richardson also shared her excitement after observing the math pilot program at one of the schools. She was impressed by how the new math approach helped students communicate with each other and solve problems, which also supported their socialization. She appreciated seeing learning come alive in such a practical way and expressed how the experience left a lasting impression on her. Dr. Hew acknowledged the connection between math and science skills, noting that the math curriculum helps students transfer these skills to science tasks like data analysis.

President Lujan addressed Mr. Harris after he mentioned he had a question about Dr. Hew's presentation. She explained that, since he had already spoken during the meeting's public comments, he couldn't speak again, but encouraged him to email his questions to the board. President Lujan assured Mr. Harris that staff would respond to his inquiries and that his questions would be answered.

President Lujan then thanked Dr. Hew for the transparent presentation, acknowledging that while some of the data might not be ideal, there are positive aspects. She emphasized the importance of understanding both the current state and the reasons behind it in order to make progress. She expressed appreciation for the work being done and for the quality of the presentation.

O. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

1. BUSINESS SERVICES

a. 2025 General Obligation Bond Refunding

Assistant Superintendent Ted O introduced the presentation on bond refunding, highlighting the district's efforts as responsible stewards of public funds. He noted that the purpose of the refunding is to reduce debt service payments on existing bonds, resulting in taxpayer savings. He welcomed Ms. Makiko Sato from the National Advisor of ISAM Advisors and Ms. Katherine Jacobson from RBC Capital Markets.

History of Bonds

Ms. Sato thanked Assistant Superintendent Mr. O, the Board of Trustees, Dr. Moore, Cabinet members, and the South San Francisco Unified School District community for the opportunity to present. She began by providing an overview of the district's bond history. She mentioned that district voters have approved three bond measures: one in 1997, another in 2010, and the most recent in 2022. Ms. Sato highlighted that the 1997 bonds have been fully repaid and emphasized the consistent, strong support from the community for these measures. Focusing on the 2022 Measure T, Ms. Sato explained that voters approved \$436 million in funding, with \$286 million in authorized but unissued bonds still available. However, she clarified that the discussion for the evening was not about issuing new bonds.

from Measure T. Instead, the focus was on exploring opportunities to refinance the district's existing bonds to achieve taxpayer savings.

History of Bond Authorizations

District voters have approved three bond measures

South San Francisco USD

Election Date	Authorized Amount	% Support	Final Repayment
June 1997	\$40,000,000	74.6% (66.7% required)	2023
November 2010	\$162,000,000	77.5% (55.0% Required*)	2041
November 2022	\$436,000,000	63.6% (55.0% Required)	2056 (projected)

Source: Ed-Data

- * Unified school districts must be able to project that tax rates under **each** Proposition 39 bond authorization will be at or below \$60 per \$100,000 in assessed value.
- * The bond program tax rates associated with the 2022 Measure T authorization have been lower than the \$60 per \$100,000 in assessed value projection provided to voters at the time of approval.
- * There is \$286 million in authorized but unissued bonds remaining under the 2022 Measure T authorization.

Outstanding Bonds

Ms. Sato continued sharing all of the outstanding bonds for the district. She explained that there are four series of bonds. The first series is set to be completely repaid next year, so it's very short-term. She pointed out that the second series, which is bolded on the slide presentation, will be eligible for refunding in September 2025. She noted that the other two series of bonds won't be eligible for refunding for a few more years.

Outstanding Bonds

Approximately \$287.8 million in outstanding bonds

South San Francisco USD

▶ The District currently has approximately \$287.8 million in general obligation bonds outstanding.

Dated Date	Series	Call Date	Original Par Amount	Outstanding (November 2024)
6/24/2015	2016 General Obligation Bonds (Measure J), Series B	N/A	\$26,000,000	\$570,766
6/21/2016	2016 General Obligation Bonds (Measure J), Series C	9/1/2025	\$128,999,061	\$123,500,741
1/26/2022	2022 General Obligation Refunding Bonds	9/1/2032	\$26,425,000	\$25,715,000
4/26/2023	General Obligation Bonds, Election of 2022, Series 2023	9/1/2031	\$150,000,000	\$138,000,000

*The District also issued seven series of bond anticipation notes (BANs) under the guidance of the prior financial advisor. The 2011 BANs, Series A and Series B were repaid from the proceeds of the 2012 General Obligation Bonds (Measure J), Series A and the 2012 BANs, Series C were repaid from the proceeds of the 2015 General Obligation Bonds (Measure J), Series B. The remaining four BANs were repaid from the proceeds of the 2016 General Obligation Bonds (Measure J), Series C.

