SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Regular Meeting of March 12, 2026

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

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

OPEN SESSION — 6:30 p.m.

A. CALL TO ORDER

CLOSED SESSION – 6:30 p.m.

1. Public Employee Discipline/Dismissal/Release (Government Code § 54957)

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

B. ROLL CALL

Board Members: Ms. Amanda Anthony – Present
Mrs. Amy Lam – Present
Dr. Chialin Hsieh – Present
Mrs. Patricia Murray – Present
Mrs. Mina Richardson – 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 – Excused
Dr. Nia Campbell, Assistant Superintendent, Teaching & Learning – Present
Mr. Ted O, Assistant Superintendent, Business Services – Present

C. PLEDGE OF ALLEGIANCE was jointly led by Skyline Elementary School 5th grade student Nolan Kozak and Junipero Serra Elementary School 5th grade student Kennedy Joelle Borlaza.

Principal Daniel-Libman introduced Nolan Kozak, a fifth-grade student at Skyline School. Nolan lives in Daly City with his family. At school, Nolan enjoys math and spending time with his friends. Although he is still exploring future career interests, he is currently interested in cooking.

Principal Daniel-Libman shared that Nolan exemplifies what it means to be a Skyhawk by demonstrating respect, responsibility, kindness, and safety each day. As a member of the school's safety patrol, Nolan arrives early and stays after school to help ensure the safety of the school community. Academically, he is recognized as a strong problem solver and writer who takes pride in his work. He is also known as a patient, responsible, and helpful classmate who often supports his peers.

Principal Sampayan then introduced Kennedy Joelle Borlalza, noting that she is a wonderful student and an active member of the school's Student Advisory Council, where she contributes thoughtful ideas to support the school community. Kennedy enjoys creating realistic art, writing about topics she finds interesting, and playing volleyball. She aspires to become an entrepreneur in the future.

Principal Sampayan described Kennedy as hardworking, trustworthy, and proactive in her learning. She is known for being kind and friendly and for demonstrating leadership in group settings. Her reliability is reflected in her strong attendance and academic performance. Since kindergarten, Kennedy has consistently demonstrated leadership potential by supporting classmates and modeling respectful and responsible behavior in the classroom. Principal Sampayan expressed pride in recognizing Kennedy as a Pinto.

D. LAND ACKNOWLEDGEMENT STATEMENT

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

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

E. REPORTING OUT FROM CLOSED SESSION

Mr. Hannon commented there was nothing to report.

F. REVIEW OF AGENDA

Mr. Hannon reported a change to action item 2a, the approval of the MOU with CSEA chapter 197 regarding the Early Notification retirement Incentive. He stated that the update MOU reflects a change to the date and that he would submit the revised document for the record.

G. PTA COUNCIL REMARKS

Joel Borlaza spoke on behalf of the Junipero Serra PTA, noting that PTA

President Jennifer Gallega was unable to attend due to caring for a sick child. Mr. Borlaza shared that the Junipero Serra community is proud of its strong school culture and the willingness of families to support fundraising efforts. He described the school as a close-knit community where families, staff, and students work together to create an environment where everyone feels welcomed, valued, and connected.

Mr. Borlaza reported that the PTA hosted its Wacky Walk fundraiser in the fall with a goal of raising $25,000, but the community exceeded expectations by raising $32,475 within three weeks. He explained that the funds support various programs and improvements, including outdoor “buddy benches,” field trip transportation, school assemblies, PTA community events, and other student enrichment activities.

He also shared that the PTA recently launched a Read-a-thon fundraiser with a goal of raising $5,000 to purchase new smart televisions for classrooms that do not yet have one. After three days, the fundraiser had already raised more than $3,200.

In addition to fundraising, Mr. Borlaza highlighted that the PTA organizes several community-building events throughout the year where families can gather outside of school hours. Upcoming events include an island-themed luau and popular bingo nights.

He concluded by emphasizing that the dedication and teamwork of Junipero Serra families play an important role in supporting the school and enhancing opportunities for students.

Priya Mercado, President of the Skyline Elementary PTA, shared that this is her fifth-year volunteering with the PTA and her second year serving as PTA president. Her children currently attend Skyline and are in the third and sixth grades.

Ms. Mercado highlighted several upcoming PTA events for the spring, including the online spirit wear store running from March 16 through March 30, a restaurant fundraiser at Starbird on March 26, a free tie-dye event for families on April 10, and the school’s third annual Glow Dance scheduled for May 15.

She expressed appreciation for the PTA members and parent volunteers who support the organization’s work. Ms. Mercado also noted that the PTA sponsored five school basketball teams this year, continues to offer a teacher reimbursement program, and recently funded the purchase and installation of a buddy bench in memory of Mrs. Christopherson.

Ms. Mercado added that the Skyline PTA is aligned with the District’s Portrait of a

Graduate and the goal of building community and belonging. She explained that the PTA supports this goal by hosting more in-person meetings, organizing free events for families, and helping subsidize team sports for students.

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

San Francisco Federation of Adult Educators – Elizabeth Bales, President of South San Francisco Federation of Adult Educators, addressed the Board. She shared that as the school year approaches spring break, staff at the Adult Education program are continuing preparations for their full six-year WASC review scheduled for early May while maintaining their commitment to providing high-quality instruction for their students.

Ms. Bales also acknowledged a recent memo from Jennifer Smith indicating that the leave balance issue has been addressed. She noted that previously there had been no way for staff to check their leave balances, which created stress for employees who needed to take leave. She expressed appreciation that the information will now be available through the San Mateo County Office of Education website.

Additionally, Ms. Bales stated that accurate and complete assignment memos have been an ongoing concern for Adult Education staff for several years. She expressed hope that the Human Resources Department's current efforts will resolve this issue.

South San Francisco Classroom Teachers Association – None

California School Employees Association Chapter 197 – Jolene Malfatti, President of CSEA Chapter 197 shared that, consistent with CSEA's mission to improve the lives of its members, students, and the community, the chapter continues to support community initiatives such as its annual toy drive. Ms. Malfatti reported that this year's drive collected more toys than in the past 20 years and also raised $1,000, which was provided to the local fire department personnel who assisted with collecting the donations. She expressed appreciation for the community's generosity and noted that the toys helped support many children during the holiday season.

Ms. Malfatti also reported that during a recent CSEA meeting, members reviewed the professional backgrounds of candidates for the San Mateo County Superintendent of Schools and voted to endorse Hector Camacho for the position. She noted that Mr. Camacho began his career as a paraeducator and worked his way up in education, expressing hope that his experience will benefit students, educators, and schools across the county.

She concluded by stating that CSEA will continue its efforts to support its members, students, and the community.

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 Anthony announced that the South San Francisco Education Foundation will be hosting its first fundraising auction and luncheon on Friday, March 20. She noted that the event supports programs within the District and encouraged the community to participate. Trustee Anthony added that the event will include a silent auction with a variety of items available and starting bids set at accessible levels.

Trustee Lam reminded the Board and community that the City Subcommittee meeting will take place on March 25 at City Hall.

K. SUPERINTENDENT'S REPORT

a. SSF Ed Foundation Community Learning Exchange – Dr. Moore reported that on Saturday, February 28, the South San Francisco Education Foundation, in partnership with the District, hosted a Community Learning Exchange. Approximately 180 participants attended workshops covering educational transitions from early education through middle and high school. Families highlighted the kindergarten presentation, Q&A panel with current students, before- and after-school care sessions, and the Cash for College/FAFSA support as particularly valuable. Overall, families reported feeling informed, empowered, and prepared for the next steps in their children's education.

b. SSFHS Winter Guard Achievement – Dr. Moore shared that the South San Francisco High School Winterguard earned third place at the California Color Guard Circuit Competition held at Fremont High School on Saturday, February 28. Community members who missed prior competitions can see the Winterguard perform locally on March 21 at the Cappuccino High School Friends and Family Day event. Admission is $15. Dr. Moore congratulated the students and advisers on their accomplishment.

c. Other – None

L. STUDENT TRUSTEE REPORTS

1. Isabelle "Izzy" Ruiz, Spring Student Trustee and ASB President of ECHS highlighted the final drama production of the year, Clue, and congratulated graduating seniors who performed. Ruiz also recognized junior Nathan Nand

for being named South San Francisco Youth Poet in Residence, celebrating his achievements in artistic expression and community engagement.

