

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

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

SSFUSD Equity Definition

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

OPEN SESSION — 7:00 p.m.

A. CALL TO ORDER

B. ROLL CALL

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

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

- C. PLEDGE OF ALLEGIANCE** was led by Sunshine Gardens ES 5th grader Kaliyah Poythress. Principal Gonzalez shared comments from Kaliyah's fifth grade teacher, Mrs. Cairo, highlighting Kaliyah as an exceptional and motivated student who embraces challenges, works well with peers, and contributes to the school community through volunteering and mentorship. Kaliyah enjoys learning, values her friendships, participates in softball and volleyball, and comes from a large, active family.

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

Allyson Santa Maria, PTA president at Sunshine Gardens, highlighted her work improving communication and community engagement. She created a monthly newsletter and updated the PTA website for easy access to information and donations. She shared recent fundraisers, including restaurant takeovers, a Halloween event at Chuck E. Cheese, a K-pop movie singalong, and a Halloween festival that raised approximately \$1,500. Upcoming events include the school's first family dance, a Jollibee restaurant fundraiser in January, and the ongoing holiday shop, allowing students to shop for their families while supporting the school.

President Anthony thanked Allyson Santa Maria for her time and for organizing the Sunshine Gardens events.

G. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – Elizabeth Bales, President of South San Francisco Federation of Adult Educators, addressed the board remotely to request approval of the tentative agreement, thanking Nathan Sundaram and Marwan Hannon for facilitating her participation and acknowledging support from CTA and CSEA. She noted the challenging national climate for education and described the bargaining process, highlighting a constructive dialogue that resulted in a three-year salary increase. Bales expressed appreciation for Principal Prasad and Assistant Superintendent Hannon's collaboration. She also shared that Adult Ed held its first schoolwide holiday event, the World Tree of Hope, where students wrote wishes on paper dove ornaments and enjoyed refreshments. She concluded by wishing everyone a happy holiday season and a strong start to 2026.

President Anthony thanked Ms. Bales and commented that the holiday tree sounded lovely.

South San Francisco Classroom Teachers Association – Shari Giusti, President of SSFCTA provided updates from Martin and El Camino High School. She reported strong participation in events such as Trunk or Treat, Ruby Bridges Day, Balloons Over Broadway, and the Turkey Trot, and noted that Martin's new lunchtime waste system is working well, with 100% CTA membership participation. El Camino High School is hiring additional counselors. Giusti raised concerns about unclear roles for wellness counselors and emphasized that

certificated job responsibilities, salaries, and stipends must be negotiated with SSFCTA. She also mentioned sending three cease and desist letters recently, highlighting instances where sites made decisions affecting teachers' working conditions without consulting SSFCTA. While she acknowledged that communication between SSFCTA and the district cabinet has improved overall, she noted that some areas still make educators feel excluded. Giusti concluded by reporting that SSFCTA held a winter party for approximately 60 members, funded by the Bay Ed Fund for four years, featuring a gingerbread house contest won by Westborough teachers with the theme "Tis the Season of Academic Discourse," and she wished everyone happy holidays.

California School Employees Association Chapter 197 – None

H. PERSONNEL COMMISSION

Mr. Hannon announced that the next Personnel Commission meeting will be held on January 12, 2026, at 5:00 p.m. in the District Office boardroom.

I. ITEMS FROM THE BOARD – None

J. SUPERINTENDENT'S REPORT

- a. **Holiday Greetings** – Dr. Moore expressed her gratitude to students, teachers, staff, administrators, and families for their hard work, resilience, and commitment throughout the year. She reflected on the importance of slowing down during the winter break to recharge, strengthen human connections, practice self-care, and appreciate time with loved ones. Dr. Moore concluded by wishing the entire South San Francisco community a joyful, peaceful, and restorative holiday break and formally concluded her report.
- b. **CSBA Annual Conference** – Dr. Moore shared that she attended the California School Boards Association conference in Sacramento alongside all five trustees. She noted that sessions covered a wide range of topics, including legal and legislative updates, facilities and bonds, support for multilingual learners and Special Ed programs, effective governance, student voice, attendance, and artificial intelligence. She stated that the conference provided meaningful opportunities for reflection on the District's work, affirmed areas of strength, and highlighted opportunities for continued growth.
- c. **Strategic Plan Priorities Update** – Dr. Moore mentioned that a more formal report on the strategic plan priorities will be presented in January. She shared that the District is advancing its student-centered commitment through quarterly step-backs, with the first held in November involving principals, district leaders, and educators. Participants reviewed data

aligned to the annual priorities of student belonging and well-being, academic discourse, and math, using learning walk data, belonging survey results, and early implementation data from the new math curriculum.

Dr. Moore highlighted key themes, including differences between student and teacher perceptions of belonging, with fewer than 40 percent of students reporting that an adult at school knows them well, compared to about 90 percent of teachers reporting intentional efforts to build connections. She also shared findings from learning walks that showed strong examples of academic discourse, alongside opportunities to make these practices more consistent across schools. She noted that the January 5 professional learning day will focus on strategies to enrich student talk and provide additional training on the Illustrative Math curriculum for both elementary and secondary educators. Dr. Moore emphasized that the data are intended to inform systemwide improvement, support students and staff, and strengthen the District as a learning organization through transparency, continuous improvement, and celebration of effective practices.

- d. **Student Roundtables Update** – Dr. Moore shared an update on the launch of student roundtables as part of the District’s communications initiative to create two-way dialogue between students and district leadership. She noted that the District will visit every middle and high school this year, beginning with Parkway in October and El Camino in November. Early feedback showed students expressed pride in their schools, appreciation for caring adults and extracurricular opportunities, and also shared honest concerns about academic challenges, belonging, and classroom management. Dr. Moore stated that these insights will inform staff development and future planning, and expressed gratitude to students and schools for their openness in sharing their experiences.

- e. **Other** – None

K. STUDENT TRUSTEE REPORTS

1. Jaimelyn Ochoa, Fall Student Trustee and ASB President SSFHS shared that ASB students spread holiday cheer through campus caroling and announced the sale of holiday grams to boost student morale. She highlighted a recent quad gingerbread house competition and noted preparations for the spring semester, including Culture Week from January 19–23 and Culture Fest on January 24, which will replace Winter Ball. Ochoa also outlined plans for a winter-themed spirit week, shared updates on the spring musical *Ride the Cyclone*, and celebrated the success of the winter concert. She reported the start of winter sports, announced a peer-led pet therapy event to support students during finals, and concluded by wishing students success on exams and the community a happy holiday break.

Trustee Richardson asked for clarification about the puppies participating in the pet therapy event. Student Trustee Ochoa explained that the peer leader adviser, Miss O, coordinated the activity through her connections with the organization. When asked whether the puppies were from a local humane society, Student Trustee Ochoa stated she was not sure, and Trustee Richardson commented on the warmth the event would bring.

2. Isabelle “Izzy” Ruiz, Spring Student Trustee and ASB President ECHS reported on the successful fall musical *Once Upon a Mattress* and winter spirit week leading into the winter rally, which recognized small sports teams and featured student MCs and performances by jazz band, drama, cheer, and dance. She recognized junior Dylan Bullentini for representing El Camino at the CIF State lacrosse meet and noted the presentation of Colt Awards to student-athletes. Ruiz also described student support activities during finals, including Link Crew’s Coco and Cram event for freshmen and ASB’s breakfast-for-dinner study hall for all grades. She highlighted the winter concert series, the start of winter sports, and announced the upcoming winter ball on January 10. Ruiz concluded by congratulating student trustee Ochoa on a successful semester and wishing the community a safe and restful holiday break.

L. PUBLIC COMMENTS

Megan Connery, El Camino math teacher, thanked the board and Genentech for supporting nearly 20 math educators’ attendance at the CMC North Math Conference. She shared that the conference strengthened her instruction and professional learning, highlighting keynotes on teaching as activism, reframing real-world math, and designing collaborative learning environments to deepen student understanding. Speaking also as a union representative, Connery raised concerns that some teachers have been discouraged from contacting district office staff due to unclear communication pathways. She noted the district has not provided an updated organizational chart, making it difficult for staff to know whom to contact, and requested that an updated chart and job responsibilities be shared with all staff to support effective communication and avoid misunderstandings.

M. INFORMATION ONLY PRESENTATIONS

1. TEACHING & LEARNING

a. Teaching and learning presentation: Sunshine Gardens Elementary School

Dr. Campbell introduced Principal Leticia Gonzalez who presented the educational priorities and programs at Sunshine Gardens Elementary School.

Introduction

Principal Leticia Gonzalez introduced herself and shared that this is her fifth year leading Sunshine Gardens Elementary. She described the school as a supportive learning community where students feel valued and empowered. She explained that their work is guided by the district's Portrait of a Graduate, core values, and strategic priorities. Sunshine Gardens focuses on belonging, academic discourse, math, and literacy to help students grow as curious learners, critical thinkers, and compassionate citizens.

