

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Regular Meeting of October 9, 2025

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

SSFUSD Equity Definition

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

OPEN SESSION – 7:06 p.m.

A. CALL TO ORDER

B. ROLL CALL

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

Cabinet Members: Dr. Shawnterra Moore, Superintendent – Absent
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 Hong introduced Los Cerritos 5th grader, Elly Jang. She shared that Elly was chosen for her outstanding dedication, positive attitude, and leadership in the classroom. Her teacher, Ms. Campos, described her as soft-spoken, polite, eager to learn, and kind to her classmates. Principal Hong shared that Elly is dependable, ensures everyone has a role during group work, and encourages her peers to do their best. Her positivity and hard work inspire those around her, and she was proudly recognized for representing Los Cerritos Elementary.

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. REVIEW OF AGENDA – None

F. PTA COUNCIL REMARKS – Ms. Tina Jang assisted with translation for Maria Cobian.

Ms. Cobian introduced herself as a fourth-year PTA volunteer and first-year president at Los Cerritos, with a daughter in third grade. She shared several upcoming school events for the month, beginning with the spirit wear design contest, which already has a winner, Ricardo Palomino. Orders are being placed for the new Los Cerritos gear, and a link can be provided for anyone interested in purchasing. She highlighted the October events, including Spirit Day on October 17 with the theme of Class Color Day, a Movie Night on October 24, and the Halloween Parade on October 31. She thanked the district for supporting the Los Cerritos community and giving students the opportunity to have fun by trick-or-treating at the district office. The next event will be the Book Fair from November 3 to 7, focused on encouraging students to read more and discover fun books. Ms. Cobian also shared that on November 14, the school will host a Friendship Dinner, which will be a potluck event. She took a moment to express appreciation for PTA members, volunteers, and parents attending the meeting. She recognized the strong parent support for Wednesday sales, which help raise funds for the school. Ms. Cobian noted that the Los Cerritos PTA is fully aligned with the district's Portrait of a Graduate and its goal of building community and a sense of belonging. The PTA continues to promote belonging and school spirit through events such as spirit days, movie nights, and assemblies. She concluded by thanking everyone for their support.

G. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – None

South San Francisco Classroom Teachers Association – Shari Giusti, President of SSFCTA greeted the trustees, cabinet members, and community, sharing that she had promised to bring positive updates from school sites. She reported that during elementary parent-teacher conference week, Martin Elementary found the phone translation service extremely helpful in breaking language barriers, and Skyline Elementary saw nearly all families participate. She expressed appreciation for district office personnel being more present at school sites in a positive way and noted that Dr. Moore has been encouraging teachers to share good news about themselves and colleagues, emphasizing that recognition helps strengthen employee engagement.

She also cautioned that communication should go deeper than surface-level interactions. Over the past few months, her work has focused on responding to ongoing stress points within SSFUSD, issues that must be addressed for school sites and departments to thrive and effectively serve students. She compared the district to a car, saying that if one wheel is not working, the whole system cannot move forward. Ms. Giusti urged district leaders to take responsibility for addressing these concerns, as they have the ability to intervene and alleviate toxic workplace conditions so that focus can return to what benefits students most.

She closed by expressing sadness over the passing of Jane Goodall, whose life and work inspired her through their focus on empathy and action in social and environmental issues. Ms. Giusti shared Goodall's words: *"The least I can do is speak out for those who cannot speak for themselves. You cannot get through a single day without having an impact on the world around you. And what you do makes a difference. And you have to decide what kind of difference you want to make."*

California School Employees Association Chapter 197 – None

H. PERSONNEL COMMISSION

Mr. Hannon announced that the next Personnel Commission meeting will take place on Monday, October 20, 2025, at 5:00 p.m. in the district office boardroom.

I. ITEMS FROM THE BOARD – None

J. SUPERINTENDENT'S REPORT

Dr. Marcos Garcia provided the Superintendent's update on behalf of Dr. Moore, who was absent due to illness.

- a. Spruce ES Multilingual Language Learner Spotlight** – Earlier in the week, Spruce was invited by the San Mateo County Office of Education to host a panel presentation showcasing their journey and practices in serving multilingual students. The presentation described how the school reviewed and improved its instructional structures, strengthened collaboration among staff, and implemented a consistent designated ELD model that provides daily instruction from certificated teachers. The team also discussed how they use curriculum in intentional and aligned ways, the professional support they've received, and the positive results reflected in student growth data on the California Dashboard. The school shared videos of students who began as newcomers and, through effort and guidance, successfully reclassified as English proficient. The panel was composed of Principal Angelica Garduno, K–2 ELD educator Monica Gonzalez-Lopez, 3–5 ELD educator Andrea Tunkett, and Multilingual Learner ToSA Nahal Pacheco. They reflected on the successes and challenges of their work and

encouraged others to begin similar efforts even without dedicated ELD staff, emphasizing that collaboration and inclusion can start anywhere.

- b. Introduction of new colleagues** – Dr. Garcia explained that it is customary to invite new members of the leadership team to introduce themselves to the board and community. He then invited Principal Shari Balisi to come forward.

Principal Balisi greeted the board and community, sharing that she is the new principal of South San Francisco High School. She described her 27 years of experience in the San Francisco School District and explained that she was seeking a change in her career. She expressed her excitement about joining the South San Francisco community, praising the students as a gift to her work and expressing joy in seeing them in the classroom. Principal Balisi highlighted her enthusiasm for the various programs and events at the district, including the CTE program, AVID program, and ASB. She concluded by expressing gratitude for the opportunity to be part of the South San Francisco community.

- c. College & Career Fair** – Dr. Garcia shared information on the upcoming college and career fair. The district is partnering again with Jefferson Union High School District to host the event at Serramonte Mall on Thursday, October 16th, from 5:00 to 7:00 p.m. He noted that the fair is an important opportunity for students and families of all ages to explore college, career, and community resources. Dr. Garcia encouraged attendance, mentioning that there will be a raffle with prizes for students who sign in, and that a wide range of colleges, training programs, and career pathways will be represented. He urged families and students to attend and take advantage of this opportunity to learn about future educational and career options.

- d. Other** – None

K. STUDENT TRUSTEE REPORTS

1. Jaimelyn Ochoa, Fall Student Trustee and ASB President SSFHS began with greeting the board, cabinet, and community and noted the start of flu season. She reported that ASB had been busy, beginning with the homecoming rally where all classes performed dances. She congratulated the junior class for winning first place in the homecoming class competition and recognized the senior class for their close second place and for using the festivities to bond as a group. She acknowledged the time and dedication each class put into the event and praised their hard work.

She highlighted that the sophomore class successfully executed the homecoming dance, featuring a Disney movie in the small gym while the dance took place in the big gym, and thanked the PTSA for their support and

donations, which contributed to the event's success.

Ochoa shared that the Earth Club will host its annual Dinner in the Dark on Wednesday, October 29, in the outdoor learning space from 6:00 to 8:30 p.m., with a Halloween theme. Students are encouraged to wear costumes, and the dinner will feature Italian food prepared by club members, as well as performances and activities. Pre-sale tickets are \$15 from October 6 to 28, with tickets available at the door for \$20.

She reported that the drama department's fall play, *Blithe Spirit*, will open on October 10 at 7:00 p.m., with additional showings on October 11 at 2:00 p.m. and 7:00 p.m., and encouraged community attendance. She also acknowledged Filipino and Hispanic Heritage Months, emphasizing the importance of representing all cultures on campus and creating inclusive spaces for students.

In sports, she noted that both the girls' flag football and cheer teams celebrated senior night, honoring graduating seniors. She congratulated the football team on their win against Fremont High School during the homecoming and Pink Out game and wished them luck for their upcoming away game against Terra Nova.

