

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Regular Meeting of February 12, 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. Public Employee Discipline/Dismissal/Release (Government Code [§ 54957](#))

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 – Absent
Dr. Nia Campbell, Assistant Superintendent,
Teaching & Learning – Present
Mr. Ted O, Assistant Superintendent, Business
Services – Present

- C. PLEDGE OF ALLEGIANCE** was led by Spruce 5th grader, Christian Alba Diaz. Principal Garduño shared that Christian Alba Diaz has been a student at Spruce since Kindergarten and is currently a 5th grader in Ms. Bromann's class. He enjoys soccer, likes double digit multiplication, and especially enjoyed the nighttime hike during Outdoor Education last month. Principal Garduño also announced that Christian will be participating in the upcoming RFEP Ceremony and offered congratulations on this achievement.

D. LAND ACKNOWLEDGEMENT STATEMENT

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

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

E. REPORTING OUT FROM CLOSED SESSION

Mr. Hannon reported that regarding public employee discipline, dismissal, or release pursuant to Government Code section 54957, the board approved the release of 47 temporary employees under Education Code sections 44954 and 45103. The motion was made by Trustee Murray, seconded by Trustee Anthony, and carried unanimously, 5–0.

Mr. Hannon also reported that the board approved the release of one certificated administrator pursuant to Education Code section 44951. The motion was made by Trustee Murray, seconded by Trustee Anthony, and carried unanimously, 5–0.

F. REVIEW OF AGENDA

Mr. Hannon reported that item 3D on page seven of ten would be removed from the agenda. Trustee Richardson requested that action agenda item O under Business Services on page four of ten also be pulled, stating it was not ready for a vote due to concerns about funding and the need to present alternative options to the board. President Murray confirmed the item could be discussed Once they get to that part of the agenda.

G. PTA COUNCIL REMARKS

Lauren Kitchen addressed the Board, introducing herself as the Vice President of the South San Francisco PTA Council. She shared that she has three children, including one senior at El Camino High School and one eighth grader at Alta Loma, and has volunteered with PTA for approximately 15 years.

Ms. Kitchen reported that the PTA Council held a successful meeting the previous week and thanked Trustee Richardson and Mr. Hannon for attending. She noted that the Council received a presentation from the nonprofit organization Rise South City regarding its work addressing pollution and air quality in the community, and expressed interest in future collaboration.

She provided updates on PTA activities across the District. Many PTAs are preparing to elect new boards for the upcoming school year. She highlighted several upcoming events, including a Valentine's dance at Los Cerritos, a glow dance at Buri Buri, and a middle school dance at Alta Loma, which will be the first in several years. Monte Verde PTA recently sponsored a marionette assembly and hosted a restaurant night fundraiser. Buri Buri is holding a See's

Candies fundraiser, and Westborough is hosting a Panda Express fundraiser event.

Ms. Kitchen also shared updates on behalf of the Spruce PTA leadership. She reported that Spruce PTA has been actively planning activities to support students and build community, aligning with the District's Portrait of a Graduate and goal of strengthening belonging. Activities this year included an annual pumpkin patch event open to neighboring school communities, support for the school's math fair, Valentine's Day popcorn distribution, movie nights, providing snacks for students during state testing, hosting a Teacher Appreciation Day meal, and purchasing promotion T-shirts for all fifth-grade students.

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – Elizabeth Bales, President of South San Francisco Federation of Adult Educators addressed the Board and thanked colleagues, Assistant Superintendent Hannon, HR, payroll, and IT staff for their support during her leave and for enabling her to participate remotely. She thanked the Board for approving the tentative agreement in January and acknowledged the collaboration of Principal Prasad and Assistant Superintendent Hannon.

Ms. Bales also expressed appreciation for the Board's approval of Adult Education's MOU with Harper Rand to expand CTE offerings, noting these certifications will increase employment opportunities for adults. She reflected on the uncertainty surrounding potential federal funding cuts to adult education and shared that the FY 2026 Labor, Health and Human Services, Education, and Related Agencies funding bill was signed on February 3rd. She emphasized that union advocacy continues, citing ongoing labor actions and organizing efforts across the Bay Area and nationally, and respectfully requested continued community support for unions.

South San Francisco Classroom Teachers Association – Shari Giusti, President of SSFCTA, reported that Buri Buri teachers expressed appreciation for their principal's advocacy, Martin Elementary noted positive integration of the wellness counselor and upcoming friendship groups, and Sunshine Gardens highlighted efforts to build capacity for academic discourse under the leadership of their ILT. She also announced that Charlotte Gonzalez of Martin will lead a new equity team through the association to encourage greater teacher involvement. Ms. Giusti stated that SSFCTA is supporting United Educators of San Francisco and other regional teacher unions advocating for fairness in wages and benefits.

She raised concerns regarding the new paycheck reporting system, requesting continued access to prior pay stub records from the previous system. She also reported that certificated staff sick leave and personal days are being deducted

at seven hours instead of 6.5 hours, noting this issue affects multiple staff members. Ms. Giusti requested a full audit and districtwide correction rather than individual fixes, along with clear communication to teachers about steps being taken to resolve the matter.

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

Trustee Lam announced that the City and School Subcommittee meeting is scheduled for March 25th at 3:30 p.m. at the old City Hall. She noted that President Murray and herself will attend the meeting along with City representatives, including the new City Manager, Laura Snideman.

President Murray announced that the Facilities Committee meeting will be held on February 19th at 4:00 p.m. at the District Office.

Trustee Anthony announced that the Bylaws Committee meeting is scheduled for Friday, February 20th at 3:00 p.m. in the District Boardroom.

President Murray reported that she attended the California School Boards Association (CSBA) Board of Directors meeting as part of her role as a CSBA director. She explained that California School Boards Association is a nonprofit organization that supports school board members statewide by providing governance training, policy guidance, best practices, advocacy, and professional learning. She noted that CSBA serves approximately 5,000 board members across about 1,000 school districts, supporting decisions that impact millions of students and educators. President Murray emphasized that CSBA's mission centers on strengthening effective governance through training and informed leadership.

K. SUPERINTENDENT'S REPORT

a. Introduction of Spring Student Trustee Ruiz – Superintendent Moore shared that the incoming spring trustee, Isabelle “Izzy” Ruiz, was unable to attend the meeting due to illness. Her formal introduction will be postponed to the next board meeting when she is present.

b. Other – Superintendent Moore acknowledged the recent student walkouts, noting that many students were personally affected by national issues. She praised them for using their voices thoughtfully and courageously, reflecting the district's Portrait of a Graduate values:

learning, engagement, navigating challenges, and impacting their communities. She emphasized the district's ongoing commitment to being a welcoming, safe, and supportive environment for all students and families, ensuring respect, dignity, and belonging.

Additionally, Superintendent Moore announced the upcoming Bay Area Standards Institute Conference, June 8–11 at Menlo College in Atherton. This event is particularly important for certificated staff, focusing on aligning around Priority One: Exceptional Instruction, and she encouraged strong participation from South San Francisco Unified School District staff.

L. STUDENT TRUSTEE REPORTS

1. Jasmine Chang, ASB Vice President and a junior at El Camino High School, provided the student report on behalf of Izzy Ruiz. In honor of Black History Month, ethnic studies students created educational door posters to teach the history behind the month. ASB also hosted the ICC Food Court on February 16, where clubs represented their cultures and communities through food, and they are collaborating with the Chinese Cultural Club to celebrate Lunar New Year with traditional treats and educational resources. During Counselor Appreciation Week, students wrote heartfelt messages to thank the counseling team for their support.

In music and arts, National Jazz Day featured a collaborative performance with the middle school bands, and the choir, along with ASB, sold singing grams and flower bouquets for Valentine's Day. The band will also host a game night on February 20 from 6:00 to 9:00 p.m. In athletics, the wrestling team celebrated Senior Night after a near-undefeated season, while soccer and basketball teams had spirit weeks leading up to Senior Nights and rival games, including a staff versus student basketball game.

Lastly, Jasmine announced that the 2026 Prom will be held on April 11 at San Francisco City Hall with the theme City of Stars, inspired by La La Land.

2. Jaimelyn Ochoa, Fall Student Trustee and ASB President SSFHS began her update highlighting Valentine's Day. She shared that the school is hosting its annual "Marriage in the Quad" tradition, where students can participate in fun, themed ceremonies officiated by Mr. Skold and Mr. Capitan. Participants will receive certificates, ring pops, and digital photos, and enjoy activities including cookie decorating, candy guessing, Valentine grams, and craft options such as love books, customized cards, or bracelets.

As winter sports wrap up, Jaimelynn congratulated all athletes, noting the boys' soccer team's senior night, the girls' varsity soccer team's 4-0 victory over El Camino, and both boys' and girls' basketball teams' recent senior nights. The basketball teams are preparing for the annual hoops game

against El Camino, encouraging supporters to wear blue.

ASB elections are underway with a competitive field of candidates, and voting will conclude next Friday with results announced that same day. The school's prom is scheduled for Saturday, April 18 at the Great American Music Hall, themed A Night in Wonderland, with tickets starting at \$115 and increasing over time.

South City also concluded History Day Week, with 22 projects advancing to the county competition, including podcasts, websites, live performances, documentaries, and exhibits. Students demonstrated the commitment to learning emphasized in the district's Portrait of a Graduate. Additionally, 8th Grade Parent Night was hosted last week, with ASB students providing campus tours and information about clubs, sports, and ASB commission opportunities for incoming freshmen. Jaimelynn closed her report by wishing a happy Lunar New Year to those who celebrate.

M. PUBLIC COMMENTS

Victor D. Silva, SSF community member, shared reflections on his personal connection to the district, noting that it has been 60 years since he attended Southwood Junior High. He highlighted his career, including teaching at Martin Adult School, and described himself as a district "success story." He expressed inspiration from the South City and El Camino High School students who participated in the January 30th walkout, calling them globally conscious and community-minded. He referenced the district's five-year strategic plan, noting that it acknowledges the needs of socioeconomically disadvantaged students, 49.6% at South City High and 30% at El Camino High, are not being fully met. Mr. Silva emphasized the importance of creating structured opportunities for student leadership and engagement, and suggested a community symposium to explore solutions for student success. He concluded by underscoring the value of caring and support for students, quoting Benito Martinez: "Love is a powerful thing and it starts with caring," and encouraged the district to demonstrate support for students' initiatives.

Lauren Kitchen shared information on the SSF Education Foundation, a volunteer-run nonprofit operating for four years. She highlighted the Foundation's Community Transitions event, which supports families with resources for transitioning between school levels, including kindergarten readiness, middle and high school, and college preparation. This year, the event has expanded in partnership with the district to include workshops on after-school childcare, registration and transfers, literacy, IEPs, student support programs, mental health, math, dual enrollment, substance education, and FAFSA assistance. Sessions will be offered in English and Spanish, and all activities are free to families. Ms. Kitchen invited the Board to attend the event on Saturday, February 28, at South San Francisco High School, noting staggered start times: 8:30 a.m.

for kindergarten readiness and 9:30 a.m. for middle and high school sessions. She thanked the district for its support.

