

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Special Meeting of October 23, 2025

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

SSFUSD Equity Definition

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

OPEN SESSION - 6:30 p.m.

A. CALL TO ORDER

Board Members: Ms. Amanda Anthony – Present
Mrs. Amy Lam – Present
Dr. Chialin Hsieh – Absent
Mrs. Patricia Murray – Present
Mrs. Mina Richardson – Present (*arrived at 6:47 PM*)

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

B. ROLL CALL

C. PLEDGE OF ALLEGIANCE

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.

INFORMATION/DISCUSSION

E. COMMUNITY FORUM

- a. **Introduction by Superintendent Shawnterra Moore** – Dr. Moore opened the discussion by greeting President Anthony, members of the Board, cabinet, and members of the community, and expressed appreciation for

their attendance. She reflected on last year's community forum, which focused on mental health and safety, two foundational elements of student well-being and belonging. This year, she explained, the focus expands to two new topics central to the district's strategic plan and core values: the modernization of Los Cerritos Elementary School and the topic of artificial intelligence.

Dr. Moore stated that the first conversation, centered on Los Cerritos, connects directly to Strategic Plan Priority Five: Equity-Centered Systems. This priority calls on the district to look critically at its practices, identify and remove barriers, and ensure that decisions keep equity at the center. She emphasized that the discussion is deeply grounded in this commitment and that the goal is to ensure that all district facilities reflect the care, quality, and opportunity desired for every child in South San Francisco Unified. She noted that the project is not only about modernization but about a human-centered design that ensures every student, regardless of zip code, learns in an environment that communicates, "You matter, you belong, and you deserve the best we can offer."

She then introduced the second topic, Artificial Intelligence, which aligns with Strategic Priority One: Exceptional Instruction, and with the district's Portrait of a Graduate. Under this priority, the district is committed to testing and growing innovative and engaging learning experiences that help students develop the abilities described in the Portrait of a Graduate to learn, to thrive, to navigate, and to impact the world around them. Dr. Moore explained that AI presents exciting opportunities to inspire intellectual curiosity, creativity, critical thinking, and problem-solving, which are key aspects of the district's learning aims. It also challenges educators to guide students in navigating technology fluently and responsibly.

Dr. Moore emphasized that the evening's conversation is about exploring how to integrate these ideas thoughtfully, ethically, and in a human-centered way, ensuring that technology supports teaching and learning rather than replacing it. Both topics, she explained, are designed to inform the Board and community, allowing reflection on the district's ongoing work to build equitable and innovative systems and experiences aligned with the shared vision for students.

She concluded by reaffirming the district's commitment to listening, learning, and collaborating together as one community. Dr. Moore then invited Director Lori Shelton to share more background and context about the Los Cerritos modernization project and to present options for the Board's consideration.

b. Los Cerritos Modernization

Ms. Shelton greeted President Anthony, the Board of Trustees, cabinet, and the South San Francisco public, and expressed appreciation for the opportunity to speak. She explained that the district began discussions

about the Los Cerritos modernization project several months ago, with the project assessment starting in late February 2024 and concluding in October 2024.

As the assessment was nearing completion, Ms. Shelton shared that the district discovered issues related to the use of Public Utilities Commission (PUC) land on which the playground was located. The district learned that there were challenges with the existing use permit, and that certain elements, such as solar installations and parking, were not permitted under the current conditions and would need to be discontinued.

In addition, she explained that new information from the South San Francisco Fire Department required the district to rearrange the campus's emergency vehicle driveway. These findings, she noted, brought forward several issues that required the district to revisit and rethink its initial assumptions about the scope of work that could be completed as part of the Los Cerritos modernization project.

Ms. Shelton explained that the presentation for the evening would provide an overview of the Los Cerritos project and outline key considerations moving forward. She stated that the discussion would begin with a review of the existing campus conditions, followed by an examination of the proposed modernization options. The presentation would also include information about interim housing options as previously directed by the Board, along with details on project cost, timeline, and next steps.

She explained that the red-highlighted section on the map represented the area owned by the Public Utilities Commission (PUC), which includes the school's play structure, parking area, and solar arrays. She noted that the yellow-highlighted portions indicated areas currently in violation of the school's use permit.

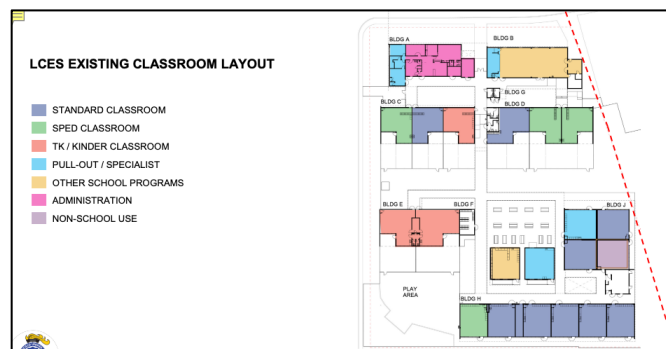


Ms. Shelton then introduced the team supporting the Los Cerritos modernization project. She noted that the district's architectural partners, HED Architects, were represented by Rob Filary and Leah Marthinsen. The district's representative from Kitchell was Erica Kodiyan, and staff members supporting the project included Calvin Wong and Gina DeMartini. Ms.

Shelton shared that Leah Marthinsen would begin by presenting an overview of the existing Los Cerritos campus as it stands today, followed by a look at projected plans for the campus in the future.

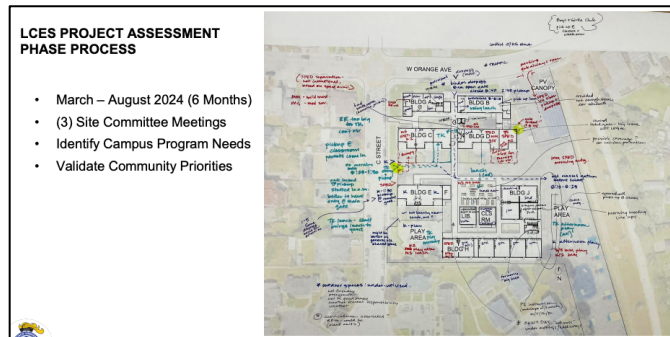
Ms. Marthinsen began by providing an overview of the Los Cerritos Elementary School campus layout for those who might not be familiar with it. She explained that the building located at the top left, on the north-northwest side of the site, is the administration building, referred to as Building A, which also houses some student support services. Adjacent to it is Building B, the multi-purpose building, which also includes student support services located on the stage area, an arrangement that will need to be addressed as part of any modernization effort.

She continued by noting that the remaining buildings on campus primarily serve as classroom spaces. Additionally, there are two portable buildings located near the center of the campus adjacent to the outdoor lunch area. These portables currently house the library as well as additional support and afterschool programs.



Ms. Marthinsen noted that the project assessment process lasted about six months. During that time, the team met regularly with the school site committee, as well as with Ms. Shelton and her staff. She explained that multiple site plans were developed and reviewed collaboratively with the committee to gain a deep understanding of the campus layout, identify key priorities, and determine the needs of the school community.

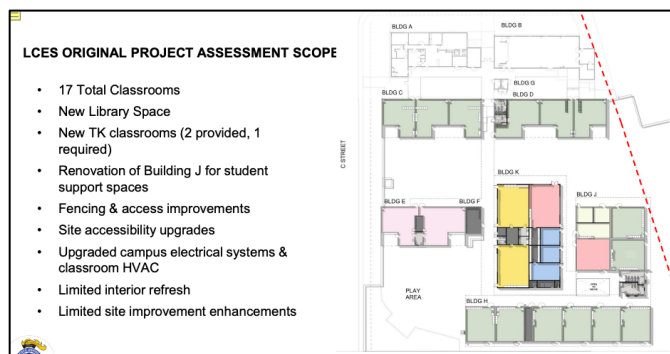
From that process, three primary goals emerged. The first was to improve campus security and access, particularly around the front entrance and how students enter and exit the school. The second goal was to ensure there would be enough classrooms to accommodate projected enrollment, with specific attention to the needs of incoming transitional kindergarten and kindergarten students. The third goal was to enhance facilities to better support Los Cerritos' extensive student support programs by creating consistent, appropriate spaces designed to serve students effectively.



Ms. Marthinsen explained that following the assessment process, the team developed a proposed scope of work that would align with the available budget allocation. The plan included constructing a new building at the center of the campus to house the library, student support services, and additional transitional kindergarten or kindergarten classrooms designed to meet current education code requirements.

In addition, the proposal included updates to the existing classroom buildings, primarily focused on interior finishes and HVAC system upgrades, as well as some site improvements to enhance outdoor gathering and classroom spaces. Security and fencing upgrades, particularly around the front entrance, were also included as a key priority identified during the assessment.

She noted, however, that the discovery of restrictions related to the San Francisco Public Utilities Commission (SFPUC) property significantly impacted the feasibility of the proposed plan, as the design relied on access through that area. As a result, the original plan could no longer move forward as intended. Ms. Marthinsen concluded by introducing Rob Filary, who would walk through the alternative options and the team's revised thinking following that development.

