

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Regular Meeting of February 26, 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](#))~~

This item was not heard. Closed session was cancelled as no action was required.

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 – Absent

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

- C. PLEDGE OF ALLEGIANCE** was be led by ALMS 8th grader, Erika Arroyo. Principal Mendez shared that when asked what others should know about her, Erika described herself as an open book. Principal Mendez highlighted Erika's two years of service in ASB and noted that she demonstrates strong leadership not only on campus, but also in the classroom and within the broader community.

D. LAND ACKNOWLEDGEMENT STATEMENT

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

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

E. REPORTING OUT FROM CLOSED SESSION – None

F. REVIEW OF AGENDA – None

G. PTA COUNCIL REMARKS

Victoria Knudson addressed the Board, introducing herself as the first-year PTA President at Alta Loma Middle School and Vice President at Buri Buri Elementary. She shared that she has children in seventh and fourth grade and expressed appreciation for the parents participating in person and via livestream.

Ms. Knudson described the Alta Loma PTA as a small but dedicated organization and thanked the teachers and Principal Mendez for their continued support of students and families. She highlighted the PTA's annual Turkey Trot fundraiser, noting it is their sole fundraiser and successfully generated sufficient funds to support activities and events throughout the school year.

Funds raised support teacher grants for supplies, end-of-year celebrations, eighth grade activities including the promotion ceremony and field trips, assemblies, school spirit activities, drama, band, and a newly added glow dance event. She also noted the PTA's continued support of teacher appreciation efforts. She concluded by expressing pride in the strong collaboration between the PTA and school administration in support of Alta Loma students.

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators – None

South San Francisco Classroom Teachers Association – Megan Connery addressed the Board on behalf of the South San Francisco Classroom Teachers Association and its president, Shari Giusti. She began by thanking the Board and District for maintaining open communication and including the association in discussions related to instruction and hiring.

Ms. Connery expressed concerns regarding the interim financial report, stating that certificated salaries represented 36.31% of total expenditures in 2021–2022 and have decreased to 27.84% in the current interim report, a decline of

approximately 8.5%. She noted concerns about long-term sustainability given rising Bay Area living costs and the importance of retaining qualified educators. She also referenced the District's books and supplies fund, which she stated is approximately \$40 million, and suggested that while curriculum adoptions are important, current classroom needs remain. She proposed that a portion of available funds could be used to reduce class sizes as a direct strategy to support student learning and belonging.

Ms. Connery further noted that neighboring districts are making significant investments in compensation and benefits, citing San Francisco Unified School District's plan to fully fund family health benefits beginning in 2027. She expressed concern about maintaining competitiveness in recruitment and retention.

Additionally, she stated that the health benefits committee agreed upon in the last tentative agreement has not yet convened and urged that the work begin. She concluded by emphasizing the connection between supporting educators and supporting students, and expressed a desire to continue working collaboratively with the District.

California School Employees Association Chapter 197 – None

I. PERSONNEL COMMISSION

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

J. ITEMS FROM THE BOARD

Trustee Hsieh reported on the Bylaws Committee meeting held on February 20 in the District Boardroom with Trustee Anthony. The committee reviewed more than 20 Board policies from the March 2025 and January 2026 packets. These policies will be brought forward at upcoming Board meetings for consideration and approval.

Trustee Hsieh also reported on the Facilities Subcommittee meeting held on February 19, which she attended with Trustee Richardson and Dr. Moore. The committee received updates on the bond program from Lori and Calvin, a facilities project update from Wazi, and reviewed bond-related financial information.

K. SUPERINTENDENT'S REPORT

- a. Introduction of Spring Student Trustee Ruiz** – Dr. Moore formally introduced incoming Spring Student Trustee Isabelle "Izzy" Ruiz, ASB President at El Camino High School. She noted that Trustee Ruiz was unable to attend the previous meeting due to illness and expressed appreciation for her presence. Dr. Moore highlighted Trustee Ruiz's

leadership, initiative, and commitment to elevating student voice, as well as the valuable updates she has provided regarding student experiences and campus activities. She welcomed Trustee Ruiz and expressed appreciation for her continued service during the spring term.

- b. SSF Education Foundation Community Learning Exchange** – Dr. Moore provided an update regarding the South San Francisco Education Foundation’s Community Learning Exchange and Partnership event, scheduled for Saturday, February 28, at South San Francisco High School. She noted that the Foundation is a volunteer-run nonprofit established four years ago and reminded the community that the event is free and designed to support families during key educational transitions, with staggered start times and sessions offered in English and Spanish.

The 8:30 a.m. session will focus on kindergarten readiness and include a welcome breakfast, keynote speaker, and workshops on after-school care, registration and transfers, literacy development, individualized education plans (IEPs), student supports, and a parent-teacher Q&A.

The 9:30 a.m. session will address middle and high school transitions, featuring a keynote presentation from NAMI on teen mental health, followed by workshops on counseling services, secondary student supports and IEPs, math pathways, concurrent and dual enrollment, substance use awareness, and parent and student Q&A sessions.

The event will also offer college transition support, including Cash for College, FAFSA assistance, and Skyline College registration support. Dr. Moore encouraged families and community members to attend.

- c. Other** – None

L. STUDENT TRUSTEE REPORTS

1. Isabelle “Izzy” Ruiz, Spring Student Trustee and ASB President ECHS shared updates from El Camino High School. She congratulated Fall Student Trustee Jaimelyn Ochoa and highlighted recent and upcoming campus events.

The band department hosted a successful board game fundraiser, and the drama program is preparing for its spring production of Clue (March 5–8). Approximately 30 students attended the recent election informational meeting, with Election Day scheduled for March 27.

She previewed upcoming events including ColtChella, featuring karaoke, gaming tournaments, alumni DJs, food vendors, and a PS5 raffle; the annual Jim Cresta Car Show on March 14 supporting a senior scholarship; and Prom 2026, “City of Stars,” on April 11 at City Hall.

In athletics, both varsity basketball teams retained their rivalry trophies and advanced to CCS playoffs. Boys soccer finished league champions with a 19-0-1 record and reached the CCS semifinals. Several student-athletes earned all-league and specialty honors. Winter sports have concluded, and spring teams are beginning their seasons.

2. Jaimelyn Ochoa, Fall Student Trustee and ASB President SSFHS shared ASB election season is underway, with student voting concluding February and results to be announced after school. Applications for class and commission positions are due March 3, with interviews to follow. ASB officers will also visit middle schools on March 4–5 to promote student leadership opportunities to incoming freshmen.

Prom ticket sales have begun at \$115, with prices increasing next week. Winter sports have concluded, with congratulations extended to the girls basketball team for advancing to CCS and to wrestler Khloe Meisenbach for becoming CCS Champion — the school's first female CCS champion since 2015. Spring sports are now underway, including a softball season-opening win over University High School.

In recognition of Financial Aid Month, support is available for seniors completing FAFSA and CADAA applications. Senior officers are also hosting a free senior movie night on February 27 in the big gym featuring Spider-Man: Homecoming.

M. PUBLIC COMMENTS – None

N. INFORMATION ONLY PRESENTATIONS

1. TEACHING & LEARNING

**a. Teaching and learning presentation:
Alta Loma Middle School**

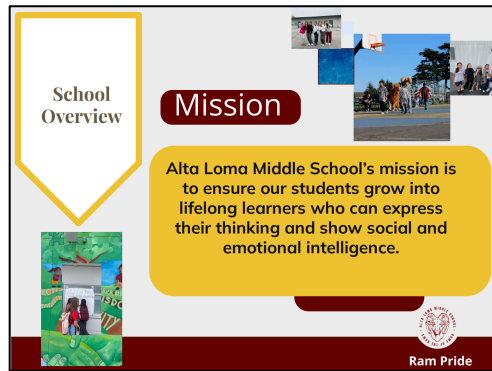
Dr. Campbell introduced Principal Nina Mendez who presented the educational priorities and programs at Alta Loma Middle School.

Introduction

Principal Mendez greeted President Murray, Trustees, Superintendent Moore, Cabinet, and the community, sharing her excitement to personally present this year's Teaching and Learning update.

She began by highlighting Alta Loma Middle School's

mission: to ensure students grow into lifelong learners who can clearly express their thinking and develop strong social and emotional intelligence.



School Overview

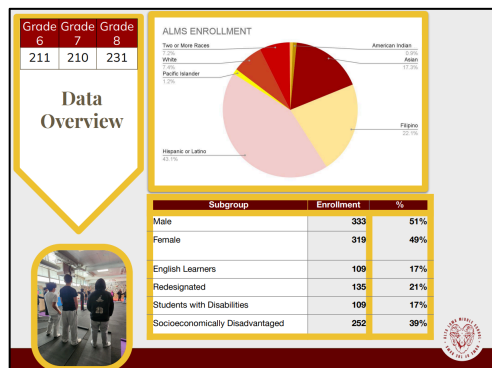
Mission

Alta Loma Middle School's mission is to ensure our students grow into lifelong learners who can express their thinking and show social and emotional intelligence.

Ram Pride

Demographics

Alta Loma Middle School serves a diverse student population, including 17% multilingual learners, 17% students with disabilities, and 39% students who are socioeconomically disadvantaged.



Attendance

Principal Mendez presented three years of attendance data for Alta Loma Middle School, noting that the school is currently maintaining an overall attendance rate of approximately 95%, just below the “excellent” benchmark for daily attendance.

She emphasized the school’s focused efforts on reducing chronic absenteeism. Historically, Alta Loma’s rates from August through January were reflected in the highlighted data; however, she reported a 4% decrease in chronic absenteeism this January compared to prior trends. She noted that upcoming site goals and initiatives are directly

contributing to this improvement.

