

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Regular Meeting of January 22, 2026

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

CLOSED SESSION – 6:30 p.m.

1. Superintendent evaluation.

RECONVENE INTO OPEN SESSION – 7:00 p.m.

B. ROLL CALL

Board Members: Ms. Amanda Anthony – Present
Mrs. Amy Lam – Present
Dr. Chialin Hsieh – Present
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 South San Francisco High School senior and ASB President, Jaimelyn Ochoa.

D. LAND ACKNOWLEDGEMENT STATEMENT

We acknowledge that the South San Francisco Unified School District is located on the unceded ancestral homeland of the Ramaytush Ohlone peoples who are the original inhabitants of the San Francisco Peninsula.

We wish to pay our respects by acknowledging the Ancestors, Elders, and relatives of the Ramaytush Community and by affirming their sovereign rights as First Peoples.

E. REPORTING OUT FROM CLOSED SESSION – None

F. REVIEW OF AGENDA – None

G. PTA COUNCIL REMARKS

Stephanie Tejada, current PTSA and Sports Boosters president at South City High, provided updates and thanked volunteers for their continued involvement. She shared her long history of service with SSFUSD and noted that PTAs and PTSAs across the District have remained active in hosting events since winter break.

Ms. Tejada highlighted recent and upcoming activities, including movie nights and restaurant fundraisers at Buri Buri Elementary, a Valentine's candy fundraiser and glow dance planning, a movie night at Martin Elementary, a planned school dance at Alta Loma Middle School, and a restaurant night fundraiser at Westborough Middle School.

She emphasized the importance of parent engagement at the high school level, noting that South City High's PTSA continues to support staff welcome events, host a holiday bazaar, organize restaurant takeovers, support ASB events, and partner with the counseling team for eighth grade parent night for incoming families. She also shared that senior parents have begun planning graduation-related activities.

Ms. Tejada concluded by thanking Principal Balisi, the counseling team, and ASB students for regularly attending PTSA meetings and keeping families informed about school and student activities, and expressed appreciation for the continued collaboration and support.

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – None

South San Francisco Classroom Teachers Association – Shari Giusti, President of SSFCTA shared site updates from SSFCTA representatives, noting several positive starts after winter break. Skyline Elementary reported a smooth return and a successful basketball pep rally, Monte Verde Elementary shared that students were happy to be back, and the Children's Center highlighted strong collaboration among teachers. Parkway Heights Middle reflected positively on a fall community pop-up event, and Martin Elementary appreciated the teacher workday before students returned as well as the need for mathematics-

focused professional development. Feedback on the January 5th professional development day was positive, particularly for its math focus and overall experience. Spruce Elementary reported no concerns, which Ms. Giusti attributed to regular, collaborative meetings between site representatives and the principal, and she encouraged similar practices across all sites.

She acknowledged that morale concerns still exist in some areas but expressed hope that increased communication will lead to improved conditions. Ms. Giusti concluded by thanking President Murray who would be honoring her father, Gerald Edward Scott Jr., who passed away on January 15 at age 87. She shared a brief tribute highlighting his strength, service as a Marine, dedication to his family, and the lasting impact he had on her life, closing with a heartfelt message of love and remembrance.

California School Employees Association Chapter 197 – None

I. PERSONNEL COMMISSION

Mr. Hannon announced that the next Personnel Commission meeting will be held on Monday, February 23, 2026, at 5:00 p.m. in the District Office boardroom.

J. ITEMS FROM THE BOARD – None

K. SUPERINTENDENT’S REPORT

- a. January 5th Staff Development** – Dr. Moore described the January 5th professional learning day as successful and an intentional experience for staff. She explained that the day began with a welcome that outlined the district’s three priorities, the commitment to sharing data more regularly, and the importance of working collaboratively with data to turn insight into action and guide the semester’s work. The opening session included a panel of students and staff, a team-building activity, and data snapshots shared by Dr. Campbell and Dr. Garcia to help staff understand progress, celebrate successes, and identify areas for continued growth.

She noted that educators were provided with clear pathways to support a more data-driven and focused approach, and that feedback was collected from approximately 350 educators. Most respondents indicated that the day felt intentional, aligned to district priorities, and energizing, with strong appreciation for student and educator voices and opportunities for collaboration. Areas for growth included broadening panel representation to strengthen belonging, allowing more time to analyze district data, and improving logistical planning such as parking.

Dr. Moore thanked the design teams, facilitators, leaders, partners, staff, and students, emphasizing that the day reflected the value of purposeful partnerships and the district’s commitment to empowering educators,

strengthening instruction, and elevating student engagement.

- b. SMCOE Acknowledgement (2025 Career & College ePortfolios Competition Awardees)** – Dr. Moore introduced Kris Shouse, Associate Superintendent of Educational Services from the San Mateo County Office of Education, to recognize student awardees and the staff supporting the 2025 College and Career ePortfolio program.

Ms. Shouse addressed the Board and shared that the ePortfolio competition included four categories, with four students placing in each. She reported that SSFUSD students earned all sixteen placements and credited this outcome to the consistent support provided by district staff. She explained that the ePortfolios require students to complete components such as public speaking, mock interviews, digital media, and personal branding, all evaluated through a rigorous standardized rubric to ensure quality and relevance for college and career readiness.

Ms. Shouse further reported that more than 800 ePortfolio submissions were received countywide, with over 150 completed by SSFUSD students. She noted that beyond the competition winners, more than 66 percent of SSFUSD participants demonstrated mastery by meeting at least 75 percent of the required standards, reflecting strong instructional practices and student engagement.

Ms. Shouse recognized CTE Coordinator Jennifer Rockett for her leadership and presented her with the Excellence in CTE Leadership Award from the Foundation for Learning and Innovation, as well as an Above and Beyond Award from the County Office of Education. She also acknowledged Collaborative Education partners Dawn Fregosa and Tim Perez for their support. Ms. Shouse concluded by encouraging community members to participate as industry volunteers and thanked the district for its continued commitment to student success through the ePortfolio program.

- c. Curriculum Implementation Walks** – Dr. Moore shared that the district has been learning alongside educators throughout the year and that what has been observed is encouraging and worth celebrating. Across two learning walks, the majority of classrooms were using Illustrative Math, with nearly all teachers engaging with the materials for the full lesson, demonstrating a strong commitment to high-quality instructional materials during a demanding school year.

She noted that the second learning walk, which included 77 classrooms, showed meaningful growth, including improvements in lesson structure, pacing, student engagement, and academic discourse. More classrooms

are moving toward partial and full alignment, which she described as expected during early implementation and reflective of deep change through practice and reflection. Dr. Moore acknowledged that the work remains in progress, particularly around problem-based instruction, academic discourse, scaffolding, and supporting students with grade-level mathematics.

She highlighted that nearly eight out of ten lessons included thoughtful adaptations, showing teachers are actively responding to student needs while maintaining lesson goals. Dr. Moore concluded by expressing pride in educators' professional courage and collective efforts, emphasizing that the data reflects momentum rather than a finish line and reaffirming the district's commitment to continued support for meaningful, engaging, and equitable math instruction for all students.

- d. **Recognition for outgoing Student Trustee Ochoa** – Dr. Moore recognized Jaimelyn Ochoa, Fall Student Trustee and ASB President at South San Francisco High School, for her leadership, academic focus, and dedication to student engagement. Jamielyn provided timely and informative updates, represented the student voice thoughtfully, and earned the respect and support of her peers. Although her term as Fall Student Trustee has concluded, she will continue sharing school updates throughout the year. The board expressed appreciation for her service and contributions.
- e. **Other** – Dr. Moore expressed pride in several members of the South City community. She announced that two members of the district leadership team will receive awards from Region 5 ACSA, noting that both honors are well deserved. Angelica Garduno of Spruce Elementary was selected as the 2026 ACSA Region 5 Elementary Principal of the Year, and Assistant Superintendent Marwan Hannon was selected as the 2026 ACSA Region 5 Personnel and Human Resources Administrator of the Year.

Dr. Moore also shared that the district was notified that one of its Special Ed educators, Ralph Barbosa, will be receiving an award from the San Mateo County SELPA Community Advisory Committee. She congratulated all of the award recipients.

L. STUDENT TRUSTEE REPORTS

1. Jaimelyn Ochoa, Fall Student Trustee and ASB President SSFHS, reported that following finals and winter break, South City ASB prepared for the new semester by hosting Culture Week, which included campus decorations, lunchtime activities, a map activity where students represented their ethnicity, performances by the Mariachi Club, a Fil-Am Club game, and cultural food sales by student clubs. She noted that the week created a strong sense of connection,

celebration, and community.

She shared that Club Rush 2.0 took place on January 21 in the small gym, with strong student turnout and high interest in campus clubs. Spirit Week activities were also underway, leading up to a rally featuring performances by the Folklórico program and Poly Club, student games, a tug-of-war, and the reveal of the prom theme. Prom ticket sales will begin February 16.

Student Trustee Ochoa provided updates on winter sports, including upcoming varsity basketball games against El Camino, successful performances by the wrestling team, a strong season for boys' soccer, and an undefeated season for varsity girls' soccer. She also shared that the Mock Trial team has begun competition and will continue matches at the San Mateo County Courthouse.

She announced that ASB election season is approaching, with informational meetings scheduled to share opportunities for student leadership. She also highlighted preparations for the annual History Day competition and invited board members to visit the South City Library Information Center at SSFHS to view student projects. Student Trustee Ochoa concluded by expressing gratitude for the opportunity to serve, emphasizing the importance of student voice, and sharing excitement for the continuation of the student trustee role.

2. Jasmine Chang, ASB Vice President and a junior at El Camino High School, provided the student report on behalf of Izzy Ruiz. She shared that El Camino will compete in a rivalry basketball event the following evening, with all four teams playing against South City. She wished all student athletes well and encouraged the community to attend.

She reported strong performances across winter sports, highlighting an undefeated season for varsity boys wrestling, an upcoming senior night with a planned spirit week, and successful seasons for both boys' and girls' soccer, including a recent rivalry win and a dominant girls victory against Westmoor. She encouraged attendance at upcoming matches before the season concludes.

Ms. Chang shared that the annual Winter Ball was held on January 9 at GAMA Ride in Foster City, offering students games, food, dancing, and entertainment. She also noted that counselors are hosting an elective fair during lunch to help students explore academic and extracurricular opportunities, while continuing classroom visits to support seniors with financial aid and scholarships.

She announced several upcoming student activities, including a puzzle, movie, and trivia night, intramural badminton events in partnership with the Boys and Girls Club, and the upcoming play, *The Importance of Being Earnest*. Ms. Chang concluded by thanking the board and community.

