

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Regular Meeting of September 11, 2025

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

SSFUSD Equity Definition

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

A. CALL TO ORDER

CLOSED SESSION - 6:30 p.m.

1. Conference with Labor Negotiators ([Government Code § 54957.6](#))
 - a. Agency Designated Representative: Assistant Superintendent of Human Resources and Student Services
 - b. Employee Organization: California School Employee Association Ch. 197
2. To consider the appointment of one (1) public employee to the position of Director of Data, Educational Technology, and Accountability, in accordance with [Government Code §54956](#)
3. To consider the appointment of one (1) public employee to the position of Director of School Leadership, in accordance with [Government Code §54956](#)
4. Superintendent Evaluation

RECONVENE INTO OPEN SESSION - 7:02 p.m.

B. ROLL CALL

Board Members: Ms. Amanda Anthony – Present
Mrs. Amy Lam – Present
Dr. Chialin Hsieh – Present
Mrs. Patricia Murray – Absent
Mrs. Mina Richardson – Present

Cabinet Members: Dr. Shawnterra Moore, Superintendent – Present
Mr. J. Marwan Hannon, Assistant Superintendent, Human Resources – Present
Dr. Marcos Garcia, Assistant Superintendent, Student & Family Services – Present
Dr. Nia Campbell, Assistant Superintendent, Teaching & Learning – Present
Mr. Ted O, Assistant Superintendent, Business Services – Present

C. PLEDGE OF ALLEGIANCE

Principal Covacha introduced fifth-grade student Alicia Merino, highlighting her as both a scholar and a leader. Alicia's teacher, Mr. Montgomery, praised her dedication to classwork, her advanced skills in computer programming, and her kindness and generosity toward peers. Alicia was recognized for making the school community stronger through her intellect and character. Principal Covacha also thanked Alicia and her family for attending the meeting.

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

Mr. Hannon reported that, in accordance with Government Code 54957 and Closed Session Agenda Item 2, the board voted to appoint Cristelle Del Rosario to the position of Data Educational Technology and Accountability, effective for the 2025–2026 school year. Trustee Hsieh made the motion, Trustee Lam seconded, and the appointment was approved by a 4-0 roll call vote.

Mr. Hannon reported that, in accordance with Government Code 54957 and Closed Session Agenda Item 3, the board voted to appoint Roxanna Villasenor to the position of School Leadership, effective for the 2025–2026 school year. Trustee Hsieh made the motion, Trustee Lam seconded, and the appointment was approved by a 4-0 roll call vote.

F. REVIEW OF AGENDA

President Anthony announced that Human Resources item 3A would be pulled from the agenda because CTA has not yet had the chance to vote on the revised instructional calendars.

G. PTA COUNCIL REMARKS

Raquel Bautista, addressed President Anthony, trustees, Superintendent Moore, members of the cabinet, and members of the community. She introduced herself as a third-year PTA volunteer and first-year president at Martin Elementary. She noted her children attend Martin and shared upcoming district PTA activities: Buri Buri movie nights on September 12 and 19, Monte Verde movie night on September 12, Westborough sixth-grade bowling night on September 12, and Ponderosa carnival on October 18. Fundraisers include Martin's World's Finest

sale from September 15 to October 23, Buri Buri and South City High Panda Express nights on September 16, Ponderosa's Off the Grid event on September 23, Monte Verde's walk-a-thon on September 26, and Martin's Scholastic Book Fair from September 26 to October 3. She described Martin's PTA events such as the turkey trot, pictures with Santa, trunk or treat, and the Ruby Bridges Walk to School, which support community and student belonging. To fund outdoor education, the PTA is running the World's Finest fundraiser, and to support well-being they are planning a literacy workshop for parents of young children, with hopes to extend it districtwide. Bautista closed by emphasizing care for students and the joy of seeing them grow into confident, capable individuals.

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – Elizabeth Bales-Stutes, president of the South San Francisco Federation of Adult Educators, addressed the board and community. She explained she was unable to attend the previous board meeting due to knee surgery but attended the welcome back rally, praising students for leading the event. She noted disappointment that union presidents were not given an opportunity to speak, especially with major changes occurring on the adult education campus. She outlined the shift from a 20-hour to a 12-hour daytime ESL schedule starting fall 2025, allowing for new 2-hour afternoon classes, and cited website vendor issues that hindered publicity for these changes. Adult Ed is now offering gateway to health careers in collaboration with Skyline College, a college and career transitions course, an office assistant pathway course, and additional ESL, literacy, and academic writing classes. She highlighted the diversity of her academic writing class and ongoing efforts to recruit students to maintain enrollment. Ms. Bales-Stutes invited the community to explore Adult Ed offerings, noting afternoon classes may fit better into parents' schedules, and provided the website ssfae.ssfusd.org for more information. She mentioned upcoming AFT unit meetings, the start of the sunshine proposal process, and hopes for positive CSEA negotiations. She emphasized the importance of classified workers and the need for competitive pay and benefits to retain staff.

South San Francisco Classroom Teachers Association – Shari Giusti, President of SSFCTA addressed President Anthony, the board, SSFUSD cabinet, and community. She used the "What do you notice? What do you wonder?" approach to highlight concerns. She noted that K-2 math curriculum was not available until last week despite a hearing a month ago and asked if K-2 teachers could be compensated for lost planning time. She observed that some classrooms exceed class size limits outlined in the bargaining agreement and questioned whether sticking to those numbers would improve outcomes. Ms. Giusti raised concerns about technology, including nonfunctional printers, outdated equipment, and slow tech support, and wondered if there is a plan to purchase new technology or expand the tech department. She mentioned the return of learning walks and asked if the district would collaborate with SSFCTA to ensure teachers feel supported and receive sufficient training. Wearing blue in support of CSEA

colleagues, she noted that CSEA has not yet reached a bargaining agreement and asked if the district would negotiate a contract that reflects their value to school operations. She concluded by thanking the board and wishing a happy fall.

California School Employees Association Chapter 197 – None

I. PERSONNEL COMMISSION

Mr. Hannon announced that the next Personnel Commission meeting will take place on Monday, September 15, 2025, at 5:00 p.m. in the district office boardroom.

J. ITEMS FROM THE BOARD – None

K. SUPERINTENDENT'S REPORT

a. Back to School Nights – Dr. Moore reported that back-to-school nights were attended by cabinet, directors, coordinators, and board members over the past two weeks. She shared that all schools created welcoming environments for families, school leaders effectively communicated the district vision, Portrait of a Graduate, and yearly priorities, and translation services were provided as needed. Feedback noted great turnout, relevant and clear information, emphasis on attendance, strong community building, inclusion of food, and thoughtful involvement of PTA and SSF Ed Foundation leadership. Back-to-school nights were organized and successful overall. Dr. Moore expressed pride in school leaders and staff for fostering authentic relationships and creating conditions for students to learn and thrive.

b. Cabinet School Visits – Dr. Moore shared that cabinet members have prioritized informal school visits to connect with staff, observe teaching and learning, engage with students, and celebrate successes. These visits have allowed the team to see students navigating challenges and persevering, and have been valuable and rewarding. She expressed appreciation for the cabinet's dedication and looks forward to continuing these visits throughout the year.

c. Other – None

L. STUDENT TRUSTEE REPORTS

1. Jaimelyn Ochoa, Fall Student Trustee and ASB President SSFHS shared that South City began the school year with a welcome back assembly featuring guest speakers, a freshman assembly to meet counselors and Principal Balisi, and freshman elections. Senior officers held their annual senior sunrise with games, activities, and bonding traditions. The College and Career Center

hosted workshops on financial literacy and student passions, concluding with alumni panels. Back-to-school night featured teacher interactions and performances from the folklórico program and band. The ASB selected Disneyland as the homecoming theme, with each class adopting a sub-theme, and preparations are underway for the October 4 homecoming. Sports teams have started strong, including wins in flag football, cross country, girls golf, tennis, and volleyball. The Red Cross Club will host a blood drive on September 24. Club Rush, featuring more than 20 clubs, will be held on September 12 in the gym, and Ochoa invited board members to attend.