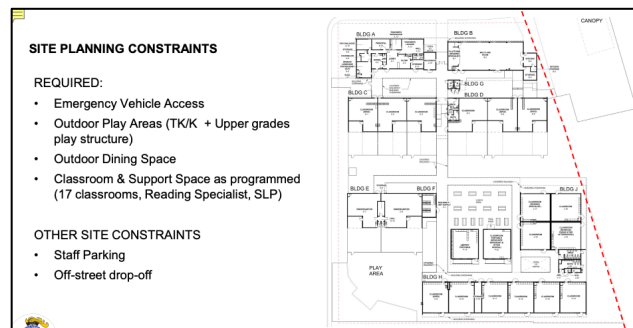


Mr. Filary thanked everyone for attending and explained that over the past four to five months, the team had been developing various options for the Los Cerritos modernization project after learning about the restrictions related to the portion of the campus located on the PUC property. He noted that this area currently includes parking, the solar canopy, and some play structures, and that one of the most significant challenges is the

requirement for emergency vehicle access for fire trucks and ambulances, which must now be fully accommodated within the district-owned portion of the site.

He shared that the team had explored several design alternatives and that the presentation would focus on two options identified as the most viable in meeting the needs of the campus while staying within budget constraints. Reviewing the existing conditions, he pointed out that everything on the campus must now fit within the district's property line, represented by the red dashed line on the site map.

Mr. Filary outlined the requirements that must be incorporated into the new site design, including adequate outdoor play areas for transitional kindergarten and kindergarten students, an outdoor dining space, and a total of seventeen classrooms to meet the current programmatic needs. Additionally, the design must account for staff parking that will be displaced and the off-street drop-off area, although he noted that the latter two elements were not fully addressed in the options being presented due to limited available space. He concluded by noting that the proposed options demonstrate how much had to be accommodated within the reduced campus footprint.



Option One proposes a two-story classroom building. Mr. Filary oriented the Board and community to the site plan, noting that north is at the top of the page, and described the layout as best as possible given the presentation format. To the north, the lighter-colored buildings represent existing structures. The gray-colored area indicates the new emergency vehicle access coming onto the site, designed to accommodate fire trucks with proper turning radii and a hammerhead turnaround, which occupies a significant portion of space.

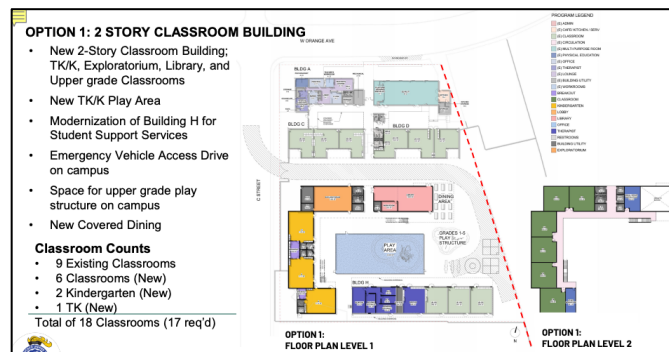
South of the emergency vehicle access, the bright yellow and orange areas represent the proposed new two-story construction. A blue element, located between the existing southernmost Building H and the new two-story building, denotes the TK play area. All spaces shown meet the current educational specifications, including district standards for play area sizes and programmatic spaces.

To the east of the pink block, which represents the library, is the proposed

dining area, reflecting the need to replace displaced spaces on the site. Additional space south of this area is allocated for an upper-grade play structure, relocated from the PUC property.

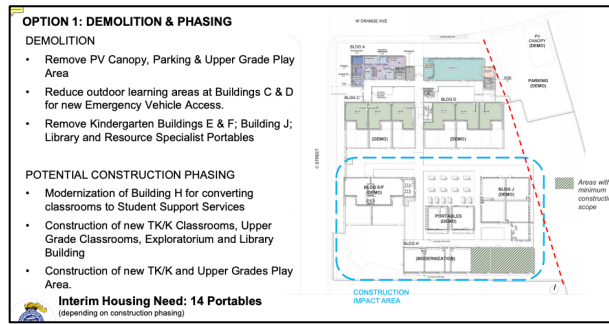
He noted that Option One provides eighteen classrooms, exceeding the district's requirement of seventeen, and includes additional new classroom construction on the second level, as represented by the green blocks on the plan. He also explained that the yellow area represents the TK and kindergarten complex, the orange area is the Exploratorium classroom, and the pink area denotes the library. The blue rectangle in the middle represents the TK play area. A darker purplish color indicates the modernization of Building H, which will accommodate resource specialists, speech-language pathologists, and reading specialists, creating a centralized community of student services.

On the second floor, the green areas represent the upper-grade classrooms. This option also allows for a teacher workspace and a smaller collaboration room, demonstrating that a significant amount of programmatic space can be accommodated within the two-story design.



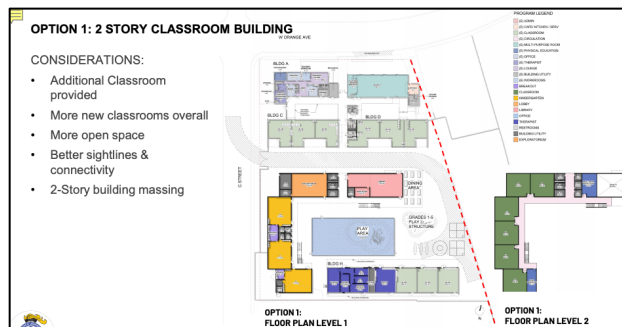
In Option One, the blue dashed line on the site plan indicates the portion of the campus that would be affected by construction. The southern portion of the campus, shown with a diagonal hatch in the bottom right corner, would undergo a light modernization including upgrades to lighting and interior finishes.

Mr. Filary noted that Building H would remain to house student services, while Building E, the current kindergarten classroom building, would be removed. The central portables, which currently include the library and a resource and afterschool classroom, as well as Building J, would also be removed. This southern area would therefore serve as the primary construction zone. Given these changes, he highlighted the need to address interim or temporary student housing during construction. If the northern portion of the campus were to remain operational, the southern portion under construction would require approximately fourteen portables to accommodate students temporarily.



Mr. Filary summarized Option One by highlighting several key considerations. This option provides an additional classroom, resulting in a total of eighteen classrooms, exceeding the district's program requirement of seventeen. The two-story design also creates more open space, allowing for slightly larger play areas compared to other options.

He noted that the reduction in the number of buildings and the increase in open space improves sight lines and visibility across the campus. However, he cautioned that the two-story massing represents a departure from the current campus vernacular, making it somewhat different in scale and appearance from the existing structures.

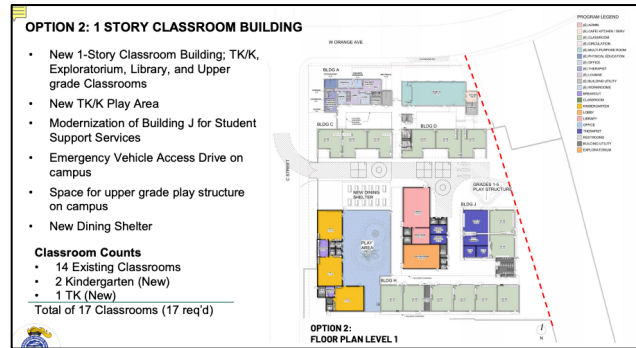


Option Two proposes a one-story classroom building. In this option, two new structures are planned: the central building, shown in pink and orange, would house the library, Exploratorium spaces, and some student support areas indicated in dark purplish-blue. The TK building would be a separate structure located on the west side of the campus.

He highlighted that the TK and kindergarten play area is positioned directly adjacent to these classrooms, creating a cohesive TK/K community. Unlike Option One, Building J would remain and receive additional modernization to better support student services, while Building H would undergo minor interior refreshes. This option provides seventeen classrooms, meeting the programmatic requirements established with the site committee.

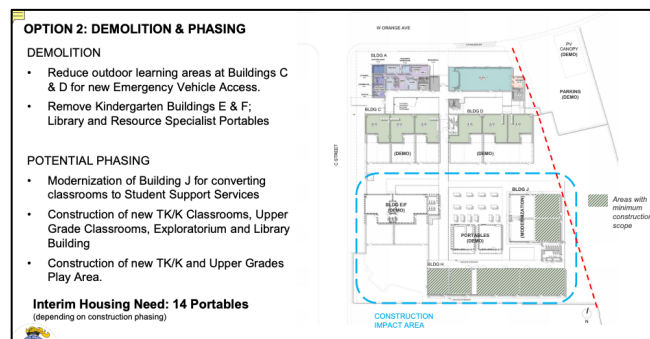
Mr. Filary emphasized that this approach preserves more of the existing classroom spaces and relies less on new construction. He reviewed the site plan, noting the yellow area represents the TK classrooms, the blue area is the adjacent play area, and the central library and Exploratorium building is highlighted in pink and orange. Building J and Building H remain in the

southern portion of the campus. The diagonal hatch pattern indicates the emergency vehicle access, which is slightly more condensed than in Option One to preserve sight lines. The upper-grade play structure is also included, positioned directly outside a classroom, though placement is constrained by the requirements for emergency access, dining, and other buildings.