President Murray asked how information about the event is being communicated to families.

Ms. Kitchen explained that details are shared via ParentSquare, Peachjar, school principals' messages, social media, and the South City newsletter. She also offered to provide flyers to Board members for sharing on their own social media channels.

N. INFORMATION ONLY PRESENTATIONS

1. TEACHING & LEARNING

a. Teaching and learning presentation: Spruce Elementary

Dr. Campbell introduced Principal Angelica Garduño Fletes who shared educational priorities and programs at Spruce Elementary.

Introduction & Site Goals

Principal Garduño welcomed the Board, Cabinet, SSFUSD community, and viewers. She shared an update on Spruce Elementary School's progress toward the Portrait of a Graduate goals, guided by the district's core values and priorities.

She highlighted site goals in academic discourse, including developing students' collaborative communication through peer-to-peer discussions. For literacy, Spruce is implementing the UFLI Phonics curriculum in all K–2 classrooms to strengthen foundational reading skills. In mathematics, the school is using the Illustrative Mathematics curriculum supplemented with SVMl strategies to deepen mathematical thinking and problem-solving. Educators are learning IM's language routines and discussion protocols to support academic discourse.

Principal Garduño also noted the addition of a wellness counselor to directly support students and families, and emphasized ongoing communication with families via ParentSquare and continued field trip experiences.

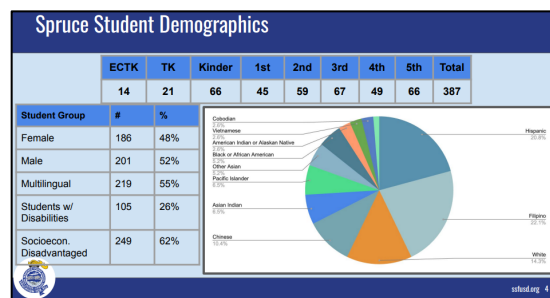
Spruce Site Goals

- **Academic Discourse:**
 - By May 30, 2026, 80% of students will share and explain their ideas with classmates; **staying on-topic, taking turns, speaking in complete sentences, asking questions, and utilizing evidence in all curricular areas to demonstrate their understanding.**
 - **Literacy:** UFLI Phonics curriculum in K-2
- **Mathematics:** Implementation of Illustrative Mathematics Curriculum and SVM Strategies
- **Belonging and Wellness:** Through expanded learning opportunities beyond the classroom, improving access to wellness supports and deepening family-school connections.


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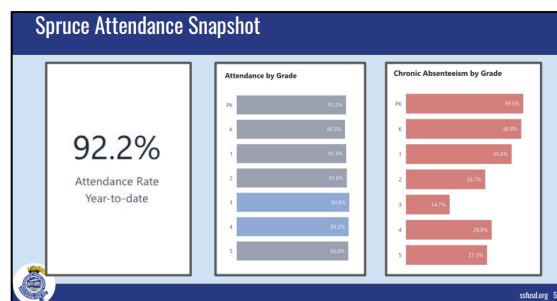
Demographics

Principal Garduño reported that Spruce Elementary serves 387 students (388 as of this week), of whom 55% are multilingual learners, 62% are socioeconomically disadvantaged, and 26% have an IEP. She highlighted supports for family engagement, including translation devices provided by the district and bilingual English/Spanish office staff who communicate directly with families daily.



Attendance

Principal Garduño reported that Spruce Elementary School's year-to-date attendance rate is 92.2%, with grade-level rates ranging from 90.3% to 93.9%. She noted that chronic absenteeism remains a significant challenge, particularly in the primary grades.



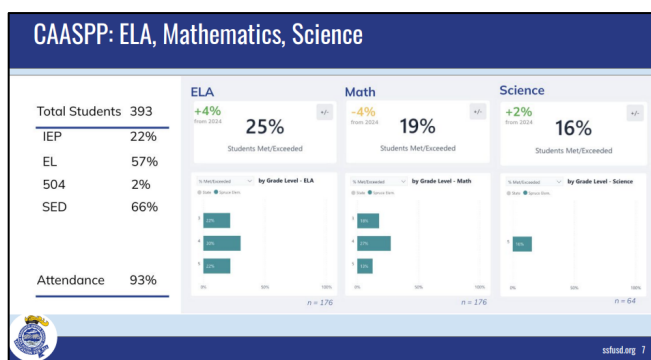
Current-year performance is consistent with previous years. A significant number of absences are due to illness,

emphasizing the distinction between unavoidable health-related absences and chronic absenteeism stemming from other barriers. Moving forward, the school plans to conduct empathy interviews with families experiencing chronic absenteeism to better understand their circumstances and develop more targeted support.

Spruce Attendance by Month Last Three Years										
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Average Daily Attendance										
2023-2024 YTD	94.0%	94.0%	93.9%	93.1%	92.7%	92.4%	92.3%	92.3%	92.3%	92.4%
2024-2025 YTD	94.0%	94.5%	94.4%	93.7%	93.5%	93.1%	92.4%	92.2%	92.2%	92.1%
2025-2026 YTD	93.9%	94.1%	93.8%	93.4%	92.9%	92.5%				
Chronic Absenteeism										
2023-2024 YTD Chronic Ab.	23.3%	20.9%	24.4%	26%	28.9%	30.6%	30.9%	30.2%	28.8%	28.3%
2024-2025 YTD Chronic Ab.	15.2%	17.1%	18.7%	23.6%	21.6%	22.1%	23.5%	23.8%	23%	24.4%
2025-2026 YTD Chronic Ab.	16.0%	19.7%	20.1%	20.7%	24.4%	26.9%				

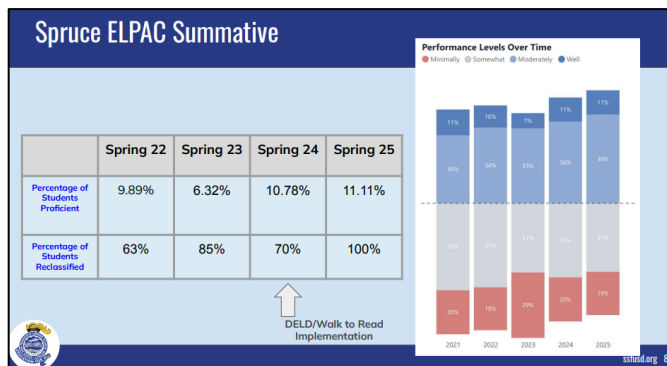
CAASPP

Principal Garduño reported that the 2024–25 ELA CAASPP results showed a four-percentage point increase from the prior year, while mathematics results reflected a four-percentage point decrease. She noted that the prior year was a pilot year for Illustrative Mathematics in third and fifth grades, which likely affected performance as teachers and students adjusted to the new curriculum and instructional approach. This data highlights the need for continued support for educators, particularly around IM language routines and instructional practices. Principal Garduño acknowledged the ongoing support provided by the math TOSA and the Teaching and Learning team, and highlighted the addition of an instructional coach this year who has been supporting teachers during full implementation. Science CAASPP results showed a two-percentage point increase from the prior year. Overall proficiency rates reinforced the urgency of the district's priorities, including the implementation of research-based curriculum and a focus on academic discourse to accelerate student learning and close achievement gaps for the district's diverse student population.



Summative ELPAC

Principal Garduño reported that the percentage of English learners scoring proficient on the ELPAC Summative has shown growth over the past several years, reaching 11.11 percent in spring 2025. She highlighted the school's reclassification results, noting that all students who scored a four on the spring 2025 ELPAC were successfully reclassified, with the exception of one student who moved away from Spruce. Principal Garduño attributed these improvements to the implementation of designated English Language Development and the Walk to Read model.



DIBELS

DIBELS literacy composite scores in 2024–25 showed a significant 10 percentage point gain, representing the school's strongest year of growth. She shared that the goal for 2025–26 is to maintain or exceed this level of performance. This work is led by reading specialists Aura Jose and Dr. Carly Humphrey, who collaborate with grade-level teams one to two times per month during Legarza PE time to focus on reading groups and literacy instruction. She also noted that reading fluency is being strengthened through the implementation of UFLI readers, which kindergarten through second grade students take home for practice. To

support families who do not read English, reading specialist Dr. Humphrey records herself reading each book weekly, and teachers share the recordings with families through ParentSquare.

DIBELS Literacy Screening Assessment three year comparison

Composite Scores

September 2025				January 2026				May 2026						At/Above	
Above	At	Below	Well Below	Above	At	Below	Well Below	Above	At	Below	Well Below			BOY	37%
14%	23%	17%	46%	16%	22%	20%	42%							MOY	38%

September 2024				January 2025				May 2025						At/Above	
Above	At	Below	Well Below	Above	At	Below	Well Below	Above	At	Below	Well Below			BOY	38%
13%	25%	22%	40%	18%	25%	17%	40%	23%	25%	16%	36%			EOY	48%
														+10%	

September 2023				January 2024				May 2024						At/Above	
Above	At	Below	Well Below	Above	At	Below	Well Below	Above	At	Below	Well Below			BOY	38%
14%	24%	17%	45%	14%	18%	14%	54%	20%	21%	14%	45%			EOY	41%
														+3%	

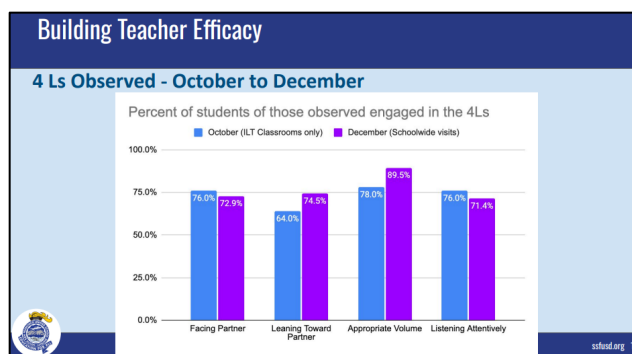


Missouri Department of Education

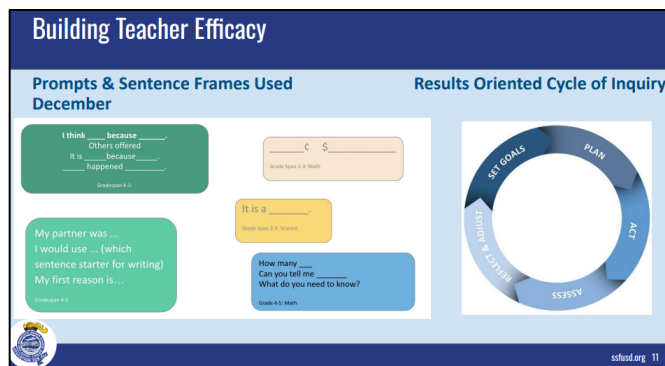
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Building Teacher Efficacy

At the beginning of the school year, the Spruce and Sunshine Gardens Instructional Leadership Teams participated in professional learning with partners in school innovation during an ILT retreat. Through this work, the teams developed a shared understanding of the role of the Instructional Leadership Team, established norms through a team charter, and created a theory of action to guide instructional goals aligned with the district priority on academic discourse. Using strategies from designated English Language Development instruction, classroom observations were conducted to measure student engagement using Kate Kinsella's 4 L's of productive partnering. Data were collected at two points in time, and the teams will continue monitoring these behaviors and refining partner talk structures to ensure students consistently demonstrate all four components, supporting both oral language development and academic achievement.