2. Isabelle "Izzy" Ruiz, Spring Student Trustee and ASB President ECHS began by greeting the board, cabinet, and community, noting the enjoyment of fall weather and that she had recovered her voice. She announced that El Camino will host CADA Area B on Monday, an annual event where middle and high school leadership programs from across the Bay Area come together to learn and share ideas. The campus will be transformed into a campsite to match the theme "Around the Campfire, Ignite Your Leadership," with decorations created by the creation commission and workshops led by seven student leaders. The event will welcome 20 high schools and 12 middle schools.

She invited the community to the Fall Festival on October 25, featuring carnival games, activities, food trucks, and other festivities organized by ASB clubs and commissions, from 3:00 to 6:00 p.m. Ruiz highlighted Hispanic Heritage Month celebrations, where leadership and the Latin Club featured daily announcements on significant Hispanic figures, hosted lunch games, and created murals and classroom door decorations reflecting Hispanic culture. Filipino-American Month celebrations began October 15 in collaboration with the Barkada Filipino Club.

Ruiz recognized National Custodian Appreciation Day, thanking custodians with a Panera breakfast and a banner, emphasizing their role as essential to education. She reported on the annual Playathon fundraiser for the music program, featuring performances by band and choir members and providing donation links via Instagram.

She shared updates on fall sports, noting achievements across cross country, girls golf, girls tennis, flag football, volleyball, and varsity and JV football. Key wins included the flag football team's consecutive shutouts and the varsity football win against Mills Vikings. She encouraged the community to attend upcoming games, including tomorrow's varsity and JV football games, with a reminder to wear pink for Breast Cancer Awareness Month, and highlighted the cheer team's senior night honoring 24 seniors. She concluded by thanking the board, cabinet, and community, wishing everyone an enjoyable three-day weekend.

Vice President Murray asked all the student representatives to stand, acknowledging their consistent attendance at board meetings. Trustee Richardson noted that the students had new jerseys and asked for details. Jaimelyn Ochoa explained that South City High School updates their jerseys every two years, and this year the new design was created by ASB Vice President Hailey Heng. The jerseys are black with a Golden Gate Bridge patch, and she mentioned that anyone interested could place an order.

L. PUBLIC COMMENTS

Megan Connery, a teacher at El Camino High School, raised a concern regarding the upcoming weather and cafeteria construction. She noted that Tuesday's forecast predicts a 77% chance of rain, and the cafeteria is currently under construction. While food service has set up canopies over the food, they have holes and function more as sun shades than protection from rain. She asked how the district plans to keep food dry and where students will eat during the rain. She mentioned that when she previously raised the issue at the oversight meeting, the response was "we hope it doesn't rain," and she sought clarification on what will actually be done to address the situation.

Jocelyn Corpuz, a parent at Los Cerritos with twin boys, one in special education and one neurotypical, addressed the board to raise a concern on behalf of other families. She emphasized the need to create a safe space for families to report urgent issues in schools, noting that many feel unable to speak up, particularly non-English speakers, due to fear of repercussions affecting their children. She described the challenge of providing firsthand accounts of incidents while maintaining safety and privacy, explaining that speaking at the board, which is recorded, does not feel safe for these families. Corpuz shared that she has witnessed and heard about students being harmed, teachers being intimidated, and broader impacts on the community. She urged the board to take decisive action to protect children, faculty, and families, address ongoing escalation, and refocus on solutions that prioritize education, community, and safety.

Michael Harris, South San Francisco community member, addressed the board

and community, noting that artificial intelligence is a current national priority. He shared a personal experience struggling to reach a human when dealing with AI, describing it as a disaster. He referenced the film *Colossus: The Forbidden Project*, in which two defense computers, one from the United States and one from the Soviet Union, gain control drawing a parallel to current concerns about AI. He also discussed political assassination and shared a photographic history of World War I, highlighting the assassination of Archduke Ferdinand and Sophie, which led to both World Wars. He noted that the book he brought, published in 1933, includes depictions of historical figures such as Adolf Hitler, Joseph Stalin, Benito Mussolini, and Gamal Pasha (Atatürk), and commented that civilization has not advanced much over the past 90 years. Harris mentioned current political developments, stating that Donald Trump has stopped seven wars and is working on the last two. He invited anyone interested to photograph the historical pages using their phones.

M. INFORMATION ONLY PRESENTATIONS

1. TEACHING & LEARNING

a. Teaching and Learning presentation: Los Cerritos Elementary School

Dr. Campbell introduced Principal Karen Hong who presented the educational priorities and programs at Los Cerritos Elementary School.

Introduction & Mission

Principal Hong began her presentation by greeting the board, superintendent, cabinet, and community, expressing gratitude for the opportunity to present. She outlined that her report would highlight Los Cerritos Elementary's focus areas, growth, and successes.

She referenced the district's strategic plan, emphasizing its core values of care, authentic relationships, resilience, and equity. The plan's three priorities: academic discourse, math, and belonging, guide instruction, professional learning, and student support.

Principal Hong also shared Los Cerritos's mission to foster creativity, independence, and collaboration through a growth mindset within a caring and enthusiastic environment. She noted that her presentation would demonstrate how the school's initiatives align with both the site's mission and the district's overarching goals.

Los Cerritos Mission

Our mission is to foster creativity and independence using a growth mindset.

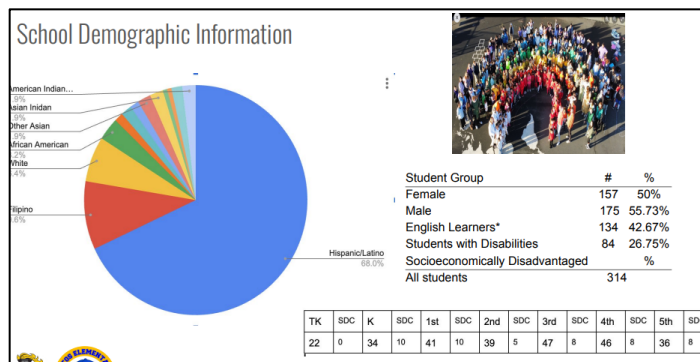
We are committed to encouraging our students to collaborate about their successes and challenges.

We will provide a caring and enthusiastic environment to our community of scholars.

Demographics

Principal Hong shared that the school serves transitional kindergarten through fifth grade, including four special education classes and a resource specialist program, with a total enrollment of 314 students.

She noted that 42.67% of students are English learners and 26.75% are students with disabilities. A demographic breakdown by ethnicity was also presented on the slide to show the distribution of students across different groups. Hong explained that understanding who their students are helps the school prioritize specific instructional strategies and supports.



Attendance

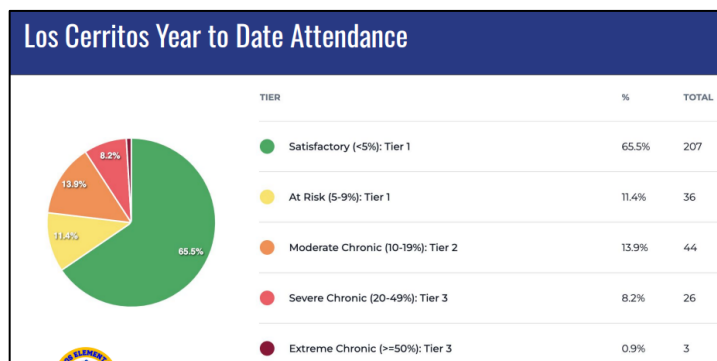
Los Cerritos' first site-level priority for the year is to reduce chronic absenteeism, emphasizing that attendance directly affects student engagement and academic success. The school's goal is to decrease the percentage of chronically absent students by 10% by May 2026.

Principal Hong explained that consistent attendance is one of the strongest predictors of student success, as each day in class is vital for learning and relationship-building. She shared monthly attendance trends, showing both areas of

progress and where additional improvement is needed.