M. PUBLIC COMMENTS

Kimberly Quintana, senior social chair at South San Francisco High School, addressed the board regarding the return of Grad Night. She shared that after six years without a Grad Night, she believes it is time to reinstate the tradition in a way that honors the dedication and resilience of the graduating class. Ms. Quintana explained that students have consistently expressed interest in Disneyland as a Grad Night destination, describing it as a meaningful, once-in-a-lifetime experience that allows seniors to celebrate together before moving on to the next chapter of their lives. She noted that prior requests for PTSA support were not approved, which has made it difficult to fulfill the commitments she made to students as social chair. She emphasized that a Disneyland Grad Night would promote school unity, spirit, and student safety, while also demonstrating that student voices are valued. Ms. Quintana concluded by asking the board to consider this opportunity on behalf of the senior class and thanked them for their time and support.

Megan Connery, El Camino math teacher, shared concerns regarding emails some teachers have received about obtaining emergency credentials and being asked to cover the cost themselves for classes they were assigned to teach by the district. She noted that district leadership is aware of the issue and that it would be addressed later in the meeting. Ms. Connery concluded by encouraging attendees to wear blue the following day and to look up the significance of wearing blue on January 23.

N. INFORMATION ONLY PRESENTATIONS

1. TEACHING & LEARNING

a. Teaching and learning presentation: South San Francisco High School

Dr. Campbell introduced Principal Sharimar Manalang Balisi who presented the educational priorities and programs at South San Francisco High School.

Introduction

Principal Balisi greeted the board, district leadership, staff, committee members, and thanked the students for attending. She shared her gratitude for the opportunity to serve as principal of South San Francisco High School and to present the school's journey and vision. She explained she would discuss who South City is, what the data shows, how school culture is being strengthened, and the partnerships supporting the work. She noted feeling pride, resilience, and deep care in the community despite real

challenges, and described South City as rooted in culture, identity, pride, teamwork, and real-world learning through activities such as folklórico, athletics, CTE pathways, arts, and leadership. She emphasized the school's commitment to belonging, opportunity, and a path forward for every student, grounded in the vision of graduating resilient, empathetic lifelong learners prepared to contribute meaningfully to an ever-changing world, and stated this vision is a responsibility given the students, families, and barriers they face.

Who is South City?
South City's Vision

South San Francisco High School's Vision Statement:

"South San Francisco High School will graduate **resilient, empathetic, life-long learners** who will become **productive** and **globally conscious citizens** with useful skills to contribute to an ever-changing society."


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Demographics

Principal Balisi stated that to truly serve students, the school must be honest about the data and use it for reflection rather than judgment. She noted that South City serves a richly diverse student population, with a majority of students identifying as Hispanic, Latinx, or Asian, and many coming from historically underserved communities.

Ethnicity	Fall 2025	2025 - %
Total	1,233	100.00%
Hispanic or Latino	765	62.04%
Asian	339	27.49%
White	46	3.73%
Two or More Races	46	3.73%
Pacific Islander	15	1.22%
African American	14	1.14%
American Indian or Alaska Native	8	0.65%


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She added that nearly half of the students are socioeconomically disadvantaged, and many are multilingual learners, students with disabilities, or experiencing housing instability, all of which require intentional systems of support.

Student Populations	Fall 2025	2025 - %
Total	1,233	100.00%
Students with IEPs	193	15.65%
ML Students	231	18.73%
LTLE Students	116	9.41%
ML Students and Students with IEPs	51	4.14%
Foster Youth	1	0.08%
Homeless	53	4.30%
Socioeconomically Disadvantaged	614	49.80%

Attendance

Attendance data shows clear disparities, with the most underserved student groups also experiencing the greatest attendance challenges.

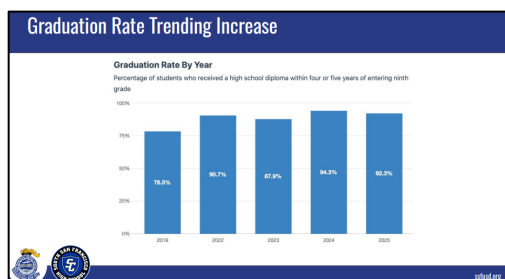
Average Daily Attendance x Student Groups									
Race / Ethnicity	22-23	23-24	24-25	25-26 YTD	Student Groups	22-23	23-24	24-25	25-26 YTD
Native People	89.8%	92.1%	92.0%	89.6%	Special Education	88.1%	88.0%	87.7%	89.7%
African American	92.7%	92.8%	90.2%	91.5%	Curr-EL	89.3%	89.6%	88.5%	88.1%
Latino	90.3%	90.9%	90.3%	91.2%	RFP	92.0%	93.0%	92.6%	93.9
Pacific Islander	94.6%	87.0%	89.4%	89.7%	Homeless	82%	85.4%	85.1%	82.4
Asian (includes Filipinos)	95.2%	95.4%	95.3%	93.6%	Foster	74.0%	83.3%	82.9%	83.4%
White	92.6%	91.3%	90.4	90.6%					
2+ Races	92.9	94.1%	92.6%	93.7%					

Attendance declines and chronic absenteeism increase as students progress through the years, signaling unmet needs related to engagement, mental health, and stability.

Attendance x Month Last Two Years												
Average Daily Attendance												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	
24-25 ADA	96.1%	95.1%	94.3%	93.7%	93.4%	93.0%	92.4%	92.1%	91.8%	91.7%	N/A	
25-26 ADA YTD	95.4%	94.3%	93.4%	92.9%	92.6%	TBD	TBD	TBD	TBD	TBD	N/A	
Chronic Absenteeism												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	
24-25 C.A.	10.9%	13.0%	19.0%	24.2%	22.0%	22.9%	24.1%	24.6%	27.0%	26.8%	N/A	
25-26 C.A. YTD	12.4%	16.7%	21.0%	22.5%	23.8%	24.1%	TBD	TBD	TBD	TBD	N/A	

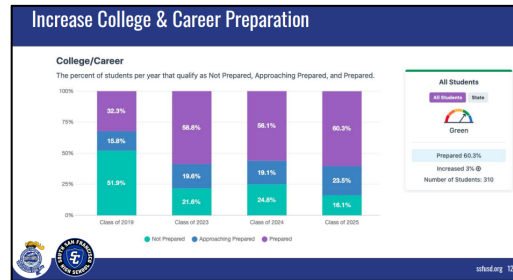
Graduation

Despite attendance challenges, the graduation rate continues to trend upward, reflecting the strength of staff, programs, and student perseverance.



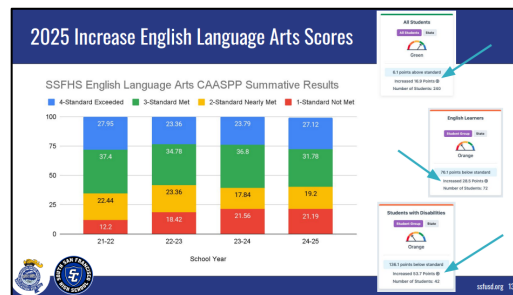
College & Career

Principal Balisi noted continued growth in college and career preparation, highlighting the district's nine CTE programs, along with AVID and dual enrollment opportunities.



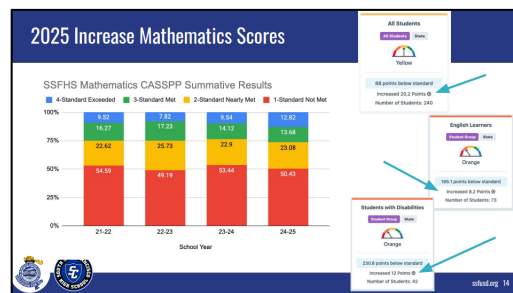
English Language Arts

Progress has been made in English language arts. Principal Balisi noted an overall increase of 16.9 points, with even higher growth among multilingual learners and students with disabilities.



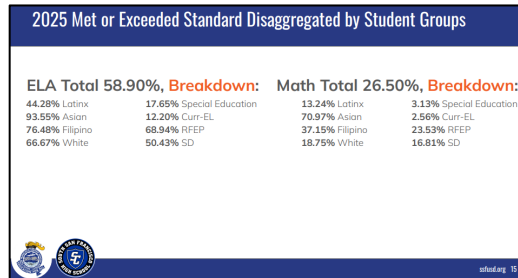
Math

She shared that math outcomes show a similar pattern, with overall progress across the school, though gains are smaller for students with the highest needs.



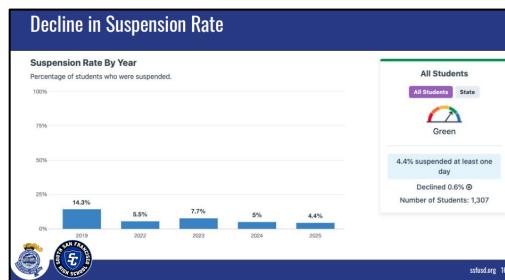
Principal Balisi explained that the data reinforces how traditionally underserved students continue to face the

greatest academic barriers, underscoring the need for equitable access and tiered supports.

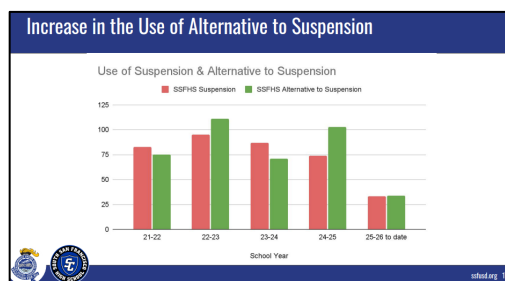


Suspension

Suspensions have declined, reflecting a shift away from punitive practices toward more restorative and instructional approaches.

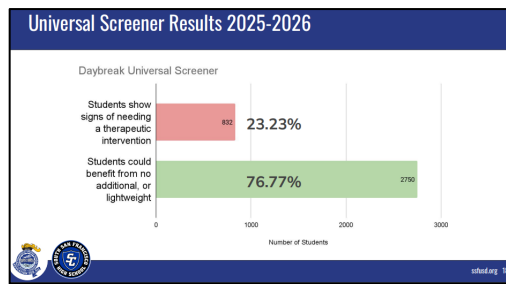


Increased use of alternatives to suspension are keeping students connected to school while addressing behavior through support and accountability.

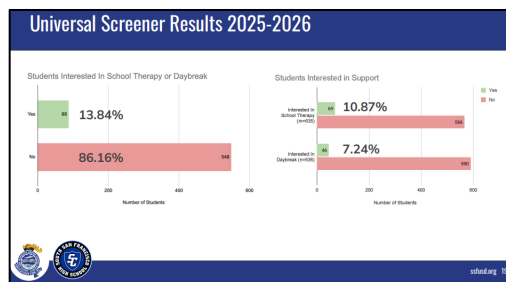


Universal Screener

She highlighted that universal screener data shows significant levels of anxiety, trauma, and mental health needs among students. At South San Francisco High School, 114 students, or about 17.57%, show signs of needing therapeutic intervention, while 535 students, roughly 82.43%, could benefit from additional or lighter support.