Principal Garduño shared that the school is also collecting data on how teachers support student conversations, citing examples of prompts and sentence frames observed during instructional walkthroughs. She noted that the Instructional Leadership Team has developed and is implementing a progression of sentence frames from kindergarten through fifth grade to help students engage in meaningful conversations and build understanding. She explained that the ILT engages in monthly, results-oriented cycles of inquiry focused on student learning outcomes, which allows the team to learn from successes, identify areas for improvement, develop targeted solutions, and monitor their impact on students. Principal Garduño also shared that administrators have been conducting instructional rounds at different schools, and following the Spruce visit, a need was identified to deepen learning around discussion prompts. The ILT is currently addressing this focus within its ongoing cycle of inquiry, and she thanked Paula from the PSI team for her guidance.



DELD/Newcomer Program

Spruce is in year three of its designated English Learner newcomer model and continues to refine how English Learner teachers lead grade-level collaboration twice a month during Legarza PE time to plan instruction and continuously evaluate student progress. She shared that ELD teachers Monica Gonzalez Lopez and Andrea Tunkett, MLL TOSA Nahal Pacheco, and reading specialist Aura Jose recently presented at the San Mateo County Office of Education, where they shared Spruce's model and provided insight to other educators on creative approaches to supporting multilingual learners at their school sites.

Spruce DELD/Newcomer Program Model 25-26 Year 3			
	Teachers	Designated ELD Classes	Newcomer Classes
	K-2 ELD Teacher	- Emerging K - Emerging 1st - Emerging 2nd	- Kinder 1st Grade 2nd grade
	3-5 ELD Teacher	- Emerging 3rd - Emerging 4th - Emerging 5th	3rd 4th 5th
	Classroom Teacher (1-2 teachers per grade level)	Expanding/Bridging @ their grade level	none
	Classroom Teacher (1 teacher per grade level)	EO/RFEP students @ their grade level	none

- Designated ELD 3x per week, 50 minutes
 - Students are grouped for Designated ELD by ELPAC proficiency level
- Newcomer support at each grade level, about 45 minutes with a certificated ELD teacher
- Grade level teams & ELD Teacher meet 2x per month during Legarza PE to plan/collaborate


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Wellness Counselor

This year marks a significant milestone with the addition of a wellness counselor, Ms. Avery Takaha, who is providing critical supports to students at the site. Principal Garduño reported that the school has begun piloting Kimochis, a social-emotional learning curriculum for young children that uses stuffed character toys and emotion pillows to teach students how to recognize and positively communicate their emotions.

Wellness Counselor			
- Daybreak Teletherapy Referrals - Small Groups - Social Skills - Confidence/Self Esteem - Self Regulation - Social Emotional Curriculum Pilot - Kimochis TK & Kinder		Semester 1 Data	
		# of Documented Individual/Small Group Interactions	625
		Classroom Lessons/Presentations	34
		Small Groups	
		# of students reached in group	16
		# of Small Group Sessions Completed	12
		# of completed individual counseling sessions	47


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Mindfulness & Yoga (M.Y. Club)

Principal Garduño shared that M.Y. Club (Mindfulness and Yoga) is led by fifth grade teacher Ms. Bromann and is a 45-minute after-school program for students in grades three through five. The program features themed sessions focused on emotional regulation strategies, yoga, and mindfulness, encouraging students to engage in their “stretch zone.” Through her master’s in education practicum project next year, Ms. Bromann hopes to expand the program to include a once-a-month bilingual family session, sessions for teachers, and an additional program for students in grades one and two.

Mindfulness & Yoga (M.Y. Club)

- Free, equitable, after school program for students Grades 3-5
- 45-minute session
- independent and interactive emotional regulation strategies
- 25 student participants
- 60 students had signed up (via parent permission)



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Spruce Student Life

Principal Garduño shared that students bring energy and leadership to the school through opportunities that combine fun and learning. She highlighted the Safety Patrol team, led by fourth grade teacher Mr. Summers, as well as the newly formed LEAD team, started last year and led by fourth grade teacher Mr. Malunay. The LEAD team, composed of fourth and fifth grade students, serves as school ambassadors and assists with the implementation of events such as the Winter Festival, Math Festival, and other school activities.

Spruce Student Life



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Career Day

Career Day was held in November and provided students with the opportunity to freely ask questions of guest presenters to learn more about possible future career options, with special appreciation extended to the SSFUSD Business Department for participating



HandsOn Bay Area (HOBA)

HandsOn Bay Area and Genentech brought 100 volunteers to the campus in June to complete several beautification projects, including improvements to the cafeteria, painting projects, enhancements to the garden and wellness center, and updates to the Little Library.



Principal Garduño noted that HandsOn Bay Area and Kaiser participated in the MLK Day of Service, bringing 45 volunteers to work on the school garden. Activities included pruning lemon trees, with Trustee Anthony assisting on a ladder while Superintendent Dr. Moore supervised to ensure safety. Other volunteers included Congressman Kevin Mullin, Assembly Member Diane Papan, and South San Francisco Councilmember James Coleman.



Julia Robinson Math Festival

Principal Garduño shared that the school hosted its first Julia Robinson Math Festival, providing students with the opportunity to engage in interactive and enjoyable math activities supported by staff and parent volunteers.



Enhanced Security

The school now has a new gate, making it a fully closed campus. Visitors during the school day must press a button on the gate, and once verified by the office, they are granted entry.



Staff

Principal Garduño acknowledged that none of the work at Spruce could happen without the dedication of the entire staff. She thanked them for their efforts in supporting the students' futures, noted that she learns from them every day, and expressed gratitude for the trust they place in her.



Volunteers

Principal Garduño took a moment to acknowledge a small group of volunteers who were unable to attend the meeting expressing gratitude for their time and continued support.



Trustee Anthony praised the use of data to guide instructional practices, highlighting the multiple ways data is being collected and applied across the school day. She expressed enthusiasm for the 4 L's concept, the designated ELD model, and the recognition Spruce has received at the county level, noting the positive impact on students who need additional support. She also acknowledged the wellness counselor.

Trustee Lam echoed Trustee Anthony's sentiments, congratulating Principal Garduño on the ASCA Principal of the Year award for elementary schools and praising the implementation of the designated ELD and Walk to Read programs. She noted the impressive 100% reclassification rate for multilingual learners and expressed excitement about continued progress.

Trustee Hsieh recognized the school's comprehensive approach, including teacher support, ELD expansion, newcomer services, student wellness initiatives, service-learning partnerships, and campus safety efforts, emphasizing the whole-child approach.

Trustee Richardson acknowledged the importance of campus safety measures, remarked on the demographics of the student body, appreciated the yoga program, and noted the garden as a positive feature.

President Murray congratulated Principal Garduño on the region 5 ACSA Principal of the Year award and reflected on the growth of the newcomers program since Garduño first

became principal, noting the significant progress and impact on students.

b. Student presentation: Athletics and P.E. Credits

South San Francisco High School Junior, Yunn Lee presented information on Student Athletics and eligibility for Physical Education credit.

Introduction

Student Yunn Lee, a junior at South San Francisco High School, thanked the board, administration, and community for the opportunity to speak. Representing Students for Change, Lee noted that she had taken time off work to present because the issue is important both personally and for the community, and that some points were submitted in December but would be addressed verbally during this meeting.

Yunn Lee explained the context of her presentation, noting that physical education (PE) promotes health and fitness for all students and that organized interscholastic sports already address many of these goals. She highlighted that students develop leadership, time management, goal-setting, and resilience through these activities. Lee referenced an existing Education Code that allows PE credit for district interscholastic athletics with comparable time and exertion, but pointed out that the district currently lacks an operational process to implement this. She also acknowledged concerns raised by administration regarding staffing, PE identity, implementation, and labor implications, and indicated a desire to discuss possible solutions.

Context

- Physical education promotes health, fitness for all students.
- Organized sports already teach these skills
- Students gain leadership, time management, goal setting and resilience.

Issue

Lee noted that students already experience limited access to electives. She shared that she had asked classmates and other high school students about elective availability, and the consensus was that there were not enough options. She

highlighted that PE class sizes are often large, ranging from 40 to 50 students, and suggested that smaller or moderate class sizes would benefit both teachers and students by allowing higher-quality instruction. Lee also pointed out that some students face duplicated physical requirements, such as varsity athletes who must participate in conditioning in addition to regular PE classes, which contributes to student burnout. She emphasized that awarding PE credit for athletic participation would reduce stress, reward effort, encourage school sports participation, and support community building. Lee added that the district is one of the few in the Bay Area that does not currently award PE credit for participation in school sports, despite athletes committing 10 to 20 hours per week to training, which already meets or exceeds state fitness standards

The Issue

- Our district is one of the only Bay Area districts that does not award PE credit for participation in school sports.
- Athletes often commit 10-20 hours per week to athletic training.
- This practice in itself already meets or exceeds state fitness standards.
- Students must still take full PE classes—creating unnecessary stress and coursework duplication

Student Support

Lee added that she has strong student support for this proposal, having submitted petitions with over 400 signatures from students across all grade levels. She noted that the majority of these supporters are freshmen eager to participate in sports, emphasizing that the effort has genuine interest and engagement. She also mentioned that board members have likely received emails from other student representatives highlighting the need for this change.

Student Support

- 400+ Signatures across all grade levels
- Majority are freshmen eager to participate in sports
- Shows strong interest and demand for this policy

Bay Area District Models

Lee also highlighted a specific example of a senior student who last year had to take first-period and second-period PE, totaling three hours of physical activity in one day, in addition

to playing varsity basketball during the winter season. She emphasized that this creates a significant workload for students. Lee noted that other Bay Area districts have already implemented models awarding PE credit for full-season sports participation. She cited Acalanes Union, which offers a full-season sport equaling five credits (one semester of PE), Oakland Unified with its advanced sports PE option that grants credit, and additional districts including San Ramon Valley USD, Santa Rosa, and Los Gatos-Saratoga USD as examples of successful implementation.