Attendance x Month Last Two Years											
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Average Daily Attendance											
24-25 ADA	96.4%	95.6%	94.9%	94.8%	94.4%	94.0%	93.3%	93.3%	93.2%	93.1%	
25-26 ADA YTD	93.2%	93.7%	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Chronic Absenteeism											
24-25 C.A.	11.3%	12.4%	14.2%	18.0%	17.1%	18.2%	22%	21.5%	24.4%	24.9%	
25-26 C.A. YTD	19.5%	23.1%	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	

She explained that the year-to-date data categorizes students into three attendance tiers. Tier 1, Tier 2, and Tier 3, which helps the school identify which students are consistently attending and which groups require additional support to improve attendance.



Principal Hong outlined several strategies Los Cerritos is implementing to reduce chronic absenteeism and promote consistent attendance. Beginning in September, students with perfect attendance and those showing significant improvement are recognized monthly, with their photos and certificates displayed on an attendance recognition wall in the multi-use room. The school also fosters a culture of collaboration by encouraging teachers to share strategies that motivate daily attendance and launching friendly classroom competitions for the highest attendance rates.

Additionally, Principal Hong expressed appreciation for the school's attendance task force, which includes Family Liaison Ms. Palomino, Attendance Clerk Ms. Irene, Wellness Counselor Mr. Marzan, and herself. Together, the team works to strengthen family communication and ensure that every student feels connected, valued, and excited to attend

school each day.

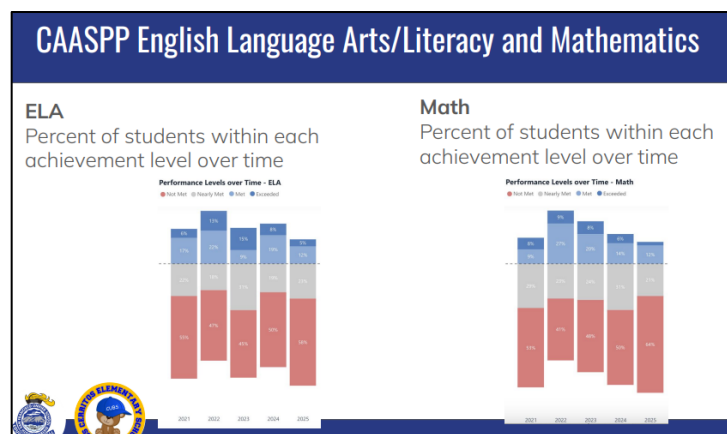
Attendance Matters: Strategies and Celebrations

- Attendance Shoutout Wall:** Monthly recognition for perfect attendance and growth
- Classroom Incentives:** Celebrating classes with the highest attendance
- Teacher Practices:** Sharing strategies that encourage students to attend daily
- Family Engagement:** Attendance letters, calls, and parent workshops
- Support Systems:** Connecting families with resources through our attendance task force
- Ongoing Monitoring:** Tracking Tier 1, 2, and 3 students to provide targeted support



California Assessment of Student Performance and Progress (CAASPP)

Principal Hong then provided an overview of Los Cerritos' CAASPP data in English Language Arts and mathematics. She explained that while the results highlight areas for growth, they also serve as a valuable tool to guide instructional priorities and targeted support. The data underscores the need to strengthen Tier 1 instruction, aligning closely with the district's strategic priorities of enhancing academic discourse, math instruction, and fostering a sense of belonging among students.



English Language Proficiency Assessments for California (ELPAC)

Principal Hong reviewed the ELPAC results. While the data reflected areas of progress, she emphasized that there is still significant work ahead to help multilingual learners reach full language proficiency.

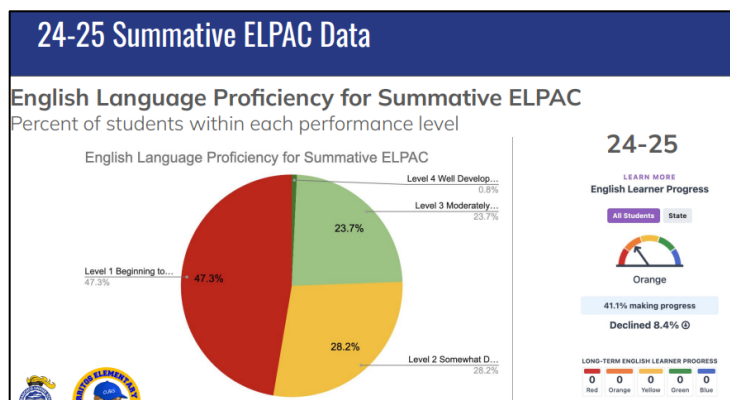
She introduced the school's second site-level goal, which

focuses on supporting multilingual learners. By May 2026, Los Cerritos aims for 50% of multilingual learners to increase their summative ELPAC score by at least one level on the spring 2026 assessment, a benchmark representing meaningful growth in language development and access to rigorous academic content.

To achieve this, the school is implementing several strategies:

- Using data-driven instruction to meet students' language and academic needs.
- Expanding academic discourse and structured student talk to build oral fluency and comprehension.
- Providing collaboration time for teachers to design high-quality designated ELD lessons.
- Offering professional learning on effective ELD practices and language scaffolding.
- Delivering targeted interventions for newcomers and students at varying proficiency levels.
- Conducting regular EL data analysis by grade to monitor progress and adjust instruction.

Principal Hong expressed appreciation for the dedication of Los Cerritos teachers, bilingual paraprofessionals Ms. Elizabeth and Ms. Brigitte, instructional coach Ms. Smith, and multilingual learner TOSA Ms. Hartman for their collaboration and commitment to advancing this work. Together, she noted, these efforts will help ensure that multilingual learners have the tools, confidence, and language skills necessary to thrive both academically and socially.



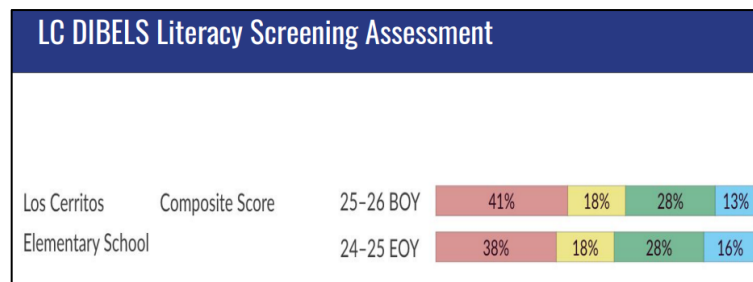
DIBELS

Principal Hong highlighted the critical role of reading specialists in advancing Los Cerritos' broader goal of improving student performance across all grades. These specialists ensure that students develop foundational literacy skills necessary to access and engage with grade-level content across subjects.

Their work includes:

- Providing targeted interventions for students who need additional support.
- Collaborating with classroom teachers to align instruction.
- Using data from literacy screenings to guide intervention strategies and monitor student growth.

Principal Hong acknowledged Ms. Steffey and Ms. Alvarez for their dedication, noting their tremendous impact on student success, not only academically but also in helping students build confidence as readers.

**School Leadership Team**

Principal Hong emphasized that all the initiatives at Los Cerritos, supporting multilingual learners, strengthening literacy, and promoting consistent attendance, are driven by strong leadership and collaboration within the school. The instructional leadership team is central to translating district priorities into effective site-level practices. Team members include:

- Wellness counselor: ensures a social-emotional perspective is applied to decisions and practices.
- Instructional coach: provides ongoing support and guidance to teachers across all grade levels.
- Reading specialists: focus on literacy instruction and foundational reading skills.

- Multilingual Teacher on Special Assignment (ToSA): guides strategies for multilingual learners.
- Principal Hong (Herself): provides overall leadership and coordination of priorities.

Together, this collaborative team ensures that attendance goals, multilingual learner growth, literacy initiatives, and PBIS strategies are implemented effectively and cohesively.