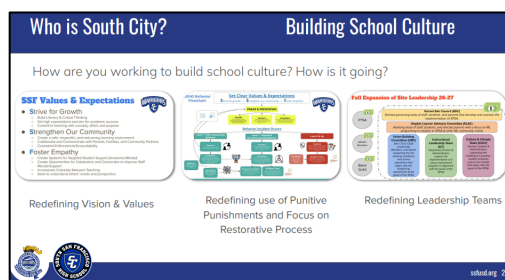


She shared a graph which illustrated the percentage of students who are interested in therapy and support, and the gap between those seeking help and those identified as needing it underscores that academic success is deeply linked to social-emotional well-being.



Portrait of a Graduate

SSFHS began grounding their work in the school's vision, redefining school culture through the Portrait of a Graduate, and strengthening tiered systems of support. As a school, Principal Balisi shared that they are actively redefining their vision and values, refocusing on restorative processes and tiered supports, and restructuring their leadership teams.



This work was not done in isolation. It was shaped collaboratively by faculty, staff, students, parents, and community partners through surveys, focus groups, and ongoing shared reflection with the staff.

Who is South City? **Redefining Vision & Values**

Input from:

- Spring 2024-2025 Admin Council Meeting
- 2024-2025 SWOT Analysis
- ELAC Parent Meeting Feedback
- Aug 2025 Staff Survey
- Fall 2025 ILT Walkthrough Observations and Data
- Fall 2025 Student Fishbowl
- Nov 2025 Admin Council and ILT Priorities
- Nov 2025 Full Staff Survey



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Principal Balisi shared that in November, the school team engaged in a collaborative reflection to identify core values. The team established three guiding values: **Strive for growth**, **Strengthen our community**, and **Foster empathy**. These principles will serve as the foundation for teaching, leadership, and student support at the school.

Who is South City? **SSF Values & Expectations**

- Strive for Growth**
 - Build Literacy & Critical Thinking
 - Set high expectations and aim for academic success
 - Commit to learning with curiosity, effort, and purpose
- Strengthen Our Community**
 - Create a safe, respectful, and welcoming learning environment
 - Collaborate and Communicate with Parents, Families, and Community Partners
 - Consistent Enforcement/Accountability
- Foster Empathy**
 - Create Systems for Targeted Student Support (Academic/Mental)
 - Create Opportunities for Celebration and Connection to improve Staff Morale/Support
 - Incorporate Culturally Relevant Teaching
 - Seek to understand others' needs and perspective



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Principal Balisi explained that the school's values directly align with the district's Portrait of a Graduate, ensuring that all work remains coherent and student-centered. South San Francisco High School's guiding values align with the graduate aims of Learn, Thrive, Navigate, and Impact.

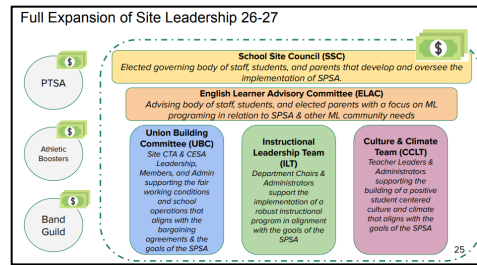
Who is South City? **Alignment to SSUSD POG**

LEARN	NAVIGATE
LEARN constantly as their life and world change Strive for Growth - Build Literacy & Critical Thinking - Set high expectations and aim for academic success - Commit to learning with curiosity, effort, and purpose Strengthen Our Community - Create a safe, respectful, and welcoming learning environment Foster Empathy - Create Systems for Targeted Student Support (Academic/Mental) - Incorporate Culturally Relevant Teaching	NAVIGATE their future purposefully Strive for Growth - Commit to learning with curiosity, effort, and purpose Foster Empathy - Create Systems for Targeted Student Support (Academic/Mental) - Create Opportunities for Celebration and Connection to improve Staff Morale/Support - Seek to understand others' needs and perspective
THRIVE	IMPACT
THRIVE as a person Strive for Growth - Set high expectations and aim for academic success Foster Empathy - Create Opportunities for Celebration and Connection to improve Staff Morale/Support - Incorporate Culturally Relevant Teaching - Seek to understand others' needs and perspective	IMPACT their community for the better Strive for Growth - Commit to learning with curiosity, effort, and purpose Strengthen Our Community - Collaborate and Communicate with Parents, Families, and Community Partners Foster Empathy - Create Opportunities for Celebration and Connection to improve Staff Morale/Support - Seek to understand others' needs and perspective

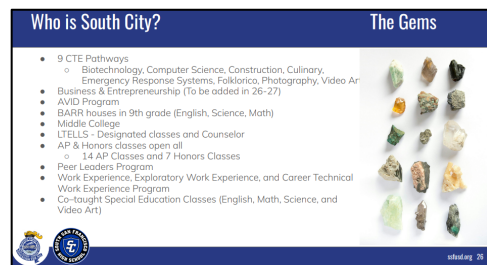
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Principal Balisi shared that the school has implemented a full expansion of defined teams to allow operations to function systematically. She noted that as the District Office has restructured, the school site must mirror these systems to best serve students. This expansion also creates opportunities for greater certificated and classified leadership, increased staff participation, and amplification of

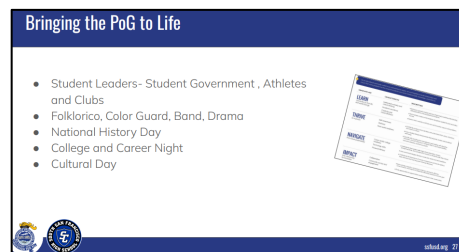
student voice across a variety of pathways.



Principal Balisi described the “gems” of South City High School. She shared that upon starting at the school, she recognized it as a “gem” and has gradually discovered many more strengths. She highlighted the school’s nine CTE pathways, AVID program, BARR program, Advanced Placement courses, and Middle College offerings. Principal Balisi emphasized that the next step is ensuring equitable access so that all students can fully benefit from these programs.



Students bring the school’s values and programs to life each day through their leadership, participation in the arts and athletics, involvement in cultural celebrations, and engagement with the community.



Appreciation

Principal Balisi emphasized that the work at South City would not be possible without the voices of students and families. She expressed deep gratitude for PTSA President

Stephanie Tejada and ASB President Jaimelynn Ochoa for their partnership, advocacy, and commitment to the school. She noted that both leaders welcomed her and began collaborating with her even before the start of the school year, with work beginning as early as July.



She also recognized the outstanding contributions of South City volunteers, describing them as the heartbeat of the school who generously give their time and talents to support students beyond the classroom. Principal Balisi noted that these volunteers often stay as late as 10 o'clock at night to ensure that students and staff are supported, fed, and cared for.



Trustee Richardson praised Principal Balisi's presentation, expressing that the school is progressing toward the district's goals for students. She noted that reductions in suspensions indicate positive outcomes and suggested that students seem happier overall. Trustee Richardson highlighted the excellence of the folklórico program led by Mr. Cruz, commending its cultural impact and the continually improving performances each year. She also acknowledged the breadth of student activities and the quality of the school's facilities. Trustee Richardson expressed appreciation for the detailed presentation and the positivity it conveyed, emphasizing that South City is moving in the right direction and that she feels optimistic about the school's trajectory.

Trustee Anthony welcomed Principal Balisi to the district, praising her positive energy, collaborative approach, and leadership in rebuilding school culture. She highlighted the newly established structures and SSF guiding values: Strive for Growth, Strengthen the Community, and Foster Empathy and expressed excitement about continued progress.

Trustee Lam expressed appreciation for Principal Balisi's leadership and noted her perspective as a parent at the school. She commended the supports for freshmen, particularly AVID and BARR, praised staff efforts, and noted the clarity of the data and narrative in the presentation. She asked Principal Balisi to share upcoming initiatives aimed at improving student outcomes.

Principal Balisi emphasized expanding the school's nine CTE pathways, including EMT, folklórico, and business, to ensure students can fully participate by 11th and 12th grade while earning college credit and workforce certifications. She also highlighted AVID and Middle College as key college- and career-readiness supports and identified student voice through ASB, the instructional leadership team, and school site council as a priority for the coming year.

Trustee Hsieh thanked Principal Balisi for a strong presentation and noted positive trends in graduation rates, academic performance, and the shift toward restorative practices aligned with the district's Portrait of a Graduate. She requested additional information on strategies to address chronic absenteeism and achievement gaps, as well as the outcome measures the Board should monitor over time.

Principal Balisi explained that the school is currently addressing these issues by shifting away from punitive approaches toward supportive, student-centered interventions. Counselors work directly with students to identify barriers and provide individualized support, in collaboration with the family liaison, attendance clerks, and counseling staff through regular data reviews. She also highlighted student Input through ASB and noted that while absenteeism is a broader challenge, South City's resources and programs offer opportunities to re-engage students and improve attendance.

President Murray thanked Principal Balisi for her report, commended the school community, and recognized the students, staff, and parents in attendance for their efforts and support.

2. BUSINESS SERVICES

a. Annual Audit Report for the Fiscal Year Ended June 30, 2025

Mr. Andrew Park, a representative from Eide Bailly, CPAs, presented the District's annual audit report for the fiscal year ended June 30, 2025, via Zoom.

He began his presentation by referencing the printed audit report and directed everyone to page 93, under the header "Summary of Auditor's Results," to follow along.

South San Francisco Unified School District Summary of Auditor's Results Year Ended June 30, 2025	
Financial Statements	
Type of auditor's report issued	Unmodified
Internal control over financial reporting	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Noncompliance material to financial statements noted?	No
Federal Awards	
Internal control over major program	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	Yes
Type of auditor's report issued on compliance for major programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)	Yes
Identification of major programs	
<u>Name of Federal Program or Cluster</u>	<u>Federal Financial Assistance Listing</u>
Special Education (IDEA) Cluster	84.027, 84.027A, 84.173, 84.173A
Child Nutrition Cluster	10.553, 10.555
Dollar threshold used to distinguish between type A and type B programs	\$750,000
Auditee qualified as low-risk auditee?	No
State Compliance	
Internal control over state compliance program	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Other matters reported	No
Type of auditor's report issued on compliance for programs	Unmodified

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Mr. Park explained that the audit focused on three primary areas: the district's financial statements, compliance with federal awards, and compliance with state requirements. Regarding the financial statements for the year ended June 30, 2025, he reported an unmodified opinion, the highest level of assurance, confirming that no audit adjustments were necessary and that internal controls were properly implemented. This indicated that the unaudited actuals

previously presented to the board in September 2025 accurately reflected the district's financial position.