Other Bay Area District Models/Successful Models

- Acalanes Union HSD – Full Season Sport = 5 Credits. Coach + AD sign-off.
- Oakland Unified – “Advanced Sports PE” gives PE credit for approved sports.
- San Ramon Valley USD – Athletic PE forms; 5 credits per season
- Santa Rosa City Schools – Athletic PE: Attendance & Performance Verified
- Los Gatos-Saratoga USD – Advanced PE via team sports

Successful Models Elsewhere

Lee also shared the model used by the nearby Half Moon Bay High School. At that school, students complete one year of mandatory 9th-grade PE and may earn one semester of PE credit by completing a season of a school-sanctioned sport, verified with a coach’s signature.

Successful Models Elsewhere

- Half Moon Bay High School
 - Students complete 1 year of school PE
 - Complete 1 season of school-sanctioned sport with coach signature
 - Earn 5 PE credits per full season completed

Lee explained that these districts meet PE standards through several structured measures. They use athletic PE agreements, require coach verification of attendance, and track a minimum number of required hours. Oversight is provided by the athletic director and a credentialed PE teacher, and students are enrolled in an athletic PE course code to ensure proper transcript tracking.

How they Make it Work

- To comply with CA PE standards, districts use systems like
- Athletic PE agreements (students + sign)
- Coach verification of:
 - Attendance
 - Participation
 - Season Completion
 - Fitness progress
- Athletic Director & Credentialed PE Teacher Oversight
- Enrollment in an “Athletic PE” course code for transcript tracking

Benefits for SSFUSD

Implementing PE credit for student athletes would greatly benefit the district because it directly serves students’ needs. It would encourage participation in sports, reduce scheduling conflicts, and lessen the stress caused by traveling for competitions while also managing PE requirements. This approach could save money on summer school PE programs, support both physical and mental health, and create space for additional extracurriculars and elective options.

Benefits for Our District

- Encourages students to participate in sports
- Reduces scheduling conflicts for our students
- Saves money on summer school PE programs
- Supports both physical and mental health
- Creates more room for other extracurriculars

Proposal

Lee proposed that the board adopt a policy similar to the other districts she mentioned.

Proposal

- Adopt a policy similar to Half Moon bay model or other California Schools to meet CA state requirements

Call to Action

Lee requested that staff be directed to form a cross-functional committee during the 2026–2027 school year. The committee would develop operational procedures under BP 6146.11 and return with a pilot plan, including safeguards and impact metrics. She emphasized the importance of reviewing an

impact report first, suggesting a pilot program as an initial step, and she also requested that students be included in the committee process, highlighting that this policy is of strong interest to the student body.

Call to Action

- Aligns with the goals of physical education
- Backed by student interest
- Proven to work in other districts
- Benefits students and district financially and educationally
- We urge the board to adopt this policy

Trustee Hsieh thanked Yunn Lee and Students for Change for presenting such a thoughtful and well-prepared proposal, noting that Lee clearly explained how student-athletes often spend 10 to 20 hours per week in sports while still taking multiple PE classes, creating unnecessary stress. She highlighted the thorough research Lee shared showing how other Bay Area districts successfully offer PE credit for athletics with proper oversight, accountability, and compliance with state standards. Trustee Hsieh also appreciated that Lee addressed scheduling conflicts, financial implications, and student wellness, reflecting meaningful student leadership and civic engagement.

Trustee Anthony asked if Lee had connected with students at El Camino or Baden, and Lee confirmed she would reach out to them and noted there was interest from El Camino students, adding that some emails had already been sent from students at other schools supporting this proposal. Trustee Anthony also referenced the Education Code allowing exemptions for students who pass the ninth-grade Physical Fitness Test, and Dr. Moore confirmed this test is administered as part of ninth-grade PE. Trustee Anthony shared personal context from her own high school experience and emphasized the importance of considering alternatives for student-athletes, such as excusing them from PE on game days.

Trustee Richardson expressed support for Lee's advocacy and sought clarification about how PE requirements could be adjusted for athletes. Lee explained potential alternatives, including the Halfmoon Bay model, which removes the 10th-grade PE requirement if students complete two seasons of a

school-sanctioned sport with verified hours. Trustee Richardson also asked about training in sports skills normally taught in PE, and Lee confirmed that foundational skills are provided during freshman-year PE. She emphasized that concerns about too many elective options often come from staff, not students.

Trustee Lam praised Lee's thorough research and engagement with fellow students, acknowledging the need to balance general PE offerings with athletics participation. Trustee Lam suggested offering elective credit for sports participation on transcripts to recognize student effort and support college applications. Trustee Lam also encouraged including student voices beyond just athletes to ensure broad perspectives are considered.

President Murray thanked Lee for her comprehensive report, noting the board had received numerous emails from students and appreciated the well-researched proposals.

Dr. Moore highlighted that Director Roxanna Villasenor has been collaborating directly with Lee and that the district is committed to exploring operational processes to implement this policy, emphasizing that the focus is on operationalizing existing policy.

Trustee Lam reiterated the importance of including students in the committee process, ensuring that voices from both athletes and non-athletes are represented, and President Murray confirmed that student participation would be included.

2. STUDENT & FAMILY SERVICES

a. Expanded Learning Opportunities Program (ELOP)

Dr. Moore introduced ELOP Coordinator, Vincent Chandler, who presented a snapshot and overview of the ELO-Program.

Introduction

Mr. Chandler introduced himself as the coordinator of the ELO-Program and shared a personal anecdote from Disneyland, describing a four-year-old child whose joy, engagement, and curiosity embodied the kind of thriving the

district aims to support in all students. Mr. Chandler emphasized that the district's goal is to phenomenally engage and help students flourish, particularly through before- and after-school programs and expanded learning opportunities.

He explained that these programs are built on three foundations: holistically delivering robust curriculum and assessment outside the regular school day, providing engaging and meaningful experiences, and ensuring healthy adults at well-supported organizations are guiding the learning. Mr. Chandler stressed that this is the district's identity and approach through ELOP and other after-school programs. He then noted that while the board already has the slide deck, he would provide a high-level overview, highlighting that the district is beginning to implement programs in ways that are innovative and, in some cases, surpass the practices of other school districts.

Mr. Chandler shared that he brings over 20 years of experience in instructional and educational leadership, as well as expertise in institutional effectiveness and program review from his work at Skyline College. He noted that he began his role as coordinator of the ELOP on July 1st, 2025.

Meet Vincent Chandler

BA, MA, Communication Studies, SFSU

Youth program development since 1990

Continuation & experiential learning charter high school teacher | Tall Ship Education Academy for Girls

Tenured community college professor in communication studies

Higher Ed institutional effectiveness & program review

As of July 1, 2025, Classified, 12-month employee

slide 2

Mr. Chandler emphasized that he approaches program management through the lenses of advocacy and equity. He highlighted that delivering high-quality programs in the district is not only about supporting students but also about promoting equity and activism, ensuring that all children have access to excellent learning opportunities while collaborating closely with his colleagues.



Role & Scope

Mr. Chandler described his role as overseeing the ELO-Program design and supporting all afterschool providers who operate within the ELOP framework. He coordinates work that was previously spread across multiple roles, establishing systems for registration cycles, communication, expectations, program planning, and assessment. His approach emphasizes partnership rather than policing, working alongside principals and providers to ensure student wellness, well-being, belonging, safety, and joy. He also focuses on fostering healthy working conditions and psychological safety for both staff and students, while maintaining the integrity of robust, high-quality programs.

My Role and Scope	
Oversee ELOP program design, delivery, and continuous quality improvement across all after school programs	Coordinate work that used to be spread across multiple roles so no students, sites, or details fall through the cracks
Support all after school providers who use the ELOP framework, including tuition-based programs, so families experience one coherent system	Establish systems for: ■ Registration cycles ■ Communication and expectations ■ Program planning, assessment

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ELOP 101

Mr. Chandler highlighted the purpose and value of ELOP, emphasizing that it is much more than play or childcare. The program includes tutoring, homework support, and academic enrichment, providing a comprehensive approach to student learning beyond the regular school day.

ELOP 101: What It Is & Why It Matters



ELOP is a Program Platform

- Expanded learning = before school, after school, summer, intersession
- Focus on academic, social, emotional, and physical development
- Hands-on, engaging experiences that are:
 - Pupil-centered
 - Results-driven
 - Built with community partners
 - Complement, not replicate the school day

Why it matters for us

- Keeps kids safe and engaged after the bell
- Supports attendance, SEL, and family stability
- A key lever for equity for low- and middle-income families



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He explained that ELO-Programs, both fee-based and district-supported, offer holistic development through hands-on exploration, complementary learning, and equity-focused program design. These distinctions set ELOP apart from typical childcare or afterschool options.

ELOP 101: Key Distinctions

It's Not Daycare. While it covers before/after school, ELOP's focus is educational enrichment and skill-building, not just supervision, though it does provide safe, nurturing environments. It's Not Just Play. Activities are engaging and playful but structured around developmental goals (academic, social, emotional, physical), integrating subjects like arts, music, and science.	Holistic Development: Focuses on the "whole child" by combining academics, arts, sports, and social-emotional learning (SEL). Hands-On Exploration: Encourages curiosity, self-discovery, and confidence through activities like robotics, coding, art, and outdoor science. Complementary Learning: Designed to enhance, not replicate, what happens in the classroom, offering new experiences. Equity & Access: Aims to provide opportunities for all students, especially those needing extra support, often serving low-income or underserved youth.
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After School Footprint

Mr. Chandler shared details about the district's afterschool program structure. There are 12 sites across elementary and middle schools, supported by six provider partners using the ELOP framework. In total, approximately 1,300 students are served, 800 in ELOP and 500 in tuition-based programs. Despite differences across sites and partners, all programs are coordinated to ensure consistent quality and integration.

Our After School Footprint



- 12 sites (Elementary & Middle schools) and 6 Provider-Partners
- All using an ELOP framework for after school care programming
- 1,297 students enrolled (ELOP 800, Tuition 497)
- On-site programs at multiple schools
- Hub model (e.g., BGCP at Orange) with buses from several sites

GOAL: Take separate, quality providers constituting one coordinated and integrated ELOP and after school care system.




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Foundation-Design-Intention

He highlighted that the district goes beyond minimum CDE standards, incorporating guidance from California After School Network experts to continually refine programming. The assessment tools and intentional design ensure programs are healing-centered, prioritize student well-being, and foster a culture where students feel seen, heard, and valued. Programs also emphasize healthy teams and strong partnerships.

Foundation → Design → Intentions			
California Department of Education (CDE)	California Afterschool Network (CAN)	SSFUSD Core Values, Strategic Priorities, POG	The DNA of SSFUSD ELOP and OOSC
State Level: Quality Standards of ELO Program: - Safe and supportive environment - Active & engaged learning - Skill building - Youth voice & leadership - Healthy choices & behaviors - Diversity, access, and equity	Expert Statewide Practitioner Level: Learning in afterschool and summer: - Active - Collaborative - Meaningful - Supports Mastery - Expands Horizons Develops assessment tool for all CA ELOP and after school providers required in our MOU	Local Emphasis Mission, vision, and commitments: - CV: Community is our Strength - CV: Authentic Relationships Matter - SP 2: Engaged Students - SP 3: Purposeful Partnerships - SP 5: Equity Centered Systems POG: Thrive as a Person	Healing-centered and not just rule following. Students feel seen, heard, and valued. Healthy teams → Healthy programs 

Current Providers

Mr. Chandler recognized the current provider partners, noting their outstanding contributions to delivering high-quality ELOP programming across all sites.