Mr. Filary discussed the demolition and potential phasing for Option Two, noting that the approach is very similar to Option One. He explained that construction could be segmented by focusing on one new building at a time, keeping the construction area contained, and then moving on to the next building once the first is completed. This would allow for a phased approach across the campus.

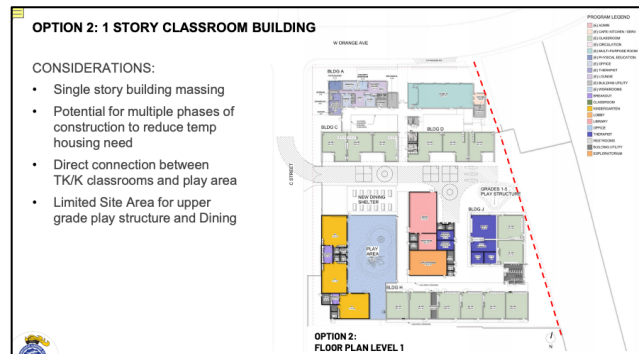
However, for practical purposes and student safety, he suggested that it would likely be necessary to close the southern half of the campus during construction. As a result, the number of portables required for interim student housing would remain the same as in Option One, with fourteen portables needed to accommodate students temporarily.



Mr. Filary highlighted the key considerations and differences between Options One and Two. Option Two features a single-story building mass divided into two separate structures, which offers some advantages for potential phasing of construction. The play area in this option is more directly connected to the TK and kindergarten classrooms, creating a cohesive learning environment.

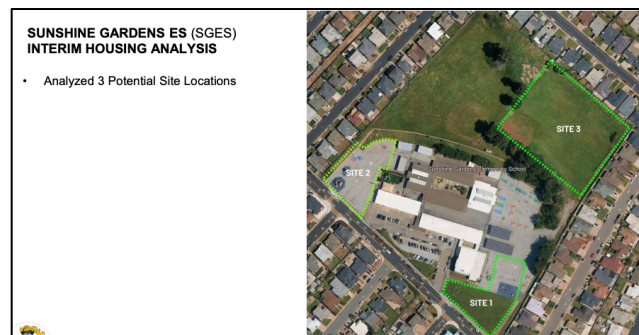
However, he noted a few drawbacks. The multiple buildings result in slightly reduced sight lines, making the layout more contained compared to Option

One. Additionally, the upper-grade playground is positioned directly adjacent to a classroom rather than at a slight distance, and the dining area is closer to buildings, which affects spacing and openness compared to the two-story design of Option One.



He explained that the team evaluated potential housing locations at Sunshine Gardens Elementary School and Baden High School.

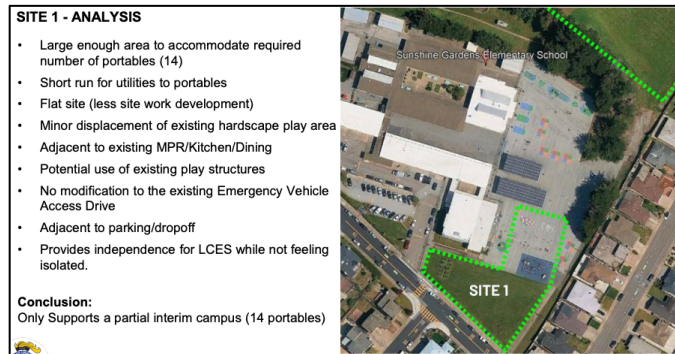
At Sunshine Gardens, which offers a larger footprint and more open space, the team was able to investigate multiple sites. They identified three potential locations: the first in the southwest portion of the campus, the second over the existing hardscape play area, and the third “up the hill” in the northern portion of the site near the field area. At Baden High School, they focused on evaluating a single site for the portables.



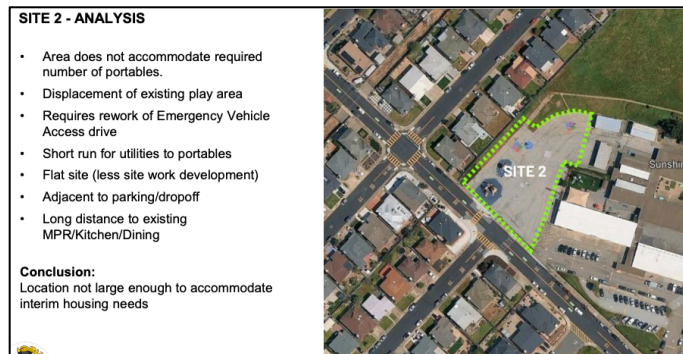
Mr. Filary reviewed the first potential site for interim housing at Sunshine Gardens Elementary School. He explained that the site could accommodate all fourteen portables required for Los Cerritos students. One advantage of this location is its proximity to existing buildings, which minimizes the length of utility runs and reduces costs. The site is also relatively flat, limiting earthwork and supporting accessibility.

He noted some potential drawbacks, including the need to use a portion of the existing play area, though the central blue play area could still be utilized. Another benefit is that the site aligns with the existing emergency vehicle access from the southwest portion, avoiding modifications and saving additional costs.

Mr. Filary emphasized that this site feels integrated with the overall campus while remaining somewhat separate, allowing Los Cerritos students to maintain their identity while potentially sharing amenities such as the kitchen and administrative or staff support. He concluded that Site One is a viable option for accommodating the fourteen portables and would later review associated costs.

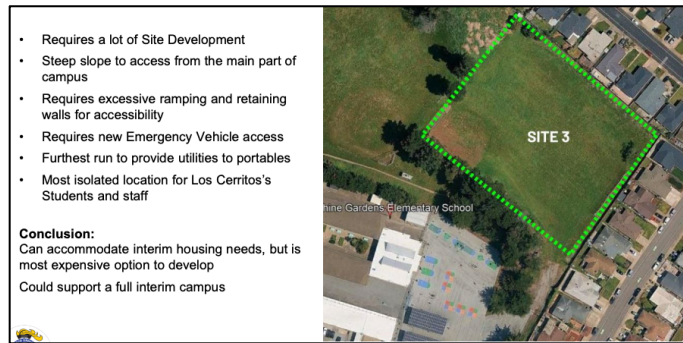


Mr. Filary noted that Site Two at Sunshine Gardens would not be feasible for the interim housing needs. While the site had some advantages, the team's test layouts showed that it could not accommodate all fourteen portables, so it was ruled out as an option.



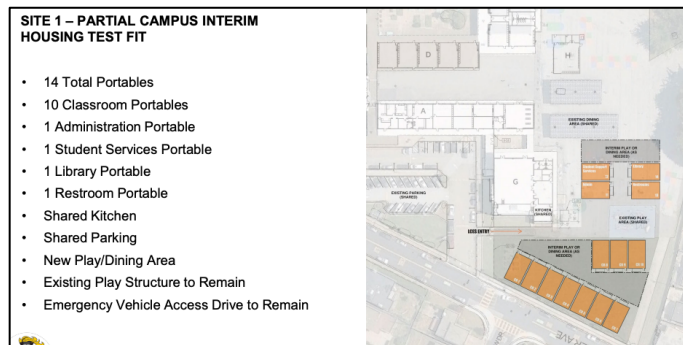
Site Three at Sunshine Gardens is the northern “up the hill” portion of the campus. Mr. Filary explained that the hilly terrain would require significant site development, including earth movement, retaining walls, and ramping to ensure accessibility for all students. Utility connections would also require longer runs, increasing costs, and emergency vehicle access to the site would be more complicated.

He noted that the site is more isolated and located away from the front of the campus, which could create challenges for student drop-off and overall integration with the campus. On the positive side, the site is expansive enough to accommodate all fourteen portables. He added that if the Los Cerritos campus were entirely closed for construction, the entire school could potentially be relocated to Site Three. A diagrammatic layout of this configuration was prepared for review.



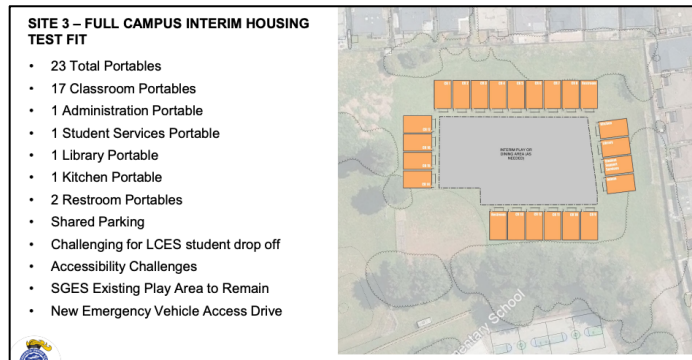
Mr. Filary recommended Sunshine Gardens Site One as the preferred location for interim student housing. He explained that the site can accommodate all fourteen portables, which would include ten classrooms displaced due to construction, one administrative portable, one for student services support, one library, and one restroom.

An advantage of this site is access to a shared kitchen, eliminating the need for a separate portable for kitchen functions. The site is also conveniently located near parking, which could support additional administrative staff or parent needs. Although no detailed designs have been finalized, the gray areas on the plan indicate potential dining and play spaces, demonstrating that the site can spatially meet the interim housing requirements.