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.
Average Daily Attendance						
23-24	95.9%	94.9%	95.0%	94.7%	94.3%	94.1%
24-25	97.1%	96.0%	95.8%	95.2%	94.8%	94.5%
25-26	96.7%	96.2%	95.9%	95.5%	95.1%	95.1%
Chronic Absenteeism						
23-24	16.8%	19.7%	16.0%	14.7%	18.2%	19.2%
24-25	8.0%	10.2%	11.5%	15.7%	15.6%	16.9%
26-26	9.9%	10.4%	11.7%	11.3%	14.5%	12.8%

Attendance Team

CAASPP ELA and Math

The school's 2026–27 goals are based on 2023–24 CAASPP results. Alta Loma initially set a 7% growth target, but after meeting that goal, increased the target to 10% by 2026–27. In Math, scores improved from 32% to 35%, leading the school to raise its Math achievement goal as well.

Grade - Data / Subject	22-23	23-24	24-25	25-26 if applicable GOAL	Grade - Data / Subject	22-23	23-24	24-25	25-26 if applicable GOAL
6th ELA	38	56	50	53	6th Math	32	40	33	38
7th ELA	51	45	53	53/54	7th Math	31	31	41	38
8th ELA	39	45	46	53	8th Math	32	29	31	38
6-8th ELA	43	49	50	53	6-8 Math	32	35	33	38

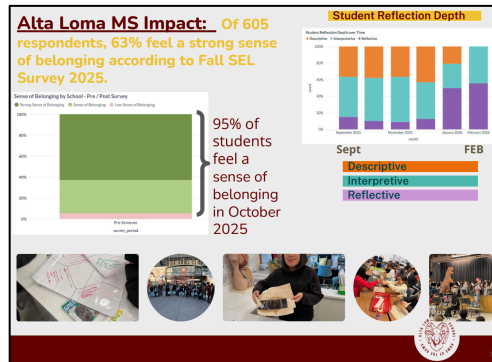
8% - 10 % increase

Goals were created based off of 22-23 CAASPP Scores but were recalibrated after receiving a higher increase in 23-24 to ensure we continue moving forward and pushing ourselves to improve.

Sense of Belonging

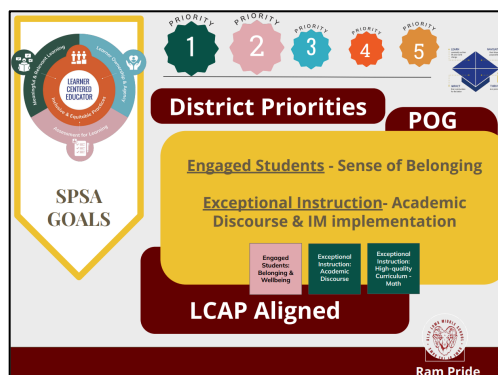
Principal Mendez reviewed results from the Sown to Grow beginning-of-year screener administered in October, explaining that dark green responses reflected students rating their sense of belonging as a 4 or 5, light green reflected ratings of 3 or 4, and red indicated ratings of 1 or 2. She reported that 95% of students indicated a positive sense of belonging on campus.

She also highlighted student reflections completed twice monthly during advisory. While early responses were more descriptive, she noted that by January and February, students' reflections demonstrated deeper thought and insight, which she attributed to strengthened relationships and an increased sense of belonging across campus.



SPSA Goals

Alta Loma's SPSA goals are directly aligned with District priorities, particularly in the areas of exceptional instruction and engaged students. She noted that, similar to the District, the school's focus includes strengthening students' sense of belonging, promoting excellence in academic discourse, and ensuring high-quality implementation of the Illustrative Mathematics (IM) curriculum to support instructional excellence.



SPSA Goal #1

Principal Mendez reviewed Alta Loma's first SPSA goal, stating that by spring 2027, schoolwide performance in Math and ELA will increase by 10% compared to 2022–23 CAASPP scores.

To support this goal, she highlighted expanded MTSS supports addressing both academic and behavioral needs during, before, and after school. The entire site is engaged in cycles of inquiry focused on strengthening academic discourse, and the Math department is prioritizing strong implementation of the IM curriculum. She also noted the

availability of after-school academic centers that provide food, enrichment, and fluency practice in Math and ELA.

Additionally, targeted academic groups are in place to support multilingual learners and students with IEPs or 504 plans to address their specific learning needs.

SPSA Goal #1: By the Spring of 2027, students' school-wide performance in math and ELA will increase by 10% compared to the 2022-23 school-wide scores in both ELA and math.

Actions

- CAASPP
 - MTSS- Academic & Behavior
 - The whole school is engaged in cycles of inquiry focused on Academic Discourse
 - The Math Department is focusing on the implementation of IM curriculum
 - Academic Centers - Food & Fun
- Math & ELA
 - ELD Accommodations and Supports (Instructional & Personnel)
 - IEP and 504 Accommodations and Support (Instructional & Personnel)

Priority 1: Exceptional Instruction
Priority 5: Equity-Centered Systems
Core Value: Equity is our North Star
Graduate AIM: Learn

SPSA Goal #2

Principal Mendez reviewed the school's second SPSA goal, which aims for classified and certificated staff, by spring 2027, to effectively implement District priority standards and initiatives while maintaining a safe and positive learning environment. Progress will be measured through district benchmarks, CAASPP, California School Dashboard indicators, attendance data, and site-based survey results.

She credited the attendance office and attendance team for their focused efforts in monitoring and supporting students who are chronically absent or at risk of becoming chronically absent.

She also highlighted several key initiatives: the new SQUAD program, in which students lead restorative and community circles and analyze site-specific data to strengthen belonging; implementation of the Sown to Grow program; the addition of a Wellness Room for students needing support during the day; and expanded lunchtime activities that include enrichment, academic support, and mental health-focused opportunities.

SPSA Goal #2: By the Spring of 2027, Alta Loma staff (classified and certificated) will demonstrate the ability to support our district priority standards and initiatives for all students and create a safe and positive learning environment for all students as measured by District Benchmark Tests, CAASPP data, the California State Dashboard data, attendance data, and other site-specific survey data.

- **Attendance Team and cycles**
- **School Community**
 - School wide activities- Turkey Trot, Staff vs. Student Games, Career Day, Lunch Time Activities
 - Events- Academic Night, Cultural Night, Passion Projects
- **Student Voice**
 - SQUAD
 - SSA
 - Leadership
 - Service Club
 - Junior Honor Society
 - Abundance of School Clubs
 - Student Emotional Check in (STG)
 - Student Academic Check in (STG)
- **Faculty Lead Committee work**
 - PBIS TIER 1 & 2
 - Quarterly School-Wide Activities Committee
 - Equity and Cultural Committee



Priority 2: Engaged Students
 Priority 3: Purposeful Partnerships
 Core Value: Community is our Strength
 Graduate AIM: Impact, Navigate, Thrive

SPSA Goal #3

Principal Mendez reviewed the school's third SPSA goal, which focuses on ensuring that by spring 2027 all Alta Loma staff deliver accessible, rigorous, and culturally relevant instruction aligned to District priorities. This work emphasizes professional development in academic discourse, math and language routines, and curriculum implementation, with progress measured through CAASPP growth, California Dashboard indicators, and student survey feedback.

She highlighted the school's "Color Team" initiative, in which staff were divided into five cross-curricular teams and engaged in a 30-day action plan focused on academic discourse. Each teacher participated in a full day of peer observation to identify strengths and areas for growth in discourse and rigorous instruction. To date, 97% of teachers have participated, and survey feedback has been overwhelmingly positive, with plans to continue the model next year.

In addition, departments are engaged in their own cycles of inquiry aligned to the academic discourse framework. Math teachers are participating in SVMl and related professional learning, and grade-level teams continue collaborative instructional work.

SPSA Goal #3: By Spring 2027, all Alta Loma staff will demonstrate the ability to deliver accessible, rigorous, and culturally relevant instruction aligned to district priorities by engaging in professional development focused on academic discourse, math language routines and curriculum implementation. This will improve students engagement and outcomes related to increased proficiency in California State Standards as measured by growth on CAASPP scores, California Dashboard indicators, and student feedback from site specific survey data.

- Cross curricular Cycles of Inquiry**
 - 5 Color teams
 - 30 Day Action Plans
 - 1 full day of observation
 - Learning and Growing
- Department Work**
 - SVMI
 - Math Innovators
 - Framework
 - Focus on AD and growth
- Grade Level Teams**
 - Focus on AD and growth
 - Sense of Belonging
- ILT**

Priority 4: Empowered Educators
Priority 5: Equity-Centered Systems
Core Value: Authentic Relationships Matter
Graduate Aim: Learn & Thrive

School Culture & SSFUSD Alumni

Principal Mendez noted that throughout the presentation she included photos to highlight Alta Loma's positive school culture. She shared that one of her favorite slides each year recognizes the "Alta Loma family," highlighting that 10 current staff members are former Alta Loma students, reflecting the strong and lasting connection to the school community, "Once a RAM, always a RAM."

She highlighted photos depicting campus life at Alta Loma, including the Turkey Trot fundraiser, students participating in ALU passion projects during the school day, and a lunchtime K-pop club where students gather to dance and build community.

SSFUSD Alumni

ALMS Family

- Mr. Tom- Science Teacher
- Ms. M. Hahn- Math Teacher
- Mr. Valdez- Math Teacher
- Mr. Jimenez- PE Teacher
- Mr. Concepcion- Band Director
- Mr. Nico- Para Educator
- Ms. Blaire- Ed Specialist
- Ms. Roberts- Science

Panther converts

- Ms. Cisneros- Math Teacher
- Ms. Gemma- Para Educator

Thank you!

Trustee Anthony expressed appreciation for the strong sense of community at Alta Loma and commended the school's progress. She also praised the adjustment of goals in response to early successes and thanked Principal Mendez for the presentation.

Trustee Lam congratulated Principal Mendez on Alta Loma's growth, noting it was a privilege to recently visit the campus and observe the initiatives in action. She commended the school's work in strengthening student well-being, belonging, and teacher collaboration, and described the progress as

phenomenal. Trustee Lam then asked for additional information regarding the school's approach to addressing chronic absenteeism.