Provider Partnerships

He outlined plans for leveraging national and community-based partners to strengthen and expand program impact. The focus remains on delivering robust, healing-centered programs that support student flourishing, safety, and engagement, while also attending to nutrition and overall wellness.

Next Steps: Evolving Our Provider Partnerships

Where We've Been

- Mix of national/franchise-style vendors and local partners, for-profit & non-profit organizations
- Support and infrastructure sometimes only "acceptable"
- Inconsistent responsiveness to parent concerns and district requests
- Provider missing: SEL, academic support, curriculum, PD, healthy work climate

Where We're Going

- Prioritize nonprofit, community-based organizations
- Partners with a proven track record of stellar ELOP design, delivery, and assessment
- Strong human(e) infrastructure for: communication, complaint resolution, responsive collaboration with school and district staff, for example

Why This Matters

- More reliable, high-quality experiences for students and families
- Vendors who act as true partners in our mission, not just service providers
- Our robust programs are healing-centered and do no harm ❤️



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Current Work for Sites and Principals

Mr. Chandler described his work with principals, highlighting opportunities for alignment and support. He emphasized meeting families where they are, whether in person or via virtual listening sessions, and ensuring their feedback is incorporated into district-level decisions and improvements in programming. Families receive updates within 30 days on how their input is used.

Current Work For Sites and Principals

- ✓ De-escalation of parent and family complaints with follow through
- ✓ Monthly evening Zooms to listen to parents and inform improvements
- ✓ Embedded mediation & coaching with provider-partners to improve quality, culture, and retention
- ✓ Plan for students to carry over behavioral therapists into after school care
- ✓ Adjusted ratios to better address students who engage in elopement behavior
- ✓ Program Plan → Program Quality Assessment and Improvement
- ✓ Continue to research and vet providers and invite new vendors
- ✓ Work closely with sites to advocate for funds and support



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School Partnerships

He noted that he meets regularly with school leadership to identify site-specific needs, successes, and challenges, helping principals develop customized approaches to maximize program effectiveness.

Ways I Can Work Together With Sites

- 💡 Meet 1 on 1 to walk you through your site's changes and space needs and additional requirements, requests.
- 💡 Conversations about what you want, don't want and an accurate picture of what's working and what's not.
- 💡 Your perspective on specific Provider-Partner requests, opportunities, and problems, some site-specific and some not.
- 💡 Early heads-up on persistent issues with Providers or programs.
- 💡 Provide occasional space for me to conduct site visits, short check-ins and thought-partnering.
- 💡 Enable your ELOP Partner to provide academic tutoring in support of IM and academic discourse through their cross-trained staff.



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Conclusion

Mr. Chandler concluded by inviting ongoing dialogue and feedback from both staff and families. He emphasized that the more input he receives, the better the district can strengthen ELOP programming and continue to deliver high-quality, differentiated services that set this district apart from others.

Close & Q&A

I'm especially interested in where ELOP & after school feels heaviest for you right now, whether with families, providers, space or systems.

- ☐ What questions or ideas do you have, or
- ☐ What's not sitting quite right that we should talk about?

Vincent Chandler
 ELOP Coordinator
 (650) 827-8417
 vchandler@ssfusd.org


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Trustee Anthony expressed appreciation for Mr. Chandler's enthusiasm and dedication to the role. She highlighted the importance of having a point of contact for providers, noting that families had previously asked for better coordination and earlier communication regarding enrollment. She praised Mr. Chandler for bringing accountability and investment to providers, and for making progress toward more effective systems that benefit students.

Trustee Hsieh commended Mr. Chandler for a clear and thoughtful overview of ELOP, emphasizing the program's impact across nearly 1,300 students at 12 sites. She recognized the coordination and collaboration under his leadership, as well as the focus on student wellness and behavior supports. She noted that ELOP is more than an afterschool program.

Trustee Richardson thanked Mr. Chandler and expressed interest in visiting an ELOP site to see the program in action firsthand.

President Murray thanked Mr. Chandler for his presentation and acknowledging his contributions to the district's expanded learning programs.

The Board recessed at 8:31 p.m. and reconvened at 8:41 p.m.

O. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

1. BUSINESS SERVICES

a. Los Cerritos ES Modernization & Interim Housing

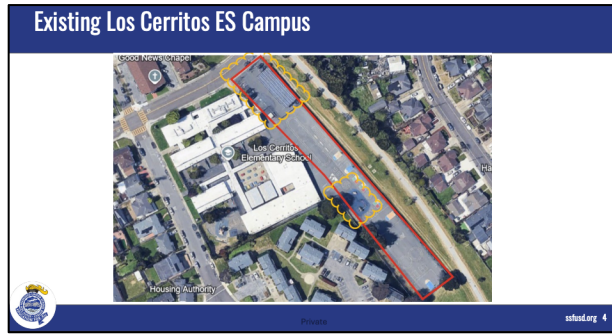
Introduction

Assistant Superintendent Ted O introduced co-presenter Director Lori Shelton and explained that they would present staff's recommendations for the Los Cerritos ES Modernization and Interim Housing Project. He provided background, noting that during the Project Assessment Phase, staff confirmed the campus boundaries and discovered that the staff parking and student play yard areas are owned by the San Francisco Public Utilities Commission (SFPUC). He further explained that the district's Land Use Permit for the SFPUC property is not current and that the current use does not align with permit limitations. Additionally, the SFPUC property cannot be used for interim housing during construction. Mr. O. noted that at the March 27, 2025 Special Board Meeting, the Board was briefed on these findings and provided direction for staff to perform an interim housing study to identify potential options at other campuses. Based on the results, staff would present their recommended modernization and interim housing option.

Mr. O outlined the agenda, which included a recap of the existing campus, the staff recommended modernization option, the staff recommended interim housing option, cost, timeline, and recommendation, and next steps.

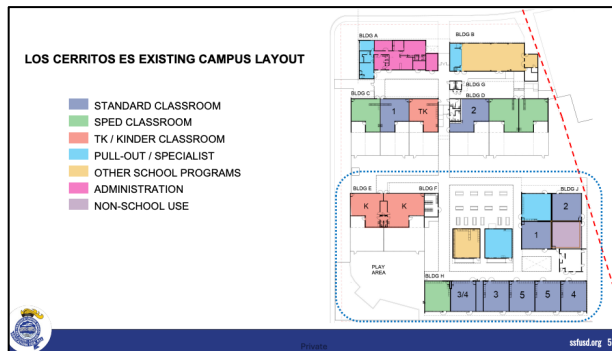
Existing Los Cerritos Campus

Director Shelton presented an aerial view of the Los Cerritos campus, showing the SFPUC property outlined in red. Yellow bubbles indicated the parking area with solar panels and the play structure. She noted that the solar panels would need to be removed, while the parking and play structure could remain, and the SFPUC property would continue as is.



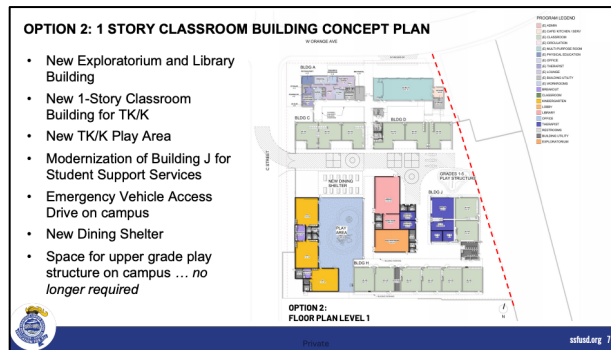
Los Cerritos ES Existing Campus

Director Shelton highlighted the campus areas that would be affected by construction. She explained that these areas would need to be relocated to interim housing and that the site leadership would determine which grades and support services would remain on campus.



One-Story Building Concept Plan

Director Shelton reviewed Modernization Option #2, which includes a one-story TK/K building. She detailed the major scopes of work, including a new Exploratorium and Library, TK/K classrooms and play yard, a relocated Emergency Vehicle Access Drive, modernization of Building J for Student Support Services, and a new dining area. She noted that solar panels would be removed under a facilities project, and that relocation of the upper grades' play structure or staff parking was no longer required. Director Shelton added that the design process would explore cost reduction opportunities through scope adjustments or refocused design elements.



Interim Housing at Baden

Director Shelton presented an aerial view of the Baden campus, highlighting the proposed area for interim housing for Los Cerritos students.



Baden Interim Housing Advantages

The existing field at Baden could support a partial relocation of Los Cerritos students and that the placement would be less disruptive to the existing Baden campus. Director Shelton noted that infrastructure and utility assessments would be required, and that upgrades could provide long-term benefits to Baden. Some interim housing units could also be converted to permanent classrooms.



Cost, Timeline, & Recommendation

Mr. O reviewed three modernization options. Option #1 included a two-story TK/K building and all other project elements. Option #2 included a one-story TK/K building with the same elements. Option #3 involved merging Los Cerritos with Sunshine Gardens ES, which was cost prohibitive. He noted that \$20.3 million was currently allocated from Measure T, with additional funding required: \$24 million for Option #1, \$14 million for Option #2, and \$50 million for Option #3. He discussed proposed funding strategies for Option #2, including Measure J, State Facilities Matching Funds, Deferred Maintenance (Fund 14), Facilities Funding (Fund 40), partial Measure T Baden funds, and potential scope reductions. Mr. O emphasized that Option #2 mirrors Option #1 except for the one-story TK/K building and noted that the updated SFPUC land use agreement resolved previous playground placement restrictions.

Budget Estimate for Los Cerritos Modernization			
Possible Options for Los Cerritos (LCES) *	Estimated Cost	Current Bond Allocation for LCES	Additional Funding Needed
Option #1 - Two Story Classroom Building	\$43.8M	\$20.3M	\$23.5M
Option #2 - One Story Classroom Building **	\$34.0M	\$20.3M	\$13.7M
Option #3 - Merge Los Cerritos with Sunshine Gardens	\$70.0M	\$20.3M	\$49.7M

* Assuming Partial Campus Interim Housing at Baden
 ** Staff's Recommendation due to available funding

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Recommendation Considerations

Mr. O reviewed the considerations for the recommendation, including cost, timeline, location, and Baden infrastructure needs. He noted that the shorter timeline for Option #2 would reduce construction escalation costs, that Baden is within walking distance of Los Cerritos, and that infrastructure improvements at Baden may serve long-term campus needs, with assessments to be completed.