Upcoming events were noted, including Pi Day celebrations with a “Pie a Person” fundraiser, the third annual Jim Cresta Car Show on March 16 supporting the Cresta Memorial Scholarship, and a Jazz Night performance on March 20. She also announced that election season begins with voting on March 27, noted strong sports team performance in preseason matches, and shared details about prom at San Francisco City Hall, including customizable prom-posal kits.

Ruiz concluded by thanking the board and community for their support of students and school activities.

2. Jaimelyn Ochoa, Fall Student Trustee and ASB President of SSFHS provided updates on spring sports, highlighting successful starts for boys golf, baseball, softball, track, and badminton teams. She congratulated the winners of ASB elections, including President Jordan Yu, Vice President Aubrianna Fontela, and Treasurer Meghan Fennel, and noted an ongoing special election for the executive secretary position.

   Ochoa also reported on the middle school tour, where ASB officers encouraged incoming eighth graders to participate in clubs, sports, and ASB. She described the ongoing ASB interview process for next year’s class and reminded students that commission applications are due soon.

   Recent student fundraising efforts were noted, including a “Splash the Seniors” event that raised nearly $600. Achievements highlighted included the South City Competitive Indoor Percussion Team winning first place at a Northern California competition.

   Upcoming events were shared: prom ticket sales and pricing, the annual Day on the Green with food trucks, carnival games, and student activities, and the spring musical Ride the Cyclone with performances on April 24–25. She also congratulated students whose projects advanced to the state level of the National History Day competition.

   Ochoa concluded by encouraging the community to support students and enjoy the upcoming events.

M. PUBLIC COMMENTS

Cuauhtemoc Cervantes, former Head Wrestling Coach at South City High School and Co-Head Coach of the South San Francisco Gator Wrestling Club, spoke during public comment. He introduced the Gator Wrestling Club, noting it

is a free, inclusive program serving youth from all nine elementary schools, three middle schools, and both high schools in the district.

Mr. Cervantes addressed an incident at South City High School that occurred a few months ago, stating that he was falsely accused and has been cleared of all allegations by the SSFPD and the San Mateo District Attorney. He requested a meeting with Dr. Moore, Mr. Hannon, Principal Balisi, Vice Principal Mack, and Athletic Director Daniel Flores to discuss the handling of the investigation and its impact on him and his program.

He shared his personal contributions to the club, including financial investment and 15 years of service, which have helped establish it as a leading wrestling program in the Bay Area. He expressed concern that the investigation negatively affected his athletes, including one female wrestler missing recognition for her CCS championship and state medal, and the girls' team missing a wrestling title.

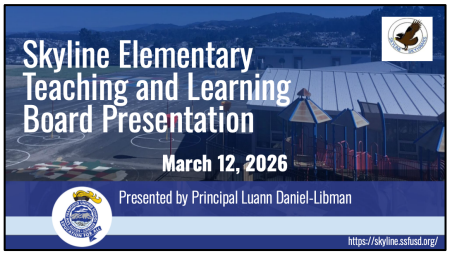
Mr. Cervantes described the personal and professional toll of the investigation, including loss of employment, decline in mental and physical health, and restricted communication with family and colleagues. He requested reinstatement to his position and the opportunity to fully return to serving the community. He concluded by emphasizing his innocence and his desire to share his side of the story.

N. INFORMATION ONLY PRESENTATIONS

1. TEACHING & LEARNING

a. Skyline Elementary School

Dr. Campbell introduced Principal Daniel-Libman who presented the educational priorities and programs at Skyline Elementary School.



Introduction

Principal Daniel-Libman addressed the Board and community to highlight the work of Skyline's staff, students, and families. She shared that the school is focused on fostering the joy of learning and creating opportunities for students to develop as critical thinkers in a supportive environment.

Principal Daniel-Libman explained that Skyline's work is guided by the District's strategic plan, core values, LCAP goals, and five strategic priorities to support the District's Portrait of a Graduate. She noted that the school's priorities align with District goals by emphasizing exceptional instruction, increasing intentional academic discourse, and developing strong writers and thinkers while building foundational skills.

She also shared that teachers in grades three through five are implementing the new math curriculum and emphasized that fostering a strong sense of belonging remains a key focus to ensure students stay engaged throughout the school day.

Priorities

Principal Daniel-Libman highlighted Skyline's commitment to serving the whole child, emphasizing both academic engagement and emotional well-being. She described a student-centered approach that encourages students to take ownership of their learning, noting that many conferences were student-led with students presenting their data binders to families. Third through fifth grade teachers have dedicated significant time to implementing the Illustrative Math curriculum, shifting cognitive load to students and emphasizing productive struggle as essential for deep understanding.

The math intervention teacher, Ms. Fox, supports both classroom teachers and TK teachers in applying SVMI strategies. Ms. Kasler provides targeted reading interventions and assists K–2 teachers with the UFLI phonics program, strengthening literacy instruction across the school. The instructional leadership team completed a book study on The Writing Revolution and provided professional development, making writing a schoolwide priority.

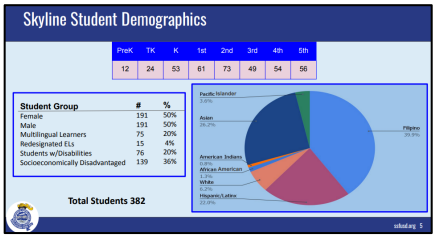
Skyline has expanded academic discourse in classrooms and deepened the use of BEGAD strategies to ensure all students are engaged and supported. Additionally, the school continues to focus on improving on-time arrival and attendance, recognizing the importance of consistent presence for student growth.



Demographics

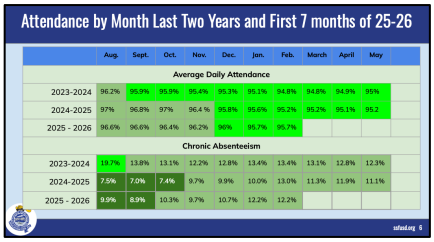
Principal Daniel-Libman provided an overview of Skyline Elementary School's student demographics. She shared that the school community is predominantly Filipino (39.9%), followed by Asian (26.2%), Hispanic/Latinx (22%), White (6.2%), Pacific Islander and Native Hawaiian (4%), African American (1.3%), and Native American/Alaska Native (0.8%).

She noted that the school serves 382 students with an even distribution of boys and girls. Principal Daniel-Libman also reported that 36% of students are socioeconomically disadvantaged. Additionally, approximately 20% of students have disabilities and 20% are English learners, with 4% redesignated as English proficient.

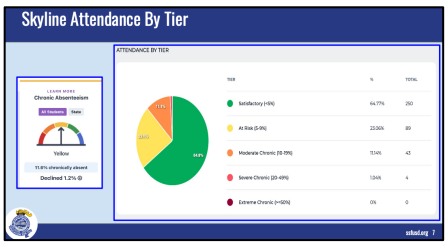


Attendance

Skyline Elementary School's attendance data for the first seven months of the past two school years was reviewed by Principal Daniel-Libman. The school's average daily attendance this year is approximately 96%, with a slight decline beginning in December. The current chronic absenteeism rate is approximately 12%.

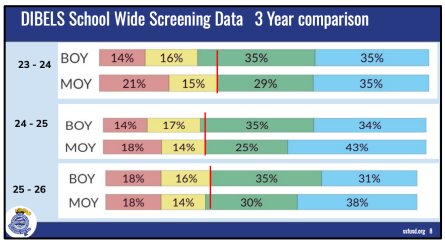


Staff, including the attendance clerk, Mrs. Rodriguez, teachers, and the Everyday Labs communication system, have been working diligently to communicate with families about the importance of strong attendance. The school is providing additional outreach and conferences with families of students identified as at risk for chronic absenteeism. According to the 2024 dashboard, the chronic absenteeism rate was 12.2%, compared to 11.6% the previous year, reflecting progress the school hopes to continue replicating this year.



<u>DIBELS</u>

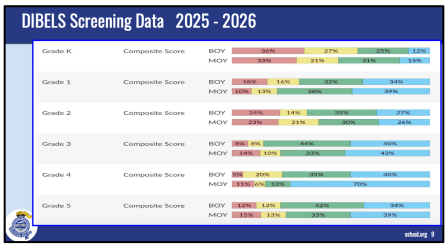
Principal Daniel-Libman presented Skyline Elementary School's academic data, beginning with a three-year comparison of DIBELS results. She explained that in the previous two years the school saw a decline in mid-year assessments for students performing at or above benchmark. However, this year the data shows an increase in those scores. Principal Daniel-Libman noted that this improvement suggests the school's UFLI instruction is having a positive impact on student learning.