Professional Learning Community (PLC)

Principal Hong highlighted that Los Cerritos is continuing to strengthen professional learning communities (PLCs) as a key part of their instructional approach. PLCs provide structured opportunities for teachers to:

- Share instructional strategies with colleagues.
- Observe these strategies in action.
- Debrief and refine their practice to better support students.

PLCs help build a culture of continuous improvement, which directly contributes to student learning and overall success.

Professional Learning Community

Teacher as Facilitator

- Introduce 3 Read process.
- Display word/story problem.
- Use collaboration strategies to generate conversation about each step.
 - Turn and talk
 - Plan share
 - Tackle group discussion
- Clearly explain what should be included in a complete answer.
 - Create a rubric (not shown)
 - Drawing/Chapters, numbers or algorithm, written explanation

Important to build classroom culture where students feel comfortable sharing, all ideas are respected, and they understand that **ERRORS ARE GIFTS.

Collaboration

Positive Behavior Intervention and Supports (PBIS)

The third school goal at Los Cerritos focuses on fostering a safe, inclusive, and welcoming school climate where students feel supported and connected to the school community. PBIS, or Positive Behavioral Interventions and Supports, was identified as a priority based on informal data from the previous year, which highlighted the need for consistent and positive reinforcement. Through PBIS assemblies, the school is reinforcing expectations, celebrating successes, promoting a stronger sense of belonging and connection, and encouraging a shared responsibility for maintaining an inclusive school community.



Belonging – Spirit Days

Building on the focus of belonging, Principal Hong emphasized the importance of celebrating diversity and fostering school spirit. When students feel part of a vibrant and inclusive community, they become more engaged, confident, and connected to their peers and school. An example of this was the first spirit day of the year, Heritage Day, where students dressed to celebrate their heritage, and staff and parents participated by sharing and showcasing their own cultural backgrounds. The event highlighted the richness and pride within the Los Cerritos community and provided students an opportunity to shine as their identities were honored and celebrated. Principal Hong also recognized the PTA and parent volunteers for their support and partnership in making Spirit Days possible, noting that this collaboration creates meaningful experiences that celebrate students and strengthen the school community.



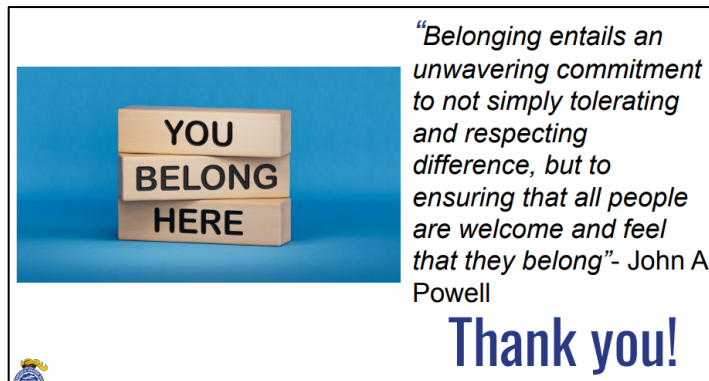
Community is Our Strength

Building on the celebration of diversity and school spirit, Principal Hong expressed gratitude for being part of a community where family engagement is deeply valued and recognized as a key strength. Morning announcements on the yard provide opportunities for parents to join the campus, celebrate student achievement, and experience the culture and pride of the school firsthand. A highlight of this engagement was when a second-grade teacher, Ms. Ringseis, led her class in a spirit day cheer. All students at Los Cerritos learned the cheer and participated, fostering a sense of community, belonging, and shared excitement across the school.



Belonging

Principal Hong shared a quote by John A. Powell that captures the essence of the school's priorities around belonging: "Belonging entails an unwavering commitment to not simply tolerating and respecting difference, but to ensuring that all people are welcome and feel that they belong."



Appreciation

Principal Hong concluded by expressing deep gratitude to the school's parent volunteers, acknowledging their partnership, collaboration, and unwavering support for students and staff. She highlighted their contributions to spirit days, festive events such as potlucks, movie nights, field day, book fairs, and other celebrations that enrich the school community. She emphasized that these efforts model the power of community and collaboration for students and publicly recognized volunteers Maria Cobian, Maria Govea, Jose Castaneda, Veronica Oviedo, and Orlenda Ambrocio. She also noted that her Spanish has improved thanks to the supportive community and thanked everyone again for making a meaningful difference in the lives of students.



Trustee Hsieh expressed admiration for Principal Hong's humble, subtle, and powerful leadership, noting that it shines through in her presentation and reflects positively on the community. She thanked the parent and community volunteers for their support and emphasized the ongoing nature of community building and academic achievement. Trustee Hsieh expressed excitement for the next steps in advancing academic success and belonging, and she called

for continued support from both the school leadership and the community to achieve these goals.

Trustee Lam shared that she recently had the pleasure of visiting the campus for a formal classroom walk and appreciated seeing the school's history and the way priorities are woven into Principal Hong's presentation. She highlighted the importance of supporting students' attendance, sense of belonging, and needs of multilingual learners, and praised the contributions of the new team members, including wellness counselor Jace Marzan. Trustee Lam acknowledged that while challenges remain, there are opportunities ahead and expressed confidence in the team's ability to continue building a strong foundation and solving problems, wishing them continued success.

Trustee Richardson shared that she has visited the school many times and described it as a very happy place. She expressed curiosity about the number of languages represented among English learners, noting the diversity of the student population. Principal Hong explained that students speak Spanish, Arabic, Chinese, Filipino, and other dialects, and described how the school's strategies for multilingual learners are differentiated to meet varying levels of English proficiency. Trustee Richardson asked about TK, and Principal Hong shared that their TK program uses the SEEDS curriculum to build foundational reading skills and teach routines, social-emotional skills, and the joy of learning for three- and four-year-old students. Trustee Richardson appreciated the goals and praised Principal Hong's leadership, acknowledging the challenges the school has faced and the progress being made.

Vice President Murray thanked Principal Hong for the report, noting that having visited the school community frequently last year, she saw many familiar faces and described it as a warm community. She praised the school's emphasis on community and fostering a sense of belonging, expressing gratitude to Principal Hong and the staff for their work.

**b. Teaching and Learning presentation:
District's Child Development Program**

Dr. Campbell introduced Coordinator Eric Claybon who presented information on the Child Development Program.

Introduction

Mr. Claybon introduced himself as the Child Development Program Coordinator and shared that it was an honor to present information about the child development program.

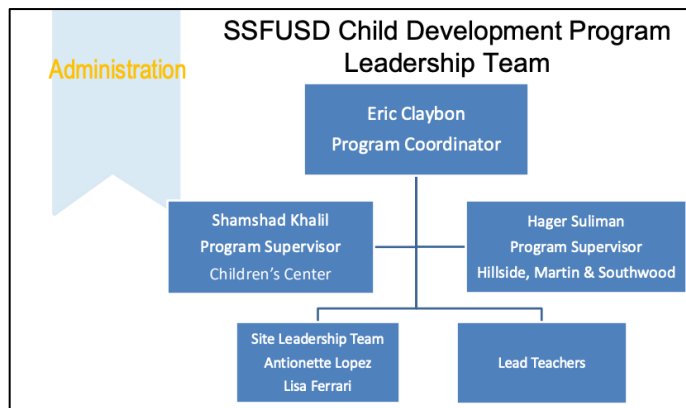
He stated that his presentation would include a program and data overview, goals and action plans, and time for questions if there were any. He explained that the Child Development Program is guided by the district's Portrait of a Graduate vision, core values, and strategic priorities aligned to the LCAP goals. The Portrait of a Graduate represents the district's commitment to students and families, ensuring that every student has the opportunity to develop in the four district graduate aims: the ability to learn consistently as their life and world change, navigate their futures purposefully, thrive as individuals, and impact their communities for the better.