In response, Principal Mendez explained that the attendance team maintains consistent and persistent communication with families, including follow-up calls and home visits when necessary. She also highlighted the use of community circles to build connection and support for students who frequently attend, acknowledging the challenge of engaging chronically absent students but emphasizing the importance of offering circles regularly to foster belonging and encourage improved attendance.

Trustee Hsieh thanked Principal Mendez and her team for the thoughtful and comprehensive presentation. She expressed appreciation for the intentional focus on academic discourse and math implementation, as well as the clear 8–10% growth goals in ELA and Math. She also noted the encouraging attendance gains and strong emphasis on belonging and student voice, and thanked the team for their outstanding work.

President Murray thanked Principal Mendez for the strong report and commended the positive progress at Alta Loma. She reflected on her campus visit and noted that the school's focus on belonging is making a meaningful impact on campus culture. She emphasized that when students feel known, supported, and connected, they are more likely to attend school regularly, which in turn supports academic success. She expressed appreciation for the work being done to improve both attendance and student outcomes.

Principal Mendez recognized several parent and staff volunteers for their contributions to Alta Loma. She acknowledged Victoria Knudson, PTA President, for her significant support on campus; Lauren Kitchen for her ongoing involvement and strong support of the band program; and Aleah Valenzuela, a teacher and parent, for her dedication and contributions to the band. She also recognized Mr. Yili Liang for his outstanding work managing sound and visuals for the school's drama productions. Principal Mendez thanked everyone for their continued support of the Alta Loma community.

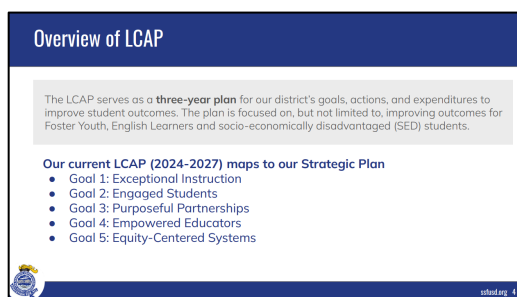
b. LCAP Mid-Year Update

Dr. Campbell thanked the Cabinet, Board of Trustees, community members, and online viewers for the opportunity to provide a midyear update on the District's Local Control and Accountability Plan (LCAP).

She explained that the presentation would follow the outlined agenda and would provide a high-level summary in certain areas to remain within the allotted time, noting she is available to provide more detailed information as needed.

Before moving into the details, Dr. Campbell grounded the presentation in the District's core values and Strategic Plan priorities, which align directly with the LCAP goals. She emphasized that all District efforts are anchored in the Portrait of a Graduate, ensuring students **Learn, Impact, Navigate, and Thrive (LINT)**.

Dr. Campbell reiterated that the LCAP serves as the operational plan that funds and measures how the Strategic Plan is implemented. The current LCAP cycle runs from 2024 through 2027 and is intentionally aligned to ensure coherence and focus across initiatives. At the conclusion of this cycle, the District will revisit and refine the plan, adjusting metrics to reflect growth and progress.



Dr. Campbell explained that the midyear LCAP update is intended to provide clarity on three key areas.

First, it addresses implementation, whether the District has followed through on the actions outlined in the plan and done what it committed to do.

Second, the update includes a review of expenditures, specifically whether funds have been spent or encumbered

as anticipated to support the implementation of those actions.

Finally, the midyear report shares any available outcome data tied to LCAP metrics, allowing the District to assess progress toward intended outcomes and determine whether goals are being met.

What the mid-year update will provide:

- All available mid-year implementation data for LCAP actions
 - *Did it happen?*
- All available mid-year expenditure data for LCAP actions
 - *Did it cost as much as we anticipated?*
- All available mid-year outcome data for LCAP metrics
 - *If the data is available, are we on track to meet our intended outcomes?*

Midyear tracking is an essential part of continuous improvement and advancing the system toward the goals outlined in the Strategic Plan.

Dr. Campbell noted that monitoring progress helps ensure the District remains focused on its established priorities and illustrative measures. By reviewing progress midyear, the District can stay aligned to the commitments made in the three-year LCAP and avoid drifting from its intended focus.

Why do we track mid-year?

Regular monitoring ensures that funds are properly spent on student outcomes and state priorities before year-end.

Promotes clear fiscal accountability and ensures resources reach their intended educational goals

Allows SSFUSD to adjust spending strategies if tracking shows funds are off target

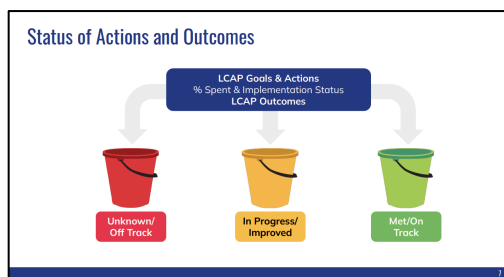
Keeps the emphasis on student outcomes, rather than just financial compliance requirements



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Dr. Campbell explained that the presentation would use a stoplight system to report on actions and outcomes. Red indicates off track, yellow indicates in progress, and green indicates meeting or on track with the identified metrics.

She noted that each rating includes nuance, as some elements of a measure may be on track while others remain in progress. For reporting purposes, the overall color reflects the broader status. The stoplight system is intended to provide a high-level “balcony view” of progress toward LCAP goals.



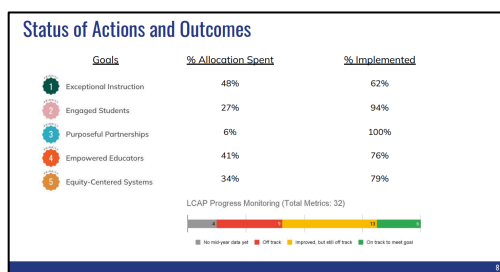
Dr. Campbell reviewed the status of actions and outcomes aligned to the District's LCAP goals.

For Goal 1, Exceptional Instruction, she reported that 48% of allocated funds had been spent and 62% of actions had been implemented as of December 31, 2025, noting this is an appropriate position at midyear. She referenced similar updates for the remaining goal areas, including Engaged Students.

She then highlighted overall LCAP progress monitoring data. Of the 32 identified metrics:

- 6 are in green (on track),
- 16 are in yellow (in progress),
- 9 are in red (off track), and
- 4 do not yet have midyear data available.

Dr. Campbell emphasized that, at midyear, it is positive that more than half of the metrics fall within the yellow or green categories, indicating the District is generally progressing in the right direction.



Dr. Campbell noted, for transparency, that when the LCAP budget was initially approved, the State budget had not yet been finalized. As a result, the District later received additional Local Control Funding Formula (LCFF) funds.

She shared that the Business Department has since updated the budget overview to reflect the increase and has prepared communication for parents. The revised figures now reflect the originally adopted LCAP funding along with the additional funds received from the State.

Impact to the Budget Overview for Parents		
When SSFUSD adopted our LCAP and Budget in June 2025, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Parents is as follows:		
Item	As adopted in BOP	Amount per Budget Act
Total LCFF Funds	\$154,110,088	\$160,144,209
LCFF Supplemental/ Concentration Grants	\$8,125,349	\$8,125,349

Dr. Campbell noted that the District is currently in Differentiated Assistance based on data related to African American/Black students, specifically in the areas of chronic absenteeism and suspension rates.

She also shared that one school, Baden High School, is identified for Comprehensive School Improvement due to its graduation rate.

Differentiated Assistance and Comprehensive School Improvement			
Differentiated Assistance			
Student Group	Entered DA	Priority Areas	2025 Status
African American/Black	2024	Student Achievement - ELA & Math; School Climate	Year 2
	2025	Chronic Absenteeism Suspension	Year 1
Comprehensive School Improvement			
School	Entered CSI	Priority Areas	2025 Status
Baden HS	2023	Low Graduation Rate	Year 3

Dr. Campbell highlighted that the District continues to provide students with access to standards-aligned instructional materials and ongoing professional development to support educators in curriculum implementation and effective instructional strategies. She noted that the system has a plan to increase the use of standards-aligned curriculum across classrooms.

Additionally, the District is developing and refining policies and practices aligned with its equity statement and Strategic Plan. Dr. Campbell also emphasized efforts to expand access to broad and rigorous coursework to strengthen college and career readiness, while continuing to advance grading reform practices across grade levels.

LCAP Goal #1 - Action Highlights

- Provide students with access to standards-aligned instructional materials and continue to train our highly qualified educators on curriculum and instructional strategies
- Create policies and define practices that align with our equity statement and support the implementation of our Strategic plan
- Provide a broad, rigorous course of study to strengthen college and career readiness, while continuing grading reforms across all levels




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Dr. Campbell highlighted several bright spots and areas of opportunity within Exceptional Instruction.

She noted gains in Math and Science, as well as continued growth in ELA as students progress into secondary grades. The District is encouraged by the implementation and adoption of the new Math curriculum and remains focused on strengthening its implementation.

She also shared progress in further defining the District's instructional vision and developing a Portrait of an Educator to clearly articulate the knowledge, skills, and competencies needed to support students in achieving the Portrait of a Graduate outcomes.

Additionally, the District is emphasizing meaningful and relevant learning experiences, learner ownership and agency, inclusive and equitable practices, and the effective use of assessment for learning to drive instruction.

Bright Spots and Opportunities

- Gains in Math and Science, and strong growth rates in ELA as students progress into secondary
- Strong implementation and adoption of Math curriculum
- Steps taken towards the development of our instructional vision and the Portrait of an Educator – artifacts that clarify the knowledge, skills, and abilities we need to have in order to support our Portrait of a Graduate aims
- New routines that support our focus on academic discourse and Math implementation





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Dr. Campbell reviewed Goal 1 metrics using the color-coded system.

She noted Metric 1.4, is currently red. While the year-three target remains identified, midyear data reflects a decrease from 2024–25 to 2025–26 in the percentage of students scoring “above” on the DIBELS assessment. She also noted a decrease in usage in one area of implementation.

At the same time, there is an increase in IXL usage at the middle school level.