Principal Daniel-Libman continued reviewing Skyline

Elementary School's DIBELS data, noting that students are making steady progress overall. She pointed out that the percentage of students in the red category has increased in grades three through five, indicating a need to strengthen foundational skills in those grade levels. She also highlighted that 70% of fourth-grade students are performing in the blue category.

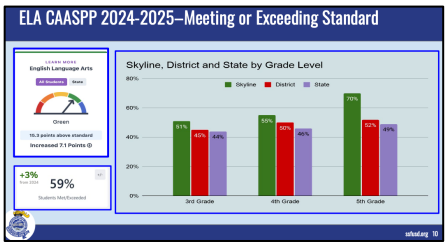
Principal Daniel-Libman added that DIBELS serves as a screening tool and shared that the school looks forward to using the Growth Assessment System next year to provide additional data to better guide instruction and student support.



CAASPP – ELA

For ELA CAASPP data, 59% of students met or exceeded standards, representing a 3% increase from the previous year. Principal Daniel-Libman noted that each grade level outperformed both district and state averages, with fifth grade achieving particularly strong results at 70%.

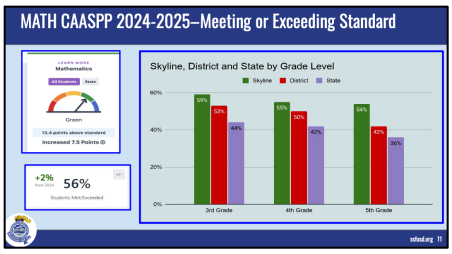
Based on the data analysis, she shared that the school is prioritizing writing and academic discourse to strengthen students' critical thinking and ability to effectively communicate their learning.



CAASPP – Math

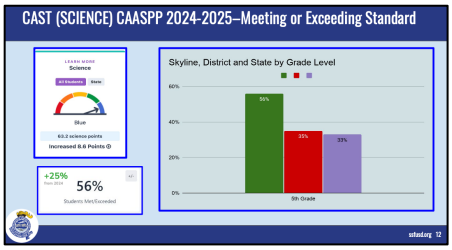
For CAASPP math results, 56% of students met or exceeded standards, which is an increase of 2% from the previous year. The school continues to outperform both district and state

averages. Principal Daniel-Libman highlighted growth in academic discourse through the use of sentence frames and scaffolding. Additionally, she shared that teacher Ms. Meyers attended the California Math Council North Conference and has implemented strategies from the “Building Thinking Classroom” approach, sharing insights with her colleagues.



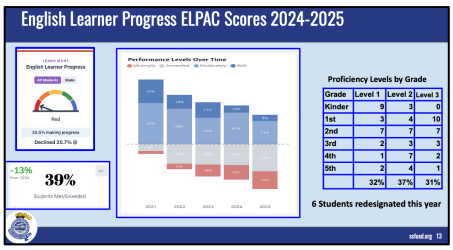
CAASPP – CAST (Science)

Skyline Elementary’s science scores increased by 25% from the previous year, with 56% of students meeting or exceeding standards. These results significantly outperform both the district and state averages. She credited the success to the efforts of Science TOSA Jennifer Rossi and Science Lead Ms. Ballesteros, noting that the sustained implementation of TWIG curriculum over several years is contributing to growing student science knowledge

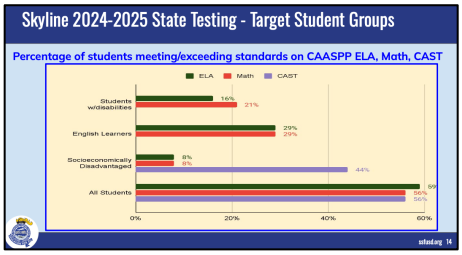


ELPAC

ELPAC scores decreased by 13% to 39% last year, placing the school in the red on the California Dashboard. Principal Daniel-Libman noted that next week the school will celebrate six students who achieved reclassification. With the support of EL TOSA Nahal Pacheco, the school has increased designated EL support and services for newcomers. Several teachers have attended CRLPs training on “Learning How English Works,” and staff are dedicating time to sharing instructional practices. She also reflected that the timing of last year’s assessment coincided with the passing of a beloved teacher, Mrs. Christopherson, which may have impacted student performance.



Principal Daniel-Libman noted that some target student groups are not yet performing at the same level as the overall student population. In response, the school is prioritizing instructional strategies that promote academic discourse and productive struggle, with a strong emphasis on building vocabulary and strengthening writing skills across all content areas to support improved outcomes for all students.



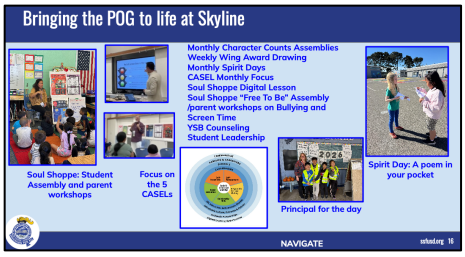
<u>Using Data</u>

Alongside intervention programs, the second-grade team has implemented a “walk-to-read” model, allowing students to rotate classrooms for differentiated UFLI reading instruction based on individual needs. Teachers collaborate to review mid-year writing assessments using grade-level rubrics to determine next instructional steps. Additionally, students use vertical whiteboards to share math thinking. Classroom instruction is supported by targeted small group interventions provided by Ms. Kasler and Ms. Fox, while the MTSS team collaborates to analyze data, monitor progress, and coordinate interventions to support the success of every child.



Portrait of a Graduate

As part of efforts to support student belonging and well-being, Skyline emphasizes the five CASEL competencies, reviewing one or two each month during online character trait assemblies. The school partnered with Soul Shoppe to provide digital lessons, held a “Free to Be” school assembly, and offered two parent workshops on bullying and screen time. While attendance at the workshops was low, recordings were made available to families. Skyline also celebrated spirit days, including “Poem in Your Pocket,” and highlighted students recognized as “Principal of the Day.”



Principal Daniel-Libman highlighted recent school activities, including last month’s Lunar New Year parade with lion dancers. In the fall, the school held its annual pumpkin patch, Halloween parade, Trunk-or-Treat, and participated in the Ruby Bridges Walk to School.



Skyline celebrated its six Daly City Park and Recreation basketball teams, including two girls’ teams, supported by PTA sponsorship and parent and staff volunteers. The fifth-grade team demonstrated empathy and strong character by helping an opposing player make a final basket, and the fourth-grade boys’ Team A capped their undefeated season with a championship win.



Through exploration and play, Skyline students engage as active investigators, fostering cognitive, social, and emotional growth. Kindergarteners used the Imagination Playground to grow their creativity, third graders participated in collaborative kickball, and students enjoyed the return of the Lawrence Hall of Science Festival, building and engineering with the support of parent volunteers.



<u>Skyhawk Educators</u>

Principal Daniel-Libman expressed gratitude for Skyline's dedicated teaching staff, specialists, paraprofessionals, office team, custodial staff, and students. She noted that next year the school will say goodbye to three retiring teachers and one relocating to Sacramento. She thanked all educators for their commitment and emphasized the meaningful impact their work has on students' lives.



<u>Volunteers</u>

Principal Daniel-Libman thanked all volunteers for their commitment and emphasized the meaningful impact their work has on students' lives.



Student Trustee Ruiz left the meeting at 7:50 p.m.

Trustee Anthony commended Skyline Elementary for its strong community, noting the presence of teachers and staff. She congratulated the school on the improvement in DIBELS scores and expressed optimism that UFLI instruction will continue to support student growth. Trustee Anthony also highlighted the high science performance of socioeconomically disadvantaged students, noting the effectiveness of the TWIG program. Principal Daniel-Libman acknowledged the contributions of fifth grade teachers in preparing students for assessments, and Trustee Anthony expressed interest in future updates on the school's progress.

Trustee Lam thanked Principal Daniel-Libman and the Skyline community for their attendance and commended the school on growth across all subject areas, particularly reading and science. She acknowledged the ongoing efforts of staff to refine instructional practices to support student achievement and noted her appreciation for the school's leadership. Trustee Lam also referenced an award received by the school in reading, highlighting the positive impact of the school's focus on literacy.