In auditing federal awards, Mr. Park noted that the special education cluster and the child nutrition cluster were reviewed. Both programs received an unmodified opinion. However, a non-compliance and internal control deficiency was reported, which was not related to these programs but stemmed from follow-up on a prior year's finding (FY 23-24) that had not yet been fully resolved.

Regarding state compliance requirements, Mr. Park explained that while these requirements evolve annually, about 80% remain consistent. Based on the audit procedures, the district received an unmodified opinion, with no internal control issues identified to ensure compliance.

Mr. Park concluded by summarizing that the audit results for the 24-25 fiscal year confirmed strong financial management, federal and state compliance, and proper internal controls across the district.

Trustee Richardson thanked Mr. Park for identifying the non-compliance and sought clarification, noting it did not appear related to meals or Special Ed. Mr. Park explained the finding stemmed from the 2023–24 audit and involved Title I, Part A funds, specifically a federally required documentation process for tracking graduation rates of underprivileged students when they exit the district. The issue persisted into the 2024–25 audit due to continued missing documentation, requiring it to be reported again.

Trustee Richardson asked whether a corrective action plan was in place and if the Board should be concerned. Mr. O noted the issue falls outside Business Services and he was not fully familiar with site-level documentation practices. Mr. Park clarified that the finding carries no fiscal penalty and relates to reporting compliance rather than misuse of funds, but is intended to prompt corrective action going forward.

b. Measure J/Bond Audit for the Fiscal Year Ended June 30, 2025

Mr. Andrew Park, a representative from Eide Bailly, CPAs, presented the Measure J Bond financial and performance audit for the fiscal year ended June 30, 2025, via Zoom. Mr. Park explained that the Measure J audit included a financial statement and a compliance review. The auditors issued an unmodified opinion for the financial statements as of June 30, 2025, with no internal control deficiencies. For compliance, the audit reviewed the \$1,074 in 2024–25 expenditures and found no exceptions. Mr. Park concluded that Measure J funds were spent appropriately and received a clean audit.

Scope of the Audit

The scope of our performance audit covered the period of July 1, 2024 to June 30, 2025. The population of expenditures tested included all object and project codes associated with the bond projects. The propriety of expenditures for capital projects and maintenance projects funded through other State or local funding sources, other than proceeds of the bonds, were not included within the scope of the audit. Expenditures incurred subsequent to June 30, 2025, were not reviewed or included within the scope of our audit or in this report.

In planning and performing our performance audit, we obtained an understanding of the District internal control in order to determine if the internal controls were adequate to help ensure compliance with the requirements of Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution but not for the purpose of expressing an opinion on the effectiveness of the District internal control. Accordingly, we do not express an opinion on the effectiveness of the District internal control. We did not audit the District financial statements. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

Methodology

We obtained the general ledger and the project expenditure reports prepared by the District for the fiscal year ended June 30, 2025, for the Building Fund (Measure J). Within the fiscal year audited, we obtained the actual invoices, purchase orders, and other supporting documentation for a sample of expenditures to ensure compliance with the requirements of Article XIII A, Section 1(b)(3)(C) of the California Constitution and Measure J as to the approved bond projects list. We performed the following procedures:

1. We identified expenditures and projects charged to the general obligation bond proceeds by obtaining the general ledger and project listing.
2. We selected a sample of expenditures using the following criteria:
 - a) We considered all expenditures recorded in all object codes.
 - b) We considered all expenditures recorded in all projects that were funded from July 1, 2024 through June 30, 2025 from Measure J bond proceeds.
 - c) We selected all expenditures that were individually significant expenditures. Individually significant expenditures were identified based on our assessment of materiality.
3. Our sample included two transactions totaling \$1,074. This represents 100% of the total expenditures of \$1,074.
4. We reviewed the actual invoices and other supporting documentation to determine that:
 - a) Expenditures were supported by invoices with evidence of proper approval and documentation of receipting goods or services.
 - b) Expenditures were supported by proper bid documentation, as applicable.
 - c) Expenditures were expended in accordance with voter-approved bond project list.
 - d) Bond proceeds were not used for salaries of school administrators or other operating expenses of the District.

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5. We determined that the District has met the compliance requirement of Measure J if the following conditions were met:
 - a) Supporting documents for expenditures were aligned with the voter-approved bond project list.
 - b) Supporting documents for expenditures were not used for salaries of school administrators or other operating expenses of the District.

The results of our tests indicated that the District expended Building Fund (Measure J) funds only for the specific projects approved by the voters, in accordance with Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution.

Audit Results

The results of our tests indicated that, in all material respects, the District has properly accounted for the expenditures held in the Building Fund (Measure J) and that such expenditures were made for authorized bond projects.

This report is intended solely for the information and use of the District, Governing Board, and Citizens Oversight Committee and is not intended to be and should not be used by anyone other than this specified party.



Rancho Cucamonga, California
December 3, 2025

Trustee Richardson asked whether the \$1,074 spent under Measure J needed to be itemized in the audit. Mr. Park explained itemization was not required, as the auditor's role is to verify alignment with voter-approved expenditures. Trustee Richardson raised a concern about spending Measure J funds without an active citizens' bond oversight committee; Mr. Park deferred the legal question to staff.

Mr. O clarified the amount covered automatic bank fees for maintaining the bond, not discretionary spending. Trustee Richardson appreciated the separate documentation, noting community interest in Measure J proceeds, and thanked Mr. O.

President Murray reminded the Board that the district undergoes annual accounting and audits. Trustee Richardson noted prior audits did not include Measure J; President Murray clarified that Measure J had been included in past audits.

c. Measure T/Bond Audit for the Fiscal Year Ended June 30, 2025

Mr. Andrew Park, a representative from Eide Bailly, CPAs, presented the Measure T Bond financial and performance audit for the fiscal year ended June 30, 2025, via Zoom.

Mr. Park explained that the Measure T audit included a two-part review. For the financial statements as of June 30, 2025, the auditors issued an unmodified opinion with no internal control deficiencies. In the compliance portion, auditors tested approximately \$6.4 million, about 77% of total Measure T expenditures of \$8.3 million, using statistical sampling. No exceptions were found, and all expenditures complied with voter authorization. Mr. Park concluded that Measure T received a clean audit.

Scope of the Audit

The scope of our performance audit covered the period of July 1, 2024 to June 30, 2025. The population of expenditures tested included all object and project codes associated with the bond projects. The propriety of expenditures for capital projects and maintenance projects funded through other State or local funding sources, other than proceeds of the bonds, were not included within the scope of the audit. Expenditures incurred subsequent to June 30, 2025, were not reviewed or included within the scope of our audit or in this report.

In planning and performing our performance audit, we obtained an understanding of the District internal control in order to determine if the internal controls were adequate to help ensure the District's compliance with the requirements of Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution but not for the purpose of expressing an opinion of the effectiveness of the District internal control. Accordingly, we do not express an opinion on the effectiveness of the District internal control. We did not audit the District financial statements. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

Methodology

We obtained the general ledger and the project expenditure reports prepared by the District for the fiscal year ended June 30, 2025, for the Building Fund (Measure T). Within the fiscal year audited, we obtained the actual invoices, purchase orders, and other supporting documentation for a sample of expenditures to ensure compliance with the requirements of Article XIII A, Section 1(b)(3)(C) of the California Constitution and Measure T as to the approved bond projects list. We performed the following procedures:

1. We identified expenditures and projects charged to the general obligation bond proceeds by obtaining the general ledger and project listing.
2. We selected a sample of expenditures using the following criteria:
 - a) We considered all expenditures recorded in all object codes.
 - b) We considered all expenditures recorded in all projects that were funded from July 1, 2024 through June 30, 2025 from Measure T bond proceeds.
 - c) We selected all expenditures that were individually significant expenditures. Individually significant expenditures were identified based on our assessment of materiality.
3. Our sample included 55 transactions and 3 employees totaling \$6,477,648. This represents 77% of the total expenditures of \$8,371,188.
4. We reviewed the actual invoices and other supporting documentation to determine that:
 - a) Expenditures were supported by invoices with evidence of proper approval and documentation of receipting goods or services.
 - b) Expenditures were supported by proper bid documentation, as applicable.
 - c) Expenditures were expended in accordance with voter-approved bond project list.
 - d) Bond proceeds were not used for salaries of school administrators or other operating expenses of the District.

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5. We determined that the District has met the compliance requirement of Measure T if the following conditions were met:
 - a) Supporting documents for expenditures were aligned with the voter-approved bond project list.
 - b) Supporting documents for expenditures were not used for salaries of school administrators or other operating expenses of the District.

The results of our tests indicated that the District expended Building Fund (Measure T) funds only for the specific projects approved by the voters, in accordance with Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution.

Audit Results

The results of our tests indicated that, in all material respects, the District has properly accounted for the expenditures held in the Building Fund (Measure T) and that such expenditures were made for authorized bond projects. Further, it was noted funds held in the Building Fund (Measure T) and expended by the District were used for salaries only to the extent they perform administrative oversight work on construction projects as allowable per Opinion 04-110 issued on November 9, 2004 by the State of California Attorney General.

This report is intended solely for the information and use of the District, Governing Board, and Citizens Oversight Committee and is not intended to be and should not be used by anyone other than this specified party.



Rancho Cucamonga, California
December 3, 2025

O. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

1. ADMINISTRATION

a. SSFUSD Strategic Plan Progress Update

Dr. Moore began her presentation by addressing the Board and community, noting that the district is in the second year

of its five-year strategic plan implementation. She expressed deep appreciation for the collaboration, support, and shared belief across the community in serving all students. She reflected that the district first named a bold vision for what it wanted to be true for every student and emphasized that this year the district has continued to take intentional steps to move that vision closer to reality. She observed staff making bold moves, shifting practices, trying new resources, and taking thoughtful risks to more intentionally center students, stating that these efforts reflect the change the district seeks.

Dr. Moore introduced two tools that complement the already approved strategic plan: the district scoreboard and the strategic plan targets. She explained that data is being used not as a compliance exercise but as a tool for learning, reflection, and continuous improvement, helping the district see what is working, where growth is needed, and where progress is being made. She added that these tools represent a commitment to transparency by providing the Board and the broader community with a clear and honest picture of district performance.

She reminded the Board that the strategic plan was co-created with the community and outlines the shared vision for student success, including the portrait of a graduate, core values, and five strategic priorities, and that the scoreboard and strategic plan targets are aligned with these frameworks.

Dr. Moore explained that the 2025–26 scoreboard is an internal tool used to track progress on district initiatives and is organized around the five strategic priorities of exceptional instruction, engaged students, purposeful partnerships, empowered educators, and equity-centered systems. She shared that the scoreboard includes indicators of success, key actions, deadlines, and quantitative goals, and that cabinet members are responsible for updating their sections each quarter to allow for collective review of progress and challenges.