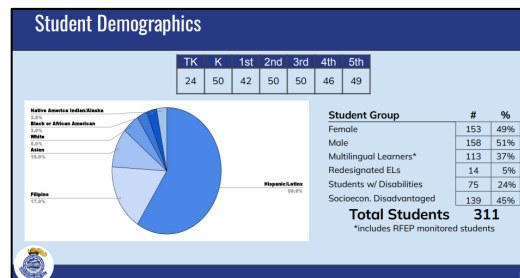
Sunshine Gardens Goals Aligned to Our District Goals

Mission
Sunshine Gardens will prepare all students with 21st-century skills and the foundation to become Global Citizens. The staff, families, and community work together to create a safe and engaging environment for the whole child that ensures student success, builds character, and celebrates diversity. We encourage our students to be their best selves and to reach their goals.

Belonging & Wellbeing Every class will build community weekly through activities like morning meetings, class check-ins, Soul Shoppes, class circles, etc.	Math Grade-level teams will use Illustrative Math/SVM, use data to plan small group instruction—especially for most vulnerable groups—ELs and Special Ed students.
Academic Discourse Classrooms will use structured partner talk routines regularly to boost student engagement and discussion—especially for most vulnerable groups—ELs and Special Ed students.	Literacy All teachers will implement <u>Structured Literacy</u> Blog —phonics, fluency, small groups, and comprehension.

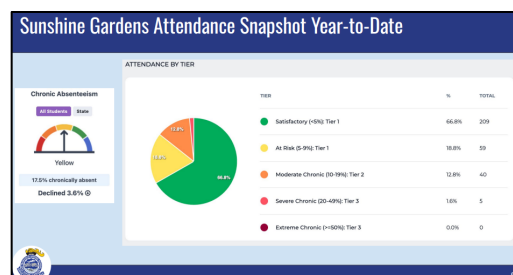
Student Demographics

Principal Gonzalez shared that Sunshine Garden is a Title I school serving a diverse population, including 37% multilingual learners, 24% students with disabilities, and 45% who are socioeconomically disadvantaged.

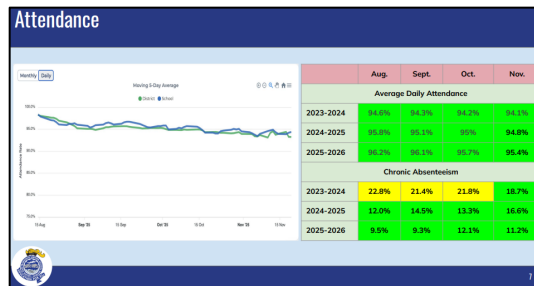


Attendance

Sunshine Gardens continues to closely monitor attendance and regularly remind families about the importance of students being at school every day and on time.

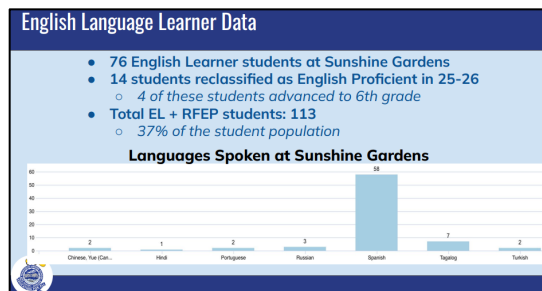


Principal Gonzalez added that they are seeing positive attendance trends, supported by consistent communication from the front office and teachers, and by fostering student belonging through welcoming routines and strong classroom communities.

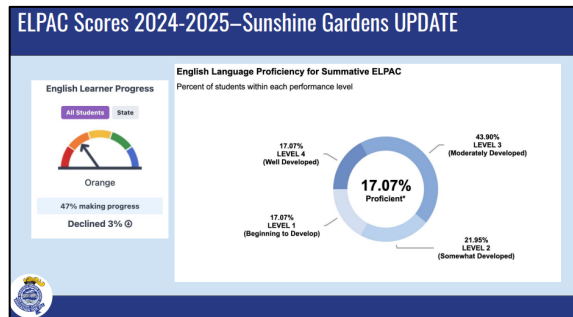


Multilingual Language Learners/ ELPAC

The multilingual learner population continues to grow, with 14 students expected to be reclassified as fluent English proficient this spring. ELPAC scores from 2024-25 contributed to a slight decline on the California Dashboard released in November.

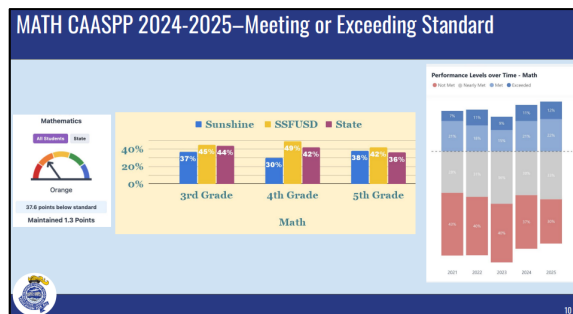


Principal Gonzalez shared that the school is actively strengthening language support through designated ELD, targeted newcomer support using the LOOK newcomer curriculum provided by two teachers, phonics intervention from reading specialists, and support from a bilingual paraprofessional. Additionally, UFLI phonics instruction for kindergarten through second grade, while not exclusively for multilingual learners, provides structured literacy and phonemic foundations that directly benefit English language learners.

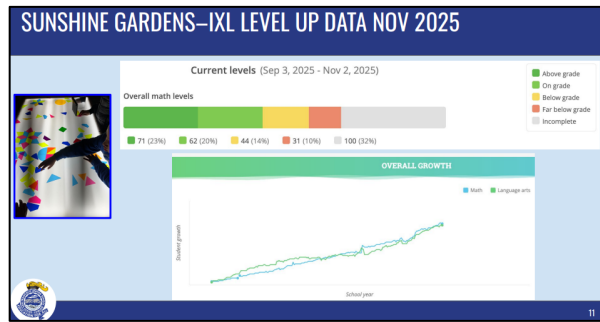


CAASPP

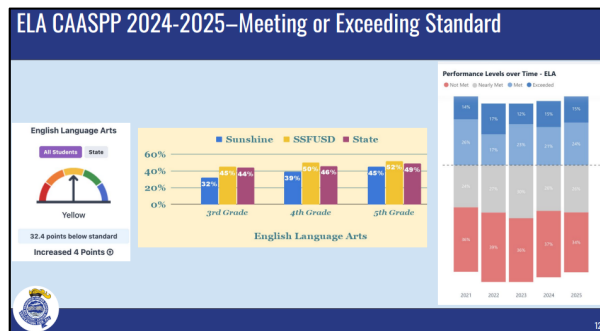
Following the May 2025 CAASPP administration, Sunshine Gardens maintained its overall mathematics performance level on the California Dashboard. Five-year trend data from the Open Architect system shows steady positive growth in math achievement. Implementation of Illustrative Math in grades 3 through 5 has strengthened instruction, with teachers effectively engaging students in real-world problem solving and promoting academic discourse through structured math talk.



Sunshine Gardens continues to use Math IXL to monitor student progress, with November data showing steady growth. This data is analyzed to provide targeted support for students needing extra help. Title One funds support students through a dedicated math interventionist and six teachers who staff math academic centers before and after school, expanding practice and assisting those who need it most.

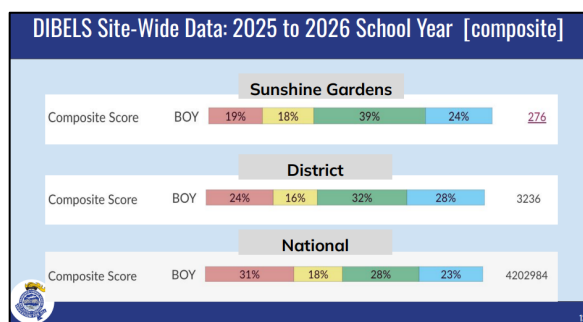


Principal Gonzalez shared that Sunshine Gardens' California Dashboard data shows improvement in English Language Arts, with the open architect trend line reflecting steady progress. To further strengthen achievement, the school is prioritizing academic discourse and partner talk strategies to deepen comprehension and boost student engagement.



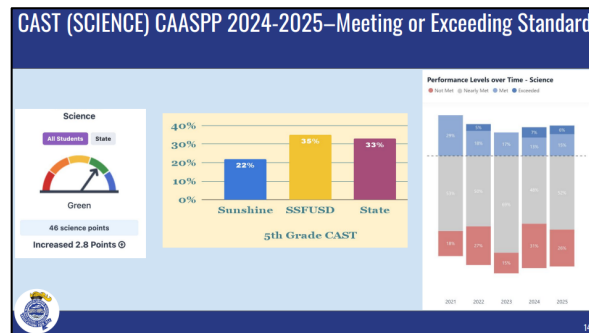
DIBELS

Sunshine Gardens' DIBELS results for Trimester 1 show that 63% of students are reading at or above grade level, outperforming both district and state averages. Teachers are supporting students needing extra practice through UFLI small group phonics instruction and targeted reading interventions.



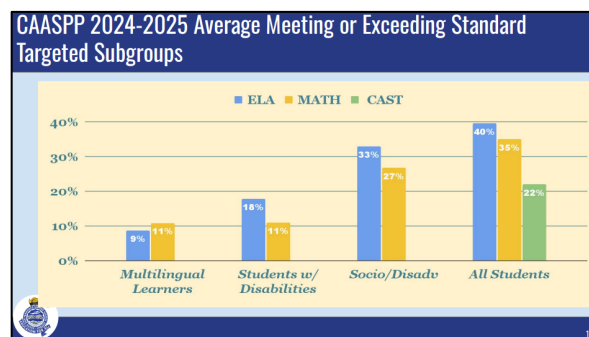
CAST

22% of Sunshine Gardens' fifth grade students met or exceeded standards on the science assessment, with the California Dashboard showing an upward trend in science performance. Students continue to engage in hands-on, inquiry-based science instruction that incorporates academic discourse to strengthen critical thinking and collaboration.