Trustee Hsieh thanked Principal Daniel-Libman for a clear and comprehensive presentation and expressed admiration for Skyline Elementary's academic progress. She highlighted the 25% improvement in science CASP scores and continued growth in ELA and math. Trustee Hsieh noted the intentional instructional focus, including UFLI phonics and emphasis on academic discourse and writing, as a strong coordinated effort across grade levels. She also commended the school's social-emotional learning initiatives and community activities, which foster a sense of belonging for students.

President Murray thanked Principal Daniel-Libman and her

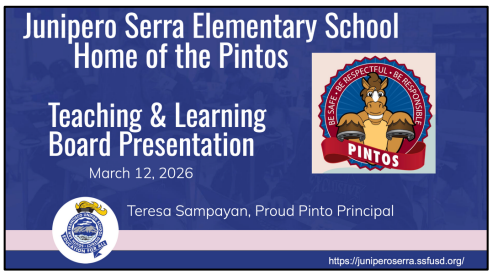
staff for the report. She noted that while ELPAC scores reflect performance on a single test day, the school has been performing very well overall. She emphasized the importance of fostering a sense of belonging, observing that Skyline's consistent focus on belonging over the years supports student achievement and growth.

b. Junipero Serra Elementary School

Dr. Campbell introduced Principal Teresa Sampayan who presented the educational priorities and programs at Junipero Serra Elementary School.

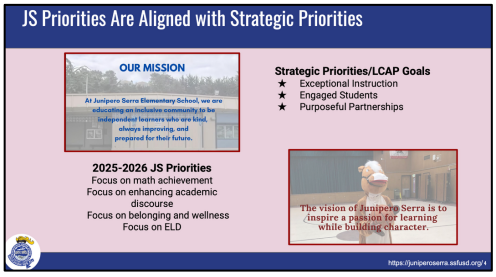
Introduction

Principal Teresa Sampayan welcomed the board, cabinet, student trustees, community members, and JS (Junipero Serra) Pintos. She introduced Junipero Serra Elementary School, highlighting its focus on two key priorities: providing exceptional instruction with an emphasis on academic discourse in math, and creating an environment where students feel engaged, supported, and have a strong sense of belonging. She noted that the presentation photos illustrate these efforts and affirmed that adhering to the school's core values and strategic priorities supports the vision of the Portrait of a Graduate.



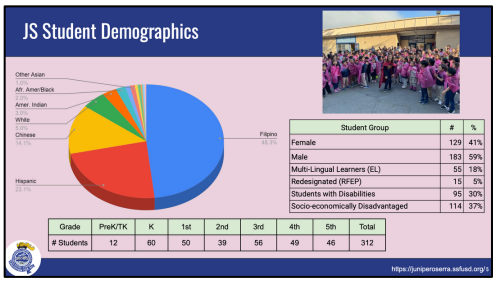
Priorities

Principal Sampayan outlined JS Elementary's priorities, which align with SSFUSD's strategic goals and the Portrait of a Graduate vision. The school continues to focus on strengthening instructional capacity, particularly in math achievement, academic discourse, and English Language Development (ELD). She emphasized the school's commitment to students' emotional well-being and overall development, noting that JS is dedicated to "raising the whole child."



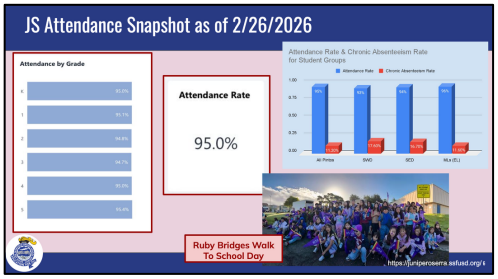
Demographics

JS Elementary serves approximately 300 K–5 students, along with 12 preschool and TK students. Of the student population, 18% are multilingual learners, 30% are students with disabilities, and 37% are socioeconomically disadvantaged. She also noted that 85% of students identify as Filipino, Hispanic/Latinx, or Chinese.



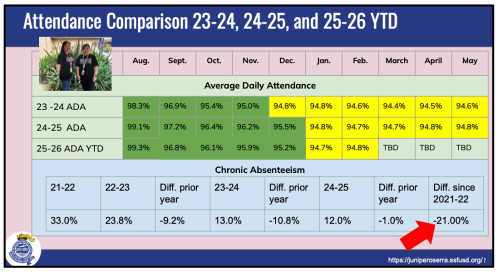
Attendance

JS Elementary has an overall attendance rate of 95% as of February 26. Attendance rates are consistent across grade levels.



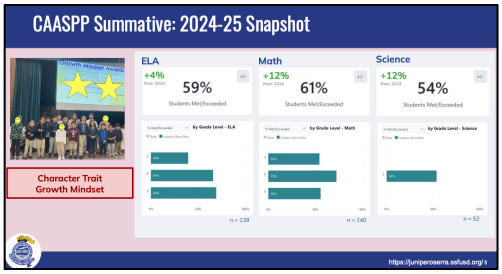
Principal Sampayan reviewed attendance trends over the past two years, noting improvements in both average daily attendance and chronic absenteeism. Since 2021, chronic absenteeism has decreased by 21%. She attributed this progress to strong relationships between teachers and families, consistent outreach from the front office team, and

targeted supports such as attendance meetings and home visits.

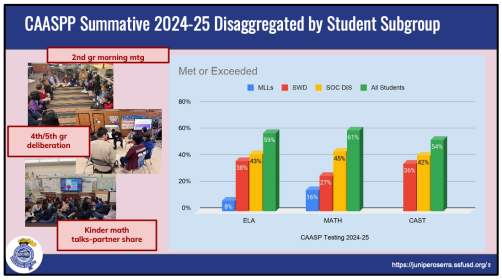


<u>CAASPP</u>

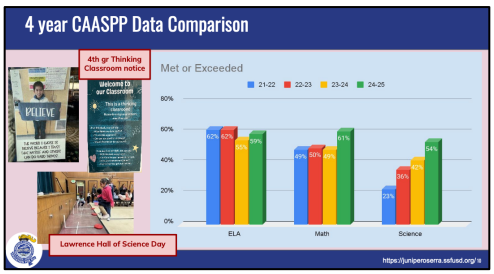
JS Elementary promotes a growth mindset, which has contributed to increases in CAASPP scores, including a 4 percentage point gain in ELA and 12 percentage point gains in both math and science.



Principal Sampayan shared the CAASPP summative data for spring 2025 disaggregated by student subgroups, noting that some groups did not perform at the same level as the overall student population. She noted that the school is addressing these gaps through data-driven instruction, frequent progress monitoring, and timely implementation of targeted interventions and supports.

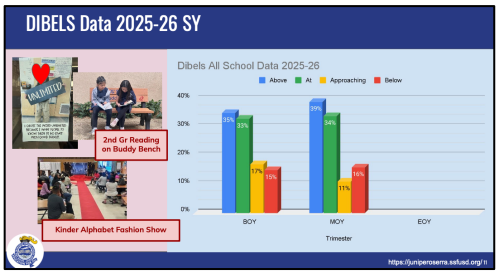


Principal Sampayan shared a four-year comparison of CAASPP data, noting a 4% increase in ELA and larger gains in both math and science.



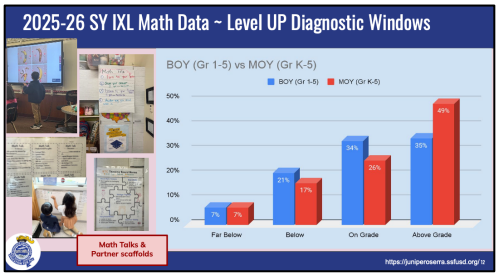
DIBELS

DIBELS data from the beginning to the middle of the year shows a 5-percentage point increase in students performing at or above grade level, along with a 5-percentage point decrease in students performing below or approaching grade level.



IXL Math

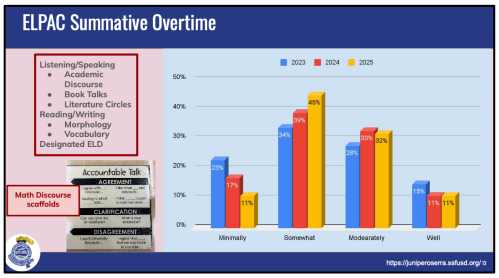
Principal Sampayan shared that IXL data shows growth from 69% of students performing at or above grade level at the beginning of the year to 75% by midyear. She noted that both DIBELS and IXL are used to track student progress three times per year, with additional biweekly DIBELS monitoring for students below grade level. Data analysis is used to identify student needs, guide instructional adjustments, and provide targeted interventions.