She also introduced the updated strategic plan targets displayed alongside the scoreboard, noting that while the original strategic plan established high-level goals and sample metrics, cabinet was asked this fall to propose more

concrete targets to measure progress through 2029. These targets are likewise organized by the five priorities and include baseline data or plans for collecting baseline data. Dr. Moore stated that by the end of the school year, these targets will be incorporated into a public-facing dashboard through Open Architects. She concluded that together, the scoreboard and strategic plan targets represent a significant step forward for the district by planning further ahead, setting more ambitious goals, and clearly identifying how progress will be monitored.

Overview: SY25-26 Scoreboard and Strategic Plan Targets

Cabinet has also reviewed the illustrative measures from our Strategic Planning process and proposed more concrete measures for our **Strategic Plan Targets**, based on our goals, baseline data, and data sources (e.g., existing surveys)

Our **SY25-26 Scoreboard** is where Cabinet is tracking progress on our priority initiatives for the year, both in terms of key actions / deadlines and impact goals / success measures

SY25-26 Strategic Plan Targets (by Strategic Priority and Year)

Strategic Priority	2025-26	2026-27	2027-28	2028-29	2029-30
SP1: Exceptional Instruction	100%	100%	100%	100%	100%
SP2: Engaged Students	100%	100%	100%	100%	100%
SP3: Purposeful Partnership	100%	100%	100%	100%	100%
SP4: Safe and Healthy Schools	100%	100%	100%	100%	100%
SP5: Thriving Community	100%	100%	100%	100%	100%

slide 3

Dr. Moore shared the 2025–26 initiatives that make up the district’s scoreboard, noting that they are aligned with the strategic plan priorities. She highlighted key focus areas, including fostering a sense of belonging for all students, increasing access to high-quality instructional materials through the implementation of Illustrative Math, and enhancing students’ academic discourse to make learning visible and deepen understanding of content. She added that several additional initiatives support schools in advancing the district’s strategic vision, emphasizing that all cabinet work is ultimately in service of exceptional instruction and improving the student experience across campuses.

Diving Deeper: SY25-26 Scoreboard Initiatives by Strategic Plan Priority (1 of 2)

SP1: Exceptional Instruction

- Learning Walks
- Instructional Rounds (Problems of Practice)
- Math Curriculum Walks
- Data Dashboard

SP2: Engaged Students

- Belonging Cohort
- Wellness Counselors
- Student Voice

SP3: Purposeful Partnership

- Family Resource Center (FRC)
- CCCS* as a Community Resource / Hub
- Family Engagement
- Multilingual (ML) Learners' Success

CCCS – Community Collaboration for Children's Success

slide 4

Related to empowered educators and equity-centered systems, Dr. Moore emphasized the cabinet’s intentional approach to collaboration. She noted that by stepping back

to reflect on these initiatives and recognizing their interdependence, the cabinet is able to work in alignment and true collaboration. This approach is mirrored at the departmental level to better support schools. She described it as a deliberate shift toward interdependent work and away from operating in silos.

Diving Deeper: SY25-26 Scoreboard Initiatives by Strategic Plan Priority (2 of 2)

SP4: Empowered Educators - Recruitment - Performance Management - Portrait of an Educator (POE)	SP5: Equity-centered Systems - Annual Planning - Strategic Use of Leader Time (D.O.) - Progress Monitoring: Strategic Plan Targets & Scoreboard - Aligned Communications - Facility Improvements - Equitable Allocation of Site Discretionary Budgets - Technology Equipment Refresh
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Dr. Moore explained the quarterly monitoring process for initiatives under Priority One: Exceptional Instruction. Each initiative is assigned to a cabinet member who updates it quarterly, shares data on progress and key actions, and assigns a status of on track, at risk, off track, or N/A. This process helps assess action completion, reflect on impact, and identify gaps between actions and outcomes.

Cabinet members also conduct quarterly step-backs with principals, district leaders, and partners to ground discussions in data, clarify priorities, identify high-leverage next steps, and strengthen collaboration. Current focus areas include student belonging, academic discourse, and implementation of high-quality instructional math materials. Dr. Moore noted progress through learning walks, instructional rounds, and dashboard implementation, indicating the district is moving in the right direction.

Diving Deeper: Scoreboard Progress

Initiative	Q1 Status - Actions Taken	Q1 Status - Impact	Q2 Status - Actions Taken	Q2 Status - Impact
Learning Walks				
Instructional Rounds (Problems of Practice)			To be discussed at the Q2 Quarterly Stepback at the end of January	
Math Curriculum Walks				
Data Dashboard				

Legend

On Track	At Risk	Off Track	N/A - Planning Phase or Data Pending
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Dr. Moore reviewed initiatives and statuses for Engaged Students and Purposeful Partnerships, noting that items shown in gray or labeled “N/A” indicate initiatives still in the

planning phase or pending data collection, expected later in the spring.

Diving Deeper: Scoreboard Progress				
Initiative	Q1 Status - Actions Taken	Q1 Status - Impact	Q2 Status - Actions Taken	Q2 Status - Impact
Belonging Cohort			To be discussed at the Q2 Quarterly Stepback at the end of January	
Wellness Counselors				
Student Voice				
Family Resource Center				
CCCS as Community Hub				
Family Engagement				
ML Learners' Success				

CCCS = Community Collaboration for Children's Success, ML = Multi-lingual

Many initiatives are currently on track for Empowered Educators and Equity-Centered Systems which reflect progress made in these focus areas.

Diving Deeper: Scoreboard Progress				
Initiative	Q1 Status - Actions Taken	Q1 Status - Impact	Q2 Status - Actions Taken	Q2 Status - Impact
Recruitment			To be discussed at the Q2 Quarterly Stepback at the end of January	
Performance Management				
Portrait of an Educator				
Annual Planning				
Strategic Use of Leader Time				
Progress Monitoring: Strategic Plan Targets				

CCCS = Community Collaboration for Children's Success, ML = Multi-lingual

For Equity-Centered Systems, Dr. Moore shared that the color-coded statuses are not endpoints but markers of progress. She noted that quarterly data review and reflection allow the district to monitor progress and make real-time adjustments to stay aligned with goals.

Diving Deeper: Scoreboard Progress				
Initiative	Q1 Status - Actions Taken	Q1 Status - Impact	Q2 Status - Actions Taken	Q2 Status - Impact
Progress Monitoring: Scoreboard			To be discussed at the Q2 Quarterly Stepback at the end of January	
Aligned Communications				
Facility Improvements				
Equitable Allocation of Site Discretionary Budgets				
Technology Equipment Refresh				

CCCS = Community Collaboration for Children's Success, ML = Multi-lingual

Dr. Moore explained that while the 2025–26 scoreboard tracks annual initiatives, the strategic plan targets focus on long-term impact aligned with the Portrait of a Graduate, including deep learning, purposeful future navigation, community impact, and personal thriving. She emphasized that ambitious targets are measured over time, with shortfalls seen as opportunities to learn and adjust. For growth in ELA and math, strong implementation, high-

quality instructional materials, job-embedded coaching, instructional leadership, and professional learning are key. The 2029 targets reflect the district's commitment to executing the strategic plan with integrity and coherence rather than expecting immediate perfection.

Diving Deeper: Strategic Plan Targets (1 of 4)

Strategic Priority #1: Exceptional Instruction		2020-24	2024-25	2025-26	2026-27	2027-28	2028-29
Measure of Success							
Student Achievement for Student	No proficient / advanced on 3rd grade ELA & math (2.2)	51%	48%	57%	67%	73%	80%
	No proficient / advanced 4th grade ELA, math, and science (2.3)	38%	37%	47%	56%	72%	80%
	No proficient / advanced 10th grade ELA & math (2.5)	42%	47%	54%	64%	70%	80%
	No of graduates eligible for UG/UGL (3.4)	50.0%	49.0%	50%	50%	74%	80%
	No of English Language learners who are reclassified each year (3.5)	44.0%	43.7%	40%	36%	35%	35%
Student Engagement	No of students who use our Portrait of a Graduate competencies to self-assess their learning and development (3.6)	40%	40%	40%	40%	80%	100%
	No of high school students who report understanding their career after high school (3.7)	84%	40%	80%	80%	80%	100%
	No of high school students who report they feel prepared for success after high school (3.8)	70%	40%	70%	80%	80%	90%
	No of teachers who report that they have the support and resources they need to be successful (3.9)	40%	40%	80%	100%	100%	100%
Educator Engagement	No of classrooms/department that reflect instruction aligned with our vision and mission (4.1)	40%	40%	40%	80%	100%	100%
	No of educators who use various rubrics or scoring systems to assess all students are engaged in complex, rigorous work (4.2)	40%	40%	40%	80%	100%	100%

Focus student groups include English learners, students with disabilities, African American / Black, Latinx, and Pacific Islander students

The upcoming slides presented strategic plan targets for each priority, focusing primarily on student outcomes and engagement. Dr. Moore emphasized monitoring both lagging indicators (measured after the fact) and leading indicators (allowing proactive adjustments) to track adult actions, system conditions, and student success while celebrating progress.

Diving Deeper: Strategic Plan Targets (2 of 4)

Strategic Priority #2: Engaged Students		2020-24	2024-25	2025-26	2026-27	2027-28	2028-29
Measure of Success							
Student Achievement for Student	No of secondary students who report a sense of connectedness (2.1)	40%	40%	40%	70%	80%	80%
	No of secondary students who feel they have opportunities for meaningful participation at school (2.2)	40%	40%	40%	40%	80%	80%
	No of students who report feeling a strong school at school (2.3)	40%	40%	40%	40%	80%	80%
	No of students who report they feel safe at school (2.4)	40%	40%	40%	40%	80%	80%
	No of students who are chronically absent (2.5)	10.7%	14.7%	13.7%	13.7%	11.7%	10.7%
Student Engagement	% of students who report feeling a strong school at school (2.3)	40%	40%	40%	40%	80%	80%
	% of students who report they feel safe at school (2.4)	40%	40%	40%	40%	80%	80%
	% of students who are chronically absent (2.5)	10.7%	14.7%	13.7%	13.7%	11.7%	10.7%
	% of students who report they feel prepared for success after high school (3.8)	70%	40%	70%	80%	80%	90%
	% of students who report they have the support and resources they need to be successful (3.9)	40%	40%	80%	100%	100%	100%
	% of classrooms/department that reflect instruction aligned with our vision and mission (4.1)	40%	40%	40%	80%	100%	100%
	% of educators who use various rubrics or scoring systems to assess all students are engaged in complex, rigorous work (4.2)	40%	40%	40%	80%	100%	100%
	% of students who report that they have the support and resources they need to be successful (3.9)	40%	40%	80%	100%	100%	100%
	% of classrooms/department that reflect instruction aligned with our vision and mission (4.1)	40%	40%	40%	80%	100%	100%
	% of educators who use various rubrics or scoring systems to assess all students are engaged in complex, rigorous work (4.2)	40%	40%	40%	80%	100%	100%

For Purposeful Partnerships and Empowered Educators, the metrics focus on family and staff engagement.

