

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Regular Meeting of March 26, 2026

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

AND

Teleconference Location (in compliance with the Brown Act):

Trustee Chialin Hsieh will participate remotely from the following location, which is open to the public:

Hilton Baltimore Inner Harbor
2nd Floor – Key Ballroom Floor
401 West Pratt Street
Baltimore, MD, 21201

SSFUSD Equity Definition

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

OPEN SESSION — 6:00 p.m.

A. CALL TO ORDER

CLOSED SESSION – 6:00 p.m.

1. Conference with Legal Counsel – Anticipated Litigation pursuant to [Government Code § 54956.9](#) (d)(1)
2. Public Employee Discipline/Dismissal/Release [\(Government Code § 54957\)](#)
3. To consider the appointment of one (1) public employee to the position of Director of Facilities and Safety, in accordance with [Government Code § 54956](#)

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 (attended remotely)
Mrs. Patricia Murray – Present
Mrs. Mina Richardson – Present

Cabinet Members: Dr. Shawnterra Moore, Superintendent – Present
Mr. J. Marwan Hannon, Assistant Superintendent,

Human Resources – Present
Dr. Marcos Garcia, Assistant Superintendent,
Student & Family Services – Present
Dr. Nia Campbell, Assistant Superintendent,
Teaching & Learning – Present
Mr. Ted O, Assistant Superintendent, Business
Services – Present

- C. PLEDGE OF ALLEGIANCE** was led by Westborough Middle School 8th grade student Theodore Wong. Dr. Rossi de Campos shared that she was honored to represent Westborough. She highlighted Theo's strong representation of Westborough's Wildcat culture, noting his three years in leadership and his role as the 2025–2026 ASB president. His contributions include organizing sixth grade orientation, leading campus tours for incoming students, coordinating rallies and student activities, supporting morning announcements, and facilitating advisory lessons. She also recognized him as a strong academic student who maintains positive relationships with teachers, peers, and administration, thanking him for representing the school so well.

D. LAND ACKNOWLEDGEMENT STATEMENT

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

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

- E. REPORTING OUT FROM CLOSED SESSION** – Mr. Hannon reported that for closed session item number two, anticipated litigation, the board approved a settlement agreement not to exceed \$15,000. The motion was made by Trustee Anthony and seconded by Trustee Hsieh, and it passed with a 4–0 vote, with one absence.

For closed session item number three, the board approved the appointment of Toby Lee as Director of Facilities and Safety, effective April 27, 2026. The motion was made by Trustee Anthony and seconded by Trustee Lam, and it passed with a 4–0 vote, with one abstention.

- F. REVIEW OF AGENDA** – Mr. Hannon noted a correction to Consent Agenda Item 3a, the certificated personnel assignment order. Under Robert H., the school assignment should be corrected to Skyline Elementary School.

- G. PTA COUNCIL REMARKS** – Sueanna Wong introduced herself as the Westborough Middle School PTSA president and shared her 16 years of PTA

involvement. She highlighted upcoming PTA events across the district, including fundraisers, school activities, and community events at multiple sites such as South San Francisco High School, Buri Buri, Junipero Serra, Skyline, and Ponderosa.

She thanked PTA members and parent volunteers for their contributions and recognized those in attendance. Focusing on Westborough, she shared that the PTSA recently funded a new speaker system for the MUR, supported by successful fundraisers like the color run and holiday bazaar. Additional efforts included hosting career day, supporting Math/Pi Day with treats for students and staff, and preparing for Mini-Courses Day and eighth-grade end-of-year activities.

She emphasized that the PTSA's work aligns with the district's Portrait of a Graduate and focus on belonging, noting that events like the color run and community gatherings help build connection among students and families. She concluded by inviting attendees to the upcoming South San Francisco PTA Council meeting on May 4.

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

San Francisco Federation of Adult Educators – Elizabeth Bales, President of South San Francisco Federation of Adult Educators, shared an overview of her work with adult ESL students, highlighting the impact of the EL Civics program in helping English learners navigate essential systems such as banking, healthcare, and government services. She described how her intermediate high ESL students recently completed a unit on banking, where they practiced conversations, created budgets, and learned to understand financial documents. She noted that many students initially relied on native-language assistance but have since gained confidence and successfully demonstrated their learning through assessments, with many earning high scores.