Dr. Campbell paused to acknowledge that each slide contains substantial data and emphasized the importance of taking time to carefully review and understand the information presented.

Metric	Y1 23-24	Mid-Year Y2 24-25	Y2 Target 25-26
1.7 CAASPP achievement: % of students meeting/exceeding standard in English Language Arts (ELA) and Mathematics	23-24 ELA: 41.5% Math: 38.4%	24-25 ELA: 49.0% Math: 40.0%	80.0% ELA 80.0% Math
1.8 District literacy assessment (DIBELS)	24-25 EOY Below 30% (+2) At 20% (+1)	25-26 Mid-Year Below 20% (-8) At 20% (+1)	10% increase each year in students meeting/exceeding grade level
1.9 IXL usage: % of students by grade level and average min	24-25 (Full-Year) K-5: +50.3% MS: +13.0% HS: +163.5%	25-26 (Mid-Year) K-5: +41.3% MS: +17.3% HS: -59.5%	10% increase each year in student usage and average minutes per year
1.4 Physical fitness test: % of students participating in all tests (elementary only)	23-24 4 tests: 99% 1 test: 98%	24-25 2 tests: 92% 1 test: 93% 1 test: 92%	100% participation

Dr. Campbell reviewed Metrics 1.5 through 1.9 under Goal 1.

She noted that Metric 1.9 is currently grayed out because the District is verifying the data source for AP enrollment. The midyear numbers did not align with the prior year's data, and with the implementation of a new dashboard system, staff want to ensure that reported figures are comparable year over year. She emphasized the importance of reporting like-to-like data before sharing results publicly.

She highlighted a positive outcome in the graduation rate, which is currently marked green. The year-three target is 80% or higher across all student groups.

Dr. Campbell also reported a slight increase in the College and Career Readiness Indicator, as well as growth in Metric 1.8, the Early Assessment Program (EAP) indicator showing students ready for college coursework

Metric	Y1 23-24	Mid-Year Y2 24-25	Y2 Target 25-26
1.2 Graduation rate: % of students earning a high school diploma (4-year cohort rate)	91.2%	90.5%	80% or above across student groups
1.4 UC/CSU requirements met rate: % of graduates meeting minimum A-C eligibility requirements	49.4% (st. 353)	45.4% (st. 297)	10% increase or 60% for each student group
1.7 College Career Indicator (CCI): % of students meeting "inspired" on CA Dashboard	57.3%	58.0%	60% or above
1.8 College/Career Readiness - Early Assessment Program Students attaining "Ready for College" Level 4 in ELA and Math	29.4% ELA 14.3% Math	32.4% ELA 14.6% Math	60% or above
1.9 College/Career Readiness - AP Enrollment (number of students) and achievement (pass rate = score of 3 or higher)	Total Enrollment: 489 WVD: 30, SED: 165, EL: 10 AP pass rate: 81%	No mid-year data available at this time; verifying data source	10% increase each year in enrollment for target student groups, while maintaining or increasing the AP exam pass rate

Dr. Campbell reviewed the final set of Goal 1 metrics.

She clarified that Metric 1.13 remains grayed out because the Postsecondary Plan Survey has not yet been administered. Once completed, the District will report the updated data.

She highlighted several positive outcomes, including an increase in the number of students earning the Seal of Biliteracy and an increase in CTE pathway completion rates for students with disabilities.

At the same time, she noted that the District is continuing to push for greater access to CTE pathways for students with disabilities in order to further increase participation and completion rates. She also identified Metric 1.14, the percentage of highly qualified, credentialed teachers, as an area of continued focus for improvement.

Metric	Y1	Mid-Year Y2	Y2 Target
1.13 Career Technical Education (CTE) pathway participation: students with disabilities	24-25 (Full Year) HS 100 (36.4%) HS 279 (59.3%)	25-26 (Mid-Year) HS 102 (37.7%) HS 293 (57.5%)	10% increase each year
1.14 Career Technical Education (CTE) pathway completion: students with disabilities	23-24 26.8% (n: 22)	24-25 27.2% (n: 25) +4.4%	10% increase each year
1.12 Seal of Biliteracy: % of graduates who earn a Seal of Biliteracy	23-24 12.0% (n: 48)	24-25 14.3% (n: 43) +4.2%	10% increase each year
1.15 College/Career Readiness - post-secondary planning: Students reporting postsecondary education plans	24-25 93% report post-secondary plans; 36% reporting postsecondary education plans	25-26 No mid-year data available to be administered in Spring	100% of students report a post-secondary plan and each survey participation rate meets or exceeds 90%
1.14 Highly qualified teaching staff	23-24 86.2% appropriately credentialed	24-25 78.8% appropriately credentialed	100% of teachers are fully credentialed for the courses they are assigned to teach

Goal 2, Engaged Students, focuses on creating a safe, healthy, and inclusive learning environment for all students. The District continues to ensure that before- and after-school programs are available to support students' academic, behavioral, and social-emotional needs.

She also noted ongoing efforts to expand biliteracy recognition programs to honor and celebrate the diverse languages represented within the community.

Additionally, the District is working toward a measurable reduction in chronic absenteeism, particularly during peak months, as part of its broader student engagement efforts.

LCAP Goal #2 - Action Highlights, Bright Spots, Opportunities

- Create a safe, healthy, and inclusive learning environment for all students
- Provide additional supports during and after school to assist students in academic, behavioral and socio-emotional learning
- Expansion of biliteracy recognition programs
- Noticeable improvements in reducing chronic absenteeism in peak months like September and January (9.1% decrease and 11.9% decrease, respectively)



EveryDay Labs



Dr. Campbell noted that the two grayed-out metrics under Goal 2 are tied to the California Healthy Kids Survey. Because the survey is administered in the spring, midyear data is not yet available. The District will report on those metrics once the survey results are received.

Metric	Y1	Mid-Year Y2	Y2 Target
2.1 School climate student survey	24-25 66% report at least one positive adult 67% feel all students are treated fairly with respect to school policies 45% agree that their school is a supportive and inviting place for them to learn	25-26 Mid-year data available; next CHKS to be administered in the Spring	10% increase each year
2.2 Counseling and mental health supports student survey	24-25 87% of students report they feel supported when they go to their counselor for guidance 84% students indicate they know how to access mental health resources/supports	25-26 Mid-year data available; next CHKS to be administered in the Spring	100% of students know how to access mental health resources and supports

Dr. Campbell highlighted the alignment between Metrics 2.3 and 1.12, noting that this reflects strong coherence across the Strategic Plan priorities. She explained that efforts under Engage Students also connect to other goal areas, such as the Seal of Biliteracy, demonstrating targeted actions that support multiple outcomes. She again noted the 4.3% increase in Seal of Biliteracy attainment.

She also identified continued focus on improving English Learner progress as an area for growth.

In addition, the school attendance rate is currently marked green, reflecting increases in attendance and a decrease in chronic absenteeism, which she noted as a positive trend.

Metric	Y1 23-24	Mid-Year Y2 24-25	Y2 Target 25-26
1.12 Seal of Biliteracy: % of graduates who earn a Seal of Biliteracy	12.0% (L: 4%)	16.3% (L: 4%)	10% increase each year
2.4 English Learner Progress	47.2% of English Learners made progress on ELP +0.26%	43.2% of English Learners made progress on ELP -3.7%	10% increase each year in students making progress on ELP
2.5 School attendance rate	Average Daily Attendance Elementary: 94.2% Middle: 93.9% High: 93.8%	Average Daily Attendance Elementary: 94.6% Middle: 94.9% High: 92.8%	Attendance above 90% at all schools
2.6 Chronic Absenteeism (Grades K-8)	All students: 6.7% Pacificator: 12.7% SAD: 4.6% SED: 11.6%	All students: 5.2% (13.4%, n=5343) Pacificator: 6.4% (11.7%, n=42) SAD: 6.2% (11.7%, n=1,025) SED: 12.2% (18.9%, n=2,570)	Reduce Chronic Absenteeism rate for all subgroups by 2%

Dr. Campbell reviewed Metrics 2.7 and 2.8 related to suspension rates. She noted slight increases, resulting in a yellow rating at midyear. She emphasized the District's continued focus on using available tools and supports to prevent students from being excluded from the learning environment for the remainder of the school year.

She also shared that the expulsion rate is currently marked green, reflecting that no students have been expelled. The

District's goal is to maintain that outcome.

Metric	Y1 23-24	Mid-Year Y2 24-25	Y2 Target 25-26
2.7 Suspension rate	All students -0.6% (2.3% to 0.0%) African/Black +0.6% (0.1% to 0.7%) Hispanic +0.3% (0.4% to 1.6%) Hispanic -4.3% (4.1% to 2%)	All students -0.7% (2.6% to 7.6%) African/Black +3.0% (1.1% to 5.0%) Hispanic -5.0% (1.4% to 1.5%) Hispanic +0.8% (4.6% to 2%)	Reduce suspension rate for all subgroups by 2%
2.8 Exclusion rate	Exclusion Rate Elementary 0% Middle 0% High 0%	Exclusion Rate Elementary 0% Middle 0% High 0%	Maintain 0 students expelled

For Goal 3, Purposeful Partnerships, Dr. Campbell emphasized the importance of cultivating strong partnerships with families, community organizations, and educational institutions to better support students as they navigate their educational journeys.

Highlighted efforts include piloting the Promise Champions initiative, hosting Parent Cafés, and strengthening Family Resource Centers. The District is also expanding opportunities for dual enrollment through Skyline College, as well as increasing access to work-based learning experiences and internships. Looking ahead, the District aims to grow these efforts to include apprenticeship opportunities.

LCAP Goal #3 - Action Highlights, Bright Spots, Opportunities

Cultivate partnerships with families, organizations, and educational institutions to support students with navigating their educational paths

- Community Collaborative for Children's Success (CCCS)
- Promise Champions Pilot
- Parent Cafés
- Family Resource Center
- Skyline College - Dual Enrollment
- Work Experience/Internships



THE BIG
LIFT

PRINCIPALITY 3

She reported increases in attendance at District community engagement meetings, as well as increased utilization of the District's Family Resource and Wellness Centers. These gains reflect growing family and community participation in District-supported programs and services.