Refunding Opportunity

Ms. Jacobson presented on the financial aspects of the bond refinancing. She explained that the district is exploring the opportunity to refinance outstanding bonds to take advantage of potentially lower interest rates, with the goal of passing savings onto the community through reduced tax payments. Specifically, the bonds issued in 2016 will become eligible for refinancing in September of 2025.

Ms. Jacobson outlined a proposal for an approach known as “forward delivery,” which involves locking in interest rates as early as January 2025, even though the bonds cannot be closed until June 2025. This early lock-in comes with a slight premium, approximately 0.3%, to account for the extended period of market risk investors face. She noted that while this premium represents a cost, it also provides certainty in a highly unpredictable market, particularly given recent market volatility and last week’s election.

The potential taxpayer savings under current market conditions amount to \$3.7 million. When adjusted to present value, that equates to \$2.7 million. Ms. Jacobson emphasized that the savings exceed the typical 3% threshold that financial guidance suggests as a minimum for proceeding with refunding, with this proposal offering 4.32%.

She cautioned that these figures depend on interest rates remaining favorable between now and January. She also highlighted an additional potential benefit: refinancing could allow the district to pay off some principal amounts sooner than originally scheduled. While this scenario is not included in the current savings projections, it could further increase the community’s savings and help manage the overall tax rate.

Ms. Sato added to the discussion by clarifying details about the refunding proposal. She noted that the refunding will involve a par amount of up to \$70 million. Previously, the total outstanding bonds were reported at approximately \$123 million. The discrepancy arises because the district analyzed each bond maturity individually to identify those with a viable refunding opportunity.

Ms. Sato emphasized that bonds already locked in at lower interest rates than what can be secured today are excluded from the refunding process. This selective approach ensures

that only bonds with potential cost savings are included in the refinancing effort.

Refunding Opportunity



Generating taxpayer savings
South San Francisco USD

► In the current interest rate environment, there is an opportunity to refund the District's 2016 Series C bonds for taxpayer savings.

- The District can refund the 2016 Series C bonds on a **tax-exempt** basis within 90-days of the call date of September 1, 2025.
- A forward delivery would allow the District to lock in interest rates and taxpayer savings earlier.
- Based on the current market environment, we estimate that a forward refunding of **a portion** the 2016 Series C Bonds would generate taxpayer savings of approximately \$3.68 million over time, or 4.3% on a PV basis.
- The refunding is an opportunity for the District to shift principal up to repay outstanding bonds faster and generate greater gross savings for taxpayers. Shifting principal up could also help the District manage tax rates over the next year or two.

Dated Date	June 2025
Par Amount of Refunding Bonds	\$56,860,000
Call Date of Prior Bonds	September 1, 2025
Gross Savings	\$3,678,050
Present Value (PV) Savings	\$2,710,550
PV Savings as % of Refunded Par	4.32%

*Based on market interest rates as of October 31, 2024.

Legal Documents

Ms. Sato explained that the board is being asked to consider a resolution authorizing the sale of refunding bonds, with parameters including a maximum of \$70 million, a repayment term limit, and a cap of \$4 per bond for underwriter compensation. She emphasized that even if the board approves the bonds tonight, the district is not obligated to proceed if market conditions change. If Dr. Moore and Mr. O determine that the savings are no longer sufficient, the refunding will not move forward.

Legal Documents (1)



Bond resolutions authorizing the issuance of bonds
South San Francisco USD

► **Resolution Authorizing the Sale of Refunding Bonds** – Board authorizes the issuance of Refunding bonds and sets a number of parameters:

- Not to Exceed Par Amount: \$70 million*
- Maximum term: Final maturity of the prior bonds
- Not to Exceed Underwriter's Discount: \$4.00 per bond

► If the market environment changes, there is no obligation for the refunding to move forward. All financing costs associated with the refunding (with the possible exception of the rating fee) are on a contingent basis.

Ms. Sato mentioned that the board packet contained a large number of documents, with the most important being the preliminary official statement. This document serves as the main disclosure to investors at the time of pricing. All of the documents are being approved in draft form, meaning that as the process moves forward, Dr. Moore and Mr. O will finalize them after pricing.