She then raised concerns about a proposed state budget action related to Proposition 56, which had previously increased dental care access for Medi-Cal patients by improving reimbursement rates for providers. She explained that redirecting these funds to the general fund could significantly reduce reimbursement rates, potentially limiting access to dental care, especially for children and families. She emphasized the connection between dental health and student well-being, noting that untreated dental issues can affect attendance, concentration, and confidence.

She urged district leadership to publicly address the issue while the state budget is still under consideration, expressing concern about the potential impact on families, including those in the adult education community.

South San Francisco Classroom Teachers Association – Shari Giusti, President of SSFCTA, began by sharing positive updates from school sites,

including wellness counseling small-group support at Martin, translation support from the community liaison at Sunshine Gardens, successful character education assemblies at Skyline, and a hands-on maker space experience at Monte Verde supported by the Lawrence Hall of Science with strong parent involvement.

She then reflected on the approach of spring break, expressing both appreciation for progress made during the school year and concern about remaining district work that still needs completion. She noted that while communication between the district and SSFCTA has improved through focus groups and committees, additional work remains in evaluation and benefits discussions scheduled for April and May.

Ms. Giusti raised concerns regarding special education, reporting that teachers need additional support and training due to high caseloads and potential structural changes in ninth-grade classes that may increase push-in models without clear role definitions or training.

She also reiterated a concern previously raised about access to historical employment documents, such as W-2 forms and pay stubs, following the district's transition to a new payroll system, requesting clearer guidance on how staff can retrieve past records.

Finally, she asked for more information regarding district support for credential updates, including timelines, the number of staff affected, and the criteria for determining support. She concluded by acknowledging upcoming retirement celebrations for staff and wishing the board and community a pleasant spring break.

California School Employees Association Chapter 197 – None

I. PERSONNEL COMMISSION

Mr. Hannon announced that the next Personnel Commission meeting will be held on Monday, April 20, 2026, at 5:00 p.m. in the District Office boardroom.

J. ITEMS FROM THE BOARD

Trustee Richardson announced the upcoming OYE Latinx Youth Conference to be held on March 28 from 8:30 a.m. to 2:00 p.m. at Canada College in Redwood City. She shared that the event is open to all and has been running for 14 years, bringing together youth ages 12 to 22 from across the Peninsula.

She noted that breakfast and lunch will be provided and highlighted that Dr. Manuel Alejandro Perez, President of the College of San Mateo, will be speaking at the event. Trustee Richardson encouraged attendance, shared that she plans to attend, and reflected positively on last year's well-attended conference, noting

strong participation from South San Francisco Unified School District students.

Trustee Anthony announced that the Board Bylaws Committee will meet on Friday, April 3rd at 3:00 p.m. in the district office boardroom.

Trustee Lam provided a report from the Schools City Subcommittee meeting held on March 25 at City Hall in South San Francisco, attended by herself, President Murray, city officials, district leadership, and staff.

She summarized three main discussion topics. First, she reported on school area traffic and transportation safety improvements, noting that the City of South San Francisco has invested over \$13 million in Safe Routes to School programs funded through traffic impact fees and grants. While walk audits and infrastructure improvements have been completed at several sites, traffic congestion during school drop-off and pick-up remains a challenge, and further collaboration with principals and the city will continue to address these issues.

Second, she discussed electric bikes and youth safety, highlighting concerns about e-bikes, e-scooters, and especially e-motorcycles, which are not street legal and require proper licensing. She noted recent incidents, including collisions in South San Francisco and a fatal crash in Half Moon Bay involving a teenager, underscoring safety risks and the importance of helmet use and enforcement. The police department recommended a “bottom-up” approach focused on education, outreach, parent engagement, and school partnerships to improve safety awareness.

Third, she shared an update on the Expanded Learning Opportunities Program (ELOP), which is currently in its fourth year and serves 181 students across six schools, with plans to expand to approximately 300 students depending on staffing. She acknowledged staff contributions, specifically recognizing the ELOP coordinator and childcare leadership, and noted positive feedback about the program, which has been viewed as a model by partners.

She concluded by thanking city partners and noting the collaborative progress across all topics.

President Murray reported on the California School Boards Association (CSBA) Annual Legislative Action Week, noting that Region 5 participated from March 17–19 to advocate for CSBA’s legislative and budget priorities. She shared that representatives met with several state legislators, including Assembly Members Mark Berman, Matt Haney, Katherine Stephanie, Senator Josh Becker, and Assembly Member Diane Papan.