ELPAC

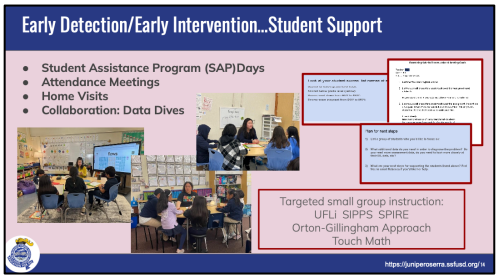
ELPAC data from Spring 2023 to Spring 2025 indicates that the majority of multilingual learners at JS are at Level 2, meaning their English is somewhat developed. To further

support English language development across all domains, the school is emphasizing academic discourse in classrooms. Instructional strategies include book talks, literature circles, and focused work on phonics, morphology, and vocabulary.



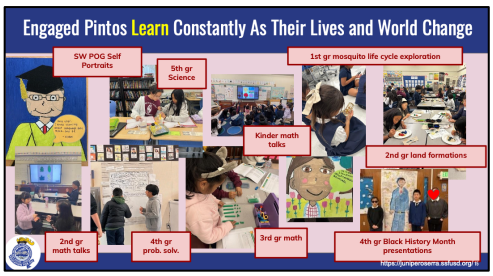
Student Support

Principal Sampayan shared that JS is focused on strengthening student support systems, emphasizing early detection and intervention. Through the Student Assistance Program, teachers collaborate with specialists to develop targeted instruction and monitor student progress. Teams review data every six to eight weeks to adjust supports and plan next steps. Grade-level collaborations include facilitated data dives, lesson planning, and meetings with math and reading specialists, supported by various instructional resources.



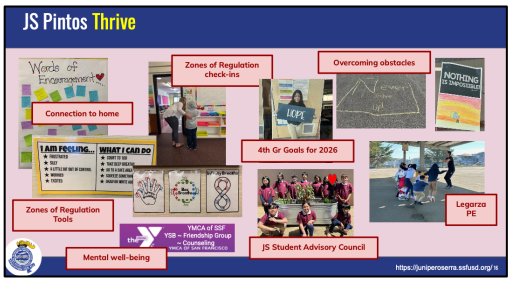
LEARN

Portrait of a Graduate is actively reflected at JS. Pintos embrace a growth mindset, engage in academic discourse, ask questions, use data and evidence, and explore creative problem-solving. With guidance from PSI consultant Jesse Roe, the instructional leadership team has focused on strengthening and vertically aligning discourse practices from PreK through fifth grade



THRIVE

Principal Sampayan highlighted Junipero Serra's focus on developing the whole child by supporting character and well-being. Programs include Zones of Regulation for self-awareness, structured PE through Legarza, and counseling/friendship groups in partnership with YSB. These supports help students build resilience, confidence, and essential skills. She also noted the JS Student Advisory Council (JSSAC) as part of the school's leadership initiatives.



Principal Sampayan emphasized the importance of student belonging, noting that when students feel safe, valued, and connected, they engage more fully in learning. JS promotes belonging through student-led assemblies, daily community time, and programs that teach acceptance and inclusion. For example, during Read Across JS Day, students participated in cross-grade families, fostering connections from kindergarten through fifth grade.



NAVIGATE

JS Pintos explored future career paths during Career Day, where family and community members shared their professions with students. Presenters included a biotech researcher, pediatric nurse, 911 dispatcher, police officer, airline pilot, a South San Francisco Library librarian, a South City High School wellness counselor, and a former JS student now serving as the Legarza PE coach.



IMPACT

JS Pintos actively contribute to the school community by demonstrating empathy, teamwork, and respectful communication. The Student Advisory Council (SAC) models student leadership and amplifies student voice through structured discussions. This year, SAC members participated in the Think Together Project, in partnership with Stanford's Deliberative Democracy Lab, which teaches students to engage in respectful, productive discourse on meaningful issues. SAC members participated in three deliberations, including one in a Stanford classroom, and facilitated a third-grade deliberation at JS, fostering civic responsibility, thoughtful engagement, and a culture that values student voice. The SAC was recognized during the meeting and received applause for their work.



Purposeful Partnerships

JS Pintos benefit from strong community partnerships that support student success. Key collaborators include South

San Francisco High School, El Camino High School, the Daly City Police Department, Daly City Parks and Recreation, Boy Scout Troop 4, and Stanford University. Additionally, the JSPTA plays an instrumental role in sustaining the school community and enriching experiences for students and families.



Volunteers

JS Pintos greatly benefit from the support of their PTA and school site council, who contribute in numerous ways. They host community-building events, fund initiatives such as outdoor learning spaces and interactive TVs, provide assemblies, sponsor student participation in field trips and outdoor education, and make afterschool enrichment clubs like film, Legos, crafts, and cooking possible. Principal Sampayan recognized volunteers for their dedication.



JS Educators

Principal Sampayan expressed deep appreciation for the JS staff, families, and community, emphasizing that students remain the focus of all efforts. She highlighted the dedication of the team to ensure Pintos achieve academically, grow in character, and feel part of a caring community. Citing Mother Teresa, she reinforced the value of collaboration: “I can do things you cannot. You can do things I cannot. But together we can do great things.” Principal Sampayan invited Team Pintos to stand, applauding their resilience, care, openness to learn, and dedication to teaching. She concluded by

expressing gratitude to the JS community, families, board of trustees, district cabinet, Dr. Moore, and the tech team, closing with a heartfelt “Salamat sa lahat” (thank you to everyone in Tagalog).



Trustee Anthony commended both principals for their presentations and quotes, specifically referencing Principal Daniel-Libman’s Orwell quote about writing and thinking. She highlighted the JS Student Advisory Council’s “Think Together” project, noting that when students are challenged to think critically, they rise to the occasion. She also praised the schools’ efforts in math discourse and innovative instructional practices, acknowledging the strong community and leadership built to support student growth and development.

Trustee Lam welcomed the JS community and congratulated the school on its growth across all areas. She highlighted the Student Advisory Council as impressive, especially its collaboration with Stanford, noting that leadership opportunities at the elementary level are rare. Trustee Lam also praised the school community and events, including Back-to-School Night and the Halloween Haunted House, describing the environment as vibrant, fun, and engaging. She expressed enthusiasm for returning to future events.

Trustee Hsieh thanked Principal Sampayan for the presentation and highlighted how the school’s work aligns with the district strategic priorities and Portrait of a Graduate. She noted the academic progress, including a 12% increase in students meeting or exceeding standards in math and science, demonstrating the impact of the focus on math achievement and academic discourse. Trustee Hsieh also praised the reduction in chronic absenteeism from 33% to 12%, attributing this to strong collaboration with families and the community. She recognized the school’s focus on student belonging and wellness, including programs like Zones of Regulation and the Student Advisory Council, and

appreciated the “spicy questions” students are exploring around cell phone use, social media, school uniforms, and screen time.

President Murray thanked Principal Sampayan for the report and shared her appreciation for visiting the school. She praised the school’s longstanding commitment to student belonging and inclusion, noting that it is evident in the holiday shows, where all students, including those with special needs, autism, or in wheelchairs, fully participate. She expressed admiration for the school’s culture and thanked the JS staff for their dedication.

Trustee Lam asked about insights from the “spicy questions” discussed by the JS Student Advisory Council and suggested sharing learnings in the future.

Principal Sampayan responded that the next deliberation is on April 10, and she invited board members to participate on the expert panel. She noted that third- and fourth-grade deliberations will take place, as well as a parent community deliberation on screen sense, and she confirmed that results will be shared with the board.

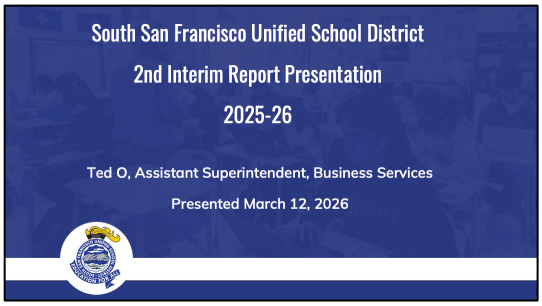
O. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

1. BUSINESS SERVICES

a. Second Interim Financial Report

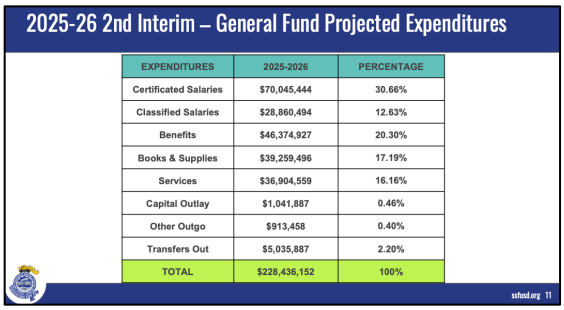
Mr. O presented the 2025–26 Second Interim Financial Report, noting few significant changes from the first interim report.