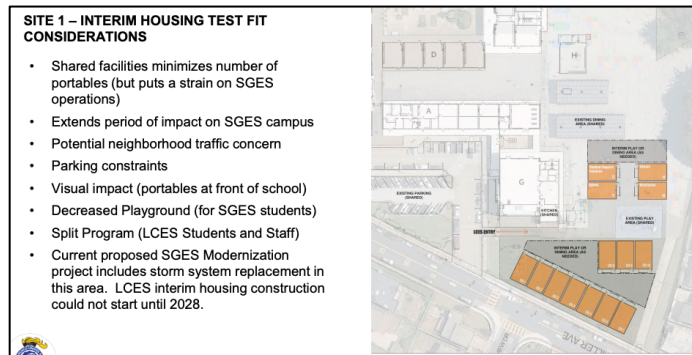
For Site Three, located on the hill in the northeast corner of Sunshine Gardens, He explained that this site could accommodate up to twenty-three portables, effectively housing the entire Los Cerritos campus if needed. The layout would include seventeen classrooms, one administrative portable, one for student services, and one library.

Unlike Site One, a shared kitchen is not available at this location, so a separate kitchen portable would be required. Due to the expansive layout, additional restroom portables would also be necessary to ensure accessibility. Parking would still rely on the shared lot at the front of the site, though he noted that the distance between portables and parking is not ideal, it could be managed if necessary.

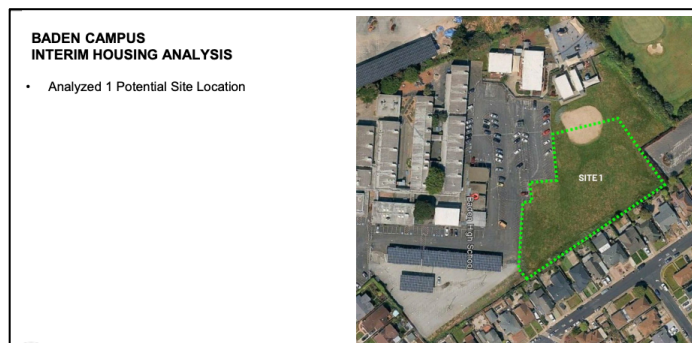


Mr. Filary discussed additional considerations for Site One. He noted that because it is a shared facility, occupying a significant portion of Sunshine Gardens' campus could place a strain on their operations. Additional concerns include increased traffic from more parents dropping off students and potential parking challenges, which would require further analysis to determine if both campuses' needs could be met.

He also mentioned the visual impact to the neighborhood, as portables are not aesthetically appealing and would be placed in a highly visible area along the street frontage. Furthermore, Sunshine Gardens is itself undergoing a modernization project, and Los Cerritos students could not occupy the site until that construction is completed, potentially pushing the move to 2028.

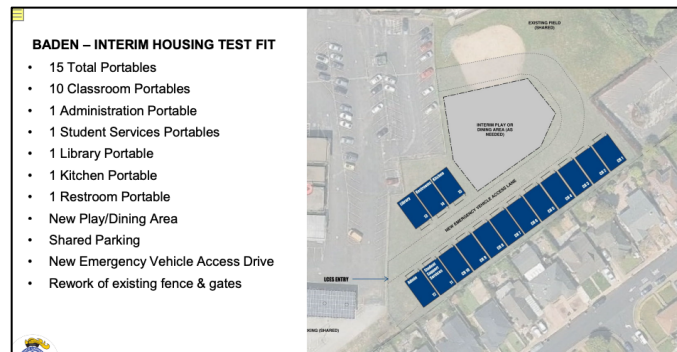


Mr. Filary then discussed Baden High School as an alternative site for interim housing. The team evaluated a single location, a field just outside the campus.

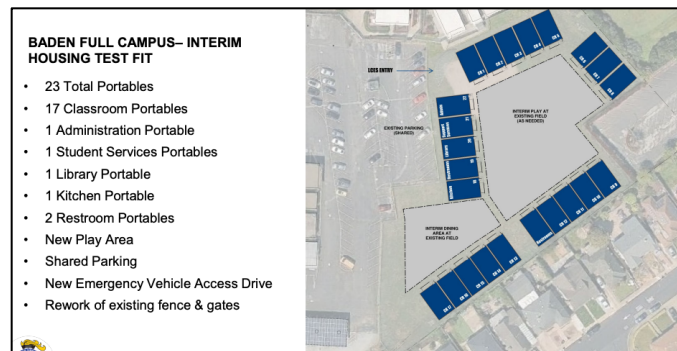


For this site, accommodating the fourteen displaced Los Cerritos classrooms would require an additional kitchen portable, bringing the total to fifteen portables. The layout would include ten classrooms, one restroom, one administrative unit, one student services unit, and space for dining and play areas.

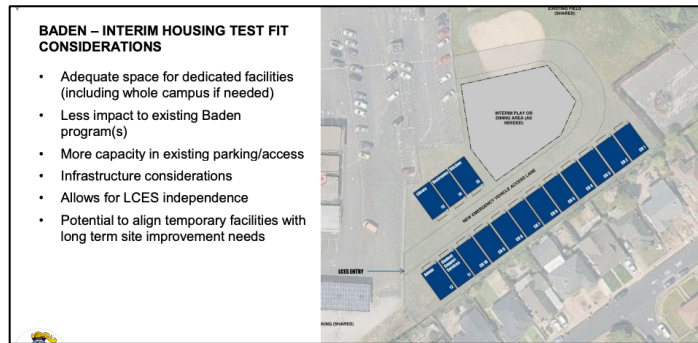
He emphasized the importance of emergency vehicle access, noting that the site would need a loop to allow fire trucks to enter and exit safely. Parking at the site was considered sufficient, allowing for shared use without significant constraints. Adjustments to fencing and gates would also be necessary to ensure appropriate access to the interim campus.



Mr. Filary explained that, similar to Sunshine Gardens, the Baden High School site could support the entire Los Cerritos campus if needed. The full complement of twenty-three portables could fit on the field, with ample space for play and dining areas. Shared parking with the existing campus would be utilized, but overall, the site could accommodate all interim housing needs effectively.



He noted that moving half the campus to the Baden High School field provides ample space and allows Los Cerritos to maintain some independence from the host campus due to the site's layout and proximity. Additionally, he observed that parking capacity at Baden appears greater than at Sunshine Gardens, which could reduce strain on the surrounding neighborhood.



Ms. Marthinsen introduced the discussion on project costs, first setting baseline assumptions for context. She emphasized that the numbers presented are based on early-phase planning, as construction documents have not yet been completed and the full process with the school and campus has not occurred. As such, there is a significant contingency built into the estimates.

The cost estimates reflect current market rates and recent projects, but she noted that economic factors, such as tariffs or overall market fluctuations, could impact future costs. At this stage, the estimates do not include construction cost escalation, which would increase costs if project timelines extend. She referenced Sunshine Gardens as an example, noting that delays due to ongoing construction there would affect overall project costs.

President Anthony asked whether the 2028 timeline for interim housing at Sunshine Gardens applied only to Site One or both sites. Ms. Marthinsen clarified that both sites would be affected, as significant renovations are underway and it would not be feasible to conduct two projects of that scale simultaneously.

Ms. Marthinsen then explained that costs would be presented in two ways: first, construction costs, which reflect the contractor's bid and exclude consultant fees, DSA costs, surveying, and other administrative expenses; and second, total project costs, which include standard industry estimates for additional expenses to provide a sense of the overall scale.

Cost Estimate Considerations

- Costs are based on high level planning, not detailed design documents.
- Based on current market rates; significant market shifts (ie tariffs or other unknown factors) not included
- Does not include construction cost escalation; longer duration or multiple phases will increase costs (interim housing at SGES could not start until 2028= estimated 18%+/- cost increase).
- Time is a factor; the longer the project start is delayed, the more it will cost due to construction cost escalation.
- Construction costs do not include consultant costs or other soft costs (i.e. permit fees, Geotech, Surveys, & DSA review fees)

Ms. Marthinsen highlighted several additional uncertainties affecting early design and cost estimates. She noted that the exact timelines for construction at Sunshine Gardens and Baden High School remain

uncertain. Infrastructure needs at the interim campuses may change depending on the population and configuration of temporary housing. Operational questions for Los Cerritos also remain, including whether the full campus or only a portion would relocate, what functions would remain on-site, and how day-to-day operations would be managed at the temporary location.

She also mentioned that additional fees from the SFPUC have been communicated to Lori, representing another variable that could affect overall costs. Ms. Marthinsen then proceeded to review the numbers, starting with construction costs for the Los Cerritos modernization, followed by interim housing cost options, and concluding with total project cost estimates for the different project scenarios.

Additional Factors

- Potential project start delay based on current pending projects at Sunshine Gardens ES
- Additional infrastructure needs at Sunshine Garden ES needs to be studied and defined further
- Additional infrastructure needs at Baden needs to be studied and defined further. Baden Project Assessment process has not started
- Administrative confirmation of detailed interim housing programmatic & operational requirements for each campus
- Other costs not included for transportation and parking.
- The SFPUC has required the district to update the use-permit and is now requiring these costs:
 Application fee (one-time) of \$750
 Annual use fee of \$10,500 plus 4% annual increase
 Permit term for 9 years
 The SFPUC use-permit will be reviewed by the county attorney prior to signing.