CAASPP Targeted Subgroups

Sunshine Gardens continues to closely monitor progress for multilingual learners, students with disabilities, and socioeconomically disadvantaged students as outlined in the SPSA. By using data to guide decisions and maintaining a culture of continuous improvement, the school remains on track to closing achievement gaps and ensuring success for all students.



Belonging

Principal Gonzalez shared that this year, Sunshine Gardens expanded support for student growth, ensuring every child feels a sense of belonging. Opportunities in theater, art, gardening, recycle club, and music continue to foster a strong community. The school is one of four with a full-time wellness counselor focused on tier one support. This month, students are participating in a kindness activity by writing cards on Wednesday, supporting the character focus and promoting

empathy, gratitude, and positive interactions across campus.



Partnerships

Sunshine Gardens' partnerships and events continue to enhance students' academic and social growth. Over 150 students participate in after-school programs through Boys and Girls Club and Leo J. Ryan. Music for Minors provides arts instruction, while Legarza PE offers creative physical and expressive outlets that complement core learning. Collaboration with Genentech Gene Academy provides mentorship and hands-on STEM activities for fourth and fifth graders. Additionally, work with partners in school innovation and the instructional leadership team has refined data-driven goals, strengthened peer observations, and deepened teacher collaboration, building stronger systems for reflection, shared leadership, and schoolwide improvement.



Community

Sunshine Gardens thrives both in and out of the classroom, with the PTA playing a key role in supporting students and teachers. They organize events and help families stay connected to the school, fostering strong community bonds that enrich the student experience.



Appreciation

Principal Gonzalez expressed deep appreciation for Sunshine Gardens' teaching staff and classified front office team, recognizing their daily commitment to student learning, social-emotional growth, and family support. She highlighted a productive instructional leadership team retreat with Spruce Elementary and shared excitement for planned initiatives through April that will benefit the entire school community. She emphasized the privilege of working alongside such dedicated, kind, and joyful educators and staff.



Volunteers

Principal Gonzalez also extended heartfelt appreciation to parent volunteers. She acknowledged the contributions of El Camino's Foster the Future Club, who helped with earlier PTA events, noting their energy and enthusiasm. Many of these volunteers are former Sunshine Gardens students, making their involvement especially meaningful and reflecting the strong sense of community that makes the school so special.



Trustee Richardson praised Principal Gonzalez's report and asked about the Prop 28 funding for Music for Minors. Principal Gonzalez explained that the program provides music instruction, including learning instruments and music theory, for TK through fourth grade. Fifth grade students participate in the district's existing music program. She noted that the Music for Minors director is a local parent, keeping the program connected to the community. Trustee Richardson appreciated the program, highlighting how music helps students build confidence and achieve success in other areas.

Trustee Lam thanked Principal Gonzalez for her detailed report and appreciated the combination of data and specific strategies to support student growth. She shared her positive experience visiting the school and noted the joy and passion she observed in students and educators. She asked about the school's approach to early literacy alongside the emphasis on math.

Principal Gonzalez explained that the school year began with reading specialists supporting K–2 teachers in implementing the UFLI curriculum. While literacy has been a focus since her arrival, this year they continued it alongside the district priorities, planning to refine and adjust it in future years.

Trustee Lam noted her interest in hearing more updates as the year progresses.

Trustee Murray also thanked Principal Gonzalez, praising the school community and congratulating them on strong DIBELS results.

President Anthony highlighted the school's improved attendance, noting its impact on student learning, and expressed appreciation for the community-building efforts at

Sunshine Gardens. Principal Gonzalez thanked the board and acknowledged her staff, students, and community.

b. Performance Management – CAASPP

Dr. Moore introduced Assistant Superintendent Dr. Campbell who presented information on the District's overall performance on the 2024-25 CAASPP results.

Dr. Campbell greeted the board, Superintendent Dr. Moore, Cabinet, and the community. She shared that the review is grounded in the district's core values, strategic plan priorities, and LCAP goals. She highlighted that the focus is on the Portrait of a Graduate, ensuring students learn, impact, navigate, and thrive.

She noted that her presentation will include overall CAASPP results, percentages of students meeting or exceeding proficiency, and data on targeted student groups to monitor equity. It will also show growth over time within cohorts and a school-by-school snapshot of performance.

Overview of CAASPP

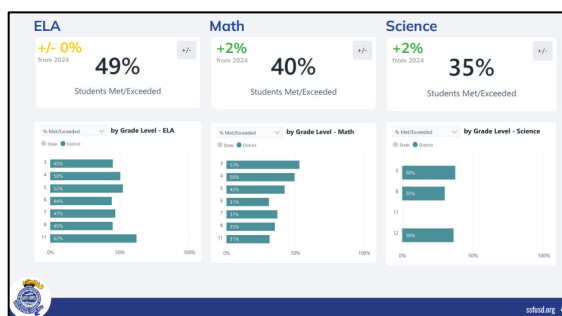
- California Assessment of Student Performance and Progress (CAASPP)
- A set of summative assessments administered in the Spring for ELA, Science, and Math
- We tie our Strategic Plan & LCAP metrics to CAASPP results and use different formative assessments throughout the year to monitor progress

Presentation breakdown:

- CAASPP (ELA, Math, Science)
 - % of students in all testing grades that met or exceeded standards
 - % of targeted student groups that met or exceeded standards
 - Growth by cohort over time
- School by School Snapshot

school.org 3

Dr. Campbell began by sharing the district average scores to give context. She noted whether results remained the same as the previous year or improved. This year, the district showed a 2% increase in both math and science proficiency.



Dr. Campbell reviewed proficiency rates by student subgroup and highlighted the opportunity gaps between each subgroup and the overall student population. She pointed out that the slide shows how much each group met or exceeded standards in ELA, math, and science, making it easier to see where gaps in performance exist and where equity work is needed.

ELA			Math			Science		
49%			40%			35%		
Students Met/Exceeded			Students Met/Exceeded			Students Met/Exceeded		
Student Group	# Students	% M+E	Student Group	# Students	% M+E	Student Group	# Students	% M+E
EL	817	7.7%	EL	824	9.2%	EL	291	1.4%
SWD	636	12.3%	SWD	637	10.0%	SWD	244	6.1%
ECCODIS	1,756	32.6%	ECCODIS	1,755	24.3%	ECCODIS	756	21.7%
SOL	122	58.6%	SOL	120	40.2%	SOL	70	35.7%

*Targeted student groups: students qualifying for free & reduced lunch (ECCODIS), multilingual learners (EL), students qualifying for special services (SWD & SOL)

Dr. Campbell shared cohort data, showing how the same groups of students performed over time. The slide focused on ELA, comparing fifth grade results to their sixth grade results the following year and whether those cohorts showed academic growth or remained flat year to year.

Student Cohorts Over Time: ELA						
School Year	20-21	21-22	22-23	23-24	24-25	Growth YoY
	% M+E	% M+E	% M+E	% M+E	% M+E	
Current 5th Graders	-	-	0%	50%	50%	0.0%
Current 6th Graders	-	-	53%	49%	52%	-0.9%
Current 7th Graders	0%	47%	47%	52%	44%	-2.2%
Current 8th Graders	45%	54%	54%	47%	47%	1.1%
Current 9th Graders	40%	54%	43%	47%	45%	2.4%
Current 12th Graders	52%	52%	-	-	62%	3.6%
SSFUSD Graduates	52%	-	-	69%	-	9.9%

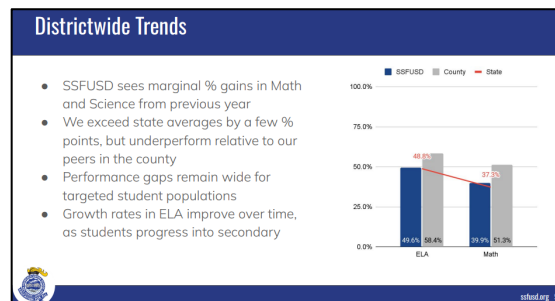
Dr. Campbell then presented the same cohort view for math. She noted that the data strongly suggested a need for higher-quality mathematics curricular resources in the district, which aligns with the recent adoption of new materials.

Student Cohorts Over Time: Math						
School Year	20-21	21-22	22-23	23-24	24-25	Growth YoY
	% M+E	% M+E	% M+E	% M+E	% M+E	
Current 5th Graders	-	-	0%	53%	50%	-5.7%
Current 6th Graders	-	-	54%	48%	42%	-11.8%
Current 7th Graders	0%	51%	46%	39%	31%	-15.3%
Current 8th Graders	46%	50%	48%	37%	37%	-5.3%
Current 9th Graders	38%	41%	39%	37%	35%	-1.6%
Current 12th Graders	46%	40%	-	-	31%	-7.6%
SSFUSD Graduates	41%	-	-	32%	-	-7.9%

She also shared the cohort data for science.