Legal Documents (2)



Bond resolutions will have a number of attachments

South San Francisco USD

► **Attachments** – The resolution has a number of attachments that will be approved in form. In the bond resolution, the board delegates the responsibility to execute these documents to the Superintendent & Assistant Superintendent of Business Services.

- **Preliminary Official Statement ("POS")** – Offering document which prospective purchasers of the bonds use to learn about the District and the bonds.
- **Continuing Disclosure Certificate** – District covenants to file annual reports and material events notices to keep investor community up-to-date regarding District finances and tax base.
- **Bond Purchase Agreement** – Agreement that gets executed at pricing between the District and underwriters establishing the terms of the bond sale.
- **Escrow Agent Agreement** – A escrow agent holds and invests the refunding bond proceeds until the call date for the refunded bonds. This agreement provides US Bank with instructions during the escrow period.

Good Faith Estimates

Ms. Jacobson explained that the resolution requires providing the board and community with good faith estimates regarding the borrowing cost of the debt. She clarified that while the not-to-exceed principle is \$70 million, the realistic estimate for today is approximately \$56 to \$57 million in principal. The current borrowing rate is 3.28%, and the total cost of issuance is estimated at \$450,000, which has already been factored into the savings. Regarding total repayment, debt remains at just over 3%, with an estimated total repayment of \$82 million. This means for every dollar borrowed, the repayment is about \$1.50, or approximately 50 cents for every dollar borrowed.

Good Faith Estimates

Key Bond Financing Metrics


South San Francisco USD

► Good faith estimates of some key bond metrics are:

Metric	Levels
Principal Amount	\$56,860,000
True Interest Cost	3.28%
Cost of Issuance	\$452,440
Proceeds (for Escrow)	\$63,998,900
Total Payments	\$81,954,250

Financing Schedule

Ms. Jacobson concluded by outlining the financing schedule. She mentioned that if the resolution is approved, district staff will meet with credit rating agencies in December to prepare for the new year. The goal is to lock in interest rates by mid-January, with the bond sale and closing expected to occur in early June.

Financing Timeline

Pricing in January to Lock In Savings


South San Francisco USD

► Our current schedule assumes pricing in January.

Financing Step	Target Dates
Presentation to the Board and Bond Resolution Approval	November 14, 2024
Meeting with Rating Agencies	Week of December 13 th
Receive Ratings	December 20, 2024
Post Preliminary Official Statement	January 8, 2025
Pricing	January 15, 2025
Closing	June 3, 2025

Trustee Richardson thanked Ms. Sato and Ms. Jacobson for the clear presentation. She inquired about the actual amount to be refunded, referring to page 4 of the presentation. Ms. Jacobson clarified that the amount of old bonds included in the figures is \$62.7 million, and the new bonds to be sold would total \$56.8 million, which would reduce the outstanding debt by \$8 to \$10 million. Trustee Richardson also asked

about the timeline for refunding the current bond, which was initially \$150 million. Ms. Sato explained that typically, there is a 10-year period before bonds become eligible for refunding or refinancing. Trustee Richardson expressed her appreciation for the clarification.

President Lujan thanked Ms. Sato and Ms. Jacobson for their informative presentation and expressed appreciation for their diligent monitoring of the markets and for taking good care of the district.

ACTION

BUSINESS SERVICES

a. Resolution No. 24-54 for the Sale and Issuance of General Bond Refunding Opportunity.

MOTION #70 (Murray/Richardson) to adopt Resolution #24-54: For the sale and issuance of General Bond Refunding Opportunity. (AYES: Hsieh, Murray, Richardson, Lujan; NOES: None). Motion Carried with waiver of the reading. (Unanimous)