Diving Deeper: Strategic Plan Targets (3 of 4)

Strategic Priority #3: Purposeful Partnerships		2020-24	2024-25	2025-26	2026-27	2027-28	2028-29
Measure of Success							
Student Achievement for Student	% of families who agree they feel welcome to participate in school (3.1)	40%	40%	40%	40%	70%	80%
	% of families who agree that school staff take parent concerns seriously (3.2)	40%	40%	40%	40%	80%	80%
	% of families who agree that school staff take parent concerns seriously (3.3)	40%	40%	40%	40%	80%	80%
	% of families who agree that school staff take parent concerns seriously (3.4)	40%	40%	40%	40%	80%	80%
	% of families who agree that school staff take parent concerns seriously (3.5)	40%	40%	40%	40%	80%	80%
Student Engagement	% of students who report they feel prepared for success after high school (3.8)	70%	40%	70%	80%	80%	90%
	% of students who report they have the support and resources they need to be successful (3.9)	40%	40%	80%	100%	100%	100%
	% of classrooms/department that reflect instruction aligned with our vision and mission (4.1)	40%	40%	40%	80%	100%	100%
	% of educators who use various rubrics or scoring systems to assess all students are engaged in complex, rigorous work (4.2)	40%	40%	40%	80%	100%	100%
	% of students who report that they have the support and resources they need to be successful (3.9)	40%	40%	80%	100%	100%	100%

For Equity-Centered Systems, progress and success are measured through input from principals and teachers, ensuring that staff perspectives guide implementation. She expressed gratitude to all contributors, staff, leaders, and

partners whose insights, data, and feedback have shaped the cabinet's approach and informed the district's path forward.

Diving Deeper: Strategic Plan Targets (4 of 4)

Strategic Priority #5: Equity-Centered Systems	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
100% of principals who agree that annual planning, staffing, and budgeting processes and decisions were transparent and equitable (E.1)	60%	60%	Baseline	70%	70%	70%
100% of school staffing decisions that align with the district's equity-based staffing guidelines (E.2)	60%	60%	60%	80%	80%	80%
100% of school and district leaders who use progress monitoring systems to assess and guide improvement efforts (E.3)	60%	60%	Baseline	70%	70%	70%
100% of teachers who agree that district-provided technology meets students' needs (E.4)	60%	60%	60%	Baseline	70%	70%

Dr. Moore concluded by reaffirming the purpose of the scoreboard and strategic plan targets, emphasizing that they promote transparency, accountability, and alignment with community-set goals for all students. She noted the focus is on working differently, with coherence, focus, and strategic support, rather than harder, and stressed that accountability is collective and collaborative. Dr. Moore closed by expressing confidence in the district's staff, students, and community, highlighting their shared progress toward the district's vision.

Next Steps

Scoreboard: More information will be shared on our Q2 and Q3 progress during our April 23rd Board meeting

Strategic Plan Targets: These targets will be monitored via our new Open Architects dashboard

Thank you!

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

Trustee Richardson expressed appreciation for Dr. Moore's presentation, noting that her concise and targeted responses addressed many of the concerns she had about student outcomes. She reflected on the recent school visits, acknowledging that the progress observed demonstrates that the district's work is achievable. Trustee Richardson thanked Dr. Moore for her leadership and vision, crediting her as the driving force behind the district's forward momentum and expressing optimism about future outcomes. She praised the students' eloquence and engagement, noting that it reflects the impact of the new

strategic plan. Trustee Richardson also recognized the hard work of staff and acknowledged minor challenges, affirming her confidence that the district will continue to make progress.

Trustee Anthony expressed appreciation for the comprehensive range of metrics being used to monitor district progress, emphasizing that measurable data drives improvement. She noted the challenge in education of tracking outcomes that may take months or years to appear in data, and commended the district for thoughtfully selecting a variety of indicators. Trustee Anthony acknowledged that assigning numerical targets can feel daunting but affirmed confidence in staff's commitment to student success. She expressed curiosity about initiatives related to student wellness, particularly mental health support, noting that some actions appear not yet implemented. Overall, she conveyed optimism about continued progress across metrics, classrooms, campuses, and administrative areas, and thanked Dr. Moore for the presentation while affirming her support for the district's pursuit of excellence.

Trustee Lam thanked Dr. Moore for the presentation and echoed the remarks of Trustees Richardson and Anthony. She highlighted the importance of ambitious targets and noted that while 2028–29 may feel near, the district should aim high, reflecting its vision for student success. Trustee Lam referenced specific outcomes, including third, eighth, and eleventh grade ELA and math proficiency targets of 80%, and a 90% student sense of belonging, emphasizing that these numerical targets represent the district's aspirational goals.

She asked questions regarding the measurement of impact from initiatives such as learning walks and instructional rounds, noting that while these actions have started, it is not yet clear how their effectiveness is quantified. Dr. Moore responded that the current year serves as a baseline, with data collection focused on understanding classroom practices. Over time, the impact will be reflected in student outcomes tied to the district's assessments.

Trustee Lam also inquired about the timeline for the public-facing dashboard using Open Architects. Dr. Moore

explained that the dashboard is expected to launch before the end of the year, after targets have been finalized, and that the district chose this platform for ease of use and consistency with the internal dashboard used by school and district leaders.

Vice President Hsieh expressed appreciation for the strategic plan progress updates, commending Dr. Moore and her team for translating the community's vision into a concrete, measurable roadmap. She highlighted several key strengths:

1. Clear and ambitious five-year targets for each priority, moving the district from aspiration to accountability.
2. Courageous transparency in presenting baseline data, which builds trust and establishes an honest starting point even when challenges are revealed.
3. Holistic design connecting academic achievement, student belonging, family partnership, and educator empowerment, demonstrating the systemic thinking necessary for sustainable success.

Vice President Hsieh noted that the scoreboard concept is a strong management tool, providing clarity and ownership for administration, and aligns with the board's oversight role. She emphasized the board's responsibility to focus on the "what" and "why" while leaving the "how" to the administration.

She offered a suggestion for future updates: to structure them in two parts: first, a governance dashboard addressing outcomes such as student success, equity, proficiency, and attendance; and second, an operational summary outlining implementation status of initiatives. This distinction would allow the board to maintain oversight at a high level, focusing on progress toward goals rather than operational details.

Dr. Moore thanked Vice President Hsieh and acknowledged the collective effort of her cabinet, staff, site leaders, and educators. She appreciated the reminder about the board's governance role in distinguishing between the "what" and the "how," and confirmed she would discuss the suggestion with her team for consideration in future updates.

President Murray expressed gratitude to Dr. Moore and her cabinet for their ongoing leadership and dedication. She noted that the district's strategic direction aims to transform systems to ensure all students meet their potential and excel as individuals beyond the classroom. She praised the inclusion of students, teachers, and site leaders in initiatives such as learning walks and highlighted the cabinet's visible leadership and commitment to meaningful work.

Dr. Moore thanked President Murray and emphasized that the cabinet deeply believes in providing exceptional experiences for both students and staff to advance student outcomes. She acknowledged the board's leadership, oversight, and support in enabling bold decisions and actions. Dr. Moore recognized that the work is challenging and not always universally accepted but affirmed the district's collective commitment to serving students and moving the work forward.

ACTION

1. ADMINISTRATION

a. Approval of the District's Strategic Plan 2029 Targets and Measures

MOTION #124 (Hsieh/Anthony) to approve the SSFUSD Strategic Plan 2029 Targets and Measures. Motion Carried. (Unanimous)

P. CONSENT AGENDA:

Trustee Lam requested that item 2M be set aside and voted on separately, stating that she would like to recuse herself from voting on it because she works for the Exploratorium

MOTION #125 (Hsieh/Anthony) to approve items: 1b. Minutes of the December 11, 2025 Regular Board meeting; 2a. Permission for SSFHS Wrestling Team students to travel to Anderson, CA January 1 – 3, 2026; 2b. Permission for Skyline Elementary 5th Grade students to extend the school day from 7:30 a.m. to 4:00 p.m. to travel to Monterey Bay Aquarium, February 13, 2026; 2c. Permission for staff to attend the [SCOE CRAN-ference](#) in Mather, CA, February 17, 2026; 2d. Permission for SSFHS Wrestling Team students to travel to Watsonville, CA February 20 – 21, 2026; 2e. Permission for Sunshine Gardens Elementary staff to attend the [Growing School Gardens Summit](#) in Phoenix, AZ,

February 19 – 22, 2026; 2f. Permission for SSFHS Wrestling Team students to travel to Bakersfield, CA February 25 – March 1, 2026; 2g. Permission for ECHS staff to attend the [California Association of Directors of Activities \(CADA\) Conference](#) in Reno, NV on March 3 – 6, 2026; 2h. Permission for SSFHS Wrestling Team students to travel to Fresno, CA March 6 – 8, 2026; 2i. Permission for staff to attend [CSEA's 2026 Paraeducator Conference](#) in Ontario, CA, March 10 – 12, 2026; 2j. Permission for staff to attend the [Standards Institute Conference](#) in Atlanta, GA, March 16 – 19, 2026; 2k. Permission for Westborough Middle School Honor Society Students to travel to Yosemite National Park California, April 29 – May 3, 2026; 2l. Approval of the 2024 – 2025 School Accountability Report Cards (SARCs); 3a. Certificated Personnel Assignment Order; 3b. Approval of the Williams Uniform Complaints for the 2nd Quarter ending 12/31/2025 per Education Code Section 35186; 3c. Approval of the Student Teacher MOU with San Francisco State University for the 2025 – 2030 school years; 4a. Purchase Order Listing, November 2025; 4b. Warrant Register, November 2025; 4c. Cash Receipts, November 2025; 4d. Gifts to the District, December 2025; 4e. Fundraising events for the 2025-26 school year; 4f. Professional services agreements under \$25,000. Motion Carried. (Unanimous)

MOTION #126 (Anthony/Hsieh) to approve item 2m. Permission for staff to attend the Foundational Elementary Science Inquiry Institute NGSS Workshops at the Exploratorium in San Francisco, CA, March 5 – 6, 2026; (AYES: Richardson, Murray, Anthony, Hsieh; ABSTAIN: Lam; NOES: None). Motion Carried 4-1-0.