2. Isabelle “Izzy” Ruiz, Spring Student Trustee and ASB President ECHS reported that El Camino recently concluded freshman elections, welcoming new Class of 2029 representatives. The Class of 2026 held a successful Senior Sunrise, fostering unity and excitement for the year. Homecoming preparations are underway with the theme Avatar: The Last Airbender, culminating in a spirit week and dance on September 27. Fall sports are in full swing, with highlights including girls’ golf defeating South City and the flag football team winning their first-ever game. Ruiz also highlighted an upcoming wellness fair organized by counselors, featuring resources such as NAMI and support from peer counselors. Additionally, radio station 99.7 NOW will host a high school takeover event, bringing music, energy, and student interviews to the campus.

Trustee Richardson praised the enthusiasm and hard work of both student trustees, noting their strong presence at back-to-school nights, fundraising efforts, and positive energy. She shared that their excitement was “infectious” and congratulated them on a strong start to the year.

M. PUBLIC COMMENTS

Aaron Haffner, a math teacher at El Camino High School, spoke on behalf of multilingual learner (MLL) students. He explained that El Camino has recently begun enrolling Level 1 and Level 2 MLL students, who require significant language support to access the curriculum. Currently, the school has only one MLL paraeducator, Ms. Vega, who he described as highly capable but unable to meet the needs of so many students across multiple classes. Haffner noted that during several periods, two classes with a dozen or more MLL students each require assistance at the same time, making additional staffing critical. He emphasized that equity is a core district value and compared the situation to providing students with glasses so they can see without appropriate support, MLL students will be left behind. Haffner requested that the district hire a second MLL paraeducator at El Camino to ensure these students can succeed. In addition, he pointed out a discrepancy in instructional models between the district’s two high schools: South San Francisco High School currently uses a sheltered class model (where classes consist solely of MLL students), while El Camino uses a cohort model (where MLL students are mixed with the general student

population). He stated that experienced teachers and paraeducators believe the sheltered model is more effective, and urged the district to allow El Camino to implement this approach both for the remainder of the current school year and moving forward. In summary, he requested that El Camino High School be provided with a second MLL aide and be allowed to adopt the sheltered class model for MLL students. He closed by thanking the board and district leadership for their time and consideration.

Kevin Bultema, Deputy Superintendent for Business Services at San Mateo County Office of Education, expressed appreciation to SSFUSD staff for their work implementing a new financial system (enterprise resource planning software) since March 2024. He acknowledged the extra effort required beyond their regular duties and thanked department leaders, including Mr. Ted O and Mr. Hannon, for guiding their teams. Mr. Bultema noted the implementation has been successful, with no major issues reported, and emphasized that the system will help the district manage payroll, retirement, employee leaves, budgeting, purchasing, and general accounting, ensuring accountability for community-provided resources.

Michael Harris, South San Francisco community member, reported that Equity Commission Director Devin Stenhouse is preparing a 529 presentation, with Harris, John Baker, and Stenhouse collaborating to share it citywide by early next year. He referenced his support for lowering the voting age, citing examples from Europe and past U.S. discussions. Harris also proposed that the district adopt two books for high school students: Connecticut Yankee in King Arthur's Court by Mark Twain as a dystopian novel for all four years, and The Rubaiyat by Omar Khayyam. He suggested students use these texts to highlight passages, take notes, and write articles connecting themes to contemporary issues.

Jace Marzan, wellness counselor at Los Cerritos Elementary School, shared reflections on back-to-school events across district schools and noted that September 4th was his birthday, which coincided with a sold-out taco fundraiser for the PTA and a festive back-to-school night celebration. He thanked attendees, including Assistant Superintendent Ted O and Trustee Richardson, for joining back-to-school night, noting that their presence made the events even more special. Marzan attended events at El Camino, Parkway, Sunshine Gardens, and Los Cerritos, highlighting the contributions of counselors Kate Espiritu Gonzalez, Mary Her, Stephanie Mikamo, and Alex Carrion, and College and Career Tech Mark Estrada at El Camino; counselors Barbara Quintero, Christine Pubill, and Allison Matteo, and community liaison Marillyn Avalos at Parkway; and counselor Elizabeth Saunders, Principal Leticia Gonzalez, and teacher Dorian Sun at Sunshine Gardens, as well as peer counselor Joie Lee at El Camino High School. He emphasized the district's core values of community, authentic relationships, and resilience, sharing that the warm and supportive environments created by staff during these events exemplified these values and

made a meaningful impact on students and families.

Megan Connery, Math Department Chair at El Camino High School, reported that the new math curriculum is going well and invited the cabinet and board members to visit her classroom during periods 5, 6, or 7. She shared that last Friday, her class had full attendance along with two teachers observing, and Mr. Hannon also visited to say hello. Ms. Connery highlighted challenges for multilingual learners (MLLs), echoing concerns raised by Aaron Haffner. She explained that El Camino currently has one bilingual para, Ms. Vega, supporting multiple MLL cohorts in Algebra 1, Geometry, and Algebra 2. Because the MLL cohorts must stay together, Miss Vega is required to move between two different classes during the same period, creating challenges in providing consistent support. She emphasized that the new math curriculum is word-heavy and structured with multiple activities per lesson, making it difficult for a single para to assist effectively in multiple classrooms simultaneously. Ms. Connery also noted that South City High School uses sheltered classes for MLLs, while El Camino does not, and stressed that the lack of additional para support or sheltered classes significantly impacts MLL student learning. She requested consideration for either adding another bilingual para or implementing sheltered classes at El Camino to ensure equitable support for these students.

Kate Espiritu-Gonzalez, co-head counselor at El Camino High School and in her seventh year in the district, spoke in support of school counselors regarding contracted days and salary schedules. She noted that counselors in California are required to hold a master's degree and PPS credential, equivalent to school psychologists and SLPs, but do not have a dedicated salary schedule and are contracted for the same 186 days as teachers, despite the increased responsibilities. Ms. Espiritu-Gonzalez highlighted that counselors are expected to complete critical tasks, such as master scheduling, before the school year begins and after it ends, often without sufficient time or compensation. She described the challenges of scheduling hundreds of students, balancing class sizes, auditing transcripts, and resolving conflicts, often in a single day, with additional hours sometimes unpaid or uncertain in funding. She advocated for additional contract days, fair compensation reflecting counselors' education and responsibilities, and the establishment of a salary schedule on par with school psychologists and SLPs. She emphasized that without these changes, counselors are being asked to work critical tasks outside of contract terms without adequate recognition.

Lucie Bradshaw, a kindergarten teacher at Junipero Serra with over 20 years of experience, spoke about site equity and the need for additional support. She expressed appreciation for the recent raises but noted that CSEA staff have not yet received raises, emphasizing their critical role in student care. She highlighted an example of staff responding quickly to a student who became ill, demonstrating their dedication. Ms. Bradshaw discussed the lack of a

Transitional Kindergarten (TK) at Junipero Serra, pointing out that many students at her site are age-eligible for TK, including siblings of current students, yet cannot access the program. Last year, 19 of her 24 students were TK-eligible, but only six attended TK, representing 25% of her class. She noted that other sites have higher TK participation rates. She expressed concern that limited access to TK reduces early learning opportunities and affects students' sense of belonging at the school. She also noted that the site's DIBELS and Brigance scores were lower than the previous year, while praising the school's strong attendance, motivation, and engagement. Ms. Bradshaw emphasized the importance of equitable early education to ensure students can begin learning as four-year-olds and maintain a sense of community and academic growth.

Alexis Limaye, wellness counselor at El Camino High School, echoed many points raised by Kate Espiritu-Gonzalez. She shared that this is her fourth year with the district, which now has 27 wellness counselors, a small but critical group making up roughly 6% of certificated staff outside of administration. Ms. Limaye highlighted the extensive responsibilities of counselors, including leading professional development, creating student schedules, ensuring safety, managing crises, and preparing students for college and careers. Despite these roles, counselors feel their voices are often unheard and their compensation does not reflect their education and workload. Counselors are required to have a master's degree and over 3,000 hours of internship for their PPS credential, yet the current salary schedule does not honor this level of preparation. She noted the high turnover among counselors due to feeling undervalued. She emphasized that student well-being, belonging, and mental health are key district priorities, yet wellness counselors lack dedicated supervisors, clear job descriptions, and evaluation criteria, showcasing the lack of systemic support. Ms. Limaye expressed hope that the district will continue to improve resources and recognition for counselors, enabling them to sustain their critical work. She concluded by expressing pride in being part of the El Camino staff and her desire for continued support.