She explained that a key focus of advocacy was support for a four-bill package in the State Assembly aimed at addressing the achievement gap. Additionally, she

noted that participants urged legislators to reject a proposed \$5.6 billion withholding of Proposition 98 education funding, stating concerns that it would undermine the constitutional guarantee of education funding in California.

K. SUPERINTENDENT'S REPORT

- a. **Reclassification Ceremony** – Dr. Moore began by highlighting the district's second annual reclassification celebration, describing it as a highly successful event that included dinner, cultural performances such as mariachi and lion dance, and a South San Francisco High School folklórico performance. She noted that site leaders played an active role in recognizing students, and that approximately 200 multilingual learners were honored for their academic achievement, with around 400 students, families, staff, and volunteers in attendance. She emphasized the district's ongoing commitment to celebrating multilingual student success.
- b. **ECHS – 2026 Distinguished School** – Dr. Moore announced that El Camino High School has been named a 2026 California Distinguished School in the "Achievement Gap Closer" category, based on recognition from State Superintendent Tony Thurmond. She shared that a formal celebration will take place on April 24 and congratulated the school community for their achievement.
- c. **Belonging Data** – Dr. Moore shared results from the winter Impact Poll belonging survey, noting participation from 3,369 students (64% of grades 4–12) and 225 educators (47% of teachers). She reported an increase in student participation and a notable improvement in students reporting strong relationships with adults. However, she also highlighted areas for growth, including a decline in students feeling that their input is reflected in classroom experiences and in students feeling known by adults. She emphasized that while many measures remained stable, the district will continue working to strengthen student belonging, voice, and connection.
- d. **Other** – Dr. Moore recognized Vice President Dr. Hsieh, who was attending remotely while being honored at the Phi Theta Kappa Annual Convention with the Distinguished College Administrator Award. She noted that the award is based on student nominations and reflects strong leadership and student-centered impact. She congratulated Dr. Hsieh on the recognition and expressed appreciation for her leadership and service.

L. STUDENT TRUSTEE REPORTS

1. Isabelle "Izzy" Ruiz, Spring Student Trustee and ASB President of ECHS began by highlighting the success of the fifth annual Jim Cresta Memorial Car Show, which brought together nearly 150 cars from across the Bay Area and

was supported by staff and student leaders. She reflected on the growth of the event over the years and its importance in honoring a beloved auto shop teacher.

She also shared that Link Crew recently hosted a freshman farewell picnic featuring activities such as water balloon fights and games, providing an opportunity for freshmen to connect with upperclassmen and celebrate their first year of high school. Additionally, she noted the success of the spring concert series and a districtwide band showcase hosted at South City, where students demonstrated their musical growth.

Ruiz acknowledged students' efforts during CAASPP testing, especially juniors, and noted appreciation for teachers who supported students, including providing snacks. She also welcomed back a counselor from maternity leave and recognized the substitute counselor who supported students in the interim.

She reported that ASB election week is underway, with student speeches completed and voting scheduled during Flex time. In athletics, she highlighted strong performances across teams, including undefeated seasons for boys varsity baseball and badminton, continued success in golf, and strong results in volleyball, track, and swimming.

Looking ahead, she shared several upcoming events following spring break, including the opening of a 25-year-old time capsule, a ceremony to display its contents and add new items, a senior passion project expo open to the community, and the junior-senior prom. She concluded by inviting the community to attend these events and wishing everyone a safe and restful spring break.

2. Jaimelyn Ochoa, Fall Student Trustee and ASB President of SSFHS began by previewing the upcoming "Day on the Green," a highly anticipated student event featuring food trucks, club booths selling treats, games, inflatable obstacle courses, and activities like "splash a teacher," offering students a fun kickoff to spring break.

She also provided updates on prom, noting ticket pricing deadlines and encouraging students to purchase early. This year's prom will take place at the Great American Music Hall in San Francisco.

Ochoa promoted the school's upcoming spring musical, *Ride the Cyclone (Teen Edition)*, with performances scheduled for April 24 and 25, and invited the community to attend. She also highlighted college and career readiness efforts, recognizing the school's counselor for supporting students with scholarships, programs, and postsecondary planning as Decision Day approaches.

In athletics, she shared that spring sports are actively underway, with many teams nearing the end of their seasons after spring break. She also noted the success of the recent districtwide band showcase hosted at South San Francisco High School, featuring multiple schools.

Additionally, she announced that ASB interviews for the 2026–2027 school year have concluded, with results to be shared soon. She highlighted an upcoming Chick-fil-A fundraiser in partnership with the school, encouraging community participation to support student activities.