He highlighted the projected general fund expenditures, including both restricted and unrestricted program funds. Regarding the previously mentioned $40 million in books and supplies, he clarified that this largely represents restricted one-time and ongoing federal, state, and local grants, as well as gifts, donations, and fundraiser revenue, including carryover from prior years. These funds are earmarked for specific purposes and cannot be used for general expenses such as employee raises or reducing class sizes.

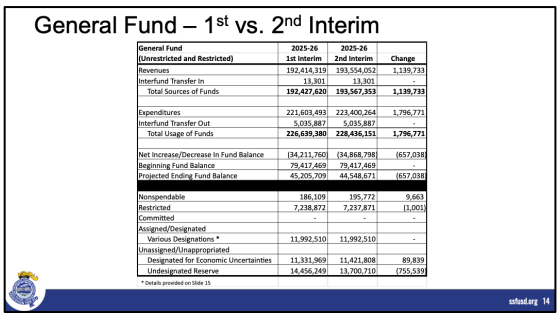
He explained that it is standard practice to “park” restricted funds under the books and supplies category until principals or administrators determine spending plans. For example, multi-year grants like Prop 28 arts and music funding may remain in books and supplies until funds are allocated, at which point they may move to categories such as certificated salaries when staff are hired.

Mr. O also noted that the $39 million shown in the second interim reflects the budgeted amount, not actual expenditures. As of mid-year, approximately $6.7 million has already been spent from this allocation.



Mr. O shared an overview comparison of the first and second interim financial reports:

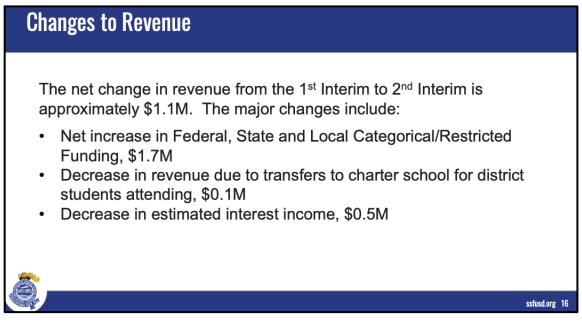
- Net change in revenues: approximately $1.1 million
- Net change in expenditures: approximately $1.8 million
- Projected ending fund balance: expected to decrease by roughly $657,000 from the first interim to the second interim, prior to state-required and district-designated reserves



Mr. O reviewed the total net change in revenue from the first to second interim:

- Overall increase: approximately $1.1 million
- Key contributors:
  - Net increase in federal, state, and local categorical restricted funding: $1.7 million, including:
    - $400,000 from the new one-time Learning Recovery Emergency Block Grant
    - $552,000 increase in the Expanded Learning Opportunity Program grant
- Decreases:
  - Charter school transfers for district students: $100,000
  - Projected interest income due to lower interest rates: $500,000

This explains the primary drivers behind the revenue change.

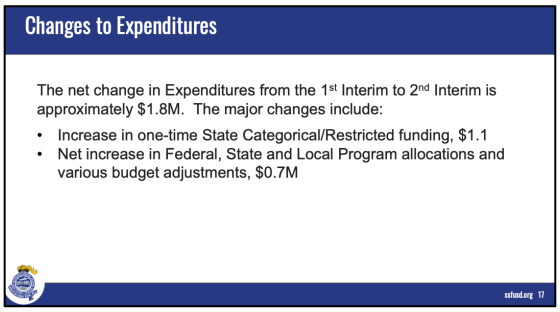


Mr. O reported the net total change in expenditures from the first to second interim:

- Overall increase: approximately $1.8 million
- Key contributors:

- One-time state categorical restricted program budget: $1.1 million
- Net increase in federal, state, and local grant allocations plus various budget adjustments: $700,000

These items account for the primary drivers behind the expenditure change.



Mr. O presented a high-level summary of the district's budget for the current and next two fiscal years:

- Three-year balanced budget requirement: The state requires the district to maintain a balanced budget across all three years.
- Projected net change in fund balance:
  - Next year: deficit spending of approximately $3.5 million
  - Following year: deficit spending of approximately $6.3 million
- Context: Future budget reductions may be necessary to address deficit spending, particularly as staffing and programs currently funded by one-time federal and state stimulus funds expire.
- Potential mitigating factors: Additional property tax revenue or new one-time state grants could reduce required cuts.
- Ending fund balance: Includes state-required and district-designated reserves.

Multi-Year Projection – Actual/Projected Ending Fund Balances

The District's Ending Fund Balance is decreasing as a result of deficit spending, increased employer PERS and STRS contribution and increased District operating expenditures.

Unrestricted and Restricted Funds	Second Interim 2025/26	Proposed Budget 2026/27	Proposed Budget 2027/28
Revenues	$ 193,554,053	$ 195,032,453	$ 201,328,719
Interfund Transfer In	13,301	13,301	13,301
Total Sources of Funds	$ 193,567,354	$ 195,045,754	$ 201,342,020
Expenditures	$ 223,400,265	$ 193,506,460	$ 202,587,044
Interfund Transfer Out	5,035,887	5,073,591	5,098,591
Total Usage of Funds	$ 228,436,152	$ 198,580,051	$ 207,685,635
Net Incr/Decr in Fund Balance	$ (34,868,798)	$ (3,534,297)	$ (6,343,615)
Beginning Fund Balance	79,417,469	44,548,671	41,014,374
Actual/Projected Ending Fund Balance	$ 44,548,671	$ 41,014,374	$ 34,670,759



Mr. O explained that the district's ending fund balance is broken down into several categories.

Ending Fund Balances (Reserves)

GASB Statement No. 54 establishes certain classification that governmental agencies are required to report their fund balances

- Nonspendable
- Restricted
- Committed
- Assigned
- Undesignated/Unassigned



Ending Fund Balance Breakdown:

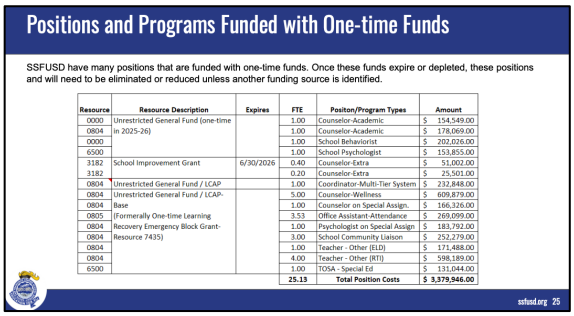
- The ending fund balance is composed of five categories, which include both state-required reserves and district-designated allocations.
- District designations are reported under "assigned/designated" and are planned to help balance the budget over all three years, as required by the state.
- These designations include meeting the state reserve requirements for economic uncertainty, ensuring the district maintains financial stability while planning for future needs.

Ending Fund Balance Designations

Unrestricted and Restricted Funds	Second Interim 2025/26	Proposed Budget 2026/27	Proposed Budget 2027/28
Actual/Projected Ending Fund Balance	***44,548,671***	***41,014,374***	***34,670,759***
Nonspendable			
Revolving Cash	25,100	25,100	25,100
Stores	55,353	55,353	55,353
Prepaid Expenditures	115,319	115,319	115,319
Restricted	7,237,871	7,237,871	7,237,871
Committed	0	0	0
Assigned/Designated			
STRS/PERS Increase: 2028-29	1,146,597	1,146,597	1,146,597
STRS/PERS Increase: 2029-30	2,345,913	2,345,913	2,345,913
Prop Tax Re-Pymt - Litigation (Est.)	8,500,000	8,500,000	8,500,000
Reserve:			
Reserved for Economic Uncertainties	11,421,808	9,929,003	10,384,282
Undesignated Reserve	13,700,710	11,659,218	4,860,324



Mr. O shared positions and programs funded through one-time funds which was already covered in the first interim presentation.