N. INFORMATION ONLY PRESENTATIONS

1. TEACHING & LEARNING

a. Teaching and Learning presentation: Martin Elementary School

President Anthony introduced Principal Jonathan Covacha who presented the educational priorities and programs at Martin Elementary School.

Introduction/Mission

Principal Covacha shared highlights from his school, noting that the site's mission is closely aligned with the district's core

values and strategic plan. He emphasized the school's commitment to educating resilient, lifelong learners through collaboration, communication, critical thinking, and creativity, while encouraging students and staff alike to grow and improve each day. He reported that the school is implementing Illustrative Math in grades three through five and providing professional development to strengthen the use of math talks across content areas. In addition, the school is focused on increasing opportunities for academic engagement, fostering critical thinking and communication, and ensuring that scholars are exposed to diverse perspectives. Principal Covacha also stressed the importance of prioritizing scholar belonging and well-being, ensuring that every student feels valued, supported, and connected. He concluded by reaffirming the school's commitment to helping students thrive from preschool through high school so they can positively impact their families and communities.

Martin Site Goals Align to Our District Goals

Mission
Educating resilient lifelong learners through collaboration, communication, critical thinking, and creativity with awareness that each of us can grow and improve each day.

School Vision
Martin Elementary creates a community for learners where all scholars thrive academically, socially, emotionally, and are empowered to reach their full potential.

Martin 2025-2026 Goals

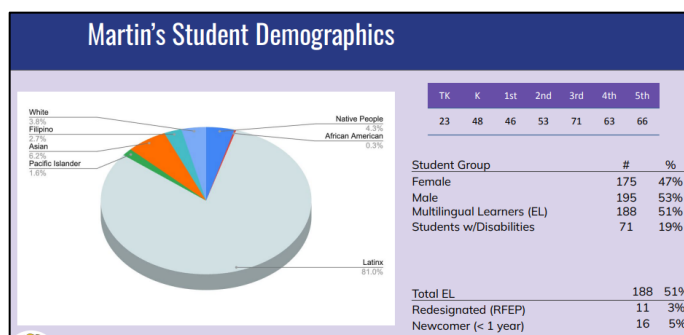
- Math**
 - Through high quality of the adopted math curriculum, students taking the SBAC Math will increase overall percent of percent of students with meeting or exceeding standards by 5% overall and 7% among our most vulnerable student groups by the end of June 2026.
- Academic Discourse**
 - Through high quality curriculum, students taking the SBAC ELA will increase overall percent of percent of students with meeting or exceeding standards by 10% overall and 12% among our most vulnerable student groups by the end of June 2026.
- Student Belonging and Wellness**
 - Each trimester school will engage in "Attendance Matters Race". At the end of 3 weeks, the school's overall ADA will be at 94%.
 - Parent and community sense of belonging will be measured through the customer service survey that they can take each time they visit the office. Monthly reports of the feedback will be shared with the staff and parents through the parent newsletter.
 - Each trimester scholars, parents, and staff will be provided a brief survey where their sense of belonging will be measured. Results from the survey will be shared 1 week after the conclusion of the survey window.

*Most vulnerable student groups: students qualifying for free & reduced lunch (FRL), multilingual learners (MLL), students qualifying for special services (SWS & SWS), Hispanic/Latino, Pacific Islander, Black/African American

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Student Demographics

Principal Covacha reported that the school currently serves 370 scholars. Of these, 51 percent are multilingual learners, including 16 newcomer families.



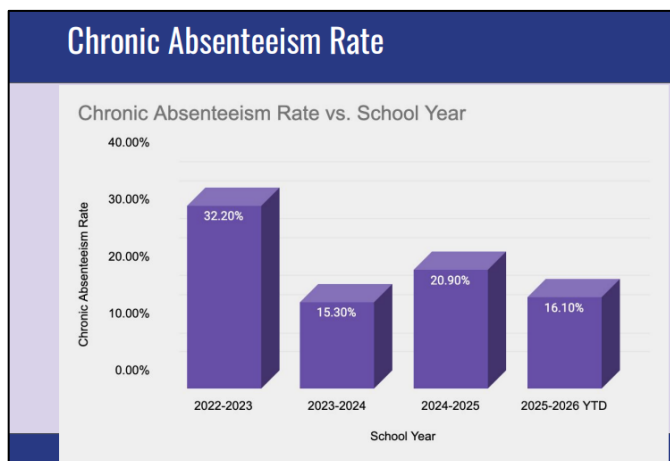
Attendance

Principal Covacha shared that the school is working to improve attendance by holding parent check-in meetings to collaborate on strategies and support for families. The school will also continue its “Attendance Matters Race,” a friendly class competition that emphasizes the importance of daily attendance. Classes will compete for recognition by achieving the most days with 100% participation and maintaining the highest overall daily average.

Average Daily Attendance x Student Groups									
Race / Ethnicity	22-23	23-24	24-25	25-26 YTD	Student Groups	22-23	23-24	24-25	25-26 YTD
Native People	*	93.4	94.1	96.5	Special Education	92.2	94.3	93.6	94.9
African American	92.2	93.5	93.2	85.7	Socioeconomically disadvantaged	91.9	93.7	93.2	
Latinx	92.1	94.0	93.5	94.6	Curr-EL	92.0	93.7	93.3	95.3
Pacific Islander	89.9	95.1	90.6	80.9	RFEP	93.9	95.9	95.2	98.0
Asian	93.9	94.0	93.7	94.1	Homeless	*	93.0	93.4	89.1
Filipino	91.8	91.6	96.0	100	Foster	*	*	*	*
White	92.9	94.9	95.2	85.5					
2+ Races	85.8	93.9	*	93.3					

*Denotes not having information due to number of student is fewer than 10.

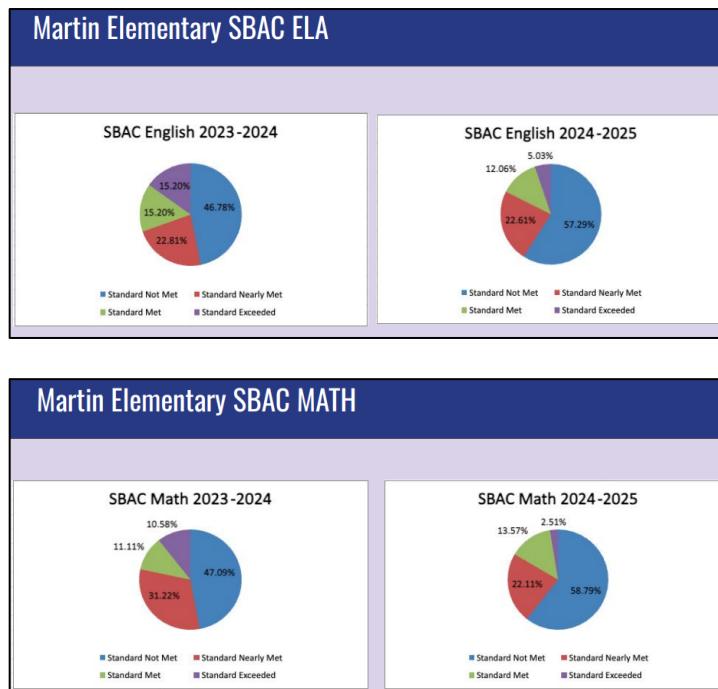
He noted that before the pandemic, Martin’s chronic absenteeism rate averaged 13.7 percent. After the return from distance learning, the rate spiked to 32.2 percent. He expressed confidence that by continuing to strengthen systems that foster belonging, the school can reduce chronic absenteeism and move closer to the goal of keeping it below 15 percent.