Option One is the two-story design, while Option Two is a single-story design. She explained that the one-story option is less expensive than the two-story option due to reduced new construction and a smaller overall square footage, which accounts for the primary cost difference between the two designs.

LCES Campus Modernization Cost Estimate

Campus Option	Cost
OPTION 1 (2 Story)	\$26.8M*
OPTION 2 (1 story)	\$19.8M*

* The above is an estimate for Construction Cost only



Ms. Marthinsen explained the interim housing cost options, noting that there are two potential sites at Sunshine Gardens and one at Baden High School, with the variable being whether the temporary housing accommodates part of the campus or the full campus. She noted that the highest costs are associated with Sunshine Gardens Site Three, the upper hill location, due to significant site development, earthwork, and infrastructure requirements, regardless of the scale of housing.

Trustee Richardson asked for clarification, confirming that these projections are only for interim or temporary housing. Ms. Marthinsen confirmed, apologizing for any confusion, and clarified that the current numbers reflect costs solely for the temporary campus located away from Los Cerritos, not for permanent modernization.

Interim Housing Cost Estimate		
Site Location	Partial Temp Campus Cost (14 to 15 Portables)	Full Temp Campus Cost (23 Portables)
SUNSHINE GARDEN Site 1** (Upper Grade Playground)	\$4.7M	Does not accommodate Full Temp Campus
SUNSHINE GARDEN Site 3 (Upper Fields)	\$6.7M	\$7.8M
BADEN Site 1	\$4.5M	\$5.8M

* The above is an estimate for **Construction Cost only**
** Assumes 24 months start delay with associated escalation at estimated 5.3% +/- per year

Ms. Marthinsen clarified that the construction costs presented on the previous slide represent only the modernization of the Los Cerritos campus. She emphasized that the total project cost must combine both campus modernization and interim housing, since temporary housing is required during construction.

LCES Campus Modernization Cost Estimate	
Campus Option	Cost
OPTION 1 (2 Story)	\$26.8M*
OPTION 2 (1 story)	\$19.8M*

* The above is an estimate for **Construction Cost only**



Trustee Richardson asked about the SFPUC fees, noting her understanding that once the solar panels were removed and the previously encroached-upon area cleared, Los Cerritos would no longer have access, except potentially for a playground in the future. Ms. Shelton explained that the PUC will allow continued use of the area as a play yard, but no permanent structures may be built. During periods when the PUC conducts construction, the area will be unavailable, necessitating alternative play spaces on campus, and an annual fee will apply for continued use.

President Anthony asked whether rebuilding the campus entirely within the property lines would eliminate the need for the PUC space, and Ms. Shelton responded that it depends on the chosen option. Trustee Richardson also raised concerns about losing parking spaces, noting limited nearby options such as the Boys Club and the park. Ms. Marthinsen acknowledged the site's constraints, explaining that even fitting a few parking spaces is challenging, particularly with the SFPUC area removed and the large

emergency vehicle access paths required for safety.

Ms. Marthinsen presented a summary table of construction costs for the Los Cerritos modernization and interim housing options. The table showed the two modernization options on the left and the interim housing options across the top. She noted that total construction costs range from approximately \$25 million to \$35 million, depending on the combination of modernization and interim housing selected.

She explained that industry standards suggest adding roughly 40% to account for overall project costs beyond construction, which increases the projected total project cost to a range of \$34 million to \$48.4 million.

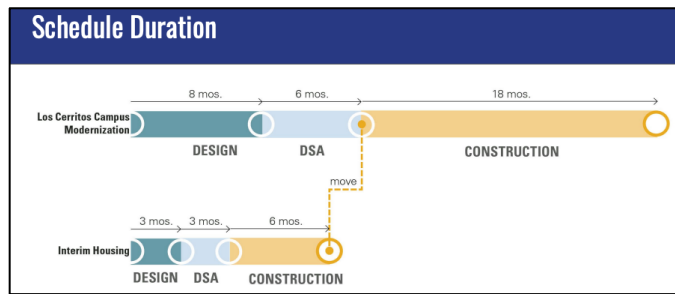
Cost Estimate: Construction Only					
LOS CERRITOS CAMPUS MODERNIZATION		PARTIAL CAMPUS INTERIM HOUSING		FULL CAMPUS INTERIM HOUSING	
		BADEN**	SUNSHINE GARDEN (UPPER GRADE PLAYGROUND)	BADEN	SUNSHINE GARDENS (UPPER FIELD)
		\$4.5M	\$4.7M	\$5.8M	\$7.8M
OPTION 1 (2 story)	\$26.8M	\$31.3M*	\$31.5M*	\$32.6M*	\$34.6M*
OPTION 2 (1 story)	\$19.8M	\$24.3M*	\$24.5M*	\$25.6M*	\$27.6M*

* The above is an estimate for Construction Cost only
 ** Includes extra portable for kitchen & more site development

In comparison, the original Los Cerritos budget allocation was \$20.3 million, intended to cover the initial new construction modernization. The table also indicated the difference between the original allocation and the estimated costs for each option.

Cost Estimate: Construction + Soft Costs					
LOS CERRITOS CAMPUS MODERNIZATION		PARTIAL CAMPUS INTERIM HOUSING		FULL CAMPUS INTERIM HOUSING	
		BADEN*	SUNSHINE GARDEN (UPPER GRADE PLAYGROUND)	BADEN	SUNSHINE GARDENS (UPPER FIELD)
		\$6.3M	\$6.6M	\$8.1M	\$10.9M
OPTION 1 (2 story)	\$37.5M	\$43.8M	\$44.1M	\$45.6M	\$48.4M
LCES Allocation	\$20.3M	(+\$23.5M)	(+\$23.8M)	(+\$25.3M)	(+\$28.1)
OPTION 2 (1 story)	\$27.7M	\$34.0M	\$34.3M	\$35.8M	\$38.6M
LCES Allocation	\$20.3M	(+\$13.7M)	(+\$14.0M)	(+\$15.3M)	(+\$18.3M)

Ms. Marthinsen explained that, for a modernization project of Los Cerritos' scale, the typical timeline would include about six months for DSA approval and roughly a year and a half for construction so around 20–21 months in total. She emphasized that the interim housing project would need to be completed first, with its construction managed upfront to ensure it is ready before work begins at Los Cerritos. She also noted that there are many schedule uncertainties at this early phase.



Ms. Marthinsen noted that if interim housing were placed at Baden, a project assessment would be needed to determine whether any existing spaces could accommodate the temporary campus or potentially serve a long-term use, which could help offset some upfront costs.

President Anthony asked about the timeline, referencing that either Sunshine Gardens site would result in a two-year delay. Ms. Shelton responded that the project assessment at Baden would likely be shorter, and some planning for Sunshine Gardens could be conducted concurrently while waiting for the space to become available, helping to potentially reduce delays.

Unknown Schedule Impacts

- CEQA Process & Timing (both SGES or Baden)
 - Traffic impacts
 - Neighborhood impacts
 - Noise impacts
- Project Assessment Needs Process (Baden)
 - Potential for long-term campus use
 - Available facilities for interim housing use
- Expanded Stakeholder Engagement Process (LCES, SGES or Baden)

Ms. Shelton explained that the next steps involve getting Board direction on which Los Cerritos campus design option to move forward with and which interim housing option should be considered. She also noted that discussions about funding options will need to happen at a later time.

Next Steps (Board Decisions)

- 1) Obtain Board direction for Los Cerritos Campus
- 2) Obtain Board direction for Interim Housing
- 3) Discuss additional funding source(s)

Ms. Shelton added that once those decisions are made, the team can begin developing schedules. If the Baden interim housing option is chosen, planning will start for that site to fully understand its logistics, followed by work on the rest of the Los Cerritos design and interim housing plans.

Next Steps (after Board Direction)

- 1) Establish Schedule
- 2) Engage Architectural design team to begin design process for both LCES Campus Modernization and Interim Housing efforts

Ms. Shelton noted that board considerations include transportation to and from the selected interim site, traffic, parking, and existing programs at that site. Additional factors include staff parking and any design issues related to the SFPUC.

Board Considerations

- Interim Housing site selection on families (ie transportation)
- Interim Housing site selection on traffic, parking, and on existing school/programs
- Campus design impact on staff parking
- Campus design impact for student play area during future PUC construction (and availability of PUC play yard)

Vice President Murray asked about community outreach to parents, teachers, staff, and the broader community. Ms. Shelton explained that no outreach had occurred yet, as the board first needs to decide on an interim housing option. VP Murray emphasized the importance of engaging parents and teachers before making any decisions, noting concerns about building height, parking, and enrollment thresholds, and asked about the duration of student displacement and what would happen to solar panels, playgrounds, green space, and blacktop areas. Mr. Filary clarified that displacement could last around 18 months, that solar panels would be removed but required on new buildings, and that some green space and asphalt would remain, with design details still preliminary.