Student Cohorts Over Time: Science						
School Year	20-21	21-22	22-23	23-24	24-25	Growth
	% M+E	% M+E	% M+E	% M+E	% M+E	YoY
Current 9th Graders	-	35%	-	-	30%	-5.0%
Current 12th Graders	-	30%	-	-	-	-
SSFUSD Graduates	24%	-	-	-	36%	10.7%

Dr. Campbell reviewed district-wide trends, showing how South San Francisco Unified compares to the county and the state. She noted that the district is trending in the same direction.



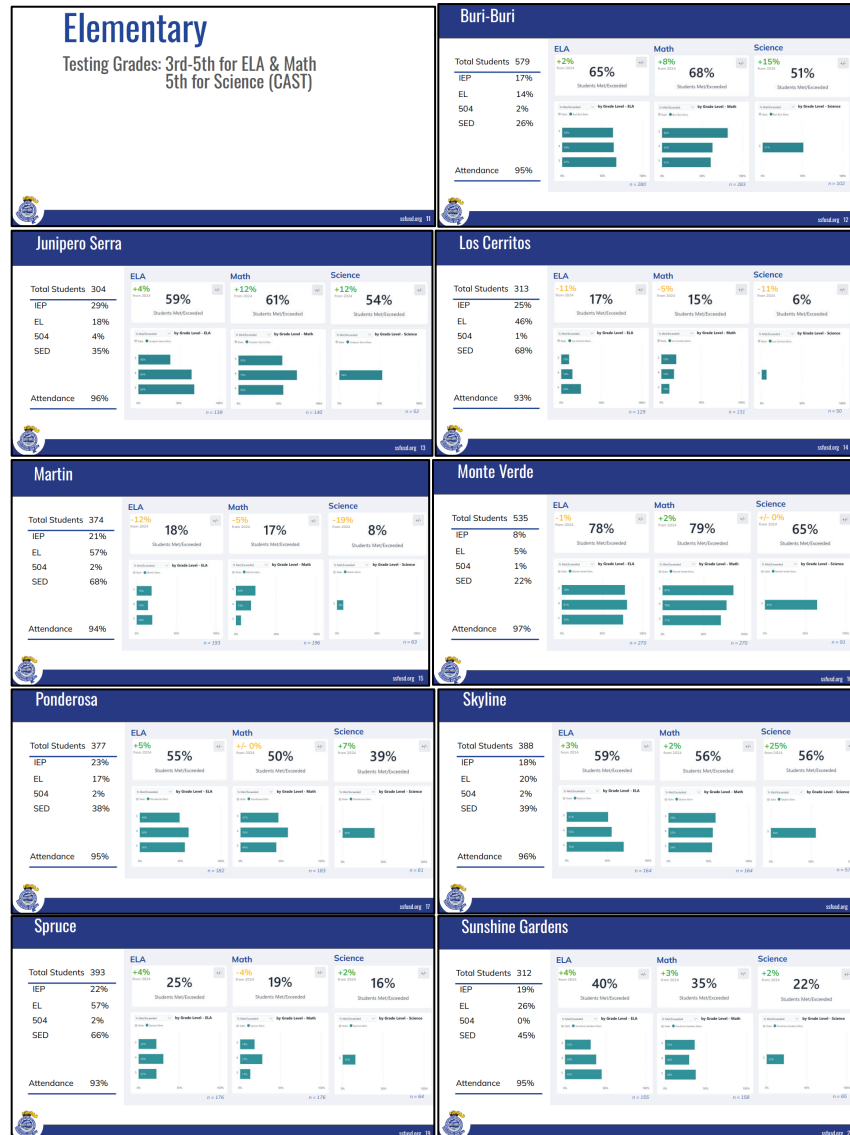
Dr. Campbell then shifted to school-by-school snapshots, noting that each campus has a unique context, including differences in Title I status and student demographics. She emphasized that the most important lens is growth, since the district must meet students where they are while maintaining a steady trajectory toward proficiency.



Elementary – Snapshots

She highlighted each school's year-over-year gains in ELA, math, and science, and pointed out subgroup performance in relation to the general education population to monitor equity. Early examples included Buri Buri, which showed 2% growth in ELA, 8% in math, and 15% in science, followed by similar

profiles for Junipero Serra (4%, 12%, 12%), and then Los Cerritos, Martin, Monte Verde, Ponderosa, Skyline, Spruce, and Sunshine Gardens.



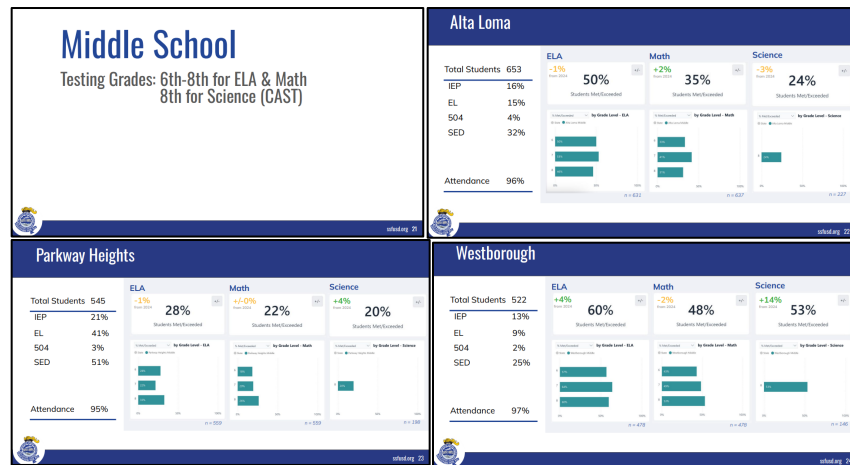
Middle School – Snapshots

Before transitioning to middle school data, Dr. Campbell explained that while quantitative metrics are essential, they are only part of the picture. This year, the district has increased its focus on what she called “experiential data” by conducting classroom walks with district and school teams. These visits are non-evaluative and meant to simply observe everyday instruction. The goal is to understand what learning looks like for students, identify areas where practice can be strengthened, and align professional learning to actual

classroom needs.

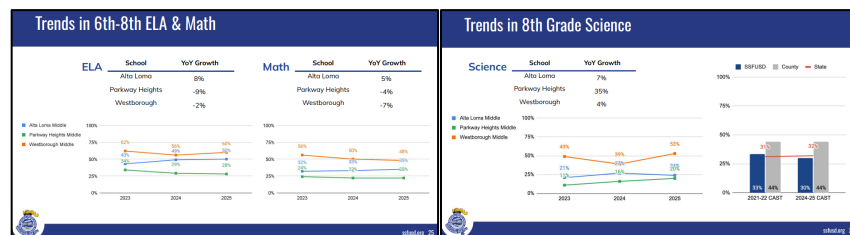
She emphasized that pairing assessment data with experiential observations and survey feedback allows the district to zoom out and determine priorities more effectively. She also noted the launch of a principal PLC, where site leaders bring problems of practice to collectively analyze and problem-solve to better serve their communities.

Dr. Campbell then reviewed middle school CAASPP snapshots for Alta Loma Middle School, Parkway Heights, and Westborough, highlighting overall performance trends, growth, and subgroup comparisons for each site.

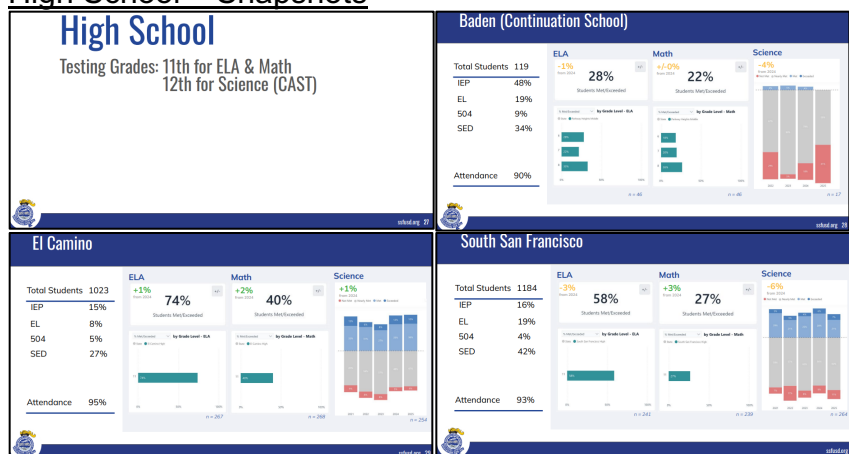


Middle School – Trends

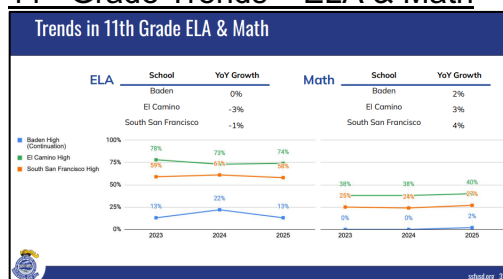
For middle schools, Dr. Campbell presented trend data showing how student performance has shifted year to year in both ELA and mathematics. She highlighted that looking at cohorts over time allows the district to see how students progress as they move through grade levels, rather than only comparing isolated snapshots. She also shared similar cohort trend data in science, noting how student outcomes change as they advance through the middle grades.