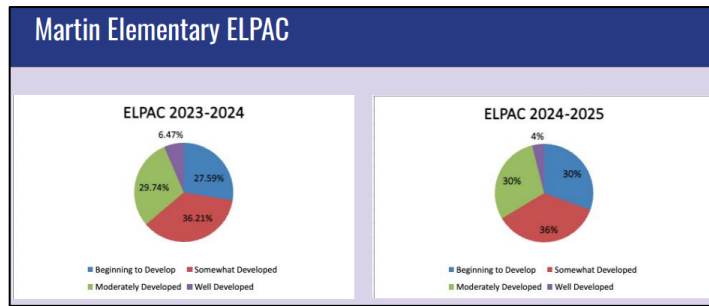
Statewide Assessments

Principal Covacha explained that the California Assessment of Student Performance and Progress (CAASPP) is

administered to grades 3–5. Scholars who have been in the U.S. for less than 12 months are exempt from the ELA portion, though newcomer students must still take the math test. Both ELA and math results reveal significant areas for growth. To address these needs, the school is strengthening Tier 1 instruction to ensure all scholars receive high-quality core teaching and refining Tier 2 supports with targeted small-group instruction. These steps aim to drive meaningful progress and better meet the diverse needs of every scholar.

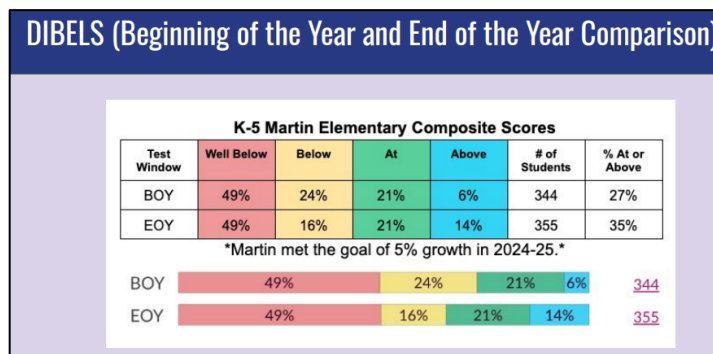


The English Language Proficiency Assessments for California (ELPAC) helps track the growth of multilingual learners and guide where additional support is needed. This year, the school is strengthening tier 2 services by using the ELD teacher to provide targeted small-group instruction for students at level two. The goal is to reduce the percentage of students in the “somewhat and beginning to develop” range to below 50%, helping more scholars make meaningful progress toward English proficiency and long-term academic success.



DIBELS

Principal Covacha shared that the school uses the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to screen scholars for potential reading difficulties. The school met its goal of a 5% increase for the 2024–25 school year, with the percentage of students scoring at or above benchmark rising from 27% to 35%. Now in its third year of using the UFLI program, the school is strengthening foundational reading skills such as phonemic awareness, grapheme-phoneme correspondence, and decoding/encoding. He highlighted the dedication of reading specialists and classroom teachers which resulted in strong gains. Kindergarten scores at or above benchmark have increased by 20%, and first-grade scores have jumped by 34%.



MTSS Student Support

The school uses a multi-tiered system of support (MTSS) to closely monitor how scholars are progressing in their learning journey. As a team, staff review data from a variety of assessments to understand student growth and identify areas for improvement. Principal Covacha emphasized that the heart of the school's mission is to focus on continuous growth and improvement, using data to guide instruction and ensure every scholar moves forward academically.

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He explained that MTSS meetings also serve as a space to celebrate areas of growth and identify strategies to further support scholars. These meetings go beyond academics, addressing social-emotional development and connecting families with resources or services they may need. This holistic approach ensures that students and their families feel supported and equipped to thrive both in school and beyond.

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Principal Covacha expressed gratitude for the district and Board's commitment to the Portrait of a Graduate initiative. With the addition of a wellness counselor, instructional coach, and ELD teacher, Martin is better equipped to provide both academic and social-emotional support. These roles strengthen learning for multilingual learners, guide teachers through coaching and feedback, and enhance student well-being through classroom lessons, counseling, and family collaboration. All of these supports are integrated into the Instructional Leadership Team, which includes classroom teacher representatives and meets regularly to plan and align efforts toward achieving school goals.

Support System	
ELD Teacher: • Provide small group support for long term multilingual learners. • Support Designated ELD time Instructional Coach • Staying Focused on Scholar Learning • Provide feedback to teachers through coaching cycles. Special Education • Providing service and support for students with an IEP. • Ongoing collaboration with our general education teachers.	Wellness Counselor • Tier 1 support: Classroom lessons focused on social emotional learning as well as behavior that affects learning environment. Recess/lunch engagement. • Counseling: 1-1, or group, risk/threat assessment, parent engagement Reading Support • Provide small group support for scholars to strengthen literacy skills. • Support UFLI for K-3 • DIBELS assessment support.

PoG – THRIVE

Principal Covacha highlighted that learning at Martin extends beyond the classroom, with field trips and assemblies playing a vital role in scholars' educational journeys. These immersive experiences, whether visiting museums, historical sites, or attending arts assemblies, allow students to connect classroom lessons to the real world, deepening understanding and sparking curiosity. Programs like GENE Academy provide mentorship and hands-on STEAM activities for grades three through five, while Girls on the Run fosters confidence, healthy habits, and life skills through physical activity. These opportunities also help scholars develop leadership, creativity, and self-confidence.



PoG – IMPACT

Principal Covacha highlighted new enrichment opportunities that build creativity and leadership. Last year, the Drama Club encouraged self-expression through writing and acting, while the Martin Media Club gave young writers a platform to publish and share their voices. The school also continued its commitment to community impact with Ruby Bridges Day, where scholars actively advocate for positive change. This year's celebration will take place on November 14, with hopes of inspiring even broader participation from schools

nationwide. These programs help shape well-rounded, engaged, and inspired scholars, fostering lifelong learners and leaders beyond the classroom.



Gratitude

Principal Covacha expressed deep gratitude for the dedication and hard work of Martin's staff, emphasizing their role in providing learning beyond the classroom walls. He thanked all parents and guardians, whether attending in person or via YouTube, for their continued support and partnership in the education of their children. Principal Covacha also recognized the leadership team, including CSEA and CTA leaders, district administrators, and board members, for their guidance and encouragement. He invited parents, staff, and scholars to stand and be recognized, highlighting the contributions of the safety patrol program, which offers leadership opportunities while ensuring the safety of families during drop-off and pick-up times. Special recognition was given to parent volunteers for their essential support in making the school environment welcoming and engaging. Honored parents included Jocelyn Lindell, Vanessa Merino, Victoria Estrada, Carmen Franco, and PTA President Raquel Bautista. Principal Covacha concluded by acknowledging the safety patrol team.

Trustee Hsieh thanked Principal Covacha, the Martin staff, scholars, families, and the community for attending and participating. She praised the annual presentation as "amazing" and highlighted the effort of bringing the entire team together.

Trustee Richardson praised Principal Covacha as the "patriarch of Martin School" and a wonderful role model for

students. She highlighted the bright energy of the scholars and expressed gratitude to the teachers for their dedication year after year, specifically mentioning their leadership in Ruby Bridges Day. She noted that events like Ruby Bridges Day lift the whole district and recalled the memorable visit from the real Ruby Bridges a few years ago. She also thanked families, including parents and younger siblings, for their participation and support, emphasizing appreciation for everyone's efforts.

Trustee Lam expressed appreciation to Principal Covacha and the Martin Nation, jokingly noting that the school seemed like its own sovereign nation. She echoed Trustee Richardson's praise, highlighting the welcoming energy she experienced during her first campus visit over the summer for the "Big Lift" showcase, noting the excitement and large crowd. She thanked Principal Covacha and the staff for hosting the event and looked forward to future visits during the school year. She then inquired about the one-way street demonstration for drop-off and pick-up. Principal Covacha explained that the one-way street had been in effect for three weeks and would end the following day. He shared positive observations, noting reduced traffic congestion and fewer complaints from parents, while emphasizing the important contributions of the safety patrol and parent volunteers. He also mentioned that the survey for community feedback remains open, and a community meeting is scheduled for 6:00 PM October 1st at Paradise Valley to discuss the impact of the one-way street and other safety projects around the school. Trustee Richardson added that she had visited the area and noted a new infrastructure element, expressing interest in learning more at the upcoming community meeting.

President Anthony praised Martin School for its strong emphasis on student belonging, noting how visible the school's efforts are. She expressed appreciation for the focus on the Illustrative Mathematics curriculum and the overall math program this year. Acknowledging the complexity of academic achievement, she emphasized that test scores reflect many factors beyond a student's capability. She expressed hope for positive progress in math outcomes with the school's additional instructional focus this year.

The Board recessed at 8:25 p.m. and reconvened at 8:35 p.m.; Student Trustee Ochoa left the meeting at 8:25 p.m.

O. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

1. BUSINESS SERVICES

a. Report on Year-End Unaudited Actuals

President Anthony introduced Assistant Superintendent Ted O who presented the Unaudited Actuals Financial Report including revenues, expenditures, and ending balances for the 2024-25 fiscal year.

Mr. O began his presentation noting the report period covers July 1, 2024, through June 30, 2025. He explained that the purpose of the presentation is to show how the district closed out the school year. He referenced the relevant sections of the Education Code associated with the audit actuals and outlined the key areas that would be covered in the report.

Background

- ❑ Education Code 42100 (a) states that:
 - "On or before September 15, the governing board of each school district shall approve, in a format prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the district for the preceding fiscal year and shall file the statement, along with the statement received pursuant to subdivision (b), with the county superintendent of schools."
 - "On or before October 15, the county superintendent of schools shall verify the mathematical accuracy of the statements and shall transmit a copy to the Superintendent of Public Instruction."
- ❑ District independent auditors also audit the data, procedures and practices utilized in the report.

Mr. O explained that the district's general fund is its main operating fund, comparable to a primary bank account.

Unrestricted Revenues

The district ended the year with \$151.9 million in unrestricted revenues. Of this, \$32.5 million was transferred to the restricted side to cover unfunded special education expenditures and the routine restricted maintenance required by law for facility upkeep. The majority of the district's revenue comes from LCFF resources, primarily property taxes, as the district is classified as a basic aid, community-

funded school district.

2024-25 General Fund – Unrestricted Revenues		
REVENUES	2024-25	PERCENTAGE
LCFF Revenue	\$142,578,413	119.42%
Less: Contributions	-32,484,765	-27.21
Federal Revenue	\$0	0.00%
Other State	\$3,118,552	2.61%
Other Local	\$5,546,340	4.64%
Transfers In/Sources	\$648,356	0.54%
TOTAL	\$119,406,896	100%

Restricted Revenues

The district's restricted revenues must be used for specific purposes. The district ended the year with \$72 million in restricted revenues, including the \$32.5 million transferred from the unrestricted general fund to cover special education and routine restricted maintenance.

2024-25 General Fund – Restricted Revenues		
REVENUES	2024-25	PERCENTAGE
LCFF Revenue	\$6,589,399	9.15%
Contributions	32,484,765	45.09%
Federal Revenue	\$3,972,151	5.51%
Other State	\$15,081,588	20.94%
Other Local	\$13,910,131	19.31%
Transfers In/Sources	\$0	0.00%
TOTAL	\$72,038,034	100%

Combined Revenues

The district's total combined revenue for the 2024–25 fiscal year was approximately \$191.4 million, which includes both

unrestricted and restricted funds.

2024-25 General Fund – Combined Revenues		
REVENUES	2024-25	PERCENTAGE
LCFF Revenue	\$149,167,812	77.92%
Contribution	0	0.00
Federal Revenue	\$3,972,151	2.07%
Other State	\$18,200,140	9.51%
Other Local	\$19,456,471	10.16%
Transfers In/Sources	\$648,356	0.34%
TOTAL	\$191,444,930	100%

Unrestricted Expenditures

The district's unrestricted general fund expenditures for 2024–25 totaled approximately \$108.7 million.

2024-25 General Fund - Unrestricted Expenditures		
EXPENDITURES	2024-2025	PERCENTAGE
Certificated Salaries	\$49,555,558	45.59%
Classified Salaries	\$16,592,268	15.27%
Benefits	\$25,667,595	23.61%
Books & Supplies	\$2,123,161	1.95%
Services	\$13,777,477	12.68%
Capital Outlay	\$1,267,237	1.17%
Other Outgo	-\$449,078	-0.41%
Transfers Out	\$150,000	0.14%
TOTAL	\$108,684,218	100%

Restricted Expenditures

For the 2024–25 fiscal year, restricted general fund

expenditures totaled \$68.3 million.

2024-25 General Fund - Restricted Expenditures			
	EXPENDITURES	2024-2025	PERCENTAGE
	Certificated Salaries	\$15,536,516	22.76%
	Classified Salaries	\$8,231,177	12.06%
	Benefits	\$15,215,790	22.29%
	Books & Supplies	\$2,756,405	4.04%
	Services	\$19,668,112	28.82%
	Capital Outlay	\$471,251	0.69%
	Other Outgo	\$1,640,662	2.40%
	Transfers Out	\$4,736,396	6.94%
	TOTAL	\$68,256,309	100%

Combined Expenditures

For the 2024–25 fiscal year, total district expenditures across all funds amounted to approximately \$176.9 million.

2024-25 General Fund - Combined Expenditures			
	EXPENDITURES	2024-2025	PERCENTAGE
	Certificated Salaries	\$65,092,072	36.79%
	Classified Salaries	\$24,823,445	14.03%
	Benefits	\$40,883,385	23.11%
	Books & Supplies	\$4,879,566	2.76%
	Services	\$33,445,589	18.90%
	Capital Outlay	\$1,738,488	0.98%
	Other Outgo	\$1,191,586	0.67%
	Transfers Out	\$4,886,396	2.76%
	TOTAL	\$176,940,527	100%

Summary

Mr. O shared a high-level overview of the district's closing financial numbers for the 2024–25 fiscal year, breaking down the amounts into unrestricted and restricted general funds. The unrestricted general fund had a total fund balance of approximately \$38.2 million. Of this, \$19.6 million is set aside for anticipated expenditures, including employee raises that have not yet been settled or budgeted. An additional \$8.8 million is the state-mandated reserve for economic uncertainty, leaving around \$9.6 million to help balance the district's budget over the next two years. The district is currently deficit spending, meaning expenditures exceed revenue, and over \$5 million of positions and programs are funded by one-time state and local funds that will need coverage in the upcoming school year. State law requires the district to maintain a balanced budget not only for the current

year but also for the following two years.

The restricted general fund ended the year with a balance of about \$41.2 million. These funds, which include state categorical program allocations, must be carried over and spent for their intended purposes. The higher-than-usual balance reflects unspent one-time state and local grants. Examples of these funds include the Expanded Learning Opportunities Program, Arts and Music Instructional Materials Block Grant, Prop 28 arts and music funds, and gifts and donations for schools that were not fully expended during the year. These resources will be used in the upcoming school year to support designated programs and initiatives.

General Fund – Summary			
General Fund Summary	2024-25 Unrestricted	2024-25 Restricted	Total
Revenues without Contribution	151,243,305	39,553,269	190,796,574
General Fund Contribution	(32,484,765)	32,484,765	-
Interfund Transfer In	648,356	-	648,356
Total Sources of Funds	119,406,896	72,038,034	191,444,930
Expenditures	108,534,218	63,519,913	172,054,131
Interfund Transfer Out	150,000	4,736,396	4,886,396
Total Usage of Funds	108,684,218	68,256,309	176,940,527
Net Increase/Decrease In Fund Balance	10,722,678	3,781,725	14,504,403
Beginning Fund Balance	27,523,848	37,389,218	64,913,066
Projected Ending Fund Balance	38,246,526	41,170,943	79,417,469
Nonspendable	191,134	-	191,134
Restricted (Program Carryovers)	-	41,170,943	41,170,943
Committed	-	-	-
Assigned/Designated	-	-	-
Various Designations *	19,594,944	-	19,594,944
Unassigned/Unappropriated	-	-	-
Designated for Economic Uncertainties	8,847,026	-	8,847,026
Undesignated Reserve	9,613,422	-	9,613,422

* District Designations - Details provided on Slide 17

District Reserve Designations

Of the \$19.6 million set aside by the district for anticipated expenditures in 2024–25, \$9.2 million is allocated for employee raises over the current and next two years. Another \$8.5 million is reserved for litigation related to the Genentech case, and \$1.9 million is designated for future district contributions to employee retirement systems. These allocations are part of the district's strategy to responsibly

manage its budget and plan for known financial obligations.