Trustee Anthony and President Murray discussed why item 1a was pulled from the consent agenda. The item in question was permission for Trustee Lam to attend the Chamber of San Mateo County Progress Seminar in Santa Rosa, California, from April 17th to 19th. Trustee Lam explained that this is an annual conference she has known about for years, hosted by the Chamber of San Mateo County, and that it is open to education, business, and government leaders. Trustee Richardson questioned the connection to education, noting that the topics appeared more municipal or business-focused rather than student-centered or aligned with Ed code. Trustee Lam clarified that while the topics are regional rather than strictly educational, past seminars have included subjects like climate resiliency and the conference allows for cross-sector collaboration. Trustee Anthony, a past attendee, added that the seminar helps build relationships between cities, school districts, agencies, and businesses, which benefits programs like the South San Francisco Education Foundation and CTE partnerships. Trustee Lam confirmed that she was only requesting the registration fee, which is under the \$2,000 annual board allowance.

MOTION #127 (Anthony/Hsieh) to approve items: 1a. Permission for Trustee Lam to attend the [Chamber San Mateo County Progress Seminar](#) in Santa Rosa, CA, April 17 – 19, 2026 (AYES: Murray, Anthony, Hsieh; ABSTAIN: Richardson; NOES: None). Motion Carried 4-1-0.

PUBLIC HEARING

The Board meeting was suspended to open a public hearing at 9:00 p.m.

Mr. Hannon shared that in accordance with education code sections 45245, 45246, (b) (2), 45247, and 45248. 88065, 88066(b) (2), 88067 any school district with a three-member personnel commission must have one member appointed by the governing board. A board meeting must be held no sooner than 30 days and no later than 45 days following the public announcement of the candidate to allow the public, employees, and employee organizations to comment on the recommended appointment. At the last regular board meeting on December 11th, 2025, the board publicly announced the recommendation of incumbent Reem Nasrah.

President Murray asked if this was the time to make the appointment, and Mr. Hannon confirmed that a vote was needed. Trustee Richardson asked about the current number of commission members, and Mr. Hannon stated there are three seats total, with two filled, one of which is expired and currently held by Reem Nasrah. Trustee Richardson inquired about the prior vacancy, and Mr. Hannon explained that interviews were held and a candidate was identified, but the third appointment cannot proceed until the second seat is secured. Trustee Richardson commented that it seemed there had been no one in the position for the whole year.

There were no public comments.

MOTION #128 (Anthony/Hsieh) to approve the appointment of Reem Nasrah as Personnel Commission (AYES: Richardson, Murray, Anthony, Hsieh; Lam; NOES: None). Motion Carried (Unanimous).

The Public Hearing was closed and the Board meeting resumed at 9:04 p.m.

INFORMATION/DISCUSSION

1. BUSINESS SERVICES

a. Update on Governor's 2026-27 Budget Proposal

Mr. O provided an update on the Governor's 2026-27 State Budget Proposal. He noted that Governor Gavin Newsom released his proposal on January 9, 2026, presented by Joe Stephenshaw, Director at the Department of Finance.

On January 20th, Mr. O and his staff attended an in-person workshop by School Services of California in Sacramento to gather details for updating the District's 2025-26 Second Interim Financial Report. He reminded the board that the

proposal is still subject to change and the Governor may revise it through early May before the May Revision is released.

Director Stephenshaw described the budget as largely a “workload budget,” focusing on funding existing programs with a \$2.9 billion shortfall. Over 70% of new spending is proposed for core education and key enrichment programs, and nearly one-third of available funding is allocated to the Rainy-Day Fund. Risks noted include stock market volatility, federal policy changes, tariffs, immigration, inflation, and long-term projected deficits totaling \$45 billion in 2028-30. The Rainy-Day Fund is projected at \$4.1 billion at the end of 2026-27.

Regarding the Local Control Funding Formula, the Governor proposes full funding for 2026-27 with a 2.41% COLA, though this represents a slight revenue reduction compared to the 2025-26 fiscal year. Mr. O noted this does not impact the District because it is a Basic Aid/Community Funded district.

The budget proposes a \$62.4 million increase to the Expanded Learning Opportunities Program to stabilize Rate 2 at \$1,800 per student. Funding for Special Education is maintained with the 2.41% COLA. A one-time Student Support & Professional Development Discretionary Block Grant of \$2.8 billion is proposed to support attendance, rising costs, teacher professional development, recruitment, retention, and career pathways.

The Learning Recovery Emergency Block Grant is proposed at \$757.3 million, restoring funding cut in prior years and bringing the total to \$2.7 billion. The Governor continues to fully fund the Universal Meals Program, with a \$67.9 million reduction reflecting updated participation estimates. Other one-time investments include \$250 million for educator residency programs, \$40 million for student reading screenings, \$239.2 million for home-to-school transportation, and \$22.9 million for wildfire recovery.

Mr. O concluded that these are proposals at this time, with the Legislature reviewing them over the coming months. The May Revision will provide updated financial information, and staff will continue to gather information to share with the

board.

Trustee Richardson commented that she attended a Capital Advisor's budget perspective workshop and was pleasantly surprised that no major cuts are planned to existing programs. She inquired about school funding for the Palisades fires and noted that although initial reports suggested no funds would be sent to California, the advisers confirmed that significant funding was in fact provided, exceeding expectations.

ACTION (continued)

1. ADMINISTRATION (continued)

b. Resolution No. 26-01: African American History Month

The resolution was read by Trustee Lam.

MOTION #129 (Anthony/Hsieh) to adopt Resolution #26-01: Honoring African American History Month, February 2026. (AYES: Richardson, Lam, Murray, Anthony, Hsieh; NOES: None). Motion Carried. (Unanimous)

c. Resolution No. 26-02: School Counseling Week

The resolution was read by Trustee Lam.

MOTION #130 (Anthony/Richardson) to adopt Resolution #26-02: Honoring School Counselors, February 2 – 6, 2026. (AYES: Richardson, Lam, Murray, Anthony, Hsieh; NOES: None). Motion Carried. (Unanimous)

2. TEACHING & LEARNING

a. Approval of the California State Preschool Program (CSPP) Continued Funding Application (CFA) and adoption of Resolution No. 26-03

MOTION #131 (Hsieh/Anthony) to approve the California Department of Education CSPP application and adopt Resolution #26-03: Authorizing CFA and delegation of signature authority for the 2026-27 school year with a waive of the reading. (AYES: Richardson, Lam, Murray, Anthony, Hsieh; NOES: None). Motion Carried. (Unanimous)

b. Resolution No. 26-04: Authorization of Child Care and Development Services Contract with the California Department of Social Services (CDSS)

MOTION #132 (Lam/Anthony) to adopt Resolution #26-04: Authorization of Child Care and Development Services Contract with CDSS for the 2026-27 school year with a waive of the reading. (AYES: Richardson, Lam, Murray, Anthony, Hsieh; NOES: None). Motion Carried. (Unanimous)

c. Approval to Reallocate Special Education Department Budget

Trustee Richardson asked whether invoices or contracts are required since the programs have different costs. Trustee Anthony and Dr. Moore explained that the board had previously approved maximum contract amounts and that the current proposal reallocates unused funds to other areas based on student needs. The board was reassured that vendors would be informed as necessary, and the reallocation reflects program management to better meet students' needs.

MOTION #133 (Hsieh/Anthony) to approve the Special Education Department to reallocate budget expenses from one publisher to another in order to better meet the curricular and coursework needs of students with Individualized Education Programs (IEPs). Motion Carried. (Unanimous)

3. HUMAN RESOURCES

a. Approval of Agreements for United States Citizenship and Immigration Services (USCIS) Nonimmigrant O-1A Teacher Visa Petitions

Trustee Anthony asked about recent USCIS fee increases for visas; Mr. Hannon, nodding in confirmation, stated that the current item is not affected.

Trustee Richardson inquired about potential liability if legal fees rise and whether teachers are required to remain in the district. Mr. Hannon explained that the board is exploring the O-1 visa process for current J-1 international exchange

teachers, especially in hard-to-staff areas like Special Education, and that district support would include a commitment from teachers to continue service for a set number of years.

MOTION #134 (Hsieh/Lam) to approve the agreements with Corpuz and Associates, P.C. to provide legal services for USCIS Nonimmigrant O-1A teacher visa petitions, and with the following teachers: Zaldy Alima, Revitche Quijano, and Maria Jessica Roa. Motion Carried. (Unanimous)

b. Approval of Agreement with New Direction Solutions, LLC (d/b/a ProCare Therapy)

Trustee Anthony expressed concern about ongoing difficulties with substitutes despite prior efforts. Mr. Hannon clarified that this is specifically targeted at mental health and wellness and is a temporary stopgap in response to recent staffing changes.

MOTION #135 (Hsieh/Anthony) to approve the agreement with New Direction Solutions, LLC (d/b/a ProCare Therapy) to support with certificated and classified substitute staffing for the 2025–26 school year. Motion Carried. (Unanimous)

4. STUDENT & FAMILY SERVICES

a. Approval of the Updated Multilingual Learner (ML) Master Plan

Vice President Hsieh acknowledged the tremendous work that went into the plan, noting that Dr. Moore and her team were thoughtful, collaborative, and deeply committed to students.

President Murray added thanks, echoing the appreciation and describing the plan as amazing.

MOTION #136 (Anthony/Lam) to approve the ML Master Plan with the proposed updates and changes. Motion Carried. (Unanimous)

b. Approval of the Service Proposal with Young Audiences of Northern California (YANC)

MOTION #137 (Hsieh/Lam) to approve the Service Proposal with YANC to provide 2026 STEAM Summer School services, in an amount not to exceed \$345,000. Motion Carried. (Unanimous)

c. Approval of the MOU with Silicon Valley Education Foundation (SVEF)

Trustee Lam asked about the source of the \$40,560 credit, and Dr. Garcia clarified that it came from the Silicon Valley Education Foundation contract for the Elevate Math summer program. Last year the contract was for 16 educators, but only 10 sections ran due to enrollment, creating the credit to be applied this year. Trustee Lam also asked about grade levels served, and Dr. Garcia explained that rising ninth graders typically attend, with all students receiving a 20-day program. They discussed the potential for credits if enrollment is low, with Dr. Garcia confirming that the goal is to fill all sections.

Trustee Anthony added although it may be from another budget account, that they should consider strategies to increase student enrollment and suggested that, if sections are under-enrolled, funds could be used for teacher training.

MOTION #138 (Hsieh/Richardson) to approve the MOU with SVEF to implement the Elevate Math Summer 2026 program, in the amount of \$155,600. Motion Carried. (Unanimous)

d. Approval of Amendment to the Agreement with Daybreak Health PC

MOTION #139 (Lam/Hsieh) to approve the amendment to the 2025-26 agreement with Daybreak Health PC which allows the provider to continue delivering Medi-Cal-covered mental health and substance use disorder services to students through the CYBHI program, with the State reimbursing providers directly. Motion Carried. (Unanimous)

5. BUSINESS SERVICES

a. **Approval of Amendment No. 1 with SIM Architects, Inc. for Monte Verde ES Modernization Project**

Trustee Richardson asked for clarification on the project since the itemized estimates didn't explain what the work entailed. Mr. O responded that this is the second part of the modernization phase and brought in Director Lori Shelton who was on Zoom for details.