Trustee Richardson expressed a preference for Baden due to its existing parking and less impact on neighbors, asking if existing buildings would be replaced. Ms. Shelton clarified that some older buildings would remain. Trustee Lam raised questions about enrollment projections, the allocation of students to interim housing, and supporting students during the transition. Ms. Shelton noted that Sunshine Gardens had no usable space for interim housing, while Baden's assessment was pending, and that site administration would help determine which grades would move.

President Anthony and other trustees discussed Sunshine Gardens' site challenges, including grading, displacement, and shared use with organizations like the Boys and Girls Club, as well as parking concerns. President Anthony expressed a strong preference for option one with a two-story building at Baden, citing better space utilization, administrative

cohesion, and proximity to the current campus. Trustee Richardson agreed with Baden due to parking and neighborhood considerations, while Trustee Lam expressed support for option one but concerns about cost.

The board discussed engaging the community in a study session to gather input before finalizing decisions. Dr. Moore confirmed that a study session could be scheduled and that talking points had been shared with principal Hong to ensure consistent messaging. President Anthony suggested presenting the board's preliminary options at a community forum, gathering feedback, and returning to the board later for an action item. Trustee Lam requested additional analysis on funding the gap between the allocated \$20 million and projected project costs, which Dr. Moore confirmed could be prepared for a future board discussion.

The Board recessed at 7:54 p.m. and reconvened at 8:04 p.m.

c. Artificial Intelligence

Dr. Campbell, Assistant Superintendent for Teaching and Learning, opened her presentation by greeting President Anthony, Vice President Murray, the Board of Trustees, Dr. Moore, Cabinet, and the South San Francisco community. She thanked Trustee Hsieh, who was not present, for identifying artificial intelligence (AI) as a topic of interest and the rest of the board for supporting it as a focus for a community forum, an area she described as one she is deeply passionate about.

She explained that her presentation would cover an overview of AI in education, its implications and impact on the educational community and profession, current and potential future uses within the district, and the need for guidelines and policies related to AI.

Dr. Campbell clarified that AI refers to computers performing tasks typically requiring human thinking. She gave familiar examples such as Siri, Alexa, customer service chatbots, self-driving cars like Waymo, and streaming platforms that recommend content based on user preferences. She noted that while AI seems new to many, its origins date back to 1956 at Dartmouth College, and over time it has gradually become integrated into daily life.

A.I. - Overview

A.I. - is when a machine can do things that normally need human thinking — like understanding language, solving problems, learning from experience, or making decisions.

Examples

- ♦ A phone that understands your voice (like Siri or Alexa)
- ♦ A chatbot that answers your questions
- ♦ A car that can drive itself
- ♦ A website that recommends movies based on what you like

Dr. Campbell explained that she aims to ground all of her work in research, sharing that she participated in a fellowship on artificial intelligence with

Google and GSV. During that experience, she learned about a comprehensive 2017 study on AI and the future of work. The 163-page report examined how technology and AI would reshape employment across industries, including education and healthcare.

Summarizing its findings, she noted that while AI will lead to both job losses and job gains, the key takeaway is not fear, but understanding that the nature of work, and the skills required, will evolve. The study projected that by 2030, many of the roles and competencies used today will look very different. Dr. Campbell emphasized that policies and institutions must plan proactively for these changes, which is why she views this board discussion on AI as both timely and essential.

A.I. - Implications

❖ Automation & AI will reshape work, not just eliminate it. ❖ A large share of the workforce will need to transition. ❖ There is potential for new jobs and demand in certain roles. ❖ Wages and inequality are key risks. ❖ Policy, institutions, and proactive planning matter.	
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Dr. Campbell continued by discussing the implications of artificial intelligence on education, highlighting the growing need for lifelong learning and reskilling. She described this as a positive opportunity for educators, since schools play a vital role in preparing students for the future.

She explained that lifelong learning isn't limited to young people, it also applies to adults already in the workforce, who will need to adapt and develop new skills as technology evolves. This means that educators must engage students differently than in the past, ensuring they gain the critical thinking, creativity, and adaptability needed to compete in a rapidly changing world.

Dr. Campbell also pointed out AI's potential to help address inequities in education. However, she cautioned that equitable access to AI tools and technology must be prioritized. Just as ensuring all students have access to grade-level instruction is essential, she said, equal access and exposure to technology will be critical in helping level the playing field for every learner.

A.I. - Implications on Education		
Need for lifelong learning / reskilling	The report suggests many workers will need to shift occupations, acquire new skills, move into different fields.	Education systems will need to support adult learning, flexible and modular credentials, micro-credentials, etc. Not just K-12 and traditional higher ed, but continuing education and retraining. Partnerships with employers will be more important.
Inequity & risk to lower-education / lower-skill populations	Workers with less educational attainment are more vulnerable to automation. Occupations that require only a high school diploma or less tend to have more automatable tasks.	Education systems need to double down on providing access to high-quality education for all. Support for early education, closing opportunity gaps. Also, making sure lower-income / disadvantaged students get the skills that will be in demand. Ensuring digital access.

Dr. Campbell went on to address the growing demand for education and increased educational spending connected to AI integration. She explained that as districts adopt more AI platforms and technology tools, it's essential to carefully select programs and software with sustainability in mind. Because technology evolves rapidly, she emphasized the importance of planning for replenishment and upgrades, tools that work today may quickly become outdated or incompatible with future systems.

She also highlighted the ongoing shift in the types of skills required for success in the future workforce. Connecting this to the district's Portrait of a Graduate, Dr. Campbell noted that creativity, critical thinking, collaboration, communication, and social-emotional intelligence are essential competencies that align closely with the skills needed in an AI-driven world. She concluded by affirming that these goals are deeply embedded in South San Francisco Unified's commitment to preparing all students for success beyond graduation.

A.I. - Implications on Education		
Growing demand for education / education spending	As incomes rise globally, and populations grow especially in emerging economies, the demand for education (and related sectors) will increase. People will need more skills, more lifelong learning.	There may be more pressure to scale up education services: more teachers, more schools, more varied programs (especially for adult education / continuing education). Institutions will likely need to expand capacity or innovate to meet demand.
Shifts in skills required	Automation and AI will reduce demand for many routine tasks, increase demand for skills like: managing people, creativity, critical thinking, social and emotional skills. Occupations requiring higher education credentials are likely to grow more.	Education curricula will need updating: more emphasis on critical thinking, creativity, collaboration, communication. Soft skills or "non-routine" skills become more important. Teacher preparation programs may need to adapt. Also, there'll be more demand for post-secondary, vocational, certificates, continuous training.

Dr. Campbell discussed how the rise of AI will bring institutional changes to education. She noted that the pandemic revealed both the potential and the challenges of online learning, while not every student thrives in a fully virtual environment, some benefit greatly from flexible and varied platforms. This highlights the importance of continuing to offer diverse learning opportunities that meet different needs.

She then spoke about the evolving roles of educators and staff. Traditionally, instruction centered on teachers delivering information while students absorbed it. However, education has shifted toward a model where teachers serve more as facilitators of learning. Dr. Campbell explained that this shift requires intentional planning, designing activities, selecting technologies, and crafting questions that allow students to take on the "cognitive lift" during class.

Incorporating AI into the classroom, she added, further underscores the importance of recognizing students as assets who bring valuable knowledge and perspectives. By leveraging AI tools thoughtfully, educators can free up time for deeper interaction, collaboration, and discussion, creating richer, more student-centered learning experiences.

A.I. - Implications on Education		
Institutional change	There is discussion about how educational delivery (like online learning, Massive Open Online Courses, (MOOCs)) and credentialing may shift. Education models may need to adapt structurally.	Schools, colleges, universities may need to adopt new pedagogies, hybrid or online models, flexible scheduling. Credentialing (certificates, short courses) may grow. Governments and policy will need to support these changes (funding, regulation, teacher training).
Changing roles of educators / staff	Some tasks educators perform (especially routine admin tasks, grading, assignment feedback, content delivery) could be partly automated. But other aspects (mentoring, coaching, <u>facilitating discussion</u> , emotional support) will be hard to automate.	Teachers and staff will likely shift roles: more focus on facilitation, design of learning experiences, personalized support. Schools might reduce time spent on repetitive tasks if aided by tools, <u>freeing up time for deeper student interactions</u> . Professional development becomes more important to equip staff for new roles.

She continued by noting several positive impacts that artificial intelligence could bring to education. Integrating AI into learning, she explained, will require rethinking how curriculum is designed, moving away from rote memorization toward cultivating higher-order skills such as problem-solving, creativity, and critical thinking. These are the competencies that will prepare students to thrive in a rapidly evolving workforce.

In addition, she emphasized that professional development for teachers should also evolve. Rather than focusing solely on content delivery, educators will need to shift toward facilitating learning experiences that help students question, analyze, and evaluate information. With information now so readily available, the teacher's role becomes guiding students to determine what is credible and how to use knowledge effectively.

Dr. Campbell also highlighted that embracing AI will necessitate greater investment in technology and infrastructure, ensuring that schools are equipped to support modern learning environments and equitable access to digital tools.