Considerations

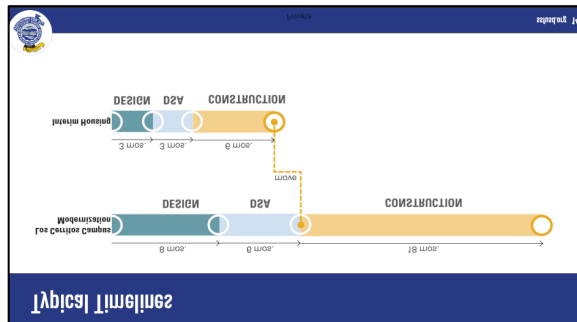
- Costs are based on high level planning, not detailed design documents.
- Time is a factor; the longer the project start is delayed, the more it will cost due to construction cost escalation (estimated at 5.3% per year).
- Additional infrastructure needs at Baden needs to be studied and defined further. Baden Project Assessment process has not started.
- Administrative confirmation of detailed interim housing programmatic & operational requirements.



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Typical Timelines

Director Shelton explained that the design process is divided into three phases, allowing evaluation of scope and cost. Construction documents would be submitted to the Division of State Architect (DSA) for review and approval. Following approval, construction procurement would begin. She noted that Baden infrastructure assessment, CEQA review, and site preparation are required before Los Cerritos modernization begins.



Staff Recommendation

Staff recommended Option #2, with a one-story TK/K building and interim housing at Baden. The rationale included the lower cost compared to Option #1, a shorter construction timeline, and long-term benefits of infrastructure improvements at Baden.

Staff Recommendation

Staff is recommending Option #2 with Interim Housing at the Baden site (partial student and staff temporarily relocated during construction):

- This is the lowest cost option and requires the least amount of additional funding (~\$14 million) to bridge the gap.
- The construction timeline is more streamlined
- Infrastructure improvements at Baden will not only be utilized for the Los Cerritos ES interim housing project but will also be a long-term improvement for the Baden campus.



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Next Steps

Mr. O reviewed next steps for Board consideration and noted that Director Shelton would provide additional details on scheduling, approvals, and design coordination.

Next Steps (Board Decisions)

- 1) Obtain Board approval and direction for Los Cerritos Campus Modernization One-Story Option, and
- 2) Obtain Board approval and direction for Interim Housing at the Baden for partial LCES campus


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Next Steps After Board Direction

Director Shelton summarized next steps after Board approval, including contracting with architects for design and construction phases, conducting Baden infrastructure assessment, developing schedules for both modernization and interim housing (including design, DSA approvals, CEQA process, bidding, and construction), finalizing scope of work and interim housing requirements, and coordinating with Cabinet and bond team to address transportation, student support, and campus safety.

Next Steps (after Board Direction)

- 1) Engage Architectural design team to begin design process for both LCES Campus Modernization and Interim Housing efforts
- 2) Establish Schedules for Design and Construction Modernization and Interim Housing projects
- 3) Project Assessment of Baden Infrastructure (Water, Power, etc.) to support Interim Housing
- 4) Address Transportation needs if required
- 5) Start CEQA Process


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Trustee Richardson referenced the October study session, noting that at that time two options were presented to the Board and that there appeared to be support for the two-story option, despite the higher cost. She stated her belief that funding could be identified to close the gap between the one-story and two-story options. She indicated that approximately \$13 million had been identified for the single-story option and acknowledged an estimated \$10 million gap for the two-story option. Trustee Richardson expressed her intent to present potential funding sources to cover that gap.

Trustee Richardson asked the Board whether, if funding were secured, there would still be interest in pursuing the two-story option, which she characterized as the better option. She requested that the Los Cerritos modernization item be pulled from the agenda, but not the interim housing item, in order to allow for a formal presentation at a March meeting regarding additional funding options to close the gap between the two modernization options not presented that evening. She also referenced Assembly Bill 361, which authorizes best value procurement for school district construction projects exceeding \$1 million. Trustee Richardson noted that Los Cerritos has been waiting 15 years for modernization and stated that waiting a few additional weeks would not significantly impact the project. She recommended proceeding with a vote on interim housing at Baden High School, as the interim housing requirements would remain consistent regardless of the modernization option selected. She moved to amend the agenda to proceed with the Los Cerritos interim housing at Baden High School.

Trustee Anthony responded by clarifying that study sessions are not formal Board direction, but rather opportunities for preliminary discussion and weighing of information. She acknowledged that during the study session she had preferred the two-story option, in part because it was previously believed the play structure would need to be relocated onto the campus footprint, which she felt aligned better with a two-story design. However, she noted that with the resolution of the land use issue with the PUC and the ability to keep the existing play structure in place, the circumstances had changed.

Trustee Anthony expressed support for the one-story option, citing the approximately \$10 million cost savings and stating that she did not believe the two-story building was necessary under the updated conditions. She appreciated that the revised plan incorporated existing campus structures rather than requiring additional new buildings. She thanked staff for their research, cost analysis, and commitment to identifying ways to reduce costs without compromising quality. She also expressed hope that infrastructure improvements at Baden would provide long-term benefits if interim housing units were later converted for permanent use. Trustee Anthony concluded that Option #2 met the needs of the project and

stated her support for the one-story building option.

Trustee Lam stated that cost had been a primary concern for her, including during the earlier study session. While she acknowledged that the two-story option had been discussed as an elegant solution, she emphasized that the cost at that time had already raised concerns. With the additional information presented regarding funding strategies for the one-story option, Trustee Lam expressed continued caution, noting that construction projects often encounter unforeseen conditions that can increase costs. She stated that beginning with the lower-cost option would provide greater fiscal prudence and flexibility.

Trustee Lam referenced the proposal to fund the project using a combination of different funding sources and asked whether staff could provide clarity regarding how much funding would come from each source. She acknowledged that this information might not yet be fully determined.

Mr. O responded that staff did not yet have a detailed breakdown of how much funding would be drawn from each funding source. He explained that assembling the \$14 million would require multiple funding sources and that the amount allocated from one source could affect the availability or need for another. Mr. O stated that once the Board approved the modernization option and interim housing at Baden, staff would then work to determine specific allocations. He provided the example that a Baden site project assessment would help determine how much Measure T funding allocated to Baden could be used for interim housing, particularly since some infrastructure work would be required at Baden regardless of interim housing needs. He noted that this assessment was necessary before staff could accurately assign dollar amounts to each funding source.

Mr. O further shared that staff had recently confirmed the allowable use of Measure J funds at a single site and clarified that state matching funds, approximately \$6 million obtained through prior Measure J expenditures, could be used at any site, not just the sites originally associated with those expenditures. He stated that these confirmations increased staff's confidence in the feasibility of assembling the necessary funding, while also noting that the interdependencies among funding sources made it difficult to

provide exact figures at this time.

Trustee Lam responded that the clarification regarding the flexibility of Measure J and state facilities matching funds was reassuring. She stated that one of her earlier concerns had been the possibility of legal or regulatory restrictions preventing the use of those funds. She expressed relief that staff had confirmed those funds could be used and noted that this flexibility reduced the likelihood of needing to rely heavily on deferred maintenance or facilities funds. Trustee Lam stated that minimizing impacts to those funds was important and that the additional funding flexibility provided reassurance.

Trustee Lam then asked about the anticipated timeline for the Baden project assessment, including when it might begin and how long it would take.

Director Shelton responded that she was unable to provide a precise timeline at that time. She explained that staff would need to retain a consultant to conduct the assessment and clarified that the assessment would be limited in scope. Director Shelton stated that the focus would be on evaluating utilities and related infrastructure so that the assessment could be completed within a relatively short timeframe, rather than conducting a full campus assessment.

Trustee Anthony asked when the full Baden campus project assessment had been scheduled. Director Shelton responded that the Baden campus assessment was scheduled in Group Five.

Trustee Hsieh thanked the facilities team and district leadership for a thoughtful and transparent presentation, noting that the walkthrough of Option #2, the interim housing plan at Baden, and the cost comparisons reflected careful planning and responsible stewardship of bond funds.

Trustee Hsieh shared that although she was unable to attend the community forum, the forum minutes and the presentation materials demonstrated that the proposal was well considered. Appreciation was expressed for the clarity provided regarding timelines, escalation factors, and infrastructure considerations.

Trustee Hsieh asked whether the cost estimates presented included both the Los Cerritos modernization and the Baden interim housing components. Mr. O confirmed that the total estimate reflected the full scope, including both elements.

Trustee Hsieh then raised a broader planning question regarding long-term utilization, emphasizing the importance of understanding the full picture before making a significant investment. Trustee Hsieh asked about the current utilization rate at Los Cerritos Elementary School and how enrollment is projected to trend over the next five to ten years.

Mr. O responded that the current California Basic Educational Data System (CBEDS) October count for the 2025–26 school year reflected 311 students at Los Cerritos Elementary School. He explained that a demographic projection study completed approximately two years prior showed a modest upward trend. When comparing projections to actual enrollment, Mr. O noted that enrollment figures have tracked closely with projections, with only minor variances. He provided examples showing that projected and actual enrollments in recent years differed by only a few students. Mr. O also shared that the district recently entered into an agreement with SchoolWorks to conduct an updated enrollment projection study, as it had been two years since the last report. He indicated that the new projection would likely take two to three months to complete once all necessary data is provided.

Trustee Hsieh thanked Mr. O for the explanation and expressed appreciation for the facilities team's work. Trustee Hsieh noted a preliminary preference for Option #2 while emphasizing that the comments shared were part of the discussion and not formal board direction at this time.

Trustee Anthony expressed support for conducting an updated demographic study, noting that recently approved family housing developments within or near the Los Cerritos attendance area could impact future enrollment. She emphasized the importance of ensuring that facility investments align with long-term student needs. Mr. O confirmed that prior discussions with the district's demographer identified new residential developments in the Los Cerritos area as a factor contributing to projected modest enrollment growth.

President Murray asked for clarification on the current enrollment at Los Cerritos Elementary School, specifically the number of Special Ed and general education students. Dr. Moore reported that, for the current year, Los Cerritos has 49 students enrolled in Special Day Classes.

President Murray asked whether those students would be relocated to the Baden site during construction. Dr. Moore explained that this determination would require collaboration with the site principal and Director Shelton, noting that decisions would be guided by individual student needs and whether required accommodations and services could be appropriately replicated at the interim housing location.

President Murray noted concerns about the length of displacement for students, referencing a two to two-and-a-half-year timeframe. Director Shelton clarified that the anticipated duration of interim housing would be approximately 18 to 24 months.

President Murray also asked whether the district had finalized an agreement with the San Francisco Public Utilities Commission to allow continued use of the parking lot and playground. Mr. O confirmed that the land use agreement had already been signed in December and that the district is authorized to continue using those areas.

President Murray concluded by stating her preference for Option #2, the one-story modernization option.