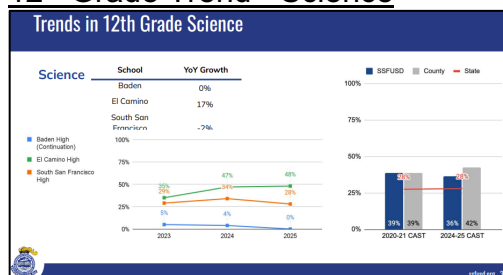
High School – Snapshots



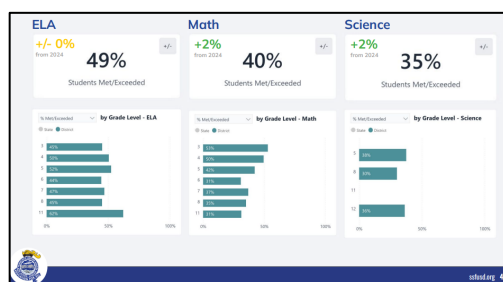
11th Grade Trends – ELA & Math



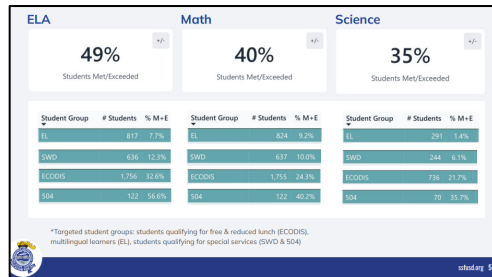
12th Grade Trend - Science



Dr. Campbell concluded the presentation by returning to the district-wide trends and offering reflections as the new Assistant Superintendent for Teaching and Learning.



She emphasized that although the district saw growth in math and science, overall proficiency rates still indicate that less than half of students are meeting expectations in some areas. She highlighted the importance of examining not just averages, but how the 40–60% of students who are not meeting standards are experiencing school, especially the most vulnerable subgroups whose performance remains significantly below the general population.



She also noted that CAASPP is a long-cycle assessment that provides an annual snapshot, but does not guide instruction throughout the year. The district has identified a need for more short- and mid-cycle assessments, such as quarterly and formative assessments, to help teachers and leaders adjust instruction in real time rather than waiting for summative results. Work is already underway, with a committee meeting with school leaders to identify tools and approaches that will strengthen continuous monitoring and support instructional improvement.

Trustee Richardson began by noting the level of detail in the presentation and voiced a concern regarding how students with IEPs are incorporated into district achievement data. She asked how students with IEPs are grouped when comparing performance to general education students, whether those comparisons are appropriate, and whether including students with IEPs could lower district averages. She explained that students with IEPs may require different instructional materials, which raises questions about how meaningful the comparison is. She also wondered whether the district would ever realistically reach parity with state performance expectations. She referenced a past school visit where a parent shared that their child had graduated but could not read, an experience that has remained on her mind.

Dr. Campbell responded by explaining that students who qualify for special services generally pursue the same

diploma as their peers unless they are on an alternate pathway. Because of this, including them in data reporting with the general student population is appropriate. She emphasized that all students learn differently and the district has a responsibility to meet individual needs regardless of whether a student has an IEP. Regarding comparisons with the state, she noted that the strategic plan includes illustrative measures and that the superintendent has implemented strategic shifts in hiring and organizational alignment to allow the system to focus more effectively on instruction. She clarified that the district's goal is not only to meet state performance levels but ultimately to exceed them.

Trustee Richardson thanked Dr. Campbell for the response and clarified that her concern stems from a genuine worry about students exiting the school system without foundational skills such as literacy. She affirmed that she understands the complexity of the work and appreciates the attention to detail being shown, but that the issue continues to weigh on her.

Dr. Moore added further clarification by explaining that not all students with IEPs take the CAASPP assessment. If an IEP team determines that a student should take an alternate assessment, that student participates in the California Alternate Assessment instead. The type of assessment a student takes must be written into their IEP and students assessed through the alternate assessment are measured using a different tool aligned to their individualized goals rather than the CAASPP.

Trustee Lam thanked Dr. Campbell for the presentation and acknowledged that the data was extensive. She appreciated the explanation of opportunity gaps and emphasized that closing achievement gaps for underserved subgroups is essential. She noted that CAASPP is an end-of-year measure and does not help monitor progress during the year. She shared that at the CSBA conference she learned about districts using more granular early literacy data to monitor cohorts and intervene sooner. She supported the district's efforts to adopt similar tools and commented that, with the new strategic plan and priorities, this year feels like a new beginning. She asked how to interpret the CAASPP results within that context.

Dr. Campbell responded that ideally long-cycle data presentations would occur in August so schools could use the

results immediately. She explained that the district currently lacks short and mid-cycle assessments that correlate to CAASPP, which makes it difficult to gauge trends during the year. She noted that academic discourse data shows frequency of discourse but does not yet connect to summative outcomes. She highlighted mathematics curriculum implementation as a promising area because teachers are using updated, standards-aligned materials, supported by ongoing professional development. She also pointed to belonging as a critical priority that influences learning because students perform better when they feel believed in and supported. She affirmed that the district's current priorities are the right ones and that belonging will remain foundational.

Trustee Lam agreed and described these efforts as strengthening the instructional foundation by ensuring psychological safety. She thanked Dr. Campbell for the clarification.

Trustee Murray thanked Dr. Campbell for the report, noting appreciation for the emphasis on both the rationale behind the work and the data itself. She stated that this approach will serve the district well.

President Anthony then added that the way the data was presented over time felt new and made it easier to understand progress. She said she is looking forward to seeing the continued impact of stronger instruction, while also pointing out that many factors affecting student performance occur outside the classroom and require attention as well.

N. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

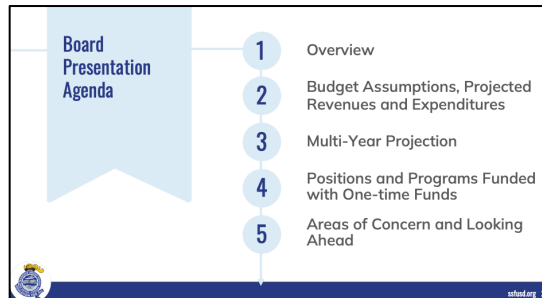
1. BUSINESS SERVICES

a. First Interim Financial Report

Dr Moore introduced Assistant Superintendent Ted O who presented the 2025-26 First Interim Financial Report, for the period ending October 31, 2025.

Mr. O began by greeting President Anthony, the board, Dr.

Moore, Cabinet, staff, and the community. He stated that he would be presenting the 2025–26 First Interim Financial Report. He explained that the presentation would include an overview of the report, the budget assumptions used, projected revenues and expenditures for the First Interim, the multi-year projection, positions and programs supported with one-time funds, areas of concern, and items to be aware of moving forward.



Mr. O explained that the Education Code requires school districts to submit two financial reports to their governing board each year. These reports provide a snapshot of the district's financial position at specific points in time. The First Interim report reflects financials through October 31st, and the Second Interim report reflects financials through January 31st. He noted that both reports must be approved by the board within forty-five days after the close of their respective reporting periods.

Education Code

Education Code Section 42130 states that school districts submit two reports to the governing board of the district during each fiscal year.

- First Interim Report covers the financial and budgetary status of the district for the period ending October 31.
- Second Interim Report covers the period ending January 31.

Both reports shall be approved by the district governing board no later than 45 days after the close of the period being reported.

Mr. O stated that the Education Code also requires school districts to certify each report based on their ability to meet financial obligations. A positive certification means the district will be able to meet its financial obligations for the current year and the following two fiscal years. A qualified certification means the district may not be able to meet those obligations for the current or the next two fiscal years. A negative certification indicates the district will be unable to meet its financial obligations for that period. He noted that this evening the district will be asking the board to approve a

positive certification report.

Education Code Certification

Education Code Section 42130 (a) (1) defines the certifications.

- A Positive Certification: WILL MEET their financial obligations for the current and two subsequent fiscal years.
- A Qualified Certification: MAY NOT MEET their financial obligations for the current OR two subsequent fiscal years.
- A Negative Certification: WILL BE UNABLE TO MEET their financial obligations for the current OR two subsequent fiscal years.

 slide 5

General and SSFUSD Assumptions

Mr. O noted that multiple sources of information are used when preparing the district's financial reports. He shared the slide for the board's awareness, explaining that it outlines where key financial data comes from.

He added that developing financial reports also requires establishing a set of underlying budget assumptions. He stated that the slide shows some of the assumptions applied when preparing this First Interim report.