Director Shelton explained that this amendment covers the design and construction phases of the project. The first part involved project assessments, which are complete, and now they are moving into design, construction documentation, and approval from the Division of State Architects. After approval, the project will proceed to construction, with the design team providing administrative and closeout services.

Trustee Richardson asked specifically what kinds of designs are involved and Director Shelton clarified that this is the next modernization phase for Monte Verde, focusing on site infrastructure improvements and addressing accessibility issues within the buildings.

MOTION #140 (Hsieh/Lam) to approve the Amendment No. 1 with SIM Architects, Inc. for design and construction administrative services for the Monte Verde ES Modernization Project in the amount of \$1,334,735. Motion Carried. (Unanimous)

b. **Approval of Amendment No. 1 with DSK Architects, Inc. for Spruce ES Modernization Project**

Trustee Lam asked for more details about the scope of the project at Spruce, noting the longer timeline for this work. Director Shelton explained that the projects vary in scope across the sites, and at Spruce, the focus is on modernizing several buildings. One major component is Building D, a two-classroom TK/K building, which will be completely replaced because renovating it would cost more than constructing a new building. The modernization plan also includes utility upgrades and other site improvements.

Trustee Richardson asked whether this building had been addressed previously under the Measure J bond program. Director Shelton clarified that it had not; these buildings were not updated under Measure J. Building D, part of the older school structures, had not received significant work for a long time. She also noted that very minimal work will be done in the oldest high school building because the extent of repairs needed exceeds the available funding.

MOTION #141 (Richardson/Anthony) to approve the Amendment No. 1 with DSK Architects, Inc. for design and construction administrative services for the Spruce ES Modernization Project in the amount of \$1,854,334. Motion Carried. (Unanimous)

c. Approval of Amendment No. 2 with Multistudio Architects for El Camino HS Modernization Project

Trustee Lam asked for more details about the scope of work at El Camino High School. Director Shelton explained that multiple buildings will undergo improvements, with a major focus on the gym and surrounding areas, including locker rooms. The project will also address campus accessibility, including slopes and pathways, to ensure safe access for students and staff. The scope varies across the campus due to its large size.

Trustee Anthony added that concerns had been raised in the past about campus security, noting that El Camino's open layout allowed easy access and there were gaps in security staffing. She asked if the project would include fencing or other physical security measures. Director Shelton clarified that no fencing is planned, but security will be enhanced through additional cameras and other monitoring improvements.

MOTION #142 (Anthony/Richardson) to approve the Amendment No. 2 with Multistudio Architects for design and construction administrative services for the El Camino HS Modernization Project in the amount of \$3,736,924. Motion Carried. (Unanimous)

d. Approval of Amendment No. 3 with Atlas Technical Consultants, LLC for Westborough MS Field & Pavement Improvement Project

MOTION #143 (Lam/Richardson) to approve the Amendment No. 3 with Atlas Technical Consultants, LLC for geotechnical and geological hazard evaluation services for the Westborough MS Field and Pavement Improvement Project, in the amount of \$62,638.75. Motion Carried. (Unanimous)

e. Resolution No. 26-05 and Agreement with ProCore Technologies, Inc. for Measure T Bond Program

MOTION #144 (Hsieh/Richardson) to adopt Resolution No. 26-05 and approval of a 5-year agreement with ProCore Technologies, Inc. for project management software and services for the Measure T Bond Program, in the amount of \$320,583.18 with a waive of the reading. (AYES: Richardson, Lam, Murray, Anthony, Hsieh; NOES: None). Motion Carried. (Unanimous)

f. Approval of Change Order No. 3 with Zone 4 Construction for District Office Accessibility Project

MOTION #145 (Hsieh/Richardson) to approve the Change Order No. 3 with Zone 4 Construction for additional construction services for the District Office Accessibility Improvements Project, in the amount of \$45,608.59. Motion Carried. (Unanimous)

g. Approval of Change Order No. 2 with Zone 4 Construction for Parkway Heights MS Building D Alteration Services

MOTION #146 (Anthony/Hsieh) to approve the Change Order No. 2 with Zone 4 Construction for Building D Alteration Services at Parkway Heights MS, resulting in a credit of \$22,536. Motion Carried. (Unanimous)

h. Approval of Change Order No. 1 with CWS Construction Group, Inc. for Spruce ES Security Gate & Fencing Project

Trustee Anthony shared that she got to see the new fence

in action on Monday and thought it was impressive. She noted that while the team is still figuring out some operational details, the system works really well.

Trustee Richardson added her appreciation for all the credits and the detailed explanations included throughout the agenda, complimenting the staff.

MOTION #147 (Hsieh/Lam) to approve the Change Order No. 1 with CWS Construction Group, Inc. for the new security gate and fencing project at Spruce ES, resulting in a credit of \$12,484.77. Motion Carried. (Unanimous)

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

February 12, 2026

- Presentation Teaching and Learning – Spruce Elementary
- Presentation (SSFHS Student) – Athletics and P.E. Credits
- Presentation Performance Management – Multilingual Language Learners
- Report on Expanded Learning Opportunities Program (ELOP)
- Introduction of new Spring Student Trustee Ruiz
- Approval of DTS contract for 2026-27

February 26, 2026

- Presentation Teaching and Learning – Alta Loma Middle School
- Presentation Teaching and Learning – Special Education
- Presentation Teaching and Learning – LCAP Mid-Year Updates
- 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

March 12, 2026

- Presentation Teaching and Learning – Skyline Elementary
- Presentation Teaching and Learning – Junipero Serra
- Presentation on Counseling
- Presentation on Structured Literacy Block
- Presentation and approval of Second interim budget report "positive certification"
- Approval of recommended dates for 2026-27 LCAP and budget hearings and adoptions

March 26, 2026

- Presentation Teaching and Learning – Westborough MS

- Presentation on Nutrition Services
- Presentation on Induction
- Resolution for Child Abuse Prevention Awareness Month (April)
- Resolution for Autism Awareness Month (April)
- Approval of LCFF supplemental funded positions
- Resolutions for retirees

April 9, 2026

- Presentation Teaching and Learning – Buri Buri ES
- Presentation Performance Management – NGSS/Genentech
- Williams report for 3rd quarter ending 3/31/26
- Resolution for Earth Day (April 22)
- Approval of LCFF supplemental funded positions
- Approval of Skyline Middle College MOU for 2026-27
- Resolution for Day of the Teacher (5/5/2026)
- Resolution for Classified School Employee Week (5/17/23-5/23/26)

April 23, 2026

- Presentation Teaching and Learning – Monte Verde ES
- Approval of designated representatives to CIF (California Interscholastic Federation)
- Approval of SPSAs
- Resolution honoring Asian Pacific American Heritage Month (May)

May 2, 2026 – Special Meeting/Board Workshop *(District Office)*

- Board Workshop

May 7, 2026

- Recognition for outgoing Student Trustee Ruiz
- Presentation Teaching and Learning – El Camino HS
- Approval of the Board meeting calendar for the 2026-27 school year
- Approval for 5th graders to attend SMCOE Outdoor Education
- Approval of Graduates and Certificates of Completion - Baden HS, ECHS, SSFHS, and Adult Education
- Resolution for Fund 11 and Fund 14 account balances
- Resolution – Reappointment of CBOC members
- Approval of All City agreement for crossing guards for 2026-27
- Approval of MOU with Legarza Sports for 2026-27

May 21, 2026

- Presentation Teaching and Learning - Baden HS/ Adult Education
- Presentation on the Facilities Department
- Approval of the Children's Center Program annual self-evaluation reports
- Approval for destruction of Disposable Class 3 records

- Approval of updated Board Governance Handbook
- Approval of the agreement with SMCOE for Center for Learning Data Sharing
- Information on May revision of the Governor's 2026-27 budget
- Approval of Bill Saving Facilities Consulting agreement for 2026-27
- Resolution in support of LGBTQ+ Pride Month (June)

SUMMARY OF BOARD DIRECTIVES – None

GOOD AND WELFARE

Trustee Anthony shared that she attended the San Mateo County School Boards Association presentation on career and technical education and found it very informative. She highlighted the district's strong work in CTE, noting the value of offering both introductory and completer courses so students can fully complete a pathway. She commended the instructional team, especially Ms. Rockett, for identifying qualified teachers and integrating these pathways into the program core, emphasizing how this benefits students. She also reported visiting Spruce on Monday for a Martin Luther King Day of Service workday, thanking Kaiser Permanente and Hands-On Bay Area for organizing the event. Volunteers, including herself, helped clean the gardens, install slats to block wind, paint a mural, and weed and prune trees, contributing to a cleaner and more welcoming campus environment.

Trustee Richardson shared a few highlights from her recent activities. In December, she attended the final jazz concert at El Camino High School and enjoyed the performance. She also went to pay her respects to Mrs. Brown, who had passed away, attending with Principals Erskine and Mirt on a rainy afternoon. Additionally, she attended the first youth concert organized by the "Prevention in Action: Schools, Communities, and Youth Voices" conference at CSM, hosted by the Juvenile Justice Delinquency and Prevention Commission. Trustee Richardson appreciated seeing the programs and support available to students after they leave school, particularly those at risk, and concluded her report with thanks.

Trustee Lam shared that after winter break, she had the opportunity to visit classrooms at Alta Loma Middle School. She described it as a valuable chance to get to know Principal Mendez better and learn about the work being done to promote student wellness and a sense of belonging. Trustee Lam highlighted the Sown-to-Grow program that Principal Mendez implemented, noting that the school's approach to supporting students goes beyond just that program. She appreciated seeing the variety of clubs and the lunch bunch program, and she specifically gave a shout-out to Ms. Hahn in the math classroom. Overall, she said it was a wonderful way to connect with the school community.

ADJOURNMENT 9:45 p.m. – In memory of: Judy Brown, Gerald Scott Jr., and Issa Ibrahim Baba

President Murray adjourned the meeting by honoring Judy Brown, who began her career as a kindergarten teacher at Ponderosa Elementary School, teaching there for 20 years, and then served as principal at Spruce Elementary School for 21 years before retiring in 2008. She also took a moment to remember the fathers of two members of the South San Francisco Unified School District community: Gerald Scott Jr., father of Shari Giusti, a Monte Verde Elementary teacher and president of the SSF Classroom Teachers Association, and Issa Ibrahim Baba, father of personnel commissioner Reem Nasrah. President Murray shared that Issa Ibrahim Baba, born in Palestine, built a life defined by faith, service, hard work, integrity, and generosity. He was a devoted husband and father who led by example, instilling values of compassion, resilience, and responsibility, while also contributing quietly to his Palestinian community. The Board extended its condolences to all families.