Metric	Y1	Mid-Year Y2	Y2 Target
3.1 Attendance at District Community Engagement meetings	24-25 15 attendees	25-26 42 attendees	5% increase each year of participants
3.2 Resource Center/Wellness Center	24-25 21 attendees	25-26 56 attendees	Increase to 400 families/ students from 200

For Goal 4, Empowered Educators, Dr. Campbell shared that the District is funding positions that directly support District goals and staff professional development, including the successful adoption of high-quality instructional materials. The District has staff on special assignment and has launched an instructional coaching pilot at Title I schools to strengthen classroom practice.

Additionally, teacher leadership teams are in place, and positions such as liaisons, counselors, and paraeducators are funded to help ensure safe, inclusive, and welcoming school environments.

She also noted implementation of the Universal Pre-K plan to support TK students and staff, as well as ongoing efforts to improve hiring pathways and processes to recruit and retain qualified teachers.

LCAP Goal #4 - Action Highlights, Bright Spots, Opportunities

- Fund positions that support district goals, staff development, and successful adoption of high-quality instructional materials
 - Staff on Special Assignment, Instructional Coaches
 - Teacher Leadership Teams (TLT)
- Fund positions to support a safe, inclusive, and welcoming environment for all students
 - Paraeducators, Counselors, Liaisons
- Implement the UPK plan to support our TK students and staff
- Improved staffing pipelines and processes

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 **Yellow 4**

Dr. Campbell reviewed Metric 4.2, noting slight growth, which results in a yellow rating at midyear.

She reiterated that ELPAC achievement remains an area of focus for improvement. While reviewing the 2024–25 Summative ELPAC results, the District observed an increase in the number of students scoring at Level 1. She emphasized that this trend is being closely examined and that the District is committed to strengthening supports to increase student success and language proficiency outcomes moving forward.

Progress Monitoring Outcomes

Metric	Y1	Mid-Year Y2	Y2 Target
4.2 CAST Achievement: % of students meeting/exceeding standard	23-24 CAST met/exceeded: All students 50.7% 23-24 CAA Science Level 3 (Understanding): 20.4%	24-25 CAST met/exceeded: All students 52.7% 24-25 CAA Science Level 3 (Understanding): 20.6%	60% or above of each student group will meet or exceed standard met (Level 3)
4.3 ELPAC Achievement	23-24 ELPAC Summative: Level 4 13.9% Level 2 27.1% Level 3 34.6% Level 1 24.4% 23-24 Alternative Summative: Level 3 21.4%	24-25 ELPAC Summative: Level 4 13.3% Level 2 24.5% Level 3 32.6% Level 1 29.2% 24-25 Alternative Summative: Level 3 25.0%	50% increase each year of students at Levels 3 and 4

 **Yellow 4**

Dr. Campbell highlighted Metric 4.4 as an illustrative measure related to English Learner reclassification. Based on the 2024–25 ELPAC scores, the District saw an increase in the number of students who were reclassified as proficient, which she noted as a positive outcome.

She also shared that Metric 4.8 is currently rated yellow, reflecting progress with room for continued growth.

Metric	Y1	Mid-Year X2	Y2 Target
4.4	Based on 23-24 ELPAC scores 177	Based on 24-25 ELPAC scores 194	3% increase each year of students meeting reclassification
4.8	24-25 - Providing professional learning aligned to academic standards 2 - Instructional materials aligned to academic standards 2 - Implementing program policies to support instruction of academic standards 2 - Implementation of state standards for non-core courses 2.2 (beginning development) - Support for professional learning 2	25-26 For the 25-26 reflection towards the Spring SEDS25 we look to the evidence that will support a self-rating of 3 (initial implementation) or above for all areas Implementation of state standards for non-core courses	Self-rating at level 3 (initial implementation) or above for all areas

Dr. Campbell provided additional orientation to the crosswalk among goal areas, noting that several metrics align across multiple priorities.

She explained that Metric 4.1, related to CAASPP achievement, also connects to Goal 1 under Exceptional Instruction (Metric 1.1). While the data had already been presented earlier, she clarified that it applies to more than one goal area and was intentionally included again to demonstrate alignment.

She further noted that the metrics listed under Goal 4 have already been addressed through actions and progress shared in Goals 1 and 2. The purpose of highlighting them again was to clearly show how Goal 4, Empowered Educators, intersects with and supports the broader strategic priorities.

Metric	X2	Metric	X2
4.1.1.1 CAASPP Achievement: % of students meeting/exceeding standard in ELA and Math	24-25 ELA: 49.0% Math: 40.0%	4.4.1.2.1 Suspension rate	24-25 All students: -0.7% (2.6%, n=7,894) Hispanic: +2.0% (11.5%, n=70) Filipino: -1.0% (1.8%, n=1,242) Islanders: +0.8% (4.9%, n=267)
4.1.1.2 Chronic Absenteeism (Grades K-6)	24-25 All students: -1.2% (11.4%, n=342) Teacher: +6.4% (11.7%, n=42) SWD: -0.2% (19.7%, n=1,023) SED: +2.2% (18.9%, n=2,570)	4.1.1.2.2 Highly qualified teaching staff	24-25 78.8% appropriately credentialed (+9.4% from previous year)

Dr. Campbell introduced Goal 5, Equity-Centered Systems.

She emphasized increasing student access to courses, programs, technology, tools, and additional learning

opportunities to support both intervention and enrichment. She also noted the District's commitment to a multi-year, inclusive, and iterative annual planning process that is transparent and aligned to strategic priorities.

Additionally, she underscored the importance of maintaining essential services and positions that support marginalized students, ensuring their needs are met so they can fully engage in the academic environment.

Dr. Campbell concluded by reaffirming that equity remains central to all decision-making, whether related to human resources, fiscal planning, staff allocations, enrollment projections, or new initiatives. The District continues to analyze student data and align resources strategically to ensure all students have meaningful access to learning and opportunities for success.



Dr. Campbell addressed the District's dropout rate metric, noting that staff are currently verifying the methodology used to calculate the data. Once alignment is confirmed with the metrics established in Year 1, an updated report will be provided to ensure accuracy and consistency in reporting.

She also shared that there is room for growth in participation among all student groups in Career and Technical Education (CTE) opportunities. Increasing equitable access to these programs remains a priority.

At the same time, she celebrated the increase in pathway completion rates. Current data show that when students have access to CTE opportunities, they are experiencing success. The District's focus moving forward is to expand access so that more students can engage in and benefit from these pathways.

Metric	Y1	Mid-Year Y2	Y3 Target
5.7 Dropout rates (5 year)	23-24 MS: 0 HS: 14	24-25 No mid-year data available at this time; exceeding methodology from previous year	50% decrease each year in student dropouts per grade level span
5.10 Career Technical Education (CTE) participation: all student groups	24-25 (Full Year) MS- All students 463 (20%) HS- All students 119 (48%)	25-26 (Mid-Year) MS- All students 340 (19%) HS- All students 134 (54%)	10% increase each year in student participation in CTE programs
5.11 Career Technical Education (CTE) pathway completion: all student groups	23-24 CTE pathway completion - students completing a CTE pathway: 203 (28.5%)	24-25 CTE pathway completion - students completing a CTE pathway: 221 (33.3%) +4.6	10% increase each year in pathway completion

Dr. Campbell provided an update specific to long-term English learners, noting a slight increase in mathematics performance, a slight decrease in ELA, and an increase in ELPAC summative results, highlighting positive momentum in English language development overall.

She also addressed transportation assistance for eligible students. The data show a decrease in the number of students accessing transportation services. However, she clarified that while the District can ensure access is available, it cannot mandate utilization. Although usage declined, the District continues to provide the option to ensure eligible students have transportation support available.

Metric	Y1	Mid-Year Y2	Y3 Target
5.13 Long-term English Learners (LTEL) Achievement	23-24 CAASPP ELA: met/exceeded standard 3.3% CAASPP Math: met/exceeded standard 0.7% ELPAC: Summative Level 4 18.2%	24-25 CAASPP ELA: met/exceeded standard 3.3% CAASPP Math: met/exceeded standard 1.8% ELPAC: Summative Level 4 21.4%	10% increase each year in students meeting standard
5.14 Transportation assistance for eligible students	24-25 Students accessing transportation assistance (N): 10	25-26 Students accessing transportation assistance (N): 5	100% of students eligible for transportation assistance are accessing

Dr. Campbell noted that the metrics presented on slide 34 were previously communicated under another goal and are being shown again to demonstrate alignment across the District's strategic priorities.

She emphasized that, regardless of the goal area, all District efforts ultimately center on student outcomes. Whether the focus is on empowered educators, systems improvement, or resource allocation, the intended impact is improved student opportunity and access to learning. As a result, the metrics used to measure progress are student-facing, reinforcing the District's commitment to ensuring that all initiatives lead to meaningful outcomes for students.

Progress Monitoring Outcomes (also addressed by actions in Goal 1, 2, & 4)

Metric	Y2	Metric	Y2
5.1 / 4.1 5.1.3 CAMP Achievement % of students meeting/exceeding standard in ELA and Math	24-25 ELA 49.0% Math 40.0%	5.1 / 5.1 7.2.6 Chronic Absenteeism (Grades K-8)	24-25 All students 1.2% (13,406, n=5343) Pactitioner 14.6% (11.7%, n=12) SUSD 0.2% (19.7%, n=1225) SUSD 1.22% (18.7%, n=2378)
5.2 / 4.2 ELPAC Achievement	24-25 ELPAC Summative Level 4 13.3% Level 3 32.6%	5.2 / 5.2 7.2.7 Suspension rate (reduce by 2%)	24-25 All students 0.7% (2,686, n=7,894) African/Black 1.0% (11.2%, n=10) Filipino 1.0% (1.6%, n=1,542) Hispanic 10.0% (4.9%, n=247)
5.3 / 5.2 District literacy assessment (DIREL)	25-26 (Mid-Year) Above 20% (+1) At 29% (+1)	6.4 / 5.2 Graduation rate %	24-25 90.9%

PRIORITY 5

meeting 34

Dr. Campbell noted that slide 35 reflected the final set of metrics.