P. CONSENT AGENDA:

MOTION #71 (Murray/Hsieh) to approve Item 1a, Minutes of the October 10, 2024 Regular Board meeting; Item 1b, Minutes of the October 17, 2024 Special Board meeting; Item 1c, Minutes of the October 24, 2024 Community Forum; Item 2a, Permission for SSFHS Girls Wrestling Team students to travel to Corona, CA, December 26 – 28, 2024; Item 2b, Permission for SSFHS Boys Wrestling Team students to travel to Aptos, CA, December 27 – 28, 2024; Item 2c, Permission for SSFHS Boys Wrestling Team students to travel to Sacramento, CA, January 10 – 11, 2025; Item 2d, Permission for SSFHS Girls Wrestling Team students to travel to Napa, CA, January 10 – 11, 2025; Item 2e, Permission for SSFHS Boys Wrestling Team students to travel to Fountain, CA, January 16 – 18, 2025; Item 2f, Permission for ECHS Advanced Dance students to travel to New York City, March 31, 2025 – April 5, 2025; Item 2g, Permission for staff to attend the California Science Education conference (CASE) in Sacramento, CA, November 7 – 9, 2024; Item 2h, Permission for staff to attend the University City for Educational Administration (UCEA) convention in Los Angeles, CA, November 20-23, 2024; Item 2i, Permission for staff to attend the California Math Council Conference in Pacific Grove, CA, December 6 – 8, 2024; Item 2j, Permission for staff to attend the California Association of Directors of Activities (CADA) convention in San Diego, CA, February 25, 2025 – March 1, 2025; Item 3a, Purchase Order Listing, September 1 - 30, 2024; Item 3b, Warrant Register, September 1 - 30, 2024; Item 3c, Cash Receipts, September 1 - 30, 2024; Item 3d,

Declaration of surplus items; Item 3e, Gifts to the District, October 2024; Item 3f, Fundraising events for the 2024-25 school year; Item 3g, Professional services agreements under \$25,000. Motion Carried. (Unanimous)

INFORMATION/DISCUSSION

1. HUMAN RESOURCES

a. Update on Safe School Plans

Director Sebers updated the Board on the annual certification process for school safety plans, noting that all schools have completed and submitted their plans for review. After thorough evaluation, the plans were sent to the San Mateo County Education and Schools Division for final review. Once feedback is received, necessary revisions will be made. He also reminded the Board that the plans are now stored on the Document Tracking System (DTS), with a public section on protocols and school climate, and an internal section on emergency procedures. Director Sebers certified that the district meets all required standards.

ACTION (continued)

1. ADMINISTRATION

a. Childcare CCTR Contract and Resolution No. 24-55

MOTION 72 (Murray/Hsieh) To approve the Childcare CCTR contract and the adoption of Resolution #24-55: Authorizing designated District personnel to sign contract documents for FY2025-26. (AYES: Hsieh, Murray, Richardson, Lujan; NOES: None). Motion Carried. (Unanimous)

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

President Lujan thanked the committee for all the work they are doing.

MOTION #73 (Murray/Hsieh) to approve the following District's new or updated board bylaws and policies and waive a second reading. Motion Carried. (Unanimous)

1. BP 0410 - Nondiscrimination in District Programs and Activities

2. BP 1312.2 - Complaints Concerning Instructional Materials
3. BP 1312.3 - Uniform Complaint Procedures
4. BP 5145.3 - Nondiscrimination/Harassment
5. BP 6143 - Courses Of Study
6. BP 6161.1 - Selection and Evaluation of Instructional Materials
7. BP 6161.11 - Supplementary Instructional Materials
8. BP 6163.1 - Library Media Centers

2. EDUCATIONAL SERVICES

a. Approval of the K-12 Strong Workforce program Grant for CTE programs

MOTION #74 (Murray/Hsieh) to approve the K-12 Strong Workforce program grant for CTE Programs. Motion Carried. (Unanimous)

3. HUMAN RESOURCES

a. Approval of the MOU with the California State University (CSU) for the Employment of Students with Intern Credentials for the 2024-2027 School Year

MOTION #75 (Richardson/Murray) to approve the MOU with CSU for the employment of students with intern credentials for SY 2024-27. Motion Carried. (Unanimous)

b. Approval of the MOU with the California State University (CSU) for Unpaid Internship Placements of University Students for the 2024-2027 School Year

MOTION #76 (Richardson/Hsieh) to approve the MOU with CSU for unpaid internship placements of University students for SY 2024-27. Motion Carried. (Unanimous)

c. Approval of the MOU with Notre Dame de Namur University (NDNU) for the Employment of Students with Intern Credentials for the 2024-2029 School Year

Trustee Richardson inquired if this was the first year partnering with Notre Dame. Assistant Superintendent Hannon said it was not.