General Fund District Reserve Designations

	2024-25 Unrestricted General Fund
Assigned/Designated	
STRS/PERS Increases: 2028-29	860,408
STRS/PERS Increases: 2029-30	1,047,036
Property Tax Re-Payment - Litigation (Rough Estimate)	8,500,000
Set-Aside for 3-Year Raises - CSEA & Unrepresented	9,187,500
	19,594,944

Unrestricted Comparison

For the unrestricted general fund, the district compared estimated actuals, anticipated revenue and expenditures, to the final audited actuals after closing the books. A \$3.9 million change in expenditures occurred due to the year-end shifting of special education costs from the restricted portion to the unrestricted portion of the budget. This shift was done to avoid increasing the district's maintenance of effort for the special education program. As a result, special education expenditures increased in the unrestricted budget and decreased in the restricted budget, which reduced the general fund contribution to the special education program by about \$3.5 million. Overall, the net change in unrestricted general fund expenditures between estimated actuals and final audited actuals was only approximately \$461,000. Out of the total \$176.9 million budget, this represents a variance of less than 1%, indicating a very close alignment between projections and actual spending.

2024-25 General Fund Comparison (Unrestricted)

General Fund Summary	2024-25 Estimated Actuals	2024-25 Unaudited Actuals	Change
Revenues without Contribution	149,883,191	151,243,305	1,360,114
General Fund Contribution	(35,974,991)	(32,484,765)	3,490,226
Interfund Transfer In	13,301	648,356	635,055
Total Sources of Funds	113,921,501	119,406,896	5,485,395
Expenditures	104,621,073	108,534,218	3,913,145
Interfund Transfer Out	112,296	150,000	37,704
Total Usage of Funds	104,733,369	108,684,218	3,950,849
Net Increase/Decrease in Fund Balance	9,188,132	10,722,678	1,534,546
Beginning Fund Balance	27,523,848	27,523,848	-
Projected Ending Fund Balance*	36,711,980	38,246,526	1,534,546
* Before State required and district designations			

Other District Funds

Mr. O shared a list of other district funds aside from the

general funds.

Other District Funds	
Fund #	Description
08	Student Activity Special Revenue Fund
11	Adult Education Fund
12	Child Development Fund
13	Cafeteria Fund
14	Deferred Maintenance Fund
17	Special Reserve Fund for Other Than Capital Outlay Projects
21	Building (Bond) Fund
25	Capital Facilities Fund
35	County School Facilities Fund
40	Special Reserve Fund for Capital Outlay Projects
51	Bond Interest and Redemption Fund
73	Foundation Private-Purpose Trust Fund

Areas of Concern

Mr. O highlighted two major financial concerns for the district. The first is over \$5 million in positions and programs currently funded through one-time state or local grants, which will expire after this school year. Examples include Legarza sports, Air Tutor, and some wellness counselor positions. The reliance on these temporary funds raises uncertainty about how these programs will be sustained in the future. The second concern is potential federal funding cuts. The district currently has over \$7 million in programs and positions supported by federal funds, and there is uncertainty about the level of reductions that may occur. While the State of California may attempt to backfill some or all of these federal cuts, this is contingent on the state's budget for 2025–26. The governor is already using all reserves to balance the budget, so if economic conditions worsen, California may not have the capacity to offset any federal reductions.

Areas of Concern	
• STRS/PERS Increases • Increases in Special Education Costs • Re-payment of property taxes due to litigation • Aging facilities with increasing cost to repair/replace • Declining Student Enrollment • Potential impact of new COVID-19 Variant or other pneumonia outbreak • Impact of SB 218 Litigation Cost to SSFUSD from JPA • Positions paid with one-time stimulus funds that are expiring or used up • Cost for expansion of the Universal Transitional Kindergarten Program • Increasing cost for goods and services due to inflation and possible tariffs imposed by the Trump administration • Possible loss of Federal program funding from the Trump administration	

Looking Ahead

Mr. O concluded by providing a brief outlook on upcoming

items for the next three to four months, signaling ongoing financial monitoring and planning

Looking Ahead

- 2025-26 First Interim Report
 - December 2025
- 2024-25 Audit Report
 - January 2026
- Governor's Proposed 2026-27 State Budget Release
 - January 2026

Trustee Richardson asked Mr. O to clarify several points regarding the district's finances. She sought to understand the concept of carryovers, and Mr. O explained that unspent grant funds can be rolled over to the next year, as some grants allow multi-year spending. She also asked about deficit spending, and Mr. O confirmed that projected expenses, particularly after planned raises, may exceed revenues, requiring potential cuts or adjustments depending on incoming funds.

Trustee Richardson further inquired about SB 218 litigation costs. Mr. O explained that the statute of limitations was extended for certain sexual harassment cases, meaning past victims can still file lawsuits against school districts. The district participates in a San Mateo County JPA, where all member districts share the cost of such litigation. Trustee Richardson acknowledged the explanation and expressed appreciation for the clarification.

ACTION

5. BUSINESS SERVICES

a. Approval of Year-End Unaudited Actuals Report

MOTION #27 (Richardson/Hsieh) to approve the 2024-25 Unaudited Actuals Financial Report, as presented to the Board. Motion Carried. (Unanimous)

P. CONSENT AGENDA

Trustee Lam requested that agenda item 2D be considered separately and stated

her intention to recuse herself from voting on that item.

Trustee Richardson inquired why Trustee Lam was recusing herself and Trustee Lam explained that the Exploratorium is her employer.

MOTION #28 (Hsieh/Richardson) to approve item: 2d. Permission for staff to attend the NGSS Workshop at the Exploratorium in San Francisco, CA, November 5 – 7, 2025 and January 13, 2026. (AYES: Richardson, Hsieh, Anthony; NOES: None; ABSTAIN: Lam). Motion carried on a 3-0-1 vote.

Trustee Richardson asked for details about the planned 9-day student trip to Europe, specifically which countries the students would visit, noting that nine days is a long trip. Dr. Moore responded that the information is not yet available but assured that it would be shared once confirmed.

MOTION #29 (Lam/Hsieh) to approve items: 1a. Minutes of the August 14, 2025 Regular Board meeting; 2a. Permission for staff to attend the National Council of Supervisors of Mathematics (NCSM) Conference in Atlanta, GA, October 12 – 15, 2025; 2b. Permission for staff to attend the California Science Educators (CASE) Conference in Palm Springs, CA, October 17 – 19, 2025; 2c. Permission for staff to attend California Mathematics Community of Practice Convening (CAL-MSCS) in Monterey, CA, October 21 – 22, 2025 and January 2026 (Location & Date TBD); 2e. Permission for staff to attend the California Math Council Conference in Pacific Grove, CA, December 5 – 7, 2025; 2f. Permission for El Camino High School staff to attend the California Association of Work Experience Educators (CAWEE) Conference in Sacramento, CA, October 9 – 10, 2025; 2g. Permission for Martin Elementary staff to attend the National Association for Multicultural Education (NAME) Conference in New Orleans, LA, November 19 – 23, 2025; 2h. Permission for South San Francisco High School staff and students to travel to Europe, July 24 – August 2, 2026 (tentative dates); 2i. Permission for South San Francisco High School wrestling team to travel to Sacramento, CA, October 5, 2025; 2j. Permission for South San Francisco High School wrestling team to travel to Fresno, CA, October 10 – 12, 2025; 2k. Permission for South San Francisco High School wrestling team to travel to Corona, CA, December 28 – 30, 2025; 3a. Certificated Personnel Assignment Order; 3b. Classified Personnel Assignment Order; 4a. Permission for staff to attend the California PBIS Conference in Sacramento, CA, October 8 – 10, 2025; 4b. Permission for staff participating in Cohort V of the Community Engagement Initiative (CEI) to attend multiple in-person events: October 23-25, 2025 in Ontario, CA; March 12-13, 2026 in San Diego, CA; and April 30 – May 1, 2026 in Anaheim, CA; 5a. Gifts to the District, July 2025; 5b. Fundraising events for the 2025-26 school year; 5c. Professional service agreements under \$25,000. Motion Carried. (Unanimous)

INFORMATION/DISCUSSION

1. ADMINISTRATION

a. Discussion of Community Forum Topic(s)

Dr. Moore opened the discussion on potential topics for the upcoming community forum being held on October 23, 2025, recommending the board select one or two topics for the typical two-hour session from 6–8 p.m.

The board discussed several possible topics. Updates on the Los Cerritos modernization project were highlighted as important, with President Anthony and others emphasizing the need for community information. Trustee Lam suggested pairing the update with a brief summary of all bond and facilities projects, though Dr. Moore recommended focusing solely on Los Cerritos due to community interest. Math updates, particularly “Math through a parent lens” or early adoption updates, were proposed by President Anthony, but Trustee Lam noted that math likely requires multiple forums and recommended quarterly board updates instead.