Progress Monitoring Outcomes (also addressed by actions in Goal 1, 2, & 4)

Metric	Y2
5.6 / 5.6 UCCSI/requirements met rate % of graduates meeting minimum A-C eligibility requirements	24-25 45.6% (1,297)
5.9 / 5.7 College Career Indicator (CCI): % of students meeting "onward" on CA Dashboard	24-25 58.0%
5.12 / 5.4 English Learner Progress	24-25 43.5% of English Learners made progress on ELPI -3.7%

PRIORITY 5

meeting 35

For the 2025–26 year, she shared that the District is building upon the prior year's work, and current data reflect both areas of progress and opportunities for continued growth. She noted that staffing-heavy actions are tracking at approximately 50% of funds spent, which is appropriate and expected at midyear. Overall, expenditures align with the commitments outlined in the adopted plan.

Looking ahead, she expressed optimism about the development of the next LCAP cycle. Although one year remains in the current plan, the District is already learning from implementation experiences. As part of improving the annual planning process, the District aims to further streamline efforts across divisions, eliminate redundancies, and ensure stronger alignment so that all teams are strategically focused on the identified priority areas for improvement.

LCAP Reflections & Next Steps

The 2025-26 year builds on the work we have been doing since the adoption of our Strategic Plan. Our data reflects our opportunities and areas of improvement:

- Staffing-heavy actions are tracking at 50% spent, which is expected at this time of the year
- Procurement-related expenses and actions for specific student populations (DA/CSI) are nearly fully expended, showing targeted implementation
- Lower percentages in mid-year spending reflect capacity constraints as well as timing (i.e. Spring and Summer initiatives, responsiveness to Fall implementation data)

PRIORITY 5

meeting 36

Dr. Campbell invited continued engagement from the Board

and community and shared upcoming opportunities for input on the LCAP.

She announced that a community input survey will launch on March 9, followed by a virtual community input session on March 12 focused on the LCAP. On April 21, the District English Learner Advisory Committee (DELAC) will receive a presentation that includes LCAP updates. Finally, a public hearing is scheduled for May.

She encouraged participation in these opportunities to help inform the ongoing development and refinement of the LCAP.



Trustee Anthony shared that she continues to notice a quite a few of yellow and red indicators in the report and expressed a desire to see more green areas moving forward.

Trustee Lam thanked Dr. Campbell for the presentation and reflected on her experience as a newer board member. She noted that although the LCAP was intended to be a public-facing document to help families understand district plans and priorities, it remains a dense and complex document that can be difficult for a layperson or parent to navigate. She appreciated the alignment to district priorities shown in the presentation and expressed hope that upcoming engagement opportunities will help the community better understand the district's work.

Trustee Hsieh expressed strong appreciation for the transparency of the midyear update and for how clearly the presentation connected spending, implementation, and outcomes. She emphasized the importance of midyear monitoring to ensure funds are being spent appropriately and aligned to student outcomes and state priorities. She highlighted the "status of actions and outcomes" slide as particularly valuable for providing a big-picture view of progress toward the district's five goals. She noted that midyear spending and implementation percentages

appeared on track and commended Dr. Campbell for presenting the information in a way that allowed the Board to focus on high-level alignment while trusting staff with operational details.

President Murray thanked Dr. Campbell for the comprehensive report and asked two questions. First, she inquired why, given the district's investment in Career and Technical Education (CTE), more students are not participating.

Dr. Campbell responded that the district is examining several factors, including how master schedules at secondary schools may unintentionally create conflicts between required courses and elective pathway options. She explained that the district is working to ensure students can better access courses aligned with their interests. She also noted the need to improve communication about available CTE opportunities and shared that student roundtables are helping the district better understand awareness gaps. Additionally, she explained that the district is working to expand earlier exposure to pathways at the middle school level so students can enter high school prepared to commit to a pathway.

President Murray's second question concerned how the district plans to notify the community about the March 9 LCAP input survey. Dr. Campbell indicated that communication would occur through multiple outreach channels, including district communication platforms and parent communication tools, in addition to the public meeting announcement.

Student trustee left the meeting at 8:22 p.m.

P. CONSENT AGENDA:

Trustee Lam requested clarification on two previously discussed consent items. First, she referenced Item 3A, the December 2025 purchase order listing, which had previously been pulled due to questions from Trustee Richardson. Trustee Lam asked for confirmation, for the record, that Trustee Richardson's questions had been addressed.

Dr. Moore confirmed that Trustee Richardson's questions had been answered.

Trustee Lam then asked about Item 3E regarding SchoolWorks and the updated demographic survey. She requested clarification for the public on when the completed report is expected.

Dr. Moore explained that the process typically takes two to three months, as there is significant information gathering required before the analysis work begins. He added that staff can provide updates to the Board as the process moves forward.

MOTION #165 (Anthony/Hsieh) to approve items: 1a. Permission for Baden HS staff to attend the [Napa Valley Wellness Conference](#) in Napa, CA, March 4 – 6, 2026; 1b. Permission for District Office Staff member to attend the CAL-MSCS [Spark Curiosity](#) workshop in San Diego, CA, March 9 – 10, 2026; 1c. Permission for SSFHS staff and AVID students to travel to Southern California for college tours and Disneyland Amusement Park, March 11 – 13, 2026; 1d. Permission for ECHS students to attend the Junior/Senior Prom at San Francisco City Hall, on April 11, 2026; 2a. Certificated Personnel Assignment Order; 2b. Classified Personnel Assignment Order; 2c. MOU with SJSU for Special Education Interns; 3a. Purchase Order Listing, December 2025; 3b. Declaration of Surplus items; 3c. Gifts to the District, February 2026; 3d. Fundraising events for the 2025-26 school year; 3e. Professional services agreements under \$25,000. Motion Carried. (Unanimous)

ACTION (continued)**1. ADMINISTRATION (continued)****b. Resolution No. 26-07 for Women's History Month**

The resolution was read by Trustee Lam.

MOTION #166 (Hsieh/Anthony) to adopt Resolution #26-07: Honoring Women's History Month. (AYES: Lam, Murray, Anthony, Hsieh; NOES: None). Motion Carried. (Unanimous)

The Board recessed at 8:29 p.m. and reconvened at 8:39 p.m.

O. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

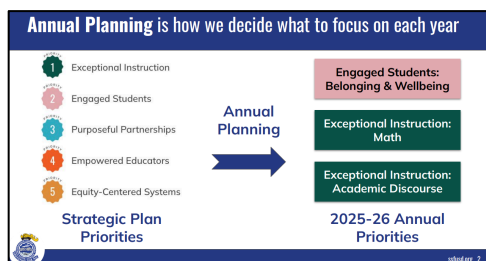
1. ADMINISTRATION

a. SSFUSD 2026-2027 Priorities and Initiatives

Superintendent Dr. Moore shared that it is a privilege to present the district's 2026–2027 priorities and initiatives to the Board. Although the current school year is well underway, she explained that the district has already been thoughtfully planning for the upcoming year.

She described the annual planning process as a structured, cyclical approach that guides decision-making about the district's focus for the following school year. While the district operates under a five-year strategic plan, the annual plan allows staff to intentionally determine which goals and initiatives will be prioritized in the coming year.

Dr. Moore noted that the annual plan encompasses key components such as district goals, major initiatives, staffing levels, budget planning, and professional learning. She also highlighted that the district has identified three annual priorities for 2026–2027, which she would discuss in greater detail in subsequent slides.



Dr. Moore explained that this year's annual planning process included extensive input from leaders across the District, similar to last year's iterative approach. The process began in October with district office department teams discussing current plans and priorities. In November, principals were asked to provide feedback on this year's priorities and initiatives, which was then shared with Cabinet and district office leaders.

Department leaders subsequently worked with their teams to

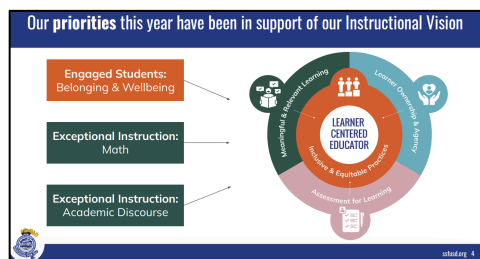
develop proposals for potential priorities and initiatives for the 2026–2027 school year. These proposals were brought back to principals for additional input, specifically asking them to consider the implications for their individual school sites. Draft priorities were also shared with CTA labor partners in February for feedback. All input was then reviewed by Cabinet, which developed recommendations for the Superintendent. Dr. Moore noted that the team is excited to present those recommendations.



Dr. Moore reviewed the District's 2025-26 annual priorities:

1. Belonging and Well-Being
2. Math
3. Academic Discourse

She explained that these priorities are aligned to the District's Instructional Vision, organized around four “fence posts” or pillars: meaningful and relevant learning; learner ownership and agency; inclusive and equitable practices; and assessment for learning. She noted that the proposed priorities directly align with and support each pillar.



After reflecting on this year's work, the District recognized the need to evolve its focus to more directly anchor priorities in the Instructional Vision rather than solely within the Strategic Plan categories.

Belonging and well-being will remain at the forefront, as students must feel connected and cared for in order to fully

engage in learning. The District will continue building staff capacity through professional learning, the California Healthy Kids Survey, and student roundtables.