Trustee Richardson stated that she wanted the opportunity to return to the Board with additional information regarding funding options for the two-story modernization option. She expressed the view that sufficient funds may be available to close the funding gap and noted that, in her opinion, staff had not yet provided the full financial picture. She referenced the Citizens' Oversight Committee report and raised concerns that the Board had not been fully informed about how this program would impact other schools that are still in early stages. Trustee Richardson suggested that transferring the \$13 million identified for the one-story option to the two-story option would reduce the remaining gap to approximately \$10 million and indicated there may be areas within the overall project scope, such as furniture costs, that could be

reconsidered.

President Murray acknowledged Trustee Richardson's comments and asked whether any other Trustees wished to delay the item. President Murray stated that the Board would proceed to the action item and move forward accordingly. Trustee Richardson reiterated her request to bring the item back for further consideration and stated that she did not believe the Board was ready to vote.

Trustee Amanda clarified that it sounded as though Trustee Richardson intended to make a motion to delay the item. Trustee Richardson confirmed that this was her intent.

MOTION #148 (Richardson / No Second) to bring back the staff-recommended Los Cerritos ES modernization option at a March meeting to allow additional time to review and evaluate funding sources and potential strategies to close the funding gap. Motion failed due to lack of a second.

Trustee Richardson then stated that she had intended to move the item to the consent agenda. President Murray clarified that a motion had already been made, that it did not receive a second, and therefore could not proceed. President Murray stated that the Board would move forward with the item as agendized.

ACTION

1. BUSINESS SERVICES

a. Approval of Staff Recommendation for Los Cerritos Elementary School Modernization Option #2

MOTION #149 (Hsieh/Anthony) to approve Option #2 (One-Story) for the Los Cerritos Elementary School Modernization Project under the Bond Program, including use of the Baden site for interim housing to support a partial relocation of the Los Cerritos Elementary School campus, at a total projected cost of \$34 million. Trustee Anthony amended the motion to request that staff return in a few months to provide a detailed report on the funding sources for the project. Motion Carried.

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

MOTION #150 (Hsieh/Anthony) to approve items: 1a. Minutes of the December 16, 2025 Special Board meeting; 1b. Minutes of the January 22, 2026 Regular Board Meeting; 2a. Permission for ECHS Wrestling Team students to travel to Watsonville, CA, February 20 – 21, 2026; 2b. Permission for ECHS Wrestling Team students to travel to Bakersfield, CA, February 25 – March 2, 2026; 2c. Permission for Special Ed staff to attend the [Convergence 2026 Conference](#) in San Francisco, CA, March 12 – 15, 2026; 2d. Permission for SSFHS staff and students to participate in the [Herman@s C2C](#) College Tour in Southern California, March 19 – 21, 2026; 2e. Permission for SSFHS staff and Earth Club students to camp at [Camp Hoppy](#), Cazadero, CA, March 20 – 22, 2026; 2f. Permission for Westborough Middle School staff and 8th grade students to travel to Washington D.C. and New York, March 26 – April 1, 2026; 3a. Certificated Personnel Assignment Order; 3b. Classified Assignment Order; 4a. Declaration of Surplus Items; 4b. Warrant Register, December 2025; 4c. Cash Receipts, December 2025; 4d. Gifts to the District, January 2026; 4e. Fundraising events for the 2025-26 school year; 4g. Professional services agreements under \$25,000. Motion Carried.

Following the vote, Trustee Richardson asked whether the Warrant Register had already been voted on and indicated that she wanted to pull item 4B to review it. She emphasized that she was requesting to pull the item so as not to hold up the Board's time. President Murray asked how to fix the situation, noting that the item had technically already been approved.

MOTION #151 (Anthony/Hsieh) to amend the original consent agenda approval to exclude item 4b. Warrant Register, December 2025. Motion carried.

Trustee Richardson explained that she had questions regarding credit card usage, authorized users, and specific expenditures. President Murray and Trustee Anthony suggested she ask her questions at that moment. Trustee Richardson initially hesitated, stating she did not believe it was the appropriate time, but then asked about the number of credit cards, who was authorized to use them, and the charges on the Wells Fargo Elite card.

Dr. Moore responded that there are three credit cards at the District Office, used by Mr. O. and cabinet members. She noted that detailed statements would need to be reviewed to answer Trustee Richardson's questions and requested that questions be submitted in advance. Trustee Richardson clarified that she had attempted to schedule a meeting with Mr. O. to review the charges but had not received a response. Mr. O. clarified that he had not received any appointment requests. President Murray instructed Trustee Richardson that she should work with the Superintendent, not the Assistant Superintendent, for follow-up.

Trustee Lam supported pulling the item so Trustee Richardson could ask her questions

and review details with staff.

MOTION #152 (Lam/Hsieh) to pull consent item 4b. Warrant Register, December 2025, to allow Trustee Richardson the opportunity to review questions with staff and bring back at a future Board meeting for approval. (AYES: Lam, Hsieh, Richardson; NOES: Anthony, Murray). Motion carried 3-2.

ACTION (continued)

1. ADMINISTRATION

a. Approval of Board Members' Travel Request

President Murray presented her request to attend the Coast2Coast Federal Advocacy Trip. She stated that the full conference cost is \$4,504 and the partial conference cost is \$3,849, but she worked to reduce her personal expenses to align closely with her remaining Board allotment of \$1,630 for the year.

She outlined estimated expenses as follows: airfare at \$619; pre-conference registration at \$130; conference registration at \$719 after applying a 10% director discount; meals at \$220; and local transportation at \$100. She stated she would stay with a friend at no lodging cost. The total estimated cost was \$1,688.10, slightly above her remaining allotment.

President Murray explained that the purpose of the Coast2Coast trip is federal advocacy and that it aligns with her duties as a director. She noted that most directors attend, and the program includes advocacy training and meetings with legislators. This year's priorities include workforce development, career technical education, children's online safety and student privacy, federal education appropriations, and artificial intelligence in education.

She further stated that she serves as one of 21 board directors and oversees 10 delegates representing San Francisco and San Mateo counties, five of whom plan to attend. She expressed her desire to attend alongside her delegates and emphasized that she structured the trip to fit as closely as possible within her allotted funds and was not requesting the full cost of the conference.

Trustee Hsieh expressed appreciation for President Murray's information and stated that she supported Option Two for the item. She stated that federal advocacy is a core function of government, particularly in the current external environment, and emphasized the importance of trustees being fully prepared to strengthen the District's ability to represent South San Francisco Unified School District students.

Trustee Hsieh also addressed fiscal responsibility and shared that approximately \$1,800 remains in her professional development allowance. She stated that she was willing to contribute that amount to support the participation of both trustees. She noted that while the agenda did not include a detailed list of specific sessions, she was comfortable moving forward with the understanding that, upon return, both trustees would share key learnings and concrete takeaways to inform the Board's local work.

Trustee Lam stated that although she did not have as much remaining in her professional development allowance, she had approximately \$300 available and was willing to contribute that amount toward the trip. She expressed agreement that advocacy is important and indicated her support for the participation in the conference.

Trustee Anthony stated that she found it regrettable that the Board was considering both attendees at the same time, as she applies specific criteria when evaluating such requests. She outlined her criteria as follows:

1. Whether the funding directly supports students. She stated that in her view, this request does not directly support students but supports them indirectly through multiple layers.
2. Whether the expense falls within the trustee's allocated budget or would require additional funding. She noted that while President Murray had worked to align the cost closely within her remaining trustee budget, Trustee Richardson had largely expended her allocation at a previously approved summer conference. She stated that overall, the request does not fall fully within trustee spending budgets.

3. Whether the trip is necessary. She stated that in her opinion, the conference is not necessary, but rather a beneficial opportunity.
4. Whether a local alternative exists. She noted that there is a California state advocacy day that would be less costly and would not require flights or lodging, and that no one had previously requested to attend that event.

Based on these considerations, Trustee Anthony stated that she would vote no on the request.

Trustee Lam raised a question regarding how the remaining costs would be covered, noting that even with the pledged contributions, there appeared to be approximately \$1,800 identified, and there could still be a shortfall depending on the remaining balance in Trustee Richardson's allowance. She stated that while she supported attendance at the conference, she wanted clarification on how the expenses would be paid and emphasized the importance of transparency and setting an example regarding expenditures within trustee allowances.

Trustee Lam further suggested that at a future Board retreat, the Board consider reviewing trustee professional development allowances, including the possibility of increasing the allocation or creating a pooled fund for special trips of this nature. She noted that this would be a discussion for another time.

Trustee Anthony responded that the Board had previously approved the concept of allowing pooled funds, although the Board Policy had not yet been updated to codify that decision. She noted that this discussion occurred prior to Trustee Lam joining the Board. She indicated that Trustee Hsieh's offer of support, as well as Trustee Lam's contribution, would therefore be allowed.

Trustee Richardson made a motion to suspend the Board Policy rule limiting trustee professional development allowances to \$2,000 in order to cover the full cost of the Coast2Coast advocacy trip for two trustees, as recommended by the California School Boards Association.

President Murray asked for a second and stated that she

preferred to separate the requests, noting that she was within her budget while Trustee Richardson was not and had attended multiple trips in recent years.

Trustee Richardson reiterated that her motion was to temporarily suspend the \$2,000 limit to cover the full trip for both trustees and requested a second.

Dr. Moore clarified that the \$2,000 limit referenced was established in Board Policy as the trustee professional development allowance.

Trustee Lam requested clarification regarding how any shortfall would be covered before proceeding, stating that based on her calculations there appeared to be approximately a \$1,800 shortfall and that she wanted clarity on the funding source for the record.

Dr. Moore stated that a motion was on the floor and needed to be addressed. President Murray announced that there was no second and declared that the motion failed due to lack of a second.

Trustee Richardson again asked Trustee Hsieh whether she would second the motion and referenced suspending the rule temporarily. Dr. Moore reiterated that the Board Policy provides for a \$2,000 allowance and that the motion had not received a second. President Murray again stated that the motion had died for lack of a second and instructed Trustee Richardson not to pressure another trustee. Trustee Lam stated that she would not second the motion until her question regarding the funding shortfall was answered. President Murray reiterated that the motion had died for lack of a second.

Trustee Lam sought clarification regarding potential shortfalls in covering the cost of the Coast2Coast advocacy trip. She stated that she would not second any motion until she had a clear understanding of any funding gap, noting that based on her calculations, a shortfall could exist.

Trustee Richardson responded that she did not believe there was a shortfall.

Trustee Lam then asked Trustee Richardson if she would

be willing to disclose how much remained in her professional development allowance, in order to better understand the figures.

Trustee Richardson replied that her motion was simply to temporarily suspend the Board Policy rule limiting the professional development allowance to \$2,000, which would allow both she and President Murray to attend the Coast2Coast advocacy trip. She emphasized that after the trip, the rule would resume in full effect.

MOTION #153 (Richardson/ No Second) to suspend Board Policy temporarily to exceed the \$2,000 trustee professional development allowance to cover the full [Coast2Coast Federal Advocacy Trip](#) in Washington D.C., April 11 – 15, 2026 for two trustees. Motion failed due to lack of a second.