Trustee Hsieh advocated for discussing the impact of artificial intelligence (AI) on teaching and learning, highlighting issues such as academic honesty, critical thinking, and student preparedness for the future. Dr. Campbell clarified that the forum could cover AI’s impact on students, staff, and families, with potential examples from other districts. The board agreed to prioritize AI’s impact on teaching and learning first, leaving comparisons to other districts for a later time.

Trustee Lam also suggested showcasing case studies of programs supporting belonging, well-being, and academic discourse across schools, though President Anthony recommended addressing these topics through quarterly board updates rather than at the community forum. Trustee Richardson raised the Foxridge property development, noting it as a future briefing rather than a current priority.

The board reached consensus that the primary topics for the community forum would be the Los Cerritos modernization update and the impact of AI on teaching and learning. Other topics such as math, belonging, and bond project updates would be addressed in separate board updates or future sessions, ensuring the forum focuses on immediate community interest and actionable updates.

ACTION *(continued)*

1. ADMINISTRATION

a. Approval of Superintendent's Contract Extension

President Anthony acknowledged that the extension under discussion is only for one year and agreed with the board's decision to delay any salary considerations until all bargaining units are settled. She expressed her anticipation for future discussions on raises and other compensation.

Trustee Lam added her support, noting the challenges of the superintendent role and expressing gratitude for the leadership, intentionality, and strategic thinking demonstrated. She emphasized that continued support for educators and staff will ultimately benefit student achievement. Trustee Hsieh echoed Trustee Lam's remarks, and President Anthony affirmed her agreement, noting that Trustee Lam had articulated it well.

MOTION #30 (Hsieh/Lam) to approve the Superintendent's contract extension through June 30, 2029. Motion Carried. (Unanimous)

b. Resolution No. 25-55 for Hispanic/Latinx Heritage Month

Trustee Lam read the resolution in English and Trustee Richardson read the resolution in Spanish.

MOTION #31 (Richardson/Hsieh) to approve the adoption of Resolution #25-55 (English and Spanish versions): Honoring Hispanic/Latinx Heritage Month (9/15 to 10/15). (AYES: Richardson, Hsieh, Lam, Anthony; NOES: None). Motion Carried. (Unanimous)

2. TEACHING & LEARNING

a. Approval of agreement with Maria Verdin, LMFT, LPCC to provide Early Childhood Mental Health Consultation (ECMHC) for the 2025-26 School Year

MOTION #32 (Hsieh/Lam) to approve the agreement with Maria Verdin for ECMHC services at the Children's Center, Hillside, and Martin Elementary for the 2025-26 school year

in the amount of \$38,500. Motion Carried. (Unanimous)

b. Approval of the SMCOE Teacher Induction (BTSA) Program Agreement for the 2025-26 School Year

MOTION #33 (Hsieh/Richardson) to approve the SMCOE Teacher Induction (BTSA) Program agreement with the District for the 2025-26 school year. Motion Carried. (Unanimous)

c. Approval of the MOU with the Exploratorium for the 2025-26 School Year

Trustee Lam recused herself from voting because the Exploratorium is her employer.

MOTION #34 (Hsieh/Richardson) to approve the MOU between the Exploratorium and SSFUSD to support the evaluation and development of instructional resources as part of the Elementary Science Instructional Innovators Cohort initiative for the 2025-26 school year. (AYES: Richardson, Hsieh, Anthony; NOES: None; ABSTAIN: Lam). Motion carried on a 3-0-1 vote.

3. HUMAN RESOURCES

a. Approval of Instructional Calendars

Item was pulled from the agenda.

b. Resolution No. 25-53 Education Code and Title V

MOTION #35 (Hsieh/Lam) to approve the adoption of Resolution #25-53 Education Code and Title V Options for Teaching Assignments for the 2025-26 school year and a waive of the reading. (AYES: Richardson, Hsieh, Lam, Anthony; NOES: None). Motion Carried. (Unanimous)

c. Amendment with Scoot Education

MOTION #36 (Lam/Hsieh) to approve the amendment with Scoot Education to incorporate hourly rates for certain additional Special Education positions for the 2025–26 school year. Motion Carried. (Unanimous)

d. Agreement with Reach University

MOTION #37 (Hsieh/Lam) to approve the agreement with Reach University, with oversight from Alternatives in Action (AIA), to provide candidates with opportunities to complete job-embedded graduate degree or credentialing programs. Motion Carried. (Unanimous)

e. Provisional Internship Permit (PIP) for Keyry Velasquez

MOTION #38 (Lam/Hsieh) to approve the PIP for Keyry Velasquez, Extensive Support Needs Teacher at Junipero Serra Elementary, for the 2025–26 school year. Motion Carried. (Unanimous)

f. Provisional Internship Permit (PIP) for Jessica Shnoudi

Trustee Richardson asked for clarification about how long participants must be in the program, who is eligible, and the extent of their training. Mr. Hannon explained that the program lasts one year and is available to any educator in a K–12 setting. He added that the specific grade levels depend on the position for which the educator is hired, and the PIP is applied for accordingly.

MOTION #39 (Hsieh/Richardson) to approve the PIP for Jessica Shnoudi, Teacher at Monte Verde Elementary, for the 2025–26 school year. Motion Carried. (Unanimous)

4. STUDENT & FAMILY SERVICES

a. Amendment with Right At School, LLC

Trustee Lam asked for clarification about the planned enrollment expansion to 200 students, specifically whether this increase would meet current demand for after-school care and how spots would be prioritized across sites. Dr. Garcia explained that the amendment raises capacity from 100 to 200 students and that providers use existing waitlists when enrolling families. Allocation will be based on need and each site's capacity; Alta Loma isn't expanding because it currently has enough space.

Trustee Lam noted the community's strong need for after-school programs. Dr. Garcia added that ELOP Coordinator Vincent Chandler is working with city partners on long-term

expansion to serve more families by the 2026–27 school year.

President Anthony praised Vincent's work to improve enrollment systems and early coordination. She noted this effort builds on recommendations from the Joint Advisory Committee for the Child Care and Master Plan (JACCCMP), which emphasized the need for better coordination so families know about after-school options before the first day of school.

MOTION #40 (Hsieh/Richardson) to approve Amendment #1 to the agreement with Right At School to accommodate increased ELOP student enrollment for the 2025–26 school year. Motion Carried. (Unanimous)

5. BUSINESS SERVICES

b. Amendment No. 3 with ProTech Consulting & Engineering for El Camino High School

MOTION #41 (Lam/Richardson) to approve Amendment #3 with ProTech Consulting & Engineering for hazardous materials consulting services for the El Camino High School Central Kitchen and Cafeteria Project under the Measure T Bond Program in the amount of \$19,200. Motion Carried. (Unanimous)

c. Approval of Agreement with SIM Architects, Inc. for Monte Verde Elementary School

Trustee Lam expressed excitement about the addition of a transitional kindergarten (TK) classroom at Monte Verde, noting that many families would appreciate having the option closer to home. She confirmed with Mr. O that the project involves building one modular TK classroom, which will include an in-class restroom as required, and will accommodate 20–24 students.

She also clarified that the project is part of an agreement with SIM Architects, who are overseeing both bond and non-bond projects at Monte Verde. Although this particular TK project is not bond-funded, SIM was selected because they are already conducting the overall campus assessment. Mr. O explained that moving forward outside of the bond program allows the district to address immediate space needs more

quickly rather than waiting several years.

Trustee Richardson initially thought the project would be completed by next year, but acknowledged the broader progress the district has made in expanding TK. She highlighted that nearly all district schools now offer TK, with only Monte Verde and Junipero Serra remaining. Mr. O added that staff are exploring options at Junipero Serra, though space is very limited.

Trustee Richardson praised staff efforts, noting how popular and well-loved the TK program is among families. She emphasized the importance of continuing to expand access, saying the district can't build classrooms fast enough to meet parent demand. Mr. O agreed, reiterating that staff are moving quickly by taking this project outside the bond program to expedite construction.