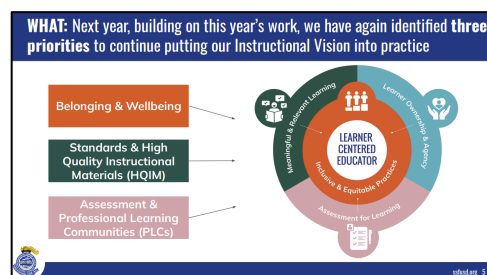
In addition, while academic discourse served as an early lever for increasing student engagement this year, next year the District will broaden its focus to emphasize grade-level, standards-based instruction using high-quality instructional materials. Dr. Moore noted that learning walks revealed growth in student talk but also variation in alignment to grade-level standards. Moving forward, discourse will be grounded more intentionally in rigorous standards-based content.

Finally, the District will elevate its focus on assessments and professional learning communities (PLCs). Building on current implementation of DIBELS and Illustrative Math unit assessments, the District plans to develop a more coherent system of standards-aligned assessments connected to CAASPP outcomes. Emphasis will be placed on using assessment data to inform instruction through structured collaboration, analysis of student work, co-planning, and instructional adjustments.

Dr. Moore reviewed the District's proposed 2026-27 priorities:

1. Belonging and Well-Being
2. Standards & High-Quality Instructional Materials
3. Assessment & Professional Learning Communities

She emphasized that these are not entirely new priorities, but rather an evolution to more fully bring the Instructional Vision to life across classrooms.



For belonging and well-being, the District will continue professional learning and invest in clinician support for student mental health while maintaining its contract with YSB

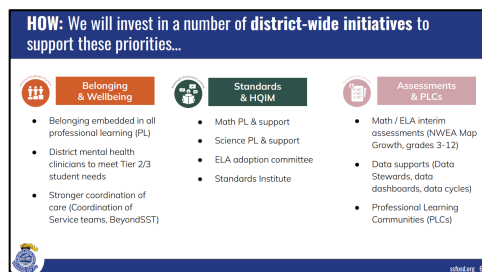
to avoid disruption of services.

For standards and high-quality instructional materials, the District will:

- Continue implementing Illustrative Math in grades 3–12
- Launch Illustrative Math in grades K–2
- Continue professional learning for new science curriculum
- Begin the ELA curriculum adoption process in 2026–2027, with Board consideration in spring 2027 for implementation in 2027–2028

District leaders and educators will also have opportunities to attend Standards Institute training, with the District covering registration and transportation costs.

For assessments and PLCs, the District will implement systemwide assessments and continue leveraging dashboards to monitor impact and inform instruction.



Dr. Moore emphasized equitable implementation of the priorities. The District will:

- Continue wellness counselors at middle schools, comprehensive high schools, and four Title I elementary schools
- Implement a “coherence pilot” at select Title I schools, including customized supports and instructional coaching
- Provide a Title I equity boost through additional per-pupil funding
- Allocate additional resources based on student need, including IEP populations and unique site programs

She also highlighted Promise Champions, a family

partnership fellowship designed to strengthen family understanding of literacy and math and deepen school-home collaboration.

HOW: And also provide extra support to priority schools based on student need

Belonging & Wellbeing	Standards & HQIM	Assessments & PLCs
Full-time wellness counselors at all middle and comprehensive high schools, and at 4 Title I elementarys	- Customized support for 4 schools (Coh-Pilot): Los Cerritos, Martin, Parkway Heights, SSFHS - Instructional coaches at 4 Title I elementarys	Customized support for 4 schools (Coh-Pilot)
Title I Equity Boost	Additional per-pupil funding for all Title I schools	
Additional Funding	Additional funding for all schools with students with IEPs, on-site afterschool programs, and co-curricular programs	
Promise Champions	Stronger family partnerships (starting in Los Cerritos & Martin)	

Dr. Moore described the “behind-the-scenes” systems needed to support the priorities, including equity-centered systems and talent development.

She highlighted the importance of clarifying the District’s framework for teaching in alignment with the Instructional Vision, which will inform evaluation systems and instructional expectations. She also emphasized continued focus on two-way communication and strengthening the annual planning process.

Our district office team will also continue building the equity-centered systems and talent backbone needed to support the work at our sites

HR / Talent Priorities for Next Year	Other Systems Priorities
Find great teachers for all our classrooms - Continue to “grow our own” teachers through partnerships with teacher residency programs, including a potential new partnership with NCHU for special education teachers - Spread teachers to serve as recruitment ambassadors, and offer referral bonuses for new hires - Fill hard-to-fill positions via J-1 and O-1 visa candidates Continue to improve HR’s service to schools / staff - Continue partnership with Scool to fill sub requests - Launch a ticketing system to track and speed response times - Digitize HR records Clarify our framework for teaching - Work with our labor partners to adopt a meaningful and relevant framework for teaching that will drive professional learning and evaluation (e.g., Danielson) Support our principals to be more effective leaders - Train and support principals on progressive discipline - Update management evaluations	Increase TK capacity - Add 2 new TKs, keep 2 perps and go to 24 students per class so we can serve more students Continue improving two-way communications Continue improving annual planning - Continue iterative, inclusive annual planning process - Share site staffing allocations and budgets earlier, so sites can plan and hire sooner - Create 2027-2030 LCAP that aligns with our Strategic Plan

Looking ahead to 2027–2028, Dr. Moore noted that future priorities will build upon current efforts. Anticipated focus areas include:

- Full implementation of high-quality instructional materials in ELA
- Adoption and implementation of the District’s instructional framework

Preview: Looking ahead to potential priorities in SY27-28

Our community has been clear: they want consistency and clarity in our priorities. In SY 27-28, we expect to build on our progress from prior years, including deepening implementation and adjusting as needed based on our lessons learned.

Given work this year, we already anticipate two areas of focus for SY 27-28:

- **HQIM - ELA:** By the end of SY26-27, the adoption committee will recommend a new ELA curriculum for a partial / staggered launch in Fall 2027
- **Instructional Framework:**
 - In SY 26-27, SSFUSD leaders will work with CTA to explore the Danielson Framework for Teaching and its alignment with our Instructional Vision
 - In SY 27-28, we will start using our adopted instructional framework for teacher training, development, and performance management

 slide 9

Dr. Moore reviewed the “why” behind the priorities. The District’s vision is for students to:

- Experience a strong sense of belonging and care
- Receive timely and coordinated support
- Engage daily in rigorous, standards-aligned learning

She stated that the proposed priorities are designed to advance these outcomes for all students.

WHY: We believe our priority initiatives will help us drive towards meaningful change for students...

Vision for Students

- Belonging & Wellbeing**
Students feel a strong sense of belonging and care: They are greeted by name, can identify multiple trusted adults who know them well, and experience classrooms where their identities, voices, and wellbeing are valued and supported.
- Standards & HQIM**
Students receive timely, coordinated support when they need it: Their academic, behavioral, and wellness supports are proactive, aligned, and clearly communicated, so students understand what help they are receiving, why, and how it supports their growth.
- Assessments & PLCs**
Students engage in rigorous, standards-aligned learning every day: They work on grade-level tasks using high-quality instructional materials; classroom conversations deepen learning because they are rooted in rigorous, standards-based lessons.

 slide 10

For educators, the priorities aim to:

- Strengthen intentional cultivation of belonging and well-being
- Support planning and delivery of rigorous instruction
- Enhance structured collaboration through PLCs
- Use data to inform instructional decisions and course corrections

Dr. Moore emphasized the importance of continuing effective practices and pivoting when data indicates change is needed.

WHY: We believe our priority initiatives will help us drive towards meaningful change for educators...

Vision for Educators

- Belonging & Wellbeing**
Educators intentionally cultivate belonging and wellbeing: They know their students well and proactively plan with colleagues, support staff, and families to create classrooms where students feel safe, known, and supported to engage in learning.
- Standards & HQIM**
Educators plan and deliver rigorous instruction: They ground lessons in grade-level standards and high-quality instructional materials (where adopted), with clear learning goals, meaningful tasks, and purposeful discourse that deepens student thinking.
- Assessments & PLCs**
Educators collaborate and use data to drive instructional decisions: They regularly observe each other, administer common and curriculum-embedded assessments, and gather in PLCs to analyze student data and work samples, identify priority skill gaps, and adjust instruction and interventions in a coordinated and timely way.

 slide 11

For site and district leaders, the priorities are intended to:

- Build coherent systems aligned to student success
- Establish clear expectations for high-quality instruction
- Model effective use of data and evidence to drive improvement

Dr. Moore concluded that implementing these priorities in a systematic, intentional, and strategic manner will lead to meaningful change across the District.



Trustee Anthony shared that she appreciated the alignment of the proposed priorities and the clear progression from the current year's work into next year's focus areas. She noted the strong alignment between the vision for students and the vision for educators. Trustee Anthony also highlighted the importance of educator collaboration and expressed hope that the plan would create additional opportunities and time for teachers to collaborate.

Trustee Lam thanked Dr. Moore for the presentation and noted that it addressed questions she previously had regarding how this year's priorities are being carried forward and woven into the evolved priorities for the upcoming school year. She acknowledged her initial reaction to the expanded focus beyond math to include science and ELA, but recognized the significant behind-the-scenes work that has been taking place over the past several years, particularly through science leadership teams, teacher cohorts, and science TOSAs. She expressed appreciation for the teacher and site leaders who have been leading this work and stated that bringing more intentional attention to it is positive.

Trustee Lam referenced prior discussions regarding the use of UFLI for intervention and the move toward adopting an

ELA curriculum, describing this as an exciting time for the District. She asked what would be different moving forward, particularly in science, now that this work is being elevated within the District's formal priorities.

Dr. Moore responded that much of the work will continue but with greater depth. She explained that repetition and sustained focus are often necessary to strengthen instructional practice. The science leadership team has developed a detailed plan to deepen instructional moves and further bring science to life in classrooms. Dr. Moore offered to provide additional specifics either during the meeting or in follow-up.

Trustee Hsieh thanked Dr. Moore for the clarity and coherence of the priorities, specifically highlighting belonging and well-being, standards and high-quality instructional materials, and assessments and PLCs. She noted that the plan logically builds upon this year's work and remains grounded in the District's Instructional Vision. Trustee Hsieh expressed appreciation for the focus on talent development and equity-centered systems, as well as the clear articulation of the "why," "what," and "how." She also recognized the alignment between the visions for students, educators, and site and district leaders, and commended the District's bold equity efforts.