MOTION #77 (Murray/Hsieh) to approve the MOU with NDNU for the employment of students with intern credentials for SY 2024-29. Motion Carried. (Unanimous)

d. Approval of the MOU with Notre Dame de Namur University (NDNU) for Unpaid Internship Placements of University Students for the 2024-2029 School Year

MOTION #78 (Hsieh/Murray) to approve the MOU with NDNU for unpaid internship placements of university students for SY 2024-29. Motion Carried. (Unanimous)

e. Approval of the MOU with University of San Francisco (USF) for the Employment of Students with Intern Credentials for the 2024-2025 School Year

MOTION #79 (Murray/Hsieh) to approve the MOU with USF for the employment of students with intern credentials for SY 2024-25. Motion Carried. (Unanimous)

f. Approval of the MOU with University of San Francisco (USF) for Unpaid Internship Placements of University Students for the 2024-2025 School Year

MOTION #80 (Richardson/Murray) to approve the MOU with USF for unpaid internship placements of university students for SY 2024-25. Motion Carried. (Unanimous)

g. Approval of the Strategic Plan Empowered Educators Talent Pipeline Partnerships Program for the 2025-2026 School Year

MOTION #81 (Richardson/Murray) to approve the Strategic Plan Empowered Educators Talent Pipeline Partnerships Program for the 2025-2026 School Year. Motion Carried. (Unanimous)

h. Approval of the MOU with the South San Francisco Classroom Teachers Association (SSFCTA) for Elementary Science Instructional Innovator Cohort

MOTION #82 (Richardson/Murray) to approve the MOU with the South San Francisco Classroom Teachers Association (SSFCTA) for Elementary Science Instructional Innovator Cohort. Motion Carried. (Unanimous)

4. BUSINESS SERVICES

b. Approval of Change Order #6 on the HVAC Project Package B and Adoption of Resolution No. 24-53

A motion was initially made and acted upon. After realizing that a roll call was required for the resolution, Trustee Hsieh amended her original motion and restated her motion to waive the reading of the resolution and allow for a roll call vote.

MOTION #83 (Hsieh/Richardson) to approve Change Order #6 project package B, project #16-23 with E.F. Brett and Company in the amount of \$46,275.00 and adoption of Resolution #24-53: Declaring the Futility Bidding of Additional Construction Work. (AYES: Hsieh, Murray, Richardson, Lujan; NOES: None). Motion Carried with a waiver of the reading. (Unanimous)

c. Approval of Change Order #4 on the HVAC Project Package A

MOTION #84 (Murray/Hsieh) to approve Change Order #4 project package A, project #15-23 with E.F. Brett and Company in the amount of \$2,424.00. Motion Carried. (Unanimous)

d. Approval of Agreement with Underwood & Rosenblun, Inc. for Topographic Surveying Services Under the Measure T Bond Program

Trustee Richardson inquired about the necessity of conducting a topography assessment. Director Lori Shelton, responded and explained that the topography survey is essential to understand the location of underground utilities, such as sewer and plumbing lines, which aids in mapping out the information necessary for project assessments. Trustee Richardson expressed gratitude for Director Shelton's thorough work, noting the unprecedented level of scrutiny and proper procedures being applied to the facilities and President Lujan thanked Director Shelton for her efforts.

MOTION #85 (Murray/Hsieh) to approve the agreement with Underwood & Rosenblun, Inc. for topographic surveying services for the El Camino High School Modernization Project under the Measure T Bond program in the amount of

\$28,000.00. Motion Carried. (Unanimous)

e. Approval of Amendment #3 to the Agreement with Hamilton + Aiken Architects for the El Camino High School Central Kitchen Project Under the Measure T Bond Program

MOTION #86 (Richardson/Hsieh) to approve amendment #3 to the agreement with H+A Architects for additional cost estimating services for the El Camino High School central kitchen project in the amount of \$29,150.00. Motion Carried. (Unanimous)

f. Approval of Proposal with Plum Architects for Services on the Special Education Classroom Alteration Project at El Camino High School

MOTION #87 (Murray/Hsieh) to approve the Proposal with Plum Architects for architectural services for the El Camino High School Special Education classroom alteration project in the amount of \$42,100.00. Motion Carried. (Unanimous)

g. Approval of Amendment #1 to the Agreement with BKF Engineers, Inc. for the Los Cerritos Elementary School Modernization Project Under the Measure T Bond Program