A.I. - Impacts on the Education Profession & Collaborators	
♦ Curriculum redesign	➤ Embed skills that are less automatable: <u>critical thinking, problem solving, creativity, collaboration, socio-emotional learning</u>. ➤ More project-based, inquiry-based learning.
♦ Teacher (and staff) professional development	➤ Train educators in using AI/automation tools effectively. ➤ <u>Help them shift from content delivery to facilitation, coaching, designing learning experiences.</u>
♦ Invest in technology & infrastructure	➤ Tools to automate or support routine tasks (grading, feedback, administrative work) to free up teacher time. ➤ Learning management systems, online/hybrid delivery options.

Another positive impact discussed was the potential for AI to expand equity and access in education. Drawing from her fellowship experience, Dr. Campbell described collaborating with an AI company to develop a platform that supports teachers in lesson planning and instructional design. The goal, she explained, was to create tools that help educators meet the diverse needs of their classrooms more effectively.

AI, she noted, could serve as a powerful support system for teachers by simplifying differentiation, a crucial yet challenging task when working with multilingual learners, students with special needs, and a wide range of learning styles. By inputting information about students' interests, grade

levels, and standards, educators could use AI tools to generate tailored lesson plans, learning groups, or activities that meet students where they are, saving valuable planning time.

Dr. Campbell added that AI could also provide adults with greater flexibility in credentialing and continuing education. However, she emphasized the importance of sustained investment, reminding the board that software and digital tools must be regularly updated to keep pace with the rapid evolution of AI and technology in schools.

A.I. - Impacts on the Education Profession & Collaborators	
♦ Expand access and equity	➤ Ensure all students have access to digital tools, high speed internet. ➤ Focus on underserved populations so that the shifts don't widen inequality.
♦ Flexible, modular, lifelong learning paths	➤ Micro-credentials, certificate programs, short courses. ➤ Partnerships with industry to match skills demand. ➤ Programs for adults and mid-career transitions.
♦ Policy, funding, regulation	➤ Funding models to support hybrid or continuous learning. ➤ Support for transition for workers (e.g. retraining).

Moving into current uses of AI within the district, she thanked Ed Tech Teacher on Special Assignment (ToSA) Gen Chan for gathering and sharing examples of both previous and ongoing efforts, noting that she herself was learning alongside the community.

During the 2023–24 school year, there was an introduction to ChatGPT for staff that included guidance on maintaining data privacy and tips on using AI tools to streamline professional workflows. The district also partnered with Common Sense Education to pilot digital literacy lessons focused on responsible AI use. One school participated in the pilot, reporting a positive experience and providing constructive feedback on how the lessons supported student engagement and awareness.

Artificial Intelligence (A.I.) - Current Use	
<u>23-24</u>	
♦ Offered Introduction to AI session during Nov 1 All Staff Professional Development	➤ Participants were introduced to ChatGPT ➤ Participants received tips for keeping data private ➤ Participants collaborated on how AI can make your professional life more streamlined
♦ Partnered with Common Sense Education to pilot their new AI Literacy lessons in middle schools	➤ 2 teachers at Alta Loma volunteered to teach 2 AI literacy lessons observed by Common Sense and some members of Education Services (EDS) team (Now known as the Teaching & Learning (T&L) Team ➤ Student and teacher feedback collected
 Attended National AI Literacy Day at The Tech Interactive	

For the 2024–25 school year, the district's Ed Tech ToSAs expanded their work by creating AI guidelines for staff to ensure responsible and effective use across schools. There was continued recognition of concerns surrounding academic dishonesty, though it was noted that this issue predates AI. Educators are often able to recognize students' authentic writing styles, and AI can instead be leveraged as a tool to support thought

generation. For example, helping students overcome writer's block rather than replacing their own critical thinking.

An AI teacher team was also formed, consisting of teachers representing all grade levels, to share insights and explore classroom applications. This team has met for professional development sessions and has begun exploring tools such as Magic School, which supports instructional design and differentiation.

Artificial Intelligence (A.I.) - Current Use	
<u>24-25</u>	
♦	Tech TOSAs created AI Guidelines for Staff
♦	TOSAs attended 21CSLA Bay Area Regional Academy's Responsible AI Series (professional learning)
♦	Created AI Team consisting of teachers from elem, middle and high school
➤	AI Team Agenda - Jan
➤	Team discussed Teacher needs and usage
➤	Team created a rubric to evaluate AI programs for schools
♦	Led after school PD for teachers on Magic School
♦	AI team attended Learning Together AI event at SMCOE
♦	TOSAs attended SMCOE - AI in Education Series
♦	Members of Tech TLT attended CUE conference to learn more about AI
♦	Attended National AI Literacy Day at The Tech Interactive

Looking ahead, the district plans to reconvene this teacher leader team to integrate AI-focused members, develop professional learning opportunities, and expand support for educators who are both new to and experienced with AI in their instructional practice.

Artificial Intelligence (A.I.) - Current Use	
<u>25-26</u>	
♦	Attending 21CSLA Bay Area Regional Academy's GenAI, Ethics and Equity: A new Era for TK-12 Education Leaders Series
♦	Hoping to reconvene Tech TLT to fold in AI team members & CTIs
♦	Plan to offer after school PD around different AI programs teachers are already using

In terms of professional use, one of the most immediate and impactful applications of AI is personalized learning for students. As the new assistant superintendent for teaching and learning, I've conducted learning walks to understand classroom instruction and environments. A strong foundation in Tier 1 instruction is essential, ensuring at least 80% of students receive high-quality first instruction so that Tier 2 and Tier 3 interventions can be effectively targeted. AI has the potential to help differentiate instruction in our diverse classrooms, reducing the "upside-down triangle" effect where too many students require remediation.

Beyond supporting students, AI can support teachers by saving time on routine tasks, allowing educators to focus on higher-value instructional work without compromising quality. Potential applications include special education supports like speech-to-text, scaffolds for multilingual learners, and translation services. AI can also enhance language acquisition efforts, whether designated or embedded, helping the district meet this ongoing instructional need more efficiently and effectively.

Artificial Intelligence (A.I.) - Potential Future Use	
Personalized Learning	- Adaptive learning platforms: AI can tailor lessons to each student's learning style, pace, and needs, offering personalized practice and feedback. - Automated tutoring: AI tutors or chatbots can provide instant help with homework, writing, or test prep—especially helpful outside of class hours.
Teacher Support and Workload Reduction	- Grading automation: AI can help grade multiple-choice tests, essays, and even provide writing feedback—saving time for teachers. - Lesson planning assistance: AI tools can suggest resources, generate lesson plans, or adapt materials for different grade levels or abilities.
Special Education Support	- Speech-to-text and text-to-speech tools: Help students with learning disabilities or language processing challenges. - Individualized education programs (IEPs): AI could assist in tracking progress and suggesting interventions based on student performance data.
Language Learning and Translation	- Real-time translation: For English Language Learners (ELLs), AI can translate classroom content or teacher instructions. - Pronunciation and grammar tools: AI-powered apps can give real-time feedback to help with language acquisition.

AI also has strong potential for data-driven decision making across multiple areas. Importantly, this does not involve student data in ways that violate privacy, student information remains protected under FERPA and district policies. Examples of potential uses include:

- College and career guidance: Students can input interests and goals, and AI can help generate personalized pathways or expose them to careers they might not have considered.
- School operations and safety: AI can analyze egress patterns, traffic flow, or logistical challenges, like the parking issues highlighted in a previous presentation, to suggest improvements.
- Student engagement and curriculum design: AI can assist in crafting lessons that are culturally relevant and responsive to student interests. While curriculum writers are experts, AI can support them by generating scenarios, stories, or problem-based learning opportunities that resonate with diverse student populations.

This use of AI allows the district to leverage technology strategically while safeguarding privacy and enhancing both instruction and operational efficiency.

Artificial Intelligence (A.I.) - Potential Future Use	
Data-Driven Decision Making	- Early warning systems: AI can analyze attendance, grades, and behavior data to identify at-risk students early and recommend interventions. - Curriculum optimization: Districts/Schools can use AI to assess which teaching methods or programs are most effective based on student outcomes.
Career and College Guidance	- AI career advisors: Tools can analyze students' interests, skills, and academic history to suggest careers or college paths. - Application help: AI can assist with writing resumes, college essays, or filling out applications with personalized advice.
School Safety and Operations	- Security monitoring: AI-powered surveillance can detect unusual activity and send alerts. - Smart scheduling and resource management: AI could help schedule classes, manage bus routes, or optimize classroom use.
Enhancing Student Engagement	- Gamified learning experiences: AI can power interactive simulations, educational games, and virtual reality lessons. - Feedback loops: Students can receive real-time feedback that helps keep them motivated and on track.

There is a critical need for guidelines and policies around AI use in our schools:

- Protect academic integrity: Engaging with AI responsibly ensures students learn to use it as a tool to express and develop their own thinking, rather than replace it.
- Ensure equity and access: Policies should guarantee that all

students have access, not just to AI technology, but to the grade-level learning opportunities that make meaningful use of AI possible.

- Promote responsible use: Students should be taught how to interact with AI ethically and thoughtfully, reinforcing it as a support rather than a shortcut.
- Protect student data and privacy: All AI use must comply with FERPA and other privacy regulations, safeguarding sensitive student information at all times.