President Murray stated that she had worked out her expenses to remain within her professional development budget.

Trustee Richardson noted that she did not have her full \$2,000 allowance but that the District could cover the cost, and there was no impediment to doing so.

President Murray asked for a second to her motion to approve her attendance. Trustee Hsieh seconded. President Murray called for a vote. Trustee Richardson requested clarification on what the motion was for. Trustee Anthony clarified that the motion was for President Murray to attend the Coast2Coast trip within her budget.

Dr. Moore recommended delaying the vote and bringing the item back as two separate items for the Board to consider, noting that early bird registration costs could still be met if booked promptly. Trustee Anthony agreed and moved to delay the vote.

MOTION #154 (Anthony/Lam) to delay the vote for trustees Murray and Richardson to attend the [Coast2Coast Federal Advocacy Trip](#) in Washington D.C., April 11 – 15, 2026 and bring the item back at the February 26 meeting as two separate items for reconsideration. Motion Carried.

2. TEACHING & LEARNING

a. Approval to adopt the UFLI Foundations Curriculum

Trustee Anthony commented that Principal Garduño had previously mentioned that the Spruce program is being used successfully and expressed her excitement to see this item implemented.

MOTION #155 (Hsieh/Amanda) to adopt the University of Florida Literacy Institute (UFLI) Foundations Curriculum as a supplemental phonics program for Grades K–2, effective in the 2026–2027 school year. Motion Carried.

b. Approval of agreement with NWEA for MAP Growth Benchmark Assessment Licenses and Professional Learning

Megan Connery, Teacher and Math Department Chair at El Camino High School, addressed the Board regarding the proposed \$360,000 expenditure on MAP Growth benchmark assessments. She urged the Board to pause the decision, expressing concerns about the lack of a clear plan for how the assessments would improve instruction, what existing tools they would replace, and how instructional time would be preserved. She emphasized that purchasing a new assessment without clear instructional benefit risks producing reports rather than meaningful results.

Ms. Connery noted that students are already frequently assessed through classroom tests, unit exams, finals, state assessments, and intervention screeners, and adding another benchmark could contribute to assessment fatigue and reduce result reliability. She requested evidence demonstrating that the product measurably improves student outcomes, beyond marketing claims.

Finally, she stressed the importance of prioritizing investments that directly impact learning, including staffing, tutoring, interventions, smaller class sizes, and teacher planning time, rather than purchasing tools that generate more data without improving instruction. She concluded by urging caution and careful consideration before committing District resources.

Trustee Anthony requested clarification in response to Ms. Connery's comment regarding the MAP Growth benchmark assessments.

Dr. Campbell explained that the District currently uses short-cycle, teacher-made assessments, but lacks common mid-cycle assessments across grades. She noted that existing data, such as the summative data presented earlier, is often outdated by the time it is reviewed in January and February. The proposed MAP Growth assessment would provide norm-referenced benchmark data at the beginning of the year for all grade levels, including secondary, where no mid-cycle assessment currently exists. Dr. Campbell added that the assessment would allow mid-year data collection, which generally correlates with state assessments, enabling staff to identify student proficiency trends and adjust instructional strategies toward end-of-year benchmarks.

Trustee Anthony followed up, asking how the new assessment would be used and what existing assessments it would replace. Dr. Campbell responded that DIBELS is currently used in fourth and fifth grades, but with the MAP Growth assessment, DIBELS would no longer be used for those grades. She emphasized that the assessment would provide mid-cycle data for both elementary and secondary students, addressing a current gap in the system and allowing staff to track student progress toward benchmarks more effectively.

MOTION #156 (Hsieh/Anthony) to approve a three-year agreement to purchase annual licenses for the NWEA MAP Growth Benchmark Assessments, including professional learning, for the 2026–2027 school year in the amount of \$360,690. Motion Carried.

c. Approval of New Course – Tagalog (Filipino)

Trustee Anthony raised a question regarding the course offerings and A–G requirements, referencing prior discussions at SMCSBA school board meetings. She asked whether offering only one level of a language course, such as Tagalog, would prevent students from meeting the two-year language requirement for A–G eligibility. Trustee Anthony confirmed that her concern was whether a student taking only level one of a language would qualify for A–G

credit.

Trustee Lam noted that she had previously emailed the question and had received a response which confirmed that students could combine courses as needed.

Dr. Campbell further clarified that the District intends to offer levels two and three of the course based on student interest. Students enrolled in level one who wish to continue would be able to progress to higher levels, ensuring ongoing eligibility for A–G credit.

Trustee Anthony commented that this approach would likely increase the number of students eligible for the State Seal of Biliteracy as additional course levels are offered.

MOTION #157 (Hsieh/Lam) to approve the Tagalog (Filipino) course for implementation at SSFUSD high schools, beginning at El Camino High School in the 2026–2027 school year. Motion Carried.

3. HUMAN RESOURCES

a. Approval of the MOU with South San Francisco Classroom Teachers Association (SSFCTA) for the Referral Bonus Program

Trustee Anthony asked how effective the program had been since it was implemented the previous year.

Mr. Hannon responded that staff had been making personal referrals and that some employees had benefited from the program. He explained that after implementing a new applicant tracking system approximately two and a half years ago, the District now has data to support its strategic recruitment decisions. He reported that approximately one-third of newly hired candidates were referrals from South City staff. Mr. Hannon stated that the District intends to continue strengthening this strategy by leveraging employees as key recruiters.

MOTION #158 (Anthony/Hsieh) to approve the MOU with SSFCTA for the Referral Bonus Program, effective February 13, 2026 through August 31, 2026. Motion Carried.
(Unanimous)

b. Approval of the MOU with South San Francisco Classroom Teachers Association (SSFCTA) for the Ambassador Program

MOTION #159 (Hsieh/Anthony) to approve the MOU with SSFCTA for the Ambassador Program, effective February 13, 2026 through August 31, 2026. Motion Carried. (Unanimous)

c. Approval of the MOU with South San Francisco Classroom Teachers Association (SSFCTA) for the Early Notification Retirement Incentive

MOTION #160 (Lam/Anthony) to approve the MOU with SSFCTA for the Early Notification Retirement Incentive, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

d. Approval of the MOU with Classified School Employees Association Chapter 197 for the Early Notification Retirement Incentive

Item was pulled from agenda.

e. Approval of the Contract with 360 Degree Customer Inc.

Trustee Anthony inquired about the purpose of the contract, noting that a similar contract had been approved at the previous Board meeting for administrative coverage during IEP meetings. She asked whether this request was for general substitutes or intended to supplement the District's primary substitute provider.

Mr. Hannon clarified that this was a supplemental request to support students requiring highly specialized services that the District's primary substitute provider is unable to offer.

MOTION #161 (Hsieh/Anthony) to approve the contract with 360 Degree Customer Inc. to provide certificated and classified substitute support for the 2025–2026 school year. Motion Carried. (Unanimous)

4. BUSINESS SERVICES *(continued)***b. Resolution No. 26-06 and Change Order #3 for Westborough Middle School Field & Pavement Improvements Project**

MOTION #162 (Lam/Hsieh) to adopt Resolution #26-06, declaring the futility of public bidding for additional construction work, and approve Change Order #3 with McGuire and Hester for the Westborough Middle School Field and Pavement Improvements Project in the amount of \$502,026 and a waive of the reading. (AYES: Richardson, Lam, Murray, Anthony, Hsieh; NOES: None). Motion Carried. (Unanimous)

c. Approval of Amendment No. 2 with ISI Inspection Services, Inc. for El Camino HS Central Kitchen and Cafeteria Project

MOTION #163 (Hsieh/Lam) to approve Amendment No. 2 to the agreement with ISI Inspection Services, Inc. for additional special inspection services for the El Camino High School Central Kitchen and Cafeteria project in the amount of \$24,996.90. Motion Carried. (Unanimous)

d. Approval of Proposal with PCD Audio & Video System Integration for the District Office Board Room

MOTION #164 (Hsieh/Lam) to approve the proposal from PCD Audio & Video System Integration to upgrade the audio/video system in the District Office Board Room in the amount of \$31,061.85. Motion Carried. (Unanimous)

REVIEW OF FUTURE AGENDA ITEMS AND MEETINGS *(subject to change)***February 26, 2026**

- Presentation Teaching and Learning – Alta Loma Middle School
- Presentation Teaching and Learning – LCAP Mid-Year Updates
- Presentation – 2026-2027 Initiatives/Priorities
- 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 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
- Presentation Performance Management – Multilingual Language Learners
- 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
- Presentation on Structured Literacy Block
- 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
- Presentation Teaching and Learning – Special Education
- 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

There were three identified directives:

1. Staff will identify funding sources for the Los Cerritos modernization Option Two and return with that information in the coming months.
2. Consent Item 4B, Warrant Register for December 2025, will be brought back for consideration at a future Board meeting.
3. Administration Action Item 1A, Board Members Travel Requests, will be brought back as two separate items at the February 26 regular Board meeting for reconsideration.

GOOD AND WELFARE

Trustee Anthony extended Lunar New Year wishes and expressed appreciation that students would have a four-day weekend.

Trustee Lam wished the community a Happy Lunar New Year and shared that her thoughts were with SFUSD students, families, and staff during ongoing negotiations, expressing hope for an equitable resolution soon. She reported attending recent school visits and events, including Baden High School with Principal Prasad, Trustee Richardson, and Dr. Moore; South San Francisco's National History Day projects;

Monte Verde and Westborough Middle School PTAs; the 17th District PTA and Superintendent luncheon; and an SMCSBA literacy presentation by the Executive Director of the San Mateo–Foster City School District. She noted countywide efforts to prioritize student and family well-being alongside academic achievement. Regarding the recent student walkout, Trustee Lam thanked students for remaining peaceful and responsible and expressed appreciation to district and site leaders, including Mr. Hannon and Dr. Campbell, as well as the South San Francisco Police Department and city staff, for supporting safety. She also mentioned attending the South San Francisco Lunar New Year Festival and a Westborough Town Hall hosted by her spouse, Vice Mayor Nagales, with newly appointed City Manager Laura Snideman, and concluded by wishing the community a happy and prosperous Year of the Horse.

Trustee Richardson reported that she attended the county literacy along with Trustees Lam and Anthony. She shared that the presentation outlined the district's literacy program which she found informative. Trustee Richardson also attended the PTA Council meeting at the District Office, where she provided an overview of the Board's December actions regarding the charter school petition. She stated that the District's team of educators represented South San Francisco well and that the petition was ultimately denied. In addition, Trustee Richardson reported visiting Baden High School and South San Francisco High School, where she met with the new principal and learned about new approaches to student discipline being implemented. She noted that approximately 600 students participated in the recent walkout and was pleased that the event was conducted peacefully.

President Murray shared that she had been recovering from pneumonia and had not attended events recently. She wished everyone a happy day off on Monday.

ADJOURNMENT – 10:07 p.m.