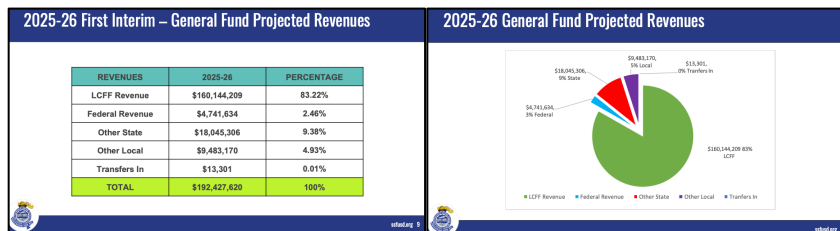
General Assumptions Guidance	SSFUSD Assumptions
The District uses a variety of sources to determine current and future revenues and expenditures: ➤ School Services of California (SSC Dashboard) ➤ Common Message developed by all County Offices in the State ➤ Current State Adopted Budget ➤ Actual current year enrollment (CBEDs/projected P-2 ADA) ➤ Local Control Funding Allocation (LCFF) ➤ Capital Advisors ➤ Department of Finance (DOF) Reports ➤ Legislative Analyst Office (LAO)	• Property taxes budgeted with latest estimates • Estimated RDA revenue from COE is budgeted • District will remain Community Funded/Basic Aid • Estimated Step & Column cost included • Enrollment/ADA declining • Estimated STRS/PERS Increase included • Mandated Block Grant and Lottery Funds are budgeted • Program carryovers from prior year are included • Contributions to Special Ed & Transportation are budgeted • Contributions for Routine Restricted Maintenance and Deferred Maintenance are budgeted • One-time new State and Local grants are budgeted

 slide 6

2025-26 First Interim – General Fund Projected Revenues

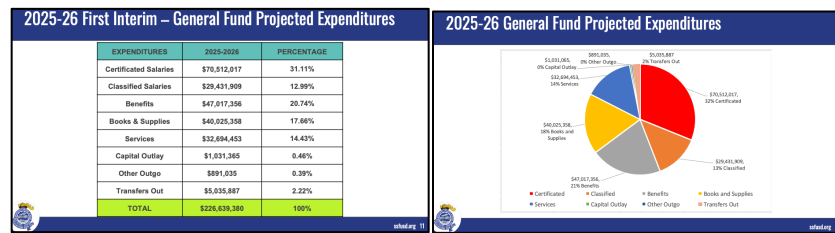
The school districts and county offices of education are required to organize revenues into standardized statewide categories that include both restricted and unrestricted funds.

He stated that total projected revenue is \$192.4M, with most of it attributed to LCFF revenue. He clarified that this is expected because the district is a Basic Aid or Community Fund district, meaning that the majority of its unrestricted General Fund revenue comes from property taxes.



2025-26 General Fund Projected Expenditures

Mr. O explained that total projected expenditures at First Interim are \$226.6M. He noted that districts must categorize expenditures according to statewide reporting requirements, and that this total includes both restricted and unrestricted funds. He also clarified that the expenditures incorporate program carryover amounts from the previous year, which are funds not fully spent that are permitted to roll into the current year.



General Fund – Unrestricted and Restricted

Mr. O explained that the General Fund is divided into Unrestricted and Restricted portions, with restricted funds required to be used for specific program purposes. The projected Unrestricted ending balance is \$38M, including small non-spendable amounts, district designations, the State-required reserve, and \$14.5M undesignated for future budget needs. The Restricted ending balance is \$7.2M, made up of categorical funds that must be spent on their intended programs, most of which support facility needs.

General Fund – Unrestricted and Restricted			
General Fund Summary	2025-26 Unrestricted	2025-26 Restricted	Total
Revenues without Contribution	160,162,305	32,251,954	192,414,119
General Fund Contribution	(40,157,548)	(40,157,548)	
Interfund Transfer In	13,301	-	13,301
Total Sources of Funds	119,618,128	72,094,406	192,427,630
Expenditures	119,796,559	101,817,974	221,603,493
Interfund Transfer Out	112,206	4,923,591	5,035,887
Total Usage of Funds	119,897,855	106,741,565	226,639,380
Net Increase/Decrease in Fund Balance	(279,689)	(33,932,071)	(34,211,760)
Beginning Fund Balance	38,246,526	41,170,943	79,417,469
Projected Ending Fund Balance	37,966,837	7,238,872	45,205,709
Nonspendable	186,109	-	186,109
Restricted (Program Carryovers)	-	7,238,872	7,238,872
Committed	-	-	-
Assigned/Designated	-	-	-
Various Designations *	11,992,530	-	11,992,530
Unassigned/Unappropriated	-	-	-
Designated for Economic Uncertainties	11,111,969	-	11,111,969
Undesignated Reserve	14,656,249	-	14,656,249

General Fund – Adopted vs. 1st Interim

Mr. O showed a comparison between the Adopted Budget from May 2025 and the newly prepared First Interim. Revenues increased by about \$9.6M, while expenditures increased by about \$42.4M. As a result, the projected ending fund balance declined by \$32.8M before applying State-required and district designations. He noted that the following slides would explain these changes in more detail.

General Fund – Adopted vs. 1st Interim

General Fund (Unrestricted and Restricted)	2025-26 Adopted	2025-26 1st Interim	Change
Revenues	382,767,380	392,414,519	9,647,139
Interfund Transfer In	13,301	13,301	-
Total Sources of Funds	382,780,681	392,427,820	9,647,139
Expenditures	179,577,120	221,603,493	42,026,373
Interfund Transfer Out	4,512,294	5,095,987	423,353
Total Usage of Funds	384,089,416	226,699,380	42,469,964
Net Increase/Decrease in Fund Balance	(1,498,935)	(34,271,563)	(32,802,828)
Beginning Fund Balance	79,417,469	79,417,469	-
Projected Ending Fund Balance	78,006,534	45,205,709	(32,802,825)
Nonspendable	250,100	186,109	(63,991)
Restricted	41,407,339	7,238,872	(34,168,467)
Committed	-	-	-
Assigned/Designated	-	-	-
Various Designations *	11,533,389	11,992,510	459,121
Unassigned/Unexpended	-	-	-
Designated for Economic Uncertainties	9,208,471	11,331,969	2,122,498
Undesignated Reserve	15,008,235	14,456,269	(1,151,966)

* Details provided on Slide 14

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General Fund Summary Comparison (Combined)

Mr. O provided a comparison of the district's set-asides, explaining that this breakdown accounts for the \$12M district designation that appears in the ending fund balance. He noted that contributions to STRS and PERS are expected to rise in future years, and the set-aside for employee raises has been removed because negotiations are now settled and the cost is included directly in the budget.

General Fund Summary Comparison (Combined)

	2025-26 Adopted Budget	2025-26 1st Interim
Assigned/Designated		
STRS/PERS Increases: 2028-29	571,058	1,146,597
STRS/PERS Increases: 2029-30	1,164,867	2,345,913
Property Tax Re-Payment - Litigation (Rough Estimate)	8,500,000	8,500,000
Set-aside for Raises - CSEA & Unrepresented	1,297,464	0
	11,533,389	11,992,510

* Added since Adopted Budget

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Changes to Revenue

The net revenue change from the Adopted Budget to 1st Interim is about \$9.6M, driven mainly by a \$2.8M increase in Federal, State, and Local restricted funds, \$0.3M in Federal and State carryover, an estimated \$4.8M increase in RDA/Property tax revenue, and \$0.9M in one-time revenue from the sale of RDA property

Changes to Revenue

The net change in revenue from the Adopted Budget to 1st Interim is approximately \$9.6M. The major changes include:

- Net increase in Federal, State and Local Categorical/Restricted Funding, \$2.8M
- Increase in revenue due to carryover of prior year Federal and State Program Revenues, \$1.1M
- Increase in Estimated RDA/Property Tax, \$4.8M
- One-time revenue from sale of RDA property, \$0.9M

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Changes to Expenditures

The total net change in expenditures is about \$42.4M. Most of this, \$37.1M, comes from the carryover of unspent Federal, State, and Local program funds from the prior year, including multi-year stimulus grants. An additional \$3.2M reflects increases in program allocations and other budget adjustments, and \$2.1M is for higher estimated Special Ed and Special Ed Transportation costs.

Changes to Expenditures

The net change in Expenditures from the Adopted Budget to 1st Interim is approximately \$42.4M. The major changes include:

- Increase in expenditures due to carryover of prior year Federal, State and Local Program Funds, \$37.1M
- Net increase in Federal, State and Local Program allocations and various budget adjustments, \$3.2M
- Increase in estimated Special Ed and Transportation costs, \$2.1M

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2026-27 and 2027-28 MYP Assumptions

When preparing interim financial reports, the State requires the district to balance the budget for the current year and the next two years. This is called the Multi-Year Projection. Like the current year, assumptions are made for the two future years.

2026-27 and 2027-28 MYP Assumptions

- Property tax increases – estimated at 6%
- Estimated RDA revenue is budgeted
- Estimated STRS/PERS increase included
- Estimated Step & Column costs included
- Enrollment/ADA projected to decrease by 2% per year
- Mandated Block Grant and Lottery Funds are budgeted
- Contributions to Special Ed and Transportation
- Contributions to Routine Restricted Maintenance
- Positions paid with one-time categorical funds are not budgeted
- Programs paid with one-time categorical funds are not budgeted
- Anticipated positions for two additional Transitional Kinder classes
- District will remain Community Funded/Basic Aid

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Multi-Year Projection Assumptions

Mr. O shared additional budget assumptions.

Multi-Year Projection Assumptions

Year	STRS	PERS	COLA	Lottery	Mandated Block Grant	Federal	ADA
25-26	19.10%	26.81%	2.30%	\$272	\$115.57	Flat	7,228.93
26-27	19.10%	26.90%	3.02%	\$272	\$119.06	Flat	7,084.82
27-28	19.10%	27.80%	3.42%	\$272	\$123.13	Flat	6,943.60

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Multi-Year Projection – Actual/Projected Ending Fund Balances

Mr. O provided a high-level summary of the Multi-Year Projection. It shows the projected ending fund balance for the current and next two years before State-required and District designations. The ending balance is decreasing each year due to projected deficit spending, and these amounts may change by the 2nd Interim Financial Report.