She concluded by wishing everyone a restful spring break. Trustee Richardson followed up by asking about the prom location, and Ochoa confirmed it will be held at the Great American Music Hall in San Francisco.

M. PUBLIC COMMENTS

Cuauhtemoc Cervantes, former Head Wrestling Coach at South City High School, addressed the board regarding what he described as an unresolved bullying incident connected to his wrestling program.

He stated that the issue originated from rumors he believes were spread by individuals at the high school involving members of his wrestling team. He shared that the past two weeks he has not heard from anyone, and in the past three months he has not been able to speak with a single individual to share his side of the story or be heard.

Cervantes asserted that the allegations were false and described the situation as having led to significant consequences for him and his athletes, including the loss of his coaching position and the cancellation of his team's season. He argued that other students involved in the situation remain active in varsity sports without consequences, which he characterized as unfair.

He also raised concerns about what he described as bullying and retaliation against his athletes, stating that his team members have been subjected to ongoing teasing and false accusations, including claims directed at him personally.

He criticized the investigation process, stating that key individuals, including himself and members of his team, were not interviewed, and he questioned the validity of the conclusions reached.

Cervantes concluded by requesting renewed attention to the situation and asking for a direct conversation with district leadership to address the matter and restore a sense of normalcy for his athletes.

N. INFORMATION ONLY PRESENTATIONS

1. TEACHING & LEARNING

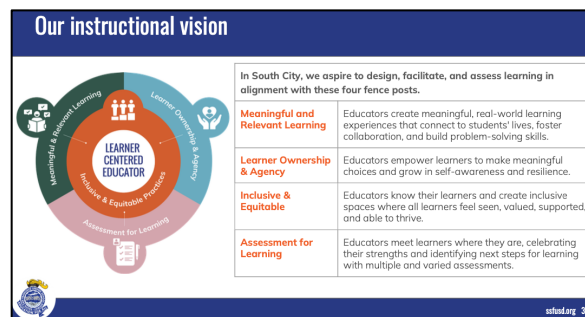
a. Westborough Middle School

Introduction

Dr. Rossi de Campos thanked the board for the opportunity to share updates from Westborough Middle School and explained that her presentation would cover school data, SPSA goals, instructional work supporting teaching and learning, and highlights of school culture. She expressed pride in the work of her team.

She emphasized that Westborough is grounded in the district's strategic plan and that the core value of CARE is central to all school practices. She referenced the district's five strategic priorities and the Portrait of the Graduate as the guiding framework and promise to students.

She further explained that the instructional vision guides how that promise is delivered and described the school's instructional approach, which is organized around four key "fence posts": meaningful and relevant learning, learner ownership and agency, inclusive and equitable practices, and assessment for learning. She noted that this framework guides teachers' daily instructional practice.



Dr. Rossi de Campos explained that the district priorities have focused on three key areas: belonging and well-being, academic discourse, and math implementation. She noted that at Westborough, these priorities have guided both professional development and staff collaboration. She added that these focus areas would be reflected throughout her presentation that evening.



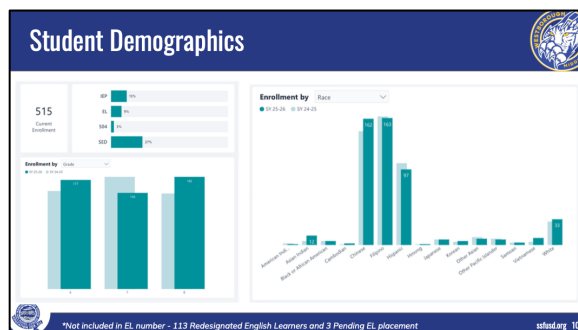
Vision & Goals

Mr. Bird shared that at Westborough, the school believes a healthy and happy school community is the foundation for all other work. He emphasized the importance of relationship building and noted that when the community trusts one another, they are better able to engage in challenging work together.

He explained that the school focused this year on three site goals: academic excellence through strong curriculum and instruction, student belonging and wellness, and student voice and success. He added that these goals are directly aligned with district priorities and help keep the school centered on supporting students who need it most.

Student Demographics

Mr. Bird shared that Westborough currently has 515 students enrolled. He reported that 27% of students are socioeconomically disadvantaged, 9% are English language learners, and 13% are students with IEPs. He emphasized that the student population reflects the diversity of South San Francisco and stated that the school is proud of that diversity.