Mr. Claybon shared that the district's strategic plan outlines five priorities that support achieving the Portrait of a Graduate commitment to all students by ensuring that instruction is exceptional, all students are engaged, partnerships are purposeful, educators are empowered, and systems are centered on equity.

He then highlighted the district-wide priorities for the 2025–2026 school year, which are exceptional instruction and engaged students. He noted that the Child Development Program priorities mirror those of the district. In the area of engaged students, the program will focus on belonging with an emphasis on students and families, and in the area of exceptional instruction, the program will continue to focus on SEEDS literacy implementation and the integration of math skills and concepts into the daily curriculum.

Leadership Team

Mr. Claybon stated that the Child Development Program is guided and supported by himself as the program coordinator, two program supervisors, Shamshad Khalil and Hager Suliman, newly elected site leadership team members, Antoinette Lopez and Lisa Ferrari, and nine lead teachers.



Locations

The Child Development Program has continued to offer quality child care in South San Francisco since 1943. At its four licensed locations, the program serves nine preschool classrooms under state and county contracts.

Four Licensed Preschool Locations

Children's Center	105
Hillside	72
Martin	23
Southwood	36
Total	236

Mr. Claybon stated that the program is currently serving five full-day classrooms at the Children's Center, Hillside, and Southwood, as well as four part-day classrooms under the state and county contracts at the Children's Center and Martin.

Full Day Preschool Classrooms

Children's Center		
Classrooms	Students Per License	Days of Operation
Room 1	21	243
Room 2	21	243
Room 6	21	180
Hillside Child Development Center		
Classrooms	Students Per License	Days of Operation
Room 24	24	240
Southwood Child Development Center		
Classrooms	Students Per License	Days of Operation
Room 46	15	240

Part Day Preschool Classrooms		
Children's Center		
Classrooms	Students Per License	Days of Operation
Room 3AM	21	180
Room 4AM	21	180
Martin Child Development Center		
Classrooms	Students Per License	Days of Operation
Room 13AM	23	180
Room 13PM	23	180

Mr. Claybon explained that the Child Development Program also operates two school-age programs, one subsidized and the other fee-based. The subsidized program is located at the Children's Center with the capacity to serve 70 elementary school students. The fee-based program, called the District Extended Daycare Activities Program (DEDAP), is located at Buri Buri and Skyline Elementary Schools.

3 Before and After School Locations									
									
Buri Buri Elementary	Skyline Elementary								
									
Spruce Elementary									
<table> <tr> <th>Children's Center</th><th>70</th></tr> <tr> <td>Buri Buri Elementary</td><td>84</td></tr> <tr> <td>Skyline</td><td>56</td></tr> <tr> <td>Total</td><td>210</td></tr> </table>	Children's Center	70	Buri Buri Elementary	84	Skyline	56	Total	210	
Children's Center	70								
Buri Buri Elementary	84								
Skyline	56								
Total	210								

Demographics

Mr. Claybon presented preschool demographic data for the 2024–25 and 2025–26 program years, highlighting student ages, English learner percentages, students with IEPs, and how many remain in the district after preschool. He noted that the decline in four-year-olds served this year is due to the expansion of transitional kindergarten (TK).

Preschool Demographics					
2024-2025			2025-2026		
Age Group	4 Years-Old: 61	59.8%	4 Years-Old: 25	29.1%	
	3 Years-Old: 40	39.2%	3 Years-Old: 40	46.5%	
	5 Years-Old: 1	1.0%	5 Years-Old: 0	0%	
English Language Learners	ELD: 78	76.5%	ELD: 71	84.5%	
	No ELD: 24	23.5%	No ELD: 13	15.5%	
IEP/IFSP	No IEP's: 78	76.5%	No IEP's: 21	76.5%	
	With IEP's: 16	15.7% (27)	With IEP's: 24.4	24% (21)	
	Undetermined: 8	7.8%	Undetermined: 3	3.49%	
Continuing SSF Students	Continuing: 78	76.5%	Continuing: Too Early		
	Leave the District: 16	15.7%	Leave the District: Too Early		

Seeds of Learning

The program is now in its third year of SEEDS implementation. SEEDS of Learning is a professional learning framework designed to help early childhood educators prepare children for kindergarten by developing oral language, emergent literacy, and social-emotional skills. The framework centers on five key literacy predictors: oral language, phonological awareness, print concepts, alphabet principles, and vocabulary.

Seeds of Learning	
SEEDS of Learning is a professional learning framework that empowers early childhood educators to prepare all children for kindergarten through the development of oral language, emergent literacy, and social-emotional skills.	
The Framework focuses on the Big 5 Literacy Predictors: oral language, phonological awareness, print concept, alphabetic principles and vocabulary.	

This year, the literacy goals for the Child Development Program are to increase the phonological awareness scores of tier one students by 15 percent on the IGDl's assessment from the beginning to the end of the year and to increase the alphabet knowledge scores of tier one students by 15 percent on the same assessment over the same period.

Seeds of Learning Literacy Goals

Goal 1: We will increase the percentage of Big Lift preschoolers scoring in Tier 1 on the IGDl's phonological awareness measure by 15 percentage points from the beginning to the end of the year through phonological instruction routines that follow a scope and sequence, as measured by First Sounds (4-year-olds) by May 2026.

Goal 2: We will increase the percentage of Big Lift preschoolers scoring in Tier 1 on the IGDl's Alphabet Knowledge measures by 15 percentage points from the beginning to the end of the year through explicit, weekly instructional routines as measured by the IGDl's Sound Knowledge (4-year-olds) and fridge letters (3-year-olds) by May 2026.

Individual Growth and Development Indicators (IGDI's)

The Individual Growth and Development Indicators, or IGDIs, is a literacy assessment tool for young children that monitors their growth and development before entering kindergarten. Its purpose is to provide preschool teachers with detailed information about students to help identify areas of strength and areas needing growth.

Individual Growth and Development Indicators (IGDI's)

IGDI's is a literacy assessment for young children that monitors the growth and development of students before they go to Kindergarten.

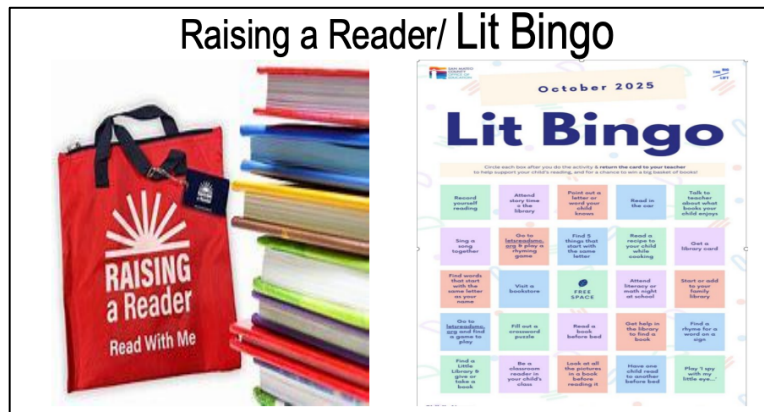
The purpose is to give preschool teachers more information about students in order to identify areas of strength and areas for growth.

Formal IGDIs data from last year shows that South San Francisco's three- and four-year-old students are performing at higher levels than other preschool programs in the Big Lift community. Three-year-olds demonstrated a 32% increase in oral language scores from September 2024 through May 2025, while four-year-olds showed a 16% increase in oral language scores and a 14% increase in sound identification. These gains reflect the third year of SEEDS implementation, which included training, coaching, professional learning communities, literacy leadership training, administrative walkthroughs, and dedicated staff support.