Multi-Year Projection – Actual/Projected Ending Fund Balances			
The District's Ending Fund Balance is decreasing as a result of deficit spending, increased employer PERS and STRS contribution and increased District operating expenditures.			
Unrestricted and Restricted Funds	First Interim 2025/26	Proposed Budget 2026/27	Proposed Budget 2027/28
Revenues	\$ 192,414,319	\$ 196,862,362	\$ 202,462,826
Interfund Transfer In	13,301	13,301	13,301
Total Sources of Funds	\$ 192,427,620	\$ 196,875,663	\$ 202,476,127
Expenditures	\$ 221,603,493	\$ 194,452,436	\$ 202,795,099
Interfund Transfer Out	5,035,887	5,073,591	5,098,591
Total Usage of Funds	\$ 226,639,380	\$ 199,526,027	\$ 207,893,690
Net Incr/Decr in Fund Balance	\$ (34,211,760)	\$ (2,650,364)	\$ (5,417,563)
Beginning Fund Balance	79,417,469	45,205,709	42,555,345
Actual/Projected Ending Fund Balance	\$ 45,205,709	\$ 42,555,345	\$ 37,137,782

Ending Fund Balances (Reserves)

The State requires districts to divide their ending fund balance into five categories to ensure consistency across all districts.

Ending Fund Balances (Reserves)
GASB Statement No. 54 establishes certain classification that governmental agencies are required to report their fund balances
• Nonspendable • Restricted • Committed • Assigned • Undesignated/Unassigned

Ending Fund Balance Designations

Mr. O noted that the designations for the three years are based on the five required categories. Some are mandated by the State, while others are District designations under "Assigned/Designated." Using these reserves, the District is able to balance its budget for all three years.

Ending Fund Balance Designations

Unrestricted and Restricted Funds	First Interim 2025/26	Proposed Budget 2026/27	Proposed Budget 2027/28
<i>Actual/Projected Ending Fund Balance</i>	45,205,709	42,555,345	37,137,782
Nonspendable			
Revolving Cash	25,100	25,100	25,100
Stones	45,690	45,690	45,690
Prepaid Expenditures	115,319	115,319	115,319
Restricted	7,238,872	7,238,872	7,238,872
Committed	0	0	0
Assigned/Designated			
STRS/PERS Increase: 2028-29	1,146,597	1,146,597	1,146,597
STRS/PERS Increase: 2029-30	2,345,913	2,345,913	2,345,913
Prop Tax Re-Pymt - Litigation (Est.)	8,500,000	8,500,000	8,500,000
Reserve			
Reserved for Economic Uncertainties	11,331,969	9,976,301	10,394,685
Undesignated Reserve	14,456,249	13,161,553	7,325,606


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Positions and Programs Funded with One-time Funds

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Areas of Concern

Areas of Concern

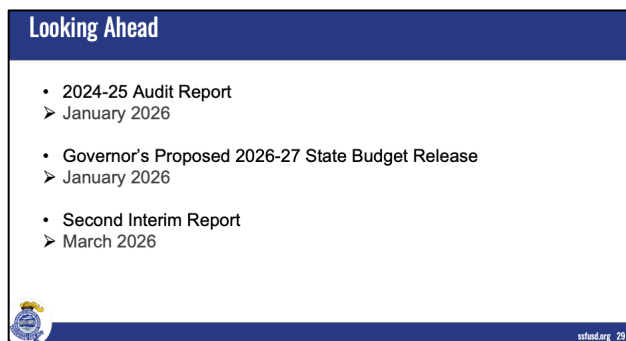
- STRS/PERS Increases
- Increases in Special Education Costs
- Re-payment of property taxes due to litigation
- Aging facilities with increasing cost to repair/replace
- Declining Student Enrollment
- Shortage of teachers, nutrition service workers, custodians, substitutes and other staff
- Potential impact of new COVID-19 Variant or other pneumonia outbreak
- Positions and programs paid with one-time funds that are ending or depleted
- Cost for expansion of the Universal Transitional Kindergarten Program
- Increasing cost for goods and services due to inflation and possible tariffs imposed by the Trump administration
- Possible loss of Federal funding from the Trump administration



stand on: 2

Looking Ahead

will then be presented for board approval in March 2026.



Trustee Richardson asked about one-time funds, noting that the district always receives them. Mr. O explained that recent one-time funds were largely pandemic-related, including mental health support, and that only a portion remains for next year. Trustee Murray thanked Mr. O and his staff for their detailed work. President Anthony also expressed appreciation.

The Board recessed at 8:27 p.m. and reconvened at 8:37 p.m.; Student Trustee Ochoa left the meeting at 8:27 p.m.

ACTION

PAGE

5. BUSINESS SERVICES

a. Approval of the First Interim Financial Report and Positive Certification of Financial Condition

1

MOTION #104 (Richardson/Lam) to approve the 1st Interim Financial Report and positive certification of financial condition for FY 2025-26, declaring that the SSFUSD will be able to meet its financial obligations for the current year and subsequent two fiscal years, as presented to the Board. Motion Carried. (Unanimous)

O. CONSENT AGENDA:

MOTION #105 (Murray/Lam) to approve items: 1a. Minutes of the November 13, 2025 Regular Board meeting; 2a. Permission for ECHS Wrestling Team students to travel to Clovis, CA December 19 – 20, 2025; 2b. Permission for ECHS Wrestling Team students to travel to Chico, CA, January 2 – 3, 2026; 2c. Permission for staff to attend the California Teacher Induction conference in Sacramento, CA, January 11 – 13, 2026; 2d. Permission for SSFHS Cheerleading Team to travel to Las Vegas, NV, February 18 – 22, 2026; 2e. Permission for staff to attend the California All Titles conference in Los Angeles,

CA, March 25 – 26, 2026; 2f. Permission for ECHS staff and students to travel to Greece, March 26 – April 6, 2026; 3a. Certificated Personnel Assignment Order; 4a. Purchase Order Listing, October 2025; 4b. Warrant Register, October 2025; 4c. Cash Receipts, October 2025; 4d. Gifts to the District, November 2025; 4e. Fundraising events for the 2025-26 school year; 4f. Professional services agreements under \$25,000. Motion Carried. (Unanimous)

INFORMATION/DISCUSSION

1. ADMINISTRATION

a. Board Reorganization Meeting

Dr. Moore reminded the community that the annual reorganization meeting will occur on December 16, 2025, at 6:00 p.m. President Anthony confirmed the location as Baden High School.

2. HUMAN RESOURCES

a. Personnel Commission Appointment

Assistant Superintendent Hannon explained the statutory process for appointing or reappointing members to the three-member personnel commission, noting that Commissioner Reem Nasrah's term expired on December 1, 2025, and that a public hearing and final appointment are scheduled for the January 22, 2026, board meeting. Trustee Richardson asked about the current number of commission members, and Mr. Hannon confirmed there are two members with one additional seat to be filled by the commission. Trustee Murray recommended reappointing Reem Nasrah, and President Anthony confirmed the board is naming her as the intended appointee. She also expressed interest in understanding the qualifications for the vacant commission seat to which Mr. Hannon responded he would share at a later time.

3. STUDENT & FAMILY SERVICES

a. Summer School Programs 2026

Assistant Superintendent Dr. Garcia presented an overview of the district's five core summer programs. The BLIS program for rising K–3 students will be offered at two sites, continuing previous years' formats. The STEAM program for rising grades 3–8 students and the Elevate math intervention program for rising grades 3–9 students will also continue,

along with the high school credit recovery program at El Camino. All programs will run 20 days from June 11 through July 11 and will integrate the district's Extended School Year (ESY) program. Programs will be held across six sites: BLIS at Martin and Los Cerritos, STEAM at Alta Loma, Elevate math at Buri Buri, and high school credit recovery at El Camino.

Trustee Richardson commended Dr. Garcia for providing a thorough breakdown by school, noting it helped the board understand the variety of learning opportunities available for students.

ACTION (continued)

1. ADMINISTRATION

a. Resolution No. 25 – 65: School Board Recognition Month

The resolution was read by Trustee Richardson.

MOTION #106 (Murray/Richardson) to approve the adoption of Resolution #25-65: To acknowledge the SSFUSD school board and its role in supporting student achievement. (AYES: Richardson, Lam, Murray, Anthony; NOES: None). Motion Carried. (Unanimous)

b. Resolution No. 25 – 66: Trustee Compensation

MOTION #107 (Murray/Richardson) to approve the adoption of Resolution #25-66 and a waive of the reading: To allow stipend payment for Trustee Hsieh who was absent from the October 23, 2025 Community Forum. (AYES: Richardson, Lam, Murray, Anthony; NOES: None). Motion Carried. (Unanimous)

2. TEACHING & LEARNING

a. Approval of the Agreement with Adventus Education LLC DBA HarperRand

Trustee Richardson asked whether the courses were new additions to the adult education program, noting she did not recall seeing them before. President Anthony confirmed that while the District previously partnered with JobTrain for a medical assisting program, the courses presented were

new. Trustee Richardson highlighted the importance of these offerings for students who are not pursuing middle college pathways and benefit from accessible, targeted post-high school options. President Anthony noted the courses align with high-need professions and expressed appreciation for the program.