Attendance

Mr. Bird reported that Westborough's chronic absenteeism rate has steadily declined each year since the post-pandemic

peak in 2022, when it was 21.1%. He stated that it has now decreased to 9.3%, which places the school in the “green” category according to state indicators. He noted that staff are continuing intentional work with the school community to maintain this improvement.



He also shared that the overall attendance rate for the year is 96.1% and remains strong and consistent. When broken down by grade level, he noted that all three grades are performing at approximately the 96% attendance level.



He further explained that attendance rates are generally strong across most student groups, but noted that Native American and Pacific Islander students are being closely monitored and supported to ensure equitable outcomes.



Statewide Assessments

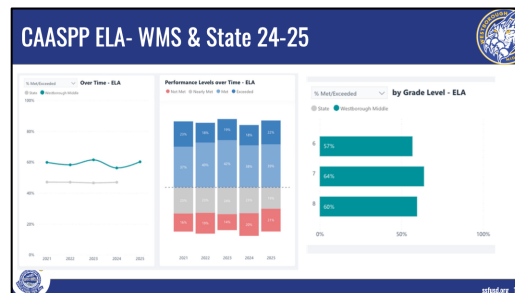
Dr. Rossi de Campos clarified that the presentation is focused on the 2024–25 CAASPP scores, which reflect the prior year's student performance and instructional work. She noted that the school has been actively responding to this data, and that more details about those actions would be shared when discussing SPSA goals and work. She emphasized the importance of understanding the timeline of the data being presented and stated that she hopes to return in the winter to report on progress based on more current results.



For ELA, Dr. Rossi de Campos noted that the school continues to perform above the state average and is maintaining a positive trend. She highlighted a strong rebound following a dip in 2024, with steady performance across all grade levels.

She reported grade-level performance as follows: 6th grade at 57%, 7th grade at 64%, and 8th grade at 60%. She also noted that the “exceeds” category reached 22%, the highest level in five years, indicating growth in student achievement.

At the same time, she identified areas of focus, noting a slight increase in the “not met” group and emphasizing attention on the “nearly met” group, which stands at 19% and represents a key middle cohort the school is closely monitoring.



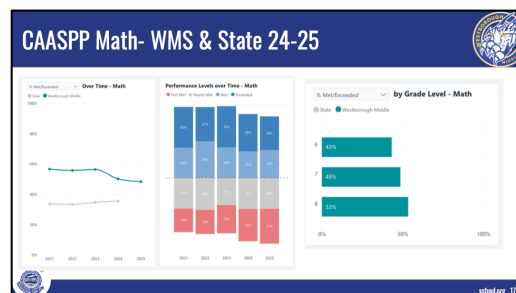
For math, Westborough continues to perform above the state average but emphasized the importance of being transparent about current trends.

Dr. Rossi de Campos highlighted eighth grade as a strength area, with 53% of students meeting or exceeding standards. She also noted a positive developmental trend across grade levels, explaining that students generally show increased achievement as they progress from 6th to 8th grade, which she described as evidence that learning is building over time.

However, she also identified a concerning overall trend, stating that math performance has declined and the “not met” group has increased from 19% in 2021 to 27%.

She explained that this year marks the first full implementation of a new math curriculum across all teachers, following a pilot phase last year with two teachers. She added that the district has conducted walkthroughs, focus groups, and worked with a TOSA to support teachers in building comfort with math discourse and the instructional routines embedded in the curriculum.

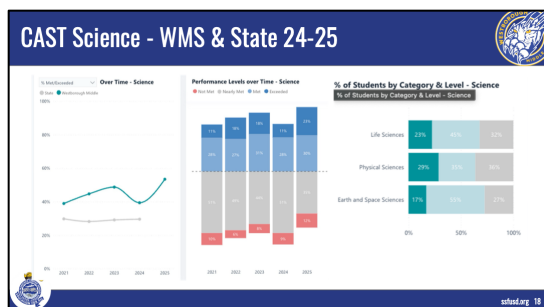
She noted that the school is still in the early stages of full implementation, and while they are hopeful about future results, they recognize that continued work is needed.



Dr. Rossi de Campos expressed pride in the science team. She noted that Westborough is consistently performing above the state average and highlighted a significant improvement in the 2024–25 results, which she described as the largest single-year gain in five years.