Dr. Moore thanked the Board and emphasized that the plan reflects a collective team effort, designed to be rigorous, feasible, and centered on serving students.

President Murray expressed strong support for the priorities and commended the team's work. She particularly appreciated the investment in professional learning for teachers, noting that investing in educators directly benefits students. She also highlighted the additional per-pupil funding for Title I schools, stating that resource allocation reflects the District's values and commitment to equity.

ACTION

1. ADMINISTRATION

a. Approval of the District's 2026-2027 Priorities and Initiatives

MOTION #167 (Hsieh/Anthony) to approve the District's priorities and initiatives for the 2026–2027 school year. Motion Carried. (Unanimous)

ACTION (continued)

1. ADMINISTRATION

c. Resolution No. 26-08 for American Red Cross Month

The resolution was read by Trustee Amanda Anthony.

MOTION #168 (Anthony/Lam) to adopt Resolution #26-08: In recognition of American Red Cross Month. (AYES: Lam, Murray, Anthony, Hsieh; NOES: None). Motion Carried. (Unanimous)

d. 2026 CSBA Delegate Assembly Election

Trustee Anthony asked when the item had been opened, stating that she did not recall seeing it and was seeking clarification.

President Murray responded that she believed it had been opened in February.

MOTION #169 (Anthony/Hsieh) to elect Chelsea Bonini, Teri Chavez, and Maybeth Alexander as a write in, as representatives for the 2026 California School Boards Association Delegate Assembly from Region 5-B, San Mateo County. Motion Carried. (Unanimous)

e. Approval of Increased Funding to the ChildCare Careers, LLC Contract

MOTION #170 (Lam/Hsieh) to approve the increase in funding for ChildCare Careers, LLC for the 2025–2026 school year in the amount of \$295,000. Motion Carried. (Unanimous)

f. Approval of President Murray's Travel Request

President Murray acknowledged that the trip is costly but shared that she made efforts to keep the total as close as possible to her \$2,000 Board allotment. She noted that the expense exceeded her allotment by \$44.10 and stated that Trustee Hsieh had offered to cover the difference from her own allotment.

Trustee Lam commented that she supports maintaining expenses within the Board's established allowance. She thanked Trustee Hsieh for offering to contribute the difference but reiterated her philosophy of adhering to the approved Board allotment.

Trustee Anthony agreed with Trustee Lam, stating that she believes the Board allowance is fair and reasonable. She added that she and Trustee Hsieh will be bringing forward proposed revisions to the Board remuneration policy for future consideration, but emphasized that she continues to view the current allotment as appropriate.

MOTION #171 (Anthony/Hsieh) to approve President Pat Murray's "Option #2" request to attend the [Coast2Coast Federal Advocacy Trip](#) in Washington D.C., April 12 – 15, 2026. Motion Carried. (Unanimous)

g. Approval of Trustee Richardson's Travel Request

Trustee Anthony stated that the total cost of the trip exceeds the \$2,000 Board spending limit. She shared that she would be willing to allocate \$500 from her own Board allotment to Trustee Richardson to help offset the expense and would support approval of the travel if the remaining costs were covered either through shared allotments or personal payment. However, she indicated she would not support approval of the District paying beyond what is available within existing Board allotments. She reiterated her previously stated considerations: whether the travel benefits students, whether it is within budget, and whether there are comparable alternatives. Trustee Anthony noted that her vote had changed previously because President Murray kept her expenses within the allotment.

Trustee Hsieh clarified that the discussion was regarding

Option Two and stated that she was also willing to contribute any remaining balance from her allotment toward Trustee Richardson's travel costs.

Trustee Lam referenced her prior commitment at the previous meeting to contribute \$300 from her Board allowance, noting that this amount reflects what remains available in her allotment. She expressed interest in revisiting the Board remuneration bylaw in the future to allow for broader discussion, acknowledging that Board members may have differing philosophies regarding travel. Trustee Lam emphasized the importance of remaining within established Board allowances and demonstrating fiscal responsibility. She stated that, while it is preferable not to "loan" funds between members, she supports doing so as long as total expenditures remain within the combined Board allotments. She suggested that the motion reflect that contributions would be limited to available allotments and that the total reimbursement would not exceed that combined amount.

MOTION #172 (Anthony/Hsieh) to approve Trustee Mina Richardson's "Option #2" request to attend the [Coast2Coast Federal Advocacy Trip](#) in Washington D.C., April 12 – 15, 2026, with contributions from Trustee Hsieh, Trustee Lam, and Trustee Anthony, with the understanding that the District will cover any remaining balance and that Trustee Richardson will be responsible for any outstanding amount. Motion Carried. (Unanimous)

2. TEACHING & LEARNING

a. Approval of Agreement with SPG Therapy & Education, PC

MOTION #173 (Hsieh/Anthony) to approve the agreement with SPG Therapy & Education, PC to provide temporary Speech and Language Pathology services to implement IEPs and support Special Education programs through the 2025–2026 school year, in an amount not to exceed \$55,000. Motion Carried. (Unanimous)

b. Approval of Agreement with Aya Healthcare, Inc.

MOTION #174 (Hsieh/Lam) to approve the contract with Aya Healthcare, Inc. to provide a Deaf and Hard of Hearing (DHH) Instructor to implement IEP services and support Special Education programs for the 2025–2026 school year, in an amount not to exceed \$80,000. Motion Carried. (Unanimous)

c. Approval of a 1-Year Contract Extension with McGraw Hill, LLC

Trustee Anthony asked if this was the last year of the extension to which Dr. Campbell confirmed it was.

MOTION #175 (Hsieh/Amanda) to approve the one-year contract extension with McGraw Hill, LLC for the currently adopted ELA instructional materials (Wonders Grades K–5 and StudySync Grades 6–12) in the amount of \$362,065.93. Motion Carried. (Unanimous)

3. HUMAN RESOURCES

a. Approval of the MOU with Classified School Employees Association (CSEA) Chapter 197 for the Referral Bonus Program

MOTION #176 (Anthony/Hsieh) to approve the MOU with CSEA 197 for the Referral Bonus Program, effective February 13, 2026 through August 31, 2026. Motion Carried. (Unanimous)

4. BUSINESS SERVICES

a. Agreement with Joseph Cumiskey Construction Corporation for Spruce Elementary School

MOTION #177 (Hsieh/Anthony) to approve the agreement with Joseph Cumiskey Construction Corporation for exterior concrete wall and stucco repairs at Spruce Elementary School in the amount of \$62,425. Motion Carried. (Unanimous)

b. Approval of Agreement with Millennium Consulting Associates for the Sunshine Gardens Elementary School Modernization Project

MOTION #178 (Lam/Hsieh) to approve the agreement with Millennium Consulting Associates to provide Hazardous Materials Consulting Services for the Sunshine Gardens Elementary School Modernization Project in the amount of \$108,237. Motion Carried. (Unanimous)

c. Resolution No. 26-09: Award and Authorization of Lease-Leaseback Agreement with Rodan Builders, Inc. for the Sunshine Gardens Elementary School Modernization Project

MOTION #179 (Lam/Hsieh) to adopt Resolution #26-09 (with a waive of the reading): supporting the award of the Lease-Leaseback (Site Lease and Facilities Lease) Agreements for the Sunshine Gardens Elementary School Modernization Project and authorizing District staff to enter into the Lease-Leaseback Agreements with Rodan Builders, Inc., in an amount not to exceed \$64,020. (AYES: Lam, Murray, Anthony, Hsieh; NOES: None). Motion Carried. (Unanimous)

d. Approval to Amendment #1 with Gelfand Partners for Junipero Serra Elementary School New TK Classroom Project

MOTION #180 (Lam/Hsieh) to approve Amendment No. 1 to the agreement with Gelfand Partners Architecture for additional design and construction administration services for the Junipero Serra Elementary School New TK Classroom Project in the amount of \$23,200. Motion Carried. (Unanimous)

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

Trustee Anthony requested information regarding future Board meeting dates in order to plan her summer schedule.

Secretary Marcelino responded that the item is anticipated to be brought forward at one of the May Board meetings.

Trustee Anthony asked whether it could instead be scheduled earlier or, at minimum,

whether the July meeting dates could be confirmed to allow additional time for vacation planning.

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 – None

GOOD AND WELFARE

Trustee Anthony wished everyone a good week.

Trustee Lam clarified that during the earlier consent agenda discussion she inadvertently mixed up a purchase order listing with a warrant register that had been pulled at a previous meeting. She noted that she was informed the item would be brought back at a future Board meeting.

Trustee Lam shared that it had been a busy week and mentioned attending several events. She attended the PTA Founders Day luncheon, noting it was a moving celebration honoring PTA leaders. She also attended the City of South San Francisco's Youth in Government kickoff, where high school students are mentored by City officials. Additionally, she participated in Parkway Heights Middle School's Career Day, where more than 30 speakers shared their career journeys with students. She remarked that it was her first time attending and could see why the program received a Kent Award the previous year.

Trustee Lam also spoke at a South San Francisco Kiwanis Club meeting, where she provided updates on District initiatives and engaged in conversation with members. She noted that the Kiwanis Club has re-engaged as a community partner and is supporting literacy efforts at school sites, including Sunshine Gardens. She concluded by wishing Aiden a happy birthday.

President Murray encouraged community members to join PTA and shared that she attended the PTA event, where Nancy Magee, recently retired as San Mateo County Superintendent of Schools, and Dave Pine were honored. She noted that the District's PTAs received multiple awards recognizing participation and longevity.

President Murray also shared that she gave a speech at Youth Government Day and described a meaningful moment when a senior student approached her afterward to share that she felt inspired by the speech. She stated that it was one of her favorite experiences during her time on the Board.

ADJOURNMENT – 9:27 p.m.