MOTION #108 (Richardson/Lam) to approve the agreement with HarperRand to support South San Francisco Adult Education in the development and administration of one or more of the following Career Technical Education (CTE) programs for the 2025–26 school year: Phlebotomy Technician (CPT1), Pharmacy Technician (PT), Electrocardiography Technician (EKG), and Billing and Coding Specialist (CBCS). Motion Carried. (Unanimous)

b. Approval of the Agreement with Precita Eyes Muralists Association, Inc.

Trustee Lam expressed her appreciation for Precita Murals and their well-known artwork throughout the Bay Area, and shared her enthusiasm for the project and its opportunity to engage the student community.

MOTION #109 (Richardson/Lam) to approve the Mural Project Agreement with Precita Eyes Muralists Association, Inc. for Baden High School. Motion Carried. (Unanimous)

3. HUMAN RESOURCES

a. Adoption of the Tentative Agreement Between SSFUSD and SSFFAE

President Anthony expressed her appreciation for Ms. Bales, noting that she consistently recognizes and uplifts her union colleagues across other unions. She thanked Ms. Bales for her kindness and strong community-driven approach.

MOTION #110 (Murray/Anthony) to approve the Tentative Agreement between the South San Francisco Unified School District (SSFUSD) and the South San Francisco Federation of Adult Educators (SSFFAE) for the 2025–2028 term. Motion Carried. (Unanimous)

4. STUDENT & FAMILY SERVICES

a. Approval of the MOU with NAMI San Mateo Count

President Anthony expressed excitement about the partnership with NAMI, noting their prior participation in Community Learning Exchange events and recalling learning about their teen programs the previous year. She shared her appreciation that the District is now formally partnering with them and offered thanks.

MOTION #111 (Murray/Richardson) to approve the MOU with NAMI San Mateo County to provide mental health education, support, and resources for students through the “Uplift Teen Group” and “Ending the Silence” programs. Motion Carried. (Unanimous)

b. Approval of the MOU with Friends for Youth

MOTION #112 (Murray/Lam) to approve the MOU with Friends for Youth, a school-based group mentoring program, which provides weekly SEL-focused sessions led by trained staff and volunteers to support student connection, resiliency, and academic success. Motion Carried. (Unanimous)

5. BUSINESS SERVICES (*continued*)

b. Approval of Amendment No. 1 with ISI Inspection Services, Inc.

MOTION #113 (Lam/Richardson) to approve Amendment No. 1 with ISI Inspection Services, Inc. for additional special inspection services for the El Camino High School Central Kitchen and Cafeteria project in the amount of \$14,980.90. Motion Carried. (Unanimous)

c. Approval of Agreement with Hohbach-Lewin, Inc. for ECHS Modernization Project

MOTION #114 (Murray/Richardson) to approve the agreement with Hohbach-Lewin, Inc. for Phase II design surveying and topographic services for the El Camino High School Modernization project in the amount of \$59,400.00. Motion Carried. (Unanimous)

d. Approval of Agreement with Cornerstone Earth Group, Inc. for ECHS Modernization Project

MOTION #115 (Murray/Ricardson) to approve the agreement with Cornerstone Earth Group, Inc. for geotechnical and geological hazard evaluation services for the El Camino High School Modernization Project in the amount of \$111,580.00. Motion Carried. (Unanimous)

e. Approval of Agreement with Hohbach-Lewin, Inc. for Monte Verde ES Modernization Project

President Anthony commented she found it interesting there are separate agreements with HohBach-Lewin for each school and Mr. O confirmed this is for tracking and accounting purposes.

MOTION #116 (Lam/Murray) to approve the agreement with Hohbach-Lewin, Inc. for utility surveying and topographic services for the Monte Verde Elementary School Modernization Project in the amount of \$44,000.00. Motion Carried. (Unanimous)

f. Approval of Agreement with Cornerstone Earth Group, Inc. for Monte Verde ES Modernization Project

MOTION #117 (Lam/Murray) to approve the agreement with Cornerstone Earth Group, Inc. for geotechnical and geological hazard evaluation services for the Monte Verde Elementary School Modernization Project in the amount of \$50,170.00. Motion Carried. (Unanimous)

g. Approval of Agreement with Pionic Unit for Junipero Serra ES Fence Installation

Trustee Richardson asked whether the newly approved contracts were part of a second phase or a continuation of the first phase. Mr. O explained that this is a separate safety project requested by the principal to install a fence on a hill to prevent student injuries and is not part of the modernization projects or funded by bond funds. President Anthony clarified that the El Camino High School and Monte Verde modernization projects are part of phase two of the bond plan, and Mr. O added that the TK project is funded through a separate bond.

MOTION #118 (Murray/Richardson) to approve the agreement for construction services with Pionic Unit Construction for the Junipero Serra Elementary School Upper Playground Fence Installation Project in the amount of \$73,900. Motion Carried. (Unanimous)

h. Approval to Award a Contract to O'Connor Pipelines

Trustee Lam asked for a summary of the accessibility project for those not following it. Mr. O explained that the original ADA ramp portion is completed, but the slope between the back door and the ramp did not meet inspection standards, requiring a separate project to redo the pavement and address spongy soil. Trustee Lam noted that access to the ramp seemed limited, and Mr. O confirmed there is still a paved way for use. Mr. Chowdhury clarified that the new work was not in the original project scope, that the slope exceeded code requirements, and that additional spongy soil was discovered, requiring a new bid since the original change order could not cover the work. President Anthony thanked Mr. Chowdhury for the explanation. Trustee Lam acknowledged that unforeseen issues are common in construction and appreciated the due diligence in addressing the new scope.

MOTION #119 (Murray/Richardson) to award a contract for District Office Accessibility Improvements Phase 2 to the lowest responsive and responsible bidder, O'Connor Pipelines, Inc., in the amount of \$100,000. Motion Carried. (Unanimous)

i. Approval of Proposal with Cumming Group

Trustee Richardson asked for clarification on the legacy projects. Mr. O explained that these are very old, unfinished projects that need to be completed so the DSA can approve future projects.

MOTION #120 (Murray/Richardson) to approve the proposal with Cumming Group for project and construction management services to close out the legacy facility projects in the amount of \$37,500. Motion Carried. (Unanimous)

j. Approval of Proposal with Siemens Industry, Inc. for Monte Verde ES

Trustee Lam asked about the timeline for repairing or replacing fire alarms at Monte Verde and Junipero Serra. Mr. O explained that the panels at these schools are outdated and incompatible with new TK modular buildings, so they need replacement first. Mr. Chowdhury added that outdated fire alarm control panels across sites cannot synchronize with new devices, and replacing them ensures compatibility with current and future projects. President Anthony noted this is a long-term investment with immediate benefits, and Mr. Chowdhury confirmed the work will take no more than a month.

MOTION #121 (Richardson/Murray) to approve the proposal with Siemens Industry, Inc. for the fire alarm control panel repair and replacement at Monte Verde Elementary School in the amount of \$69,975. Motion Carried. (Unanimous)

k. Approval of Proposal with Siemens Industry, Inc. for Junipero Serra ES

MOTION #121 (Murray/Richardson) to approve the proposal with Siemens Industry, Inc. for the fire alarm control panel repair and replacement at Junipero Serra Elementary School in the amount of \$67,534. Motion Carried. (Unanimous)

REVIEW OF FUTURE AGENDA ITEMS AND MEETINGS

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 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 her appreciation for returning from the CSBA conference in Sacramento, noting the value of professional learning opportunities. She attended workshops on legal matters, special education, AI and community engagement, and early literacy initiatives. Trustee Lam also recounted her visits to Monte Verde and Westborough, enjoying classroom observations and student engagement. She highlighted the district's focus on academic discourse and belonging, mentioned seeing her daughter in class, and thanked Principals Mirt and Rossi for hosting, wishing everyone happy holidays.

Trustee Richardson shared highlights from recent school and community events. In November, she attended a lively drama experiment at Alta Loma and enjoyed *Once Upon a Mattress* at El Camino High, praising the talented students and orchestra. She also attended the Historical Society fundraiser, connecting with Congressman Kevin Mullin's family and Ms. Rodriguez from the Women's Club, discussing ways to support students. Finally, she joined a Zoom town hall with Senator Becker on making the San Mateo County community college pilot program permanent, noting its success in increasing attendance and supporting the migrant community.

Trustee Murray congratulated the new mayor, Mark Addiego, and vice mayor, Mark Nagales, and wished everyone happy holidays.

President Anthony shared that she and Dr. Hsieh attended the PTA Council dinner on December 1st before the CSBA AEC conference, enjoying the event and seeing PTA

leaders and their children. She noted that the fundraiser was successful, though she didn't win any bids. At the CSBA conference, she attended the gubernatorial and state superintendent forums, along with sessions on communications and data, highlighting the importance of supporting students in the middle who often fall through the cracks. She also announced that the South San Francisco Education Foundation will hold its first auction this spring and encouraged community members to contribute items or become sponsors. She closed by wishing everyone happy holidays and looking forward to the next meeting.

ADJOURNMENT – 9:20 p.m.