MOTION #88 (Hsieh/Richardson) to approve Amendment #1 to the agreement with BKF Engineers, Inc. for the additional land survey services for the Los Cerritos Elementary school modernization project in the amount of \$9,500.00. Motion Carried. (Unanimous)

h. Approval of Proposal with American Asphalt Repair & Resurfacing Co., Inc. for Asphalt Repairs and Replacement at Hillside

MOTION #89 (Murray/Hsieh) to approve the Proposal with American Asphalt for the asphalt repairs and replacement at the Hillside site in the amount of \$59,650.00. Motion Carried. (Unanimous)

i. Approval of Proposal with Raposo Engineering, Inc. for Asphalt Repairs and Replacement at Martin Elementary

MOTION #90 (Murray/Richardson) to approve the Proposal with Raposo Engineering for the asphalt repairs and

replacement at Martin Elementary school in the amount of \$40,750.00. Motion Carried. (Unanimous)

j. Approval of Proposal with Siemens Industry, Inc. for the New Fire Alarm Panel at El Camino High School

MOTION #91 (Richardson/Murray) to approve the Proposal with Siemens for the new fire alarm panel at El Camino High school in the amount of \$69,985.00. Motion Carried. (Unanimous)

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

Board meetings are being held in the Baden HS gym, unless otherwise noted.

December 12, 2024

- Presentation teaching and learning - Parkway Heights MS
- Approval of San Mateo Co. QRIS block grant for 2024-25
- Presentation and approval of First interim budget report “positive certification”
- Resolution for School Board Recognition Month
- CSBA Delegate Assembly nomination(s)
- Approval of 2025 Summer School Program

December 18, 2024 - Reorganization meeting

- Resolution ratifying November 5 election
- Ceremonial Oath of Office for new Board member(s)
- Board of Trustees reorganization
- Resolution honoring outgoing Board President
- Selection of Trustees to District sub-committees/committees

January 23, 2025

- Presentation teaching and learning – Los Cerritos ES
- Presentation – Children’s Center
- Recognition for outgoing Student Trustee Wong
- Presentation on audited actuals report for the fiscal year ended June 30, 2024
- Presentation LCAP
- Williams report for 4th quarter ending 12/31/24
- Resolution honoring African American History Month (February)

February 13, 2025

- Presentation teaching and learning – Monte Verde MS
- Introduction of new Student Trustee Harsana
- Presentation on Performance Management - Special Education

- Approval of DTS contract for 2025-26
- Approval of implementation of Science for Scientists for 2025-26
- Update on Governor's 2025-26 budget proposal
- Approval of 2024 Young Audiences Professional Development MOU
- Approval of MOU w/ SVEF Elevate Math - 2025 Summer School Programs

February 27, 2025

- Presentation teaching and learning - Martin ES
- Presentation on Performance Management - English Learners
- Presentation on supplement to the annual LCAP update for 2025-26
- Resolution for Women's History Month (March)
- Resolution for Red Cross Month (March)
- 2025 CSBA Delegate Assembly election
- Approval of declaration of need for fully qualified educators, 2025-26

SUMMARY OF BOARD DIRECTIVES - None

GOOD AND WELFARE

Trustee Murray thanked the community for re-electing her to office and expressed her appreciation. She also wished everyone a Happy Thanksgiving.

Trustee Hsieh wished everyone a Happy Thanksgiving.

Trustee Richardson shared her excitement about South San Francisco High School winning the bell for the second time against El Camino who had it four times. She visited Monte Verde Elementary with Dr. Moore and visited the assembly where Principal Mirt was involved and songs being played. She noted she also visited the newly renovated bathroom, which had greatly improved since the pandemic. Additionally, she mentioned that she voted last Tuesday and visited Principal Rossi De Campos' school the following day, where they toured classrooms and were treated to a music performance by students playing a variety of instruments. She also attended the Dia de los Muertos celebration organized by Mr. Cruz, packed with parents and families. She ended by praising Ms. Saelaw's math class, noting how engaged the students were and how well the program is going.

President Lujan expressed gratitude for the community and dedicated staff, highlighting their hard work and support for students and families. She commended the significant efforts reflected in the agenda, particularly the numerous items passed in human resources and business services. President Lujan concluded by wishing everyone a reflective Thanksgiving.

ADJOURNMENT – 9:52 PM