24-25 IGDI's Data

MIXED ORAL LANGUAGE 3-year-olds		% of Children Meeting Tier 1				
Agency	Number of children with assessments at all 3 time points	Fall	Winter	Spring	% Change	
City of South San Francisco	0	0.0%	0.0%	0.0%	0.0%	0.0%
Izumi Early Education	90	10.0%	14.4%	16.7%	6.7%	
Peninsula Family Service	41	34.1%	34.1%	34.1%	0.0%	
Cabrillo Los Litos	15	53.3%	46.7%	53.3%	0.0%	
La Honda-Pescadero	12	33.3%	25.0%	41.7%	8.4%	
San Bruno Park	36	47.2%	38.9%	33.3%	-13.9%	
South San Francisco USD	41	34.1%	34.1%	40.9%	31.8%	
Coastside Children's Programs	7	28.6%	42.9%	28.6%	0.0%	
All The Big Lit Students	242	28.1%	28.1%	34.3%	6.2%	
PICTURE NAMING ORAL LANGUAGE						
Agency	Number of children with assessments at all 3 time points	Fall	Winter	Spring	% Change	
City of South San Francisco	0	0.0%	0.0%	0.0%	0.0%	0.0%
Izumi Early Education	78	10.3%	7.7%	20.5%	10.2%	
Peninsula Family Service	42	38.1%	28.6%	52.4%	14.3%	
Cabrillo Los Litos	7	14.3%	42.9%	57.1%	42.8%	
La Honda-Pescadero	6	33.3%	0.0%	16.7%	-16.6%	
San Bruno Park	23	26.1%	8.7%	34.8%	8.7%	
South San Francisco USD	59	40.0%	38.0%	56.0%	16.0%	
Coastside Children's Programs	6	33.3%	16.7%	33.3%	0.0%	
All The Big Lit Students	212	25.9%	20.3%	38.2%	12.3%	
SOUND IDENTIFICATION						
Agency	Number of children with assessments at all 3 time points	Fall	Winter	Spring	% Change	
City of South San Francisco	0	0.0%	0.0%	0.0%	0.0%	0.0%
Izumi Early Education	74	36.5%	29.7%	60.0%	13.5%	
Peninsula Family Service	41	25.0%	20.0%	33.0%	8.0%	
Cabrillo Los Litos	6	33.3%	83.3%	83.3%	50.0%	
La Honda-Pescadero	6	50.0%	33.3%	66.7%	16.7%	
San Bruno Park	23	30.4%	30.4%	65.2%	34.8%	
South San Francisco USD	51	66.7%	60.8%	80.4%	13.7%	
Coastside Children's Programs	5	33.3%	33.3%	33.3%	0.0%	
All The Big Lit Students	207	48.3%	43.0%	68.2%	17.9%	

The program continues to focus on developing literacy skills that prepare children for academic success and establish consistent reading habits for students and families. Activities supporting this effort include the Raising a Reader platform and Literacy Bingo, a county-sponsored interactive literacy game designed for family participation.



Mr. Claybon concluded with sharing that the program is also hosting an upcoming literacy event called Falling in Love with Reading, scheduled for October 23rd from 6:00 to 7:00 p.m. in the multi-use room at Martin Elementary School. Families with children ages zero through five are invited to attend.



Falling In Love with Reading

Parents with Children ages 0-5 are welcome
To join us for an engaging presentation exploring the
joys of reading. Participants will also have an
opportunity to sign up for the Dolly Parton Imagination
Library which provides a free book every month
until your child turns 5yrs old.



Trustee Richardson expressed interest in attending the October 23rd literacy event to observe how young children are able to articulate or read. She inquired about whether children at this age have homework, noting that reading homework is typically assigned by second grade. Mr. Claybon responded that while there isn't formal homework, some packets are sent home to support phonological awareness, letter recognition, and sound recognition, ensuring students are engaged with these early literacy skills.

Trustee Lam shared her appreciation for Mr. Claybon and recalled visiting the program earlier in the year with Dr. Moore. She noted the diversity of students, including those with home languages other than English, and commended the intentionality and structure of the program, emphasizing that the results demonstrate students are well-prepared for kindergarten. She asked about the current wait list for preschool enrollment. Mr. Claybon responded that enrollment occurs throughout the year as spaces are available, noting that the Children's Center currently has four families on the wait list, who will be served if they qualify. Trustee Lam asked about income qualifications, and Mr. Claybon confirmed that they exist. Trustee Lam also inquired about the impact of the expanding TK program on preschool enrollment. Mr. Claybon explained that preschool remains a parent choice, but TK has significantly affected enrollment, with 31% fewer four-year-olds enrolled compared to the previous year. Trustee Lam acknowledged the impact and thanked him for the information.

Trustee Hsieh expressed appreciation for Mr. Claybon's presentation, noting that the data was well-organized. She asked for clarification regarding Goal One for the next year, specifically the 15% increase for Tier One students. Referring to slide 16, she asked if the current 31% in oral language for

South San Francisco Unified School District students would increase to 45% or 46%. Mr. Claybon confirmed that the goal, set by Big Lift partners, intends to increase the presented data by 15 percentage points. Trustee Hsieh sought further clarification about the calculation and acknowledged needing a side conversation for her understanding. Mr. Claybon offered to follow up with her later to provide a definitive explanation. Trustee Hsieh apologized for not asking in advance.

Vice President Murray thanked Mr. Claybon for his report, expressing that the program is one of her favorite places to visit because of the young children, and she expressed her appreciation.

The Board recessed at 8:26 p.m. and reconvened at 8:36 p.m.; Student Trustee Ochoa left the meeting at 8:26 p.m.

2. BUSINESS SERVICES

a. Citizens' Bond Oversight Committee annual report 24-25

Mr. O shared the Measure J Citizens Bond Oversight Committee report on behalf of Chairperson John Sanna, who was unable to attend due to illness. Mr. O. explained that the committee is responsible for providing an annual report to update the community on the operations and status of bond projects. The report communicates the financial status of the bond. Based on information provided by bond management, the committee finds that the bond funds have been spent accurately and correctly on the intended projects. The report was respectfully submitted on October 9, 2025, by John Sanna.

N. PRESENTATION WITH POTENTIAL ACTION – None

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

Trustee Lam inquired about consent item 5C regarding professional service agreements, specifically the extension of the district's subscription with Edlio, the current website provider. She asked for an update on the transition from Edlio to Finalsight, the new provider. Mr. O responded that, according to the Director of Technology, Mr. Sundaram, the target date for launching the new district website is November 2025. Staff are currently being trained and updating the site with current content to ensure a smooth transition. At this time, they do not anticipate needing to

extend the Edlio contract beyond December 31, 2025. Trustee Lam acknowledged that the amount for the extension was not large and expressed hope that no further extensions would be needed, adding that she enjoys discussing websites.

MOTION #67 (Hsieh/Lam) to approve items: 1a. Minutes of the September 11, 2025 Regular Board Meeting; 1b. Minutes of the September 25, 2025 Regular Board Meeting; 2a. SSFHS staff member to attend the Worlds of Flavor International Conference and Festival in Napa, CA on November 5 – 7, 2025; 2b. SSFHS staff member to attend the ACTFL Conference in New Orleans, LA on November 21 – 23, 2025; 2c. Westborough MS staff & Leadership students to attend the Disney's Youth Education Program in Anaheim, CA on February 12 – 15, 2026; 2d. Staff member(s) to attend the CTE Educating for Careers Conference in Sacramento, CA on March 1 – 3, 2026; 2e. Staff member(s) to attend the CUE Conference in Palm Springs, CA on March 19 – 21, 2026; 3a. Classified Personnel Assignment Order; 4a. Approval to participate in the California Healthy Kids Survey for the 2025-26 Spring administration; 5a. Gifts to the District; 5b. Fundraising events for the 2025-26 school year; 5c. Professional service agreements under \$25,000. Motion Carried. (Unanimous)

PUBLIC HEARING

The Board meeting was suspended to open a public hearing at 8:42 p.m.

Vice President Murray announced that, in accordance with California Government Code section 3547, all initial proposals from exclusive representatives and public school employers regarding matters within the scope of representation must be presented at a public meeting and subsequently become public records. She stated that the South San Francisco Unified School District and the South San Francisco Federation of Adult Educators (SSFFAE) will be negotiating a successor collective bargaining agreement for the 2025–2028 term.