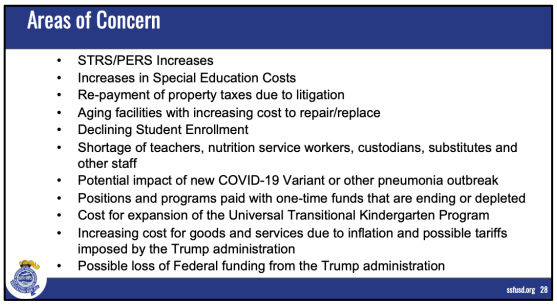
Positions and Programs Funded with One-time Funds

SSFUSD have many positions that are funded with one-time funds. Once these funds expire or depleted, these positions and will need to be eliminated or reduced unless another funding source is identified.

Resource	Resource Description	Expires	FTE	Positon/Program Types	Amount
0000	Unrestricted General Fund (one-time		1.00	Counselor-Academic	$ 154,549.00
0804	in 2025-26)		1.00	Counselor-Academic	$ 178,069.00
0000			1.00	School Behaviorist	$ 202,026.00
6500			1.00	School Psychologist	$ 153,855.00
3182	School Improvement Grant	6/30/2026	0.40	Counselor-Extra	$ 51,002.00
3182			0.20	Counselor-Extra	$ 25,501.00
0804	Unrestricted General Fund / LCAP		1.00	Coordinator-Multi-Tier System	$ 232,848.00
0804	Unrestricted General Fund / LCAP-		5.00	Counselor-Wellness	$ 609,879.00
0804	Base		1.00	Counselor on Special Assign.	$ 166,326.00
0805	(Formerally One-time Learning		3.53	Office Assistant-Attendance	$ 269,099.00
0804	Recovery Emergency Block Grant-		1.00	Psychologist on Special Assign	$ 183,792.00
0804	Resource 7435)		3.00	School Community Liaison	$ 252,279.00
0804			1.00	Teacher - Other (ELD)	$ 171,488.00
0804			4.00	Teacher - Other (RTI)	$ 598,189.00
6500			1.00	TOSA - Special Ed	$ 131,044.00
			25.13	Total Position Costs	$ 3,379,946.00

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Mr. O reminded the Board about “Areas of Concern” which was already covered in the first interim presentation.

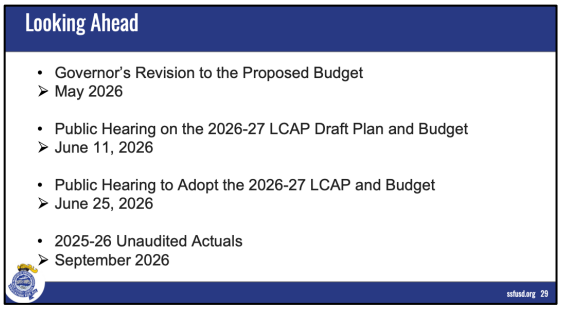


Areas of Concern

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

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Mr. O shared future dates which were already covered in the first interim presentation.



Looking Ahead

- Governor’s Revision to the Proposed Budget
  - May 2026
- Public Hearing on the 2026-27 LCAP Draft Plan and Budget
  - June 11, 2026
- Public Hearing to Adopt the 2026-27 LCAP and Budget
  - June 25, 2026
- 2025-26 Unaudited Actuals
  - September 2026

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Trustee Anthony expressed appreciation for the clarification on the “books and supplies” line in the budget and thanked the Mr. O for delivering a clear and efficient presentation.

Trustee Hsieh thanked Mr. O for the presentation.

President Murray expressed gratitude for the clarity of the presentation.

The Board recessed at 8:28 p.m. and reconvened at 8:38 p.m.

ACTION

3. BUSINESS SERVICES

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

MOTION 181 (Anthony/Hsieh) to approve the 2nd Interim Financial Report and positive certification of financial condition for FY 2025-26, declaring that the SSFUSD will be able to meet its financial obligations for the current year and subsequent two fiscal years. Motion Carried. (Unanimous)

P. CONSENT AGENDA:

MOTION 182 (Lam/Hsieh) to approve 1a. Minutes of the February 12, 2026 Regular Board meeting; 1b. Minutes of the February 20, 2026 Special Board meeting; 1c. Minutes of the February 26, 2026 Regular Board meeting; 2a. Destruction of Obsolete Materials; 3a. Certificated Personnel Assignment Order; 3b. Classified Personnel Assignment Order; 3c. MOU with SFSU for the Multi-Clinical Intern Program; 4a. Gifts to the District, February 2026; 4b. Professional services agreements under $25,000. Motion Carried. (Unanimous)

President Murray noted that Lisa Tucker, SSFHS registrar, is retiring and shared a personal connection, mentioning that Tucker was a parent alongside her at Monte Verde many years ago.

ACTION *(continued)*

1. ADMINISTRATION

a. Resolution No. 26-11 for Trustee Compensation

MOTION 183 (Hsieh/Lam) to adopt Resolution #26 -11 and a waive of the reading: To allow stipend payment for Trustee Richardson who was absent from the February 26, 2026 Board meeting. (AYES: Lam, Murray, Anthony, Hsieh; NOES: None). Motion Carried. (Unanimous)

b. Approval of District's New and Updated Board Bylaws and Policies

Trustee Lam requested that the board set aside BP 1445, the policy on response to immigration enforcement, for discussion, noting that she had

comments and suggestions to review before any decisions are made.

MOTION 184 (Hsieh/Anthony) to approve the following new and updated District's Board Bylaw and Policies, with the exception of BP 1445 "Response to Immigration Enforcement", and waive a second reading. Motion Carried. (Unanimous)

RECOMMENDED FOR ADOPTION

1. BP 1312.2 - Complaints Concerning Instructional Materials
2. BP 3311- Bids
3. BP 3311.1 - Uniform Public Construction Cost Accounting Procedures
4. BP 3312 - Contracts
5. BP 3516.5 - Emergency Schedules
6. BP 3580 - District Records
7. BP 4151 - Employee Compensation
8. BP 4251 - Employee Compensation
9. BP 4351 - Employee Compensation
10. BP 4158 - Employee Security
11. BP 4258 - Employee Security
12. BP 4358 - Employee Security
13. BP 5141.5 - Mental Health
14. BP 5141.52 - Suicide Prevention
15. BB 9224 - Oath of Affirmation
16. BB 9260 - Legal Protection
17. BP 0450 Comprehensive Safety Plan
18. BP 1340 Access to District Records
19. BP 1445 Response To Immigration Enforcement
20. BP 5125 Student Records
21. BP 5125.1 Release of Directory Information

RECOMMENDED FOR REPEAL/DELETION

22. BP 5145.13 Response to Immigration Enforcement

President Murray asked whether BP 1445 should be pulled for a future meeting. Trustee Lam suggested sharing thoughts first before deciding. Trustee Anthony emphasized that the policy must be adopted by the March 1 deadline per Education Code requirements. She noted that while changes could be considered later, it is important to have the policy officially in place. Trustee Hsieh agreed with this approach.

Trustee Lam stated that the policy is generally solid but emphasized the importance of ensuring alignment between the board policy and the district's existing protocols, which have been developed with guidance from the county. She suggested two additions: including a requirement to report to the California Department of Justice as part of the reporting process, and specifying that district legal counsel and the superintendent be contacted immediately if an immigration enforcement officer arrives.

Dr. Moore responded that while the Board may choose to include these items in the policy, the internal district protocol already incorporates these steps. The protocol specifies timely reporting to the California Department of Justice, notification to the board president and superintendent, and lists the county counsel's contact information. She noted that administrators have been trained on the protocol multiple times this year to ensure consistent implementation.

Trustee Anthony noted that "protocol" differs from "policy" and suggested that these procedures could be addressed in an administrative regulation (AR), which allows more flexibility and can be updated without returning to the Board. She expressed concern that adopting the procedures as policy would require the full board process, potentially slowing responsiveness, especially given pending policies from June 2025. Trustee Hsieh agreed with this approach.

Trustee Anthony moved to adopt the board policy as written, noting that minor refinements could be considered later through the Board Bylaws Committee rather than incorporating the full protocol into the policy at this time.

Trustee Lam seconded the motion, agreeing that it is important to have an updated policy in place promptly and expressing willingness to share notes for potential future refinements.