Clear guidelines and policies will allow the district to maximize AI's benefits while maintaining integrity, equity, and safety.

A.I. - Why Guidelines & Policies are necessary	
Protect Academic Integrity	◆ Prevent cheating and plagiarism: AI tools like ChatGPT can generate essays, solve math problems, and write code. Without clear policies, students might misuse AI to complete assignments dishonestly. ◆ Set expectations: Guidelines clarify when and how students can use AI (e.g., brainstorming vs. full content generation).
Ensure Equity and Access	◆ Close the digital divide: Not all students have equal access to AI tools. Policies can address access and ensure fair opportunities to benefit from AI. ◆ Support inclusive learning: Guidelines can promote tools that accommodate diverse learning needs, such as language support or assistive technologies.
Promote Responsible Use	◆ Teach digital literacy: Students need to understand how AI works, its limitations, and potential biases. ◆ Avoid misuse: Without education and structure, students and staff might rely on or trust AI blindly, leading to misinformation or ethical issues.
Protect Privacy and Data Security	◆ Student data risks: Some AI tools collect personal information. Schools must safeguard student privacy under laws like FERPA. ◆ Control third-party access: Policies help vet tools and ensure they comply with data protection standards.

We want to support educators while creating guardrails for innovation. This means:

- Encouraging experimentation: Give teachers space to try new approaches and explore AI as a tool for learning.
- Moving beyond substitution: Use technology not just to replace traditional tools (like a smartboard for a chalkboard) but to redesign lessons in ways that would not be possible otherwise.
- Preparing students for the future: AI is here to stay, so our goal is to shift instruction so that students graduate ready and competitive for their post-secondary paths, whether that's college, career, or other endeavors.

In short, the district aims to leverage AI to enhance teaching and learning while ensuring students and educators thrive in a rapidly evolving educational landscape.

A.I. - Why Guidelines & Policies are necessary	
Support Educators	◆ Provide clarity: Teachers need clear guidelines on how to integrate AI into instruction, grading, and curriculum planning. ◆ Professional development: Policies can help educators use AI effectively and ethically.
Encourage Innovation with Guardrails	◆ Foster creativity and learning: AI can be a powerful tool for personalized learning, creative projects, and critical thinking—if used responsibly. ◆ Avoid legal and ethical pitfalls: Having guidelines protects the school system from liability and public backlash over misuse or unintended consequences.
Prepare Students for the Future	◆ Workforce readiness: AI is transforming nearly every industry. Schools should prepare students with the skills and ethical grounding to use it wisely. ◆ Civic responsibility: Students must learn to navigate a world where AI influences media, politics, and society.

Dr. Campbell concluded with a call to action:

By 2030, millions of jobs will exist, but the nature of the work will be very different from today. For perspective, our current seventh graders will enter the workforce in that evolving landscape, and our current kindergarteners will graduate around 2038. This highlights the need to incorporate learning experiences now that prepare students for the future they will actually encounter, ensuring they have the skills, adaptability, and critical thinking necessary to thrive in a rapidly changing world.

A.I. - Call to Action.

By 2030 (our 7th graders will graduate), millions of jobs will still exist, but the work people do within them will look very different, and many workers will need to adapt, reskill, or transition to new kinds of roles.

Current SSFUSD Kindergarten Graduation Year

2038

Vice President Murray emphasized the need for a clear AI policy, citing CSBA guidance and the importance of protecting student data under state law (AB1584) and the National Data Privacy Agreement. She noted the difference between open and closed AI, recommending closed generative AI to limit outside influence. VP Murray also raised concerns about bias in AI outputs and stressed the importance of verifying AI-provided information.

Dr. Campbell agreed, highlighting that students should be taught to critically evaluate AI-generated content and that tools like Magic Schools can support tasks like IEP writing without inputting actual student data. Both agreed that careful policy development is essential as AI use expands in education.

Trustee Richardson lightheartedly asked whether there was “a mother computer somewhere in the sky” answering everyone’s questions, referring to the way people rely on AI tools for quick information and help with things they don’t know. President Anthony responded that it sounded like a hypothetical question, and Dr. Campbell replied in a teaching spirit, reassuring that there are no “dumb questions,” only opportunities to learn. She added that, to her knowledge, there isn’t a single “supercomputer” controlling AI, though she acknowledged the complexity of the systems involved. President Anthony clarified further that AI doesn’t come from one massive computer, but rather from many interconnected systems, “a lot of small computers working together, recognizing patterns minute by minute, second by second.”

Trustee Lam shared that she initially found the presentation on artificial intelligence a bit overwhelming, describing the feeling as being “surrounded by AI, like the Matrix.” She noted that AI is already a pervasive part of

everyday life, even her daughters use AI tools to generate random images, and said it's unrealistic to think of AI as something separate or avoidable. She expressed appreciation for the comprehensive overview of how AI intersects with education and daily life, emphasizing that the district must thoughtfully determine how to integrate AI into teaching and learning. Trustee Lam acknowledged the importance of pacing implementation carefully balancing innovation with capacity and ensuring that teachers and staff receive adequate training and support to adapt to new tools and expectations. She underscored the need to stay aligned with district values, vision, and strategic goals, noting that when used effectively, AI can enhance critical thinking, problem-solving, and creativity, rather than replace them. Lam cautioned that if AI begins to replace human thought, "then what's the point?". She highlighted the importance of student voice, echoing an insight from Ms. Navarte at Westborough: if we hand over our voice to AI, we risk losing it. Trustee Lam emphasized the need to help students feel confident that their voices and perspectives still matter in an increasingly AI-driven world.

Trustee Richardson shared that she gained a much deeper understanding of artificial intelligence from the presentation. She recalled attending a session at the California School Boards Association (CSBA) conference where tools like ChatGPT and Gemini were introduced, which initially sparked her curiosity. Reflecting on what she learned tonight, she said AI is "no longer a mystery" to her and lightheartedly added that she now feels she has "a friend AI, your friend." She thanked staff for "bringing AI out of the shadows," noting the importance of openly discussing it since it is already part of everyday life, "we're probably using it right now."

President Anthony expressed appreciation for the presentation and reflected on the complexities of using artificial intelligence responsibly. She responded to Trustee Richardson's comment that "AI could be your friend," noting that while that's a nice sentiment, it can also be "dangerous" since AI relies on pattern recognition and can reinforce user preferences repeatedly, "like social media on steroids." She suggested it's better to think of AI as a thought partner rather than a friend.

President Anthony commended Theo's insight on using AI to unlock learning and problem-solving, emphasizing that well-designed systems are essential for safeguards, especially in tutoring applications. She highlighted AI's potential to enhance teaching and learning, such as generating extra practice exercises for math or supporting reading comprehension, and noted its value in administrative tasks like IEP writing, contract generation, staff reports, and reviewing permits or RFPs, which can save time and resources. She also mentioned AI's role in facilities management, including creating digital twins of buildings to optimize energy use. President Anthony stressed the need for evolving AI policies and gathering student feedback on its use. She shared a San Francisco State professor's approach of documenting AI processes to promote ethical use and transparency and underscored the importance of critical thinking, noting that some AI tools,

like Google Gemini, can produce partially inaccurate or misleading information. She closed by thanking the presenters for sparking a thoughtful discussion on AI's growing role in education and district operations.

F. PUBLIC COMMENTS

Erica Ruiz, a parent of two students at Los Cerritos and two former students at Martin during its modernization, expressed surprise that the Los Cerritos community has not been involved in the current planning process. She emphasized the importance of community participation, stating that residents' voices should be included, especially regarding the project estimates and potential additional funding. She requested that the community be invited to future discussions, noting that she only learned about the current meeting through a text message. She concluded by thanking the board for listening and expressing her anticipation for an upcoming meeting where community input can be shared.

Two Westborough Middle School students, Angela Tian and Theo Wong, shared thoughtful perspectives on the role of AI in education.

Theo Wong, an eighth grader, spoke about the practical benefits of AI for both students and teachers. He explained how AI could help students review lessons at home and get real-time help with homework questions, noting his own frustration when he has to wait all weekend to ask a teacher for help. Theo also described AI as an "idea generator," comparing it to "a pot of soil", a foundation where ideas can grow and flourish, rather than something that replaces original thinking.

Angela Tian, leadership treasurer at Westborough, acknowledged concerns about academic dishonesty but pointed out that teachers already have tools, such as GoGuardian, to monitor student activity. She emphasized that students will learn to use AI responsibly, as humans naturally adapt to new tools and technologies.

Together, they concluded that schools should evolve with advancing technology, using AI to create better learning environments. As Theo summarized, "Students of the present are the teachers, architects, scientists, and lawyers of the future so they should learn the skills of the future."

Christina Hong, a parent of a sixth grader at Alta Loma Middle School and Buri Buri alum, introduced herself as the incoming 17th District PTA VP of Programs. She shared that she will focus on AI in education, cybersecurity, and acting as a liaison between parents, students, teachers, and staff across 86 schools in San Mateo County. She expressed excitement to support initiatives in these areas and emphasized the importance of preparing students to be leaders in a globally competitive future.

ADJOURNMENT – 8:48 p.m.