Mr. Hannon read the district's initial proposal to the South San Francisco Federation of Adult Educators (Local 6179) for successor contract negotiations. He stated that, pursuant to Government Code section 3547, the proposal is being submitted publicly. The district emphasized that its approach to negotiations will be guided by the board-adopted strategic plan, "Fulfilling Our Promise to Learners," and that proposals and counterproposals will address articles identified by the Federation in its eventual sunshine statement.

The district intends to "sunshine" articles including, but not limited to, Article 10 (Evaluation Procedures), Article 11 (Leaves of Absence), Article 12 (Compensation), Article 13 (Benefits), Article 20 (Duration), and any appendices affected by contract modifications. Additionally, the district reserved the right to negotiate subjects and articles not specified, consistent with the Educational Employment Relations Act. Mr. Hannon

concluded by expressing the district's commitment to collaborative, objective, and fact-based negotiations with the Federation.

Trustee Lam asked for clarification regarding the South San Francisco Federation of Adult Educators' contract, noting that it had lapsed on June 30th of this year and asking if they were still operating under the prior agreement.

Mr. Hannon confirmed that the current three-year contract expired on June 30, 2025, and that the district is in a "stay put" situation, meaning the existing contract remains in effect until a new contract is negotiated.

Trustee Lam then asked about the Federation's sunshine proposal. Mr. Hannon responded that he has been in communication with President Elizabeth Bales-Stutes and that the Federation intends to submit their sunshine proposal in November.

This Public Hearing provided an opportunity for members of the public to comment on the SSFUSD proposal. There were no comments.

The public hearing was closed and the Board meeting resumed at 8:46 p.m.

INFORMATION/DISCUSSION

1. HUMAN RESOURCES

a. Williams Uniform Complaints for First Quarter Ending 9/30/25

Mr. Hannon reported that in accordance with Education Code section 35186, following the Williams case settlement, all California school districts must prepare quarterly reports summarizing the nature and resolution of any Williams uniform complaints received. These reports are submitted to the county superintendent of schools and publicly reported at a governing board meeting in April, July, October, and January. For the first quarter, July 1, 2025, through September 30, 2025, no complaints were filed.

ACTION

1. ADMINISTRATION

a. Resolution No. 25 – 61: Native American and Alaska Native Heritage Month

The resolution was read by Trustee Richardson.

MOTION #68 (Hsieh/Lam) To adopt Resolution #25-61: Honoring Native American and Alaska Native Heritage Month. (AYES: Richardson, Hsieh, Lam, Murray; NOES: None). Motion Carried. (Unanimous)

b. Resolution No. 25 – 62: Trustee Compensation

MOTION #69 (Lam/Hsieh) To adopt Resolution #25-62: To allow stipend payment for Trustee Murray who was absent from the September 25, 2025 Regular Board meeting and a waive of the reading. (AYES: Richardson, Hsieh, Lam; NOES: None; ABSTAIN: Murray). Motion Carried.

2. TEACHING & LEARNING

a. Approval of Agreement with the Regents of the University of California, BAWP

MOTION #70 (Hsieh/Lam) to approve the agreement with the Regents of the University of California, Bay Area Writing Project (BAWP), to partner with Baden High School to support teacher inquiry into effective writing practices across disciplines, with a focus on cultivating teacher leadership and serving multilingual students during the 2025-26 school year. Motion Carried. (Unanimous)

b. Approval of the Proposition 28 Annual Report for Arts and Music Education Funding for the 24-25 School Year

Trustee Lam asked for clarification regarding a report stating that no funds were spent in the 2024–25 school year, specifically inquiring about implementation plans for each school site to determine how funds would be allocated.

Dr. Campbell responded that implementation plans are still being developed to ensure the funds are spent. She noted that the district is currently using funds from the 2022–23 allocation and that there is a three-year window to spend these funds.

Trustee Lam appreciated the clarification, noting she had not realized funds from previous years were still being utilized.

MOTION #71 (Hsieh/Richardson) to approve the 2024-25 annual report for Proposition 28 which provides funding

allocated for arts and music education in SSFUSD. Motion Carried. (Unanimous)

3. HUMAN RESOURCES

a. Approval of Agreement with RPh on the Go, LLC d/b/a Spindle

MOTION #72 (Lam/Hsieh) to approve the agreement with RPh on the Go, LLC d/b/a Spindle, to provide certificated and classified substitute support during the 2025-26 school year, in an amount not to exceed \$150,000. Motion Carried. (Unanimous)

b. Approval of Agreement with The Regents of the University of California on behalf of UC Merced Extension Education Programs

MOTION #73 (Hsieh/Lam) to approve the Teacher Preparation Program agreement with The Regents of the University of California, on behalf of UC Merced Extension Education Programs, to provide student teaching and intern placements for university students for the 2025–2028 school years. Motion Carried. (Unanimous)

c. Approval of MOU with Santa Clara University

MOTION #74 (Hsieh/Richardson) to approve the Student Teaching MOU with Santa Clara University to provide student teacher placements for university students during the 2025–2028 school years. Motion Carried. (Unanimous)

d. Adoption of Tentative Agreement with CSEA Chapter 197 and Approval of AB 1200 Disclosure

Trustee Lam asked for clarification regarding the board's recent vote on a tentative agreement, noting that it had been approved previously even though it had not yet been ratified, and asked why it was being presented again with the AB 1200 disclosure included.

Mr. Hannon explained that at the September 25, 2025 board meeting, the tentative agreement along with the AB 1200 disclosure was presented, with adoption contingent upon ratification scheduled for September 30, 2025. Since CSEA voted to ratify the tentative agreement, it is now being brought back to the board as a complete package, providing a

reference for the AB 1200 disclosure connected to the agreement.

MOTION #75 (Hsieh/Richardson) to approve the Tentative Agreement between SSFUSD and CSEA Chapter 197 for the 2025–2028 term, and approval of the related AB 1200 Public Disclosure of Collective Bargaining Agreement. Motion Carried. (Unanimous)

e. Acceptance of Agreement with Unrepresented Employees and Approval of AB 1200 Disclosure

MOTION #76 (Hsieh/Lam) to approve the agreement with the District's unrepresented employees for the 2025–2028 term, and approval of the corresponding AB 1200 Public Disclosure. Motion Carried. (Unanimous)

4. BUSINESS SERVICES

a. Approval of Agreement with Infinity Communications and Compliance, Inc.

Trustee Richardson asked if this was related to the electric charging units.

Mr. Sundaram clarified that it was not. He explained that the firm assists the district in obtaining discounts on technology services and purchases, processes E-Rate discounts, and helps conduct RFPs for projects to ensure vendor compliance with E-Rate regulations. Trustee Richardson responded positively, noting that she liked hearing about discounts.

MOTION #77 (Hsieh/Lam) to approve the 2025–26 agreement with Infinity Communications and Compliance, Inc. for E-Rate consulting services in the amount of \$26,000. Motion Carried. (Unanimous)

b. Approval of Agreement with Ninyo & Moore Geotechnical and Environmental Sciences Consultants

Trustee Lam asked for clarification regarding Exhibit A on page 93, which showed a photo of the planned soil excavation sites marked with five circles on paved areas and playgrounds. She expressed concern about what would happen to the pavement after excavation and whether there

would be additional costs for repairs.

Mr. O confirmed that all areas would be patched and made safe for use afterward. Trustee Lam thanked him for the clarification.

Trustee Richardson added that she appreciated the visual schematics of the new TK structures, noting that they help parents see the district's efforts to ensure buildings are compliant with state standards.