MOTION #42 (Hsieh/Lam) to approve the agreement with SIM Architects, Inc. for architectural and engineering services for the new TK Classroom Building Project at Monte Verde Elementary School, in the amount of \$168,400. Motion Carried. (Unanimous)

d. Approval of Agreement with SIM Architects, Inc. for El Camino High School

Trustee Lam noted that several recent items, including this one, were funded through the district's regular facilities fund rather than the bond program, and she asked for clarification on why that approach was being taken. She acknowledged hearing community comments about the need for these facilities and asked staff to speak to the urgency.

Mr. O explained that the decision to use facilities funds was tied to both timing and funding limitations. He emphasized that major high school construction projects will take several years to begin, and in the meantime, some immediate needs cannot wait. He also reminded the Board that the recently passed bond measure only covers a fraction of the district's overall facility needs, less than 50%, and possibly closer to 40% due to rising costs and tariffs. As a result, many projects, including some high school wings, may not be addressed under the bond. Given these constraints, the district chose to move this project forward using facilities funds to meet urgent needs.

Trustee Lam then asked about the expected completion timeline for the restroom upgrades. Mr. O responded that the goal is to have the work completed by or before the summer.

MOTION #43 (Hsieh/Richardson) to approve the agreement with SIM Architects, Inc. for architectural and engineering services for the El Camino High School Athletic Field Stadium Restroom Building, in the amount of \$168,000. Motion Carried. (Unanimous)

e. Amendment No. 1 with 19six Architects for South San Francisco High School

President Anthony commented on the project requirements, noting how surprising it is that the district is required to complete tasks that don't directly relate to the project itself. She compared it to being required to repave a sidewalk that isn't even adjacent to the construction site, calling the requirements "wild."

MOTION #44 (Lam/Hsieh) to approve the Amendment #1 with 19six Architects for additional architectural and engineering services required by DSA for the two Special Education Classroom Renovations at South San Francisco High School, in the amount of \$59,450. Motion Carried. (Unanimous)

f. Resolution No. 25-54 GANN Limits

MOTION #45 (Lam/Hsieh) to approve the adoption of Resolution #25-54: Certifying the actual Gann Limit for 2024-25 and the estimated Gann Limit for 2025-26 with a waive of the reading. (AYES: Richardson, Hsieh, Lam, Anthony; NOES: None). Motion Carried. (Unanimous)

REVIEW OF FUTURE AGENDA ITEMS AND MEETINGS

September 25, 2025

- Teaching and learning presentation – Parkway Heights MS
- Approval of San Mateo Co. 2025-26 CSPP preschool contract
- Update on enrollment for the 2025-26 school year
- Resolution honoring Filipino American History Month (October)
- Resolution honoring Dyslexia awareness Month (October)
- Resolution honoring Italian American Heritage Month (October)

- Resolution for California Week of the School Administrator (October)
- Approval of the Board Governance calendar for 2025-26

October 9, 2025

- Teaching and learning presentation – Los Cerritos ES
- Teaching and learning presentation – Children’s Center
- Presentation on Genentech and Science
- Presentation on Fiscal Services
- Williams report for 1st quarter ending 9/30/25
- Update on OpTerra Energy solar savings
- Resolution honoring Native American and Alaska Native Heritage Month (November)
- Approval of Local Indicators
- Approval of ESSER III Expenditure Plan for 2025-26

October 23, 2025 - Community Forum

- Topic(s) TBD

November 13, 2025

- Teaching and learning presentation – Ponderosa ES
- Presentation on Assessment/Accountability (CAASPP, CAST)
- Update on Safe School Plans
- Public Hearing on Educator Effectiveness Block Grant

December 11, 2025

- Teaching and learning presentation – Sunshine Gardens ES
- Presentation on Performance Management - CTE
- Approval of San Mateo Co. QRIS block grant for 2025-26
- Presentation and approval of First interim budget report “positive certification”
- Resolution for School Board Recognition Month
- CSBA Delegate Assembly nomination(s)
- Approval of the Effectiveness Educator Block Grant
- Approval of 2026 Summer School Program

December 16, 2025 - Reorganization meeting

- Board of Trustees reorganization
- Resolution honoring outgoing Board President
- Selection of Trustees to District sub-committees/committees

SUMMARY OF BOARD DIRECTIVES – None

GOOD AND WELFARE

Trustee Hsieh shared reflections from recent back-to-school nights, which someone had described as feeling like a party. At Buri Buri, a parent told her their child feels genuine excitement about coming to school every day. At Alta Loma, she observed a teacher and student working together with an energy of pure joy and connection. She emphasized that these moments are not accidental but the direct result of the district's commitment to Thrive, fostering wellness and belonging so every student feels seen, valued, and excited to learn.

Trustee Lam offered extended remarks, beginning by acknowledging the anniversary of 9/11 and calling for remembrance of those lost, as well as a recommitment to community and service in challenging times. She expressed deep concern over recent headlines, including the shootings at Utah Valley University and Evergreen High School, condemning such senseless violence. She reflected that the district's core values, community, authenticity, resilience, and equity, stand as a counterpoint to these negative societal forces, urging everyone to live by those values and choose to value one another. She then shared gratitude for the recent back-to-school nights, which she attended at South San Francisco High School, Westborough Middle School, Junipero Serra, and Monte Verde, thanking Principals Balisi, Rossi, Sampayan, and Mirt for their hospitality. She noted the excitement of families, including her own, as students began the school year. Trustee Lam also visited Los Cerritos with Dr. Moore and Trustee Richardson, where Principal Hong and staff welcomed them into classrooms and shared shifts being made to better support multilingual learners. She expressed enthusiasm for their progress. She further mentioned a recent visit to the Family Resource Center, where she spoke with Fatima Maldonado and learned that about 30 families had sought help at the start of the year. She encouraged donations, volunteering, and outreach to the center, noting the clear community need. Lastly, she acknowledged the passing of former board member Ray Latham, extending condolences to his family, and expressed gratitude for his many years of service. She remarked on the honor of serving alongside him and hoped the board would continue his legacy in the same spirit of community.

Trustee Richardson shared a series of community updates and reflections. She began by noting that she and Trustee Lam attended the recent Cultura Festival, which included a parade down Grand Avenue with families, children, community organizations, and cultural performances celebrating Latin American heritage. The South San Francisco Women's Club participated, along with the local response team and other groups. She reported that the mayor announced attendance of about 4,500 people at the event, underscoring its strong community turnout. She also highlighted the city council's recognition of Hispanic Heritage Month, where Antonio Lopez, a poet and former East Palo Alto mayor was present. In addition, she attended a local book signing for John Goodwin, a parent and El Camino High School alumnus who served with the National Park Service for 24 years. Trustee Richardson mentioned that she purchased his book and noted another local educator, Mr. McGowan of Baden High School, has recently published a second book available on Amazon. She reflected on the community's talent and enthusiasm, sharing lighter moments such as joking with Mr. Goodwin about whether Colma cemeteries might

be considered a national park. She described her experiences visiting several back-to-school nights, where families expressed joy about returning to campus. She noted the positive feedback on school meals, especially pepperoni pizza, and highlighted performances and activities, including the folklórico group at South San Francisco High School and culinary club displays at El Camino High School. She also purchased a t-shirt from the science club. Trustee Richardson closed by mentioning her conversation with Mr. Lopez, the mariachi teacher, who shared plans for a spring conference performance. She emphasized her appreciation for the vibrancy, talent, and dedication of the district's schools and community.

President Anthony acknowledged South San Francisco High School student Yunn Lee for their advocacy and leadership. Lee recently reached out to her regarding district PE policy, presenting a thoughtful case for changes, and had also previously advocated for immigrant family support. President Anthony commended the student for exemplifying the district's values of learning and impact.

ADJOURNMENT – 9:44 p.m

In memory of Raymond Latham - President Anthony adjourned the meeting in memory of former trustee Raymond “Ray” Latham, who dedicated much of his life to education, community service, and leadership. Mr. Latham’s career began as an educator with San Francisco Unified before he spent two decades in the restaurant industry as a corporate partner and general manager. He later returned to education as a professor of culinary arts and hospitality at City College of San Francisco for 16 years. In addition, he served the South San Francisco Unified School District as a trustee, including multiple terms as board president. President Anthony highlighted that Mr. Latham was deeply respected for his thoughtfulness, dedication, and public service, and she extended condolences to his family on behalf of the district.