President Murray commented that she loved having an all-woman Board

MOTION 185 (Anthony/Lam) to approve BP 1445 "Response to Immigration Enforcement", and waive a second reading. Motion Carried. (Unanimous)

2. HUMAN RESOURCES

a. Approval of the MOU with Classified School Employees Association (CSEA) Chapter 197 for the Early Notification Retirement Incentive

Trustee Anthony asked for clarification regarding the updated date. Mr. Hannon confirmed that the district worked with CSEA President Jolene Malfatti and agreed to extend the date to May 1, 2026.

MOTION 186 (Anthony/Hsieh) to approve the MOU with CSEA 197 for the Early Notification Retirement Incentive with the deadline revised to May 1, 2026, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

b. Approval of the MOU with Greenheart International d.b.a. Greenheart Exchange for the Teach USA Program

Trustee Anthony asked if the teachers in question were new J-1 visa holders. Mr. Hannon responded that there are currently a few J-1 visa teachers through the program and that the district is renewing the partnership as part of its recruitment strategy. Trustee Anthony then clarified, noting that some J-1 teachers had applied for O-1 visas, and Mr. Hannon confirmed that this was a separate matter.

MOTION 187 (Hsieh/Anthony) to approve the Teach USA Program MOU with Greenheart International d.b.a. Greenheart Exchange for the 2026–27 school year to support participation in the J-1 Visa Exchange Visitor Program. Motion Carried. (Unanimous)

c. Approval of the Elimination of Classified Positions in the Nutrition Services Department and the Adoption of Resolution No. 26-10

Trustee Lam asked about the impact of the proposed restructuring of the nutrition services department, noting the potential layoff and wanting to understand its effects. She specifically asked if the two nutrition services supervisor positions being eliminated were currently filled. Mr. O explained that one supervisor recently left for a job closer to home, leaving only one position to eliminate, and that the remaining supervisor had been encouraged to apply for a

newly created Nutrition Services Manager position.

Trustee Lam expressed hope that the internal hiring works out, and connected the restructuring to low student participation in the meal program. She asked about the district's capacity to handle future participation changes. Mr. O replied that staffing would be reevaluated if participation increases, likely adding more kitchen staff rather than another supervisor, with potential adjustments based on increased revenue from state reimbursements.

Trustee Lam then asked whether current participation, hovering under 60%, was lower than previous years. Mr. O explained that before the state-funded universal meals program, participation was expected to reach around 80%, but many students still bring meals from home or eat elsewhere, so participation has stayed around 50%, which informed the decision to reduce management staffing. Trustee Lam clarified whether participation had dropped or remained flat, and Mr. O confirmed it has remained roughly the same.

MOTION 188 (Hsieh/Anthony) to approve the elimination of two (2) Supervisor positions in the Nutrition Services department, and adopt Resolution #26-10 – Reduction in Force and a waive of the reading. (AYES: Lam, Murray, Anthony, Hsieh; NOES: None). Motion Carried. (Unanimous)

d. Approval of the Nutrition Services Manager Job Description

MOTION 189 (Hsieh/Lam) to approve the Nutrition Services Manager Job Description. Motion Carried. (Unanimous)

3. BUSINESS SERVICES *(continued)*

b. Approval of Amendment #2 with Rogers Stringer & McClelland, Inc. (RSM) for the El Camino High School Aquatic Design Services

Trustee Anthony commented on the recurring discovery that many district facilities and equipment are outdated and require work to meet compliance standards. She noted that even though the current bond is only about a third

completed, it seems inevitable that another bond will eventually be needed to fund further upgrades.

Mr. O added that when the Division of State Architects (DSA) is involved, additional requirements often arise, which are beyond the district's control. Trustee Anthony gave examples, such as replacing water fountains in the pool area and retiling the pool, suggesting it would not be surprising to revisit these upgrades in the future. President Murray reflected that when she attended El Camino decades ago, the pools were unheated and very cold.

MOTION 190 (Anthony/Hsieh) to approve Amendment No. 2 to the agreement with RSM for additional engineering design services for the El Camino High School Aquatic Center Heating System Replacement Project in the amount of $29,500. Motion Carried. (Unanimous)

c. Approval of Amendment #1 with SIM Architects, Inc. for the Monte Verde Elementary TK Classroom Project

Trustee Lam asked for clarification regarding the playground equipment in the kindergarten yard, specifically whether the existing equipment would need to be removed to make space for separate play areas for TK and kindergarten. Mr. O confirmed that the play structure will need to be relocated to accommodate the new TK modular building. Trustee Lam acknowledged that the area is tight but emphasized the importance of keeping the younger children in the same general play area.

MOTION 191 (Lam/Hsieh) to approve Amendment No. 1 to the agreement with SIM Architects, Inc. for additional design and construction administrative services for the Monte Verde Elementary School TK Classroom Project in the amount of $8,850. Motion Carried. (Unanimous)

d. Approval of Amendment #2 with Hibser Yamauchi (HY) Architects, Inc. for the Skyline Elementary HVAC Replacement Project

MOTION 192 (Hsieh/Lam) to approve Amendment No. 2 to the agreement with HY Architects, Inc. for additional architectural and electrical design services for the Skyline Elementary School HVAC Replacement Project in the

amount of $6,500. Motion Carried. (Unanimous)

REVIEW OF FUTURE AGENDA ITEMS AND MEETINGS – None

March 26, 2026

- Presentation Teaching and Learning – Westborough MS
- Presentation on Structured Literacy Block
- 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 Induction
- Presentation on Counseling
- 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 Teaching and Learning – Special Education
- Presentation on 2026-27 LCAP draft plan
- Public Hearing 2026-27 LCAP draft plan
- 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)

June 11, 2026

- Presentation on 2026-27 Preliminary Budget
- Public Hearing 2026-27 Preliminary Budget
- Adoption of 2026-27 LCAP
- Approval of Local Indicators
- Approval of SMCOE Induction Program agreement for 2026-27
- Approval of updated Board Governance Handbook
- Approval of Board of Trustees Compensation increase for 2026-27
- Approval of supplementary instructional materials
- Approval of the agreement with Newsela for the 2026-27 school year
- Approval of Scoot Education MOU
- Resolution on Budgetary increases and year end transfers

June 25, 2026

- Presentation on Counseling and Safe School Advocates Services and approval for 2026-27
- Presentation on SLO MOU with student data
- Adoption of 2026-27 Preliminary Budget
- Information on Daybreak Mental Health and approval of MOU
- Approval of SMCOE Outdoor Education dates for 2026-27
- Approval of Paper Education Company agreement for 2026-27
- Approval to increase facility use fees for 2026-27
- Approval to increase District rental/leasing rates for 2026-27
- Approval to continue NPS contracts for 2026-27
- Resolution on Education Protection Account Funds

SUMMARY OF BOARD DIRECTIVES – None

GOOD AND WELFARE

Trustee Hsieh shared that she was deeply moved by the two presentations and highlighted two key takeaways: the strong instructional focus across schools, particularly in literacy, math, and academic discourse, and the clear commitment to supporting the whole child through belonging, wellness, and community partnerships. She noted that these efforts bring the district's portrait of a graduate to life. Trustee Hsieh also emphasized the evident trust and collaboration among principals, teachers, staff, and families, recognizing it as a model of leadership for students and the community. She expressed appreciation for the outstanding work of district leadership, especially Dr. Moore, and for the positive energy and relationships demonstrated in the schools.

Trustee Lam expressed admiration for Trustee Hsieh's insights, noting she learns from her observations at every meeting. She then shared recent community experiences, including attending a St. Patrick's Day dinner and a school play that was a re-performance of a movie, praising the students' performances. Trustee Lam also recounted a special experience at the South San Francisco City Council meeting, where Mayor Mark Addiego presented the Women's History Month proclamation and unexpectedly named her as his selection for "Woman of the Year." She acknowledged feeling a bit awkward about the recognition but used her remarks to highlight the district's strong women leadership, including the all-women school board, the superintendent, and other women leaders throughout the district. She also noted previous recipients of the award, including Trustee Anthony and former Trustee Lujan, and concluded by wishing everyone a happy Pi Day.

Trustee Anthony shared her appreciation for the increased focus on career days across the district's schools, noting that in previous years this emphasis wasn't as strong. She emphasized the importance of exposing students to a wide variety of careers, especially within their community, and connected this effort to the district's Portrait of a Graduate initiative. She also gave a special shout-out to Parkway Heights Middle School for pioneering the effort and expressed her gladness that other schools are now implementing similar programs.

President Murray offered congratulations to Trustee Lam, celebrating both her and the collective accomplishments of the board, emphasizing that the district is doing good work

ADJOURNMENT – 9:08 p.m.