MOTION #78 (Hsieh/Lam) to approve the agreement with Ninyo & Moore Geotechnical and Environmental Sciences Consultants for geotechnical and geologic hazard evaluation services for the Sunshine Gardens Elementary School Modernization Project in the amount of \$77,350. Motion Carried. (Unanimous)

c. Approval of Amendment #1 with BESS Test Lab, Inc.

MOTION #79 (Hsieh/Richardson) to approve Amendment No. 1 to the Independent Consultant Agreement with BESS Test Lab, Inc. for additional utility surveying services for the Spruce and Monte Verde Elementary School Modernization Projects under the Measure T Bond Program in the amount of \$6,240. Motion Carried. (Unanimous)

d. Approval of Agreement with Cornerstone Earth Group

MOTION #80 (Hsieh/Richardson) to approve the agreement with Cornerstone Earth Group to provide geotechnical services for the Monte Verde Elementary School TK Classroom Building Project in the amount of \$38,150. Motion Carried. (Unanimous)

e. Approval of Change Order #2 with Zone 4 Construction

MOTION #81 (Richardson/Hsieh) to approve the Change Order No. 2 to the agreement with Zone 4 Construction for additional construction services under Contract #07-24 for the District Office Accessibility Improvements Project in the amount of \$13,627.50. Motion Carried. (Unanimous)

f. Approval of Agreement with AMS.NET, LLC. d/b/a MGT Impact Solutions

MOTION #82 (Lam/Hsieh) to approve the 2025–26 Managed Services Agreement with AMS.NET, LLC. to support District phone systems in the amount of \$54,990.36. Motion Carried. (Unanimous)

g. Approval of Bid Rejection and CUPCCAA Authorization

Trustee Richardson asked about the metal buildings next to the district office, questioning whether they would be repainted or replaced. Mr. O explained that the buildings, used by maintenance staff, would be repainted and patched to extend their lifespan. Trustee Richardson noted the buildings' age and expressed that while she would support the repainting, she believes new buildings are needed.

Trustee Lam asked for clarification regarding the bid process, noting confusion about a public bid that had been issued incorrectly. Mr. O explained that there was a miscommunication with the vendor, as the bid was advertised incorrectly instead of using the CUPCCAA process, which is faster for projects under the \$75,000 threshold. As a result, all formal bids will be rejected and the project will return to the CUPCCAA process for board approval at the next meeting. Trustee Lam confirmed understanding that the district will eventually seek vendors but must start over with the correct process.

MOTION #83 (Hsieh/Lam) to approve that, having received public bids for the District Office Corp Yard Maintenance Shop Painting Project, the Board reject all bids and authorize staff to complete the project under California Uniform Public Construction Cost Accounting Act (CUPCCAA) procedures for a project valued under \$75,000. Motion Carried. (Unanimous)

h. Resolution No. 25-63: Authorizing Lease or Purchase of Relocatable Modular Classroom Structure for Junipero Serra Elementary School

Trustee Lam asked about the cost difference between the Monte Verde and Junipero Serra structures, noting that Junipero Serra's was \$10,000 more despite appearing

identical on paper.

Mr. O explained that the additional cost is due to Junipero Serra requiring an extra outdoor water fountain in the play yard, which Monte Verde already has in place.

MOTION #84 (Hsieh/Lam) to adopt Resolution #25-63: Authorizing the purchase of a relocatable modular classroom building for Junipero Serra Elementary School pursuant to Public Contract Code Section 20118 and a waive of the reading. (AYES: Richardson, Hsieh, Lam, Murray; NOES: None). Motion Carried. (Unanimous)

i. Resolution No. 25-64: Authorizing Lease or Purchase of Relocatable Modular Classroom Structure for Monte Verde Elementary School

Trustee Lam commented that it is great that both Junipero Serra and Monte Verde are receiving new TK classrooms.

MOTION #85 (Lam/Hsieh) to adopt Resolution #25-64: Authorizing the purchase of a relocatable modular classroom building for Monte Verde Elementary School pursuant to Public Contract Code Section 20118 and a waive of the reading. (AYES: Richardson, Hsieh, Lam, Murray; NOES: None). Motion Carried. (Unanimous)

REVIEW OF FUTURE AGENDA ITEMS AND MEETINGS – None

October 23, 2025 - Community Forum

- Los Cerritos Modernization & Artificial Intelligence (AI)

November 13, 2025

- Presentation Teaching and Learning – Ponderosa ES
- Presentation Teaching and Learning – CAASPP, CAST, & AP
- Student Presentation – P.E. Requirements
- Update on Safe School Plans
- Public Hearing on Educator Effectiveness Block Grant
- Approval of Summer Programs Plan

December 11, 2025

- Presentation Teaching and Learning – Sunshine Gardens ES
- Presentation and approval of First interim budget report “positive certification”
- Attendance Update

- Multilingual Learner Master Plan
- Approval of San Mateo Co. QRIS block grant for 2025-26
- Resolution for School Board Recognition Month
- CSBA Delegate Assembly nomination(s)
- Approval of the Effectiveness Educator Block Grant
- LCAP Public Budget Forum

December 16, 2025 - Reorganization meeting

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

January 22, 2026

- Presentation Teaching and Learning – South San Francisco HS
- Presentation Teaching and Learning – LCAP Report – CA Dashboard
- Presentation on audited actuals report for the fiscal year ended June 30, 2025
- Approval of Migrant Ed MOU
- Recognition for outgoing Fall Student Trustee Ochoa
- Resolution honoring African American History Month (February)
- Williams report for 2nd quarter ending 12/31/25

February 12, 2026

- Presentation Teaching and Learning – Spruce Elementary
- Presentation Teaching and Learning – Multilingual Language Learners
- Report on Expanded Learning Opportunities Program (ELOP)
- Update on Governor's 2026-27 budget proposal
- Introduction of new Spring Student Trustee Ruiz
- Approval of DTS contract for 2026-27
- Approval of 2026 Young Audiences Professional Development MOU
- Approval of MOU w/ SVEF Elevate Math - 2026 Summer School Programs

February 26, 2026

- Presentation Teaching and Learning – Alta Loma Middle School
- Presentation Teaching and Learning – Special Education
- Presentation on supplement to the annual LCAP update for 2026-27
- Resolution for Women's History Month (March)
- Resolution for Red Cross Month (March)
- 2026 CSBA Delegate Assembly election
- Approval of declaration of need for fully qualified educators, 2026-27

SUMMARY OF BOARD DIRECTIVES – None

GOOD AND WELFARE

Trustee Lam shared that the next regularly scheduled board meeting will instead feature a community forum focused on the Los Cerritos modernization project and a discussion on artificial intelligence, thanking Dr. Hsieh for bringing up the AI topic. Trustee Lam provided updates on recent activities, highlighting a visit to Parkway Heights Middle School where students organized a surprise haunted house and showcased club activities. She thanked Principal Nguyen, Ms. Deanna Moreno, and community partners, including Magic Tooth Bus and San Mateo County, for their support. Trustee Lam also noted her participation in professional development as a new board member, completing part two of the CSBA Masters in Governance course, which covered topics including supporting student achievement, using data to inform decisions, policy development, and targeted universalism for equity. She mentioned upcoming school carnivals, encouraging community members to invite the board so they can attend or be aware of the events.

Trustee Richardson shared that she recently completed the three mandatory trainings for staff, covering bloodborne pathogens, sexual harassment, and child abuse as a mandated reporter, noting that an additional training had been added. She attended the Guiding Coalition event, which was well attended by staff and included participation from the Bay Fund. Trustee Richardson observed the morning session and found it encouraging to see staff engagement and student support, expressing optimism about implementing similar initiatives in South San Francisco as seen in San Diego. She thanked staff members, including Dr. Garcia, Mr. Hannon, Heather Burns, and the ToSAs, emphasizing the collaborative effort and the strong leadership from the administration.

Vice President Murray thanked everyone for a great meeting and encouraged attendance at the community forum on October 23rd.

ADJOURNMENT – 9:21 p.m.