She emphasized that the improvement was not accidental, pointing to strong instructional work behind the results. She also highlighted that the “exceeded” category doubled over time, increasing from 11% in 2021 to 23% last year, calling

the growth an exciting milestone for the school.



Dr. Rossi de Campos explained she uses “percent of change” calculation rather than raw scores in order to better show year-to-year progress aligned with the district’s three-year SPSA cycle. She noted that this method compares results from 2023–24 to 2024–25 to help illustrate growth from the starting point of the goals, even though it can sometimes make the data appear more pronounced or harder to interpret at first glance.

She clarified that, using this approach, ELA shows overall upward trends while math shows ongoing challenges. In ELA, she reported relatively stable growth at about 1.8% in 6th grade, an 8.4% increase in 7th grade, and a 17.64% gain in 8th grade, which she identified as the strongest growth.

In math, she noted a 10% decrease in 6th grade, about a 9% decrease in 7th grade, and a 15.2% increase in 8th grade, resulting in an overall net difference of about 2% compared to the prior year. She emphasized that the school site council uses this method to standardize comparisons and better understand progress relative to baseline goals.

She acknowledged eighth graders for their strong performance and thanked them for their work, noting that they are now ninth graders.

Percent of Change Observed Between 23-24 & 24-25

Either "Standard Met" or "Standard Exceeded"

Grade	23-24 ELA	24-25 ELA	% of Change	23-24 Math	24-25 Math	% of Change
6th	56%	57%	1.80% increase	48%	43%	-10.42% decrease
7th	59%	64%	8.47% increase	54%	49%	-9.26% decrease
8th	51%	60%	17.64% increase	46%	53%	15.21% increase
Overall @ WMS	55%	60%	9.10% increase	49%	48%	-2.04% decrease

Dr. Rossi de Campos noted that socioeconomically disadvantaged students are performing close to overall student averages, which she emphasized is the desired outcome. She reported 44.4% meeting or exceeding standards in ELA and 40.7% in math, and stated that the gap between this group and the overall student population is narrowing. She said the school is monitoring progress but is encouraged by the results.

For students with IEPs, she noted strong growth in ELA with an 8-point increase, but a significant concern in math with a 22-point decline. She explained that this year's implementation of a high-quality curriculum may be contributing to early fluctuations and expressed hope that results will improve in upcoming winter data. She also recognized the special education team for managing multiple curricula, interventions, and a new adoption for medically fragile and moderate programs, noting the complexity of their work and expressing appreciation for their efforts.

She reported that multilingual learners showed notable improvement, increasing from 3% to 8% meeting and exceeding standards, describing this as a 23-point gain, the largest increase among student groups. She expressed optimism about continued growth and ongoing program development.

CAASPP ELA- Student Groups 24-25					
Summary Metrics by Student Group - ELA					
Student Group	# Students	% M+E	Avg Score	YoY Change	
EL	34	8.8%	2,431	23	
Other Students	444	60.3%	2,560	14	
Student Group	# Students	% M+E	Avg Score	YoY Change	
ELL	13	15%	2,118	8	
Other Students	425	60.3%	2,560	14	
Student Group	# Students	% M+E	Avg Score	YoY Change	
ELL/ELL	195	44.4%	2,515	11	
Other Students	343	60.3%	2,560	14	
Summary Metrics by Student Group - Math					
Student Group	# Students	% M+E	Avg Score	YoY Change	
EL	34	5.9%	2,432	-4	
Other Students	444	48.3%	2,553	-1	
Student Group	# Students	% M+E	Avg Score	YoY Change	
ELL	13	4.6%	2,202	-23	
Other Students	425	48.3%	2,553	-1	
Student Group	# Students	% M+E	Avg Score	YoY Change	
ELL/ELL	195	40.7%	2,516	-6	
Other Students	343	48.3%	2,553	-1	

Suspension

Dr. Rossi de Campos shared that Westborough's suspension data is now in the "green" category and that the school has reached its lowest suspension rate since the pandemic baseline. She emphasized that this improvement did not happen by chance, attributing it to several supports and practices implemented at the school.

She highlighted the opening of the wellness center,

strengthened tier 1 and tier 2 interventions, use of Universal Design for Learning (UDL) to support all students in the classroom, and continued implementation of restorative practices as key contributors to the decline.

However, she also noted an ongoing concern from the equity report, stating that some student groups are still being suspended at disproportionate rates. She emphasized that while progress has been made, the work to address these disparities is not yet complete.



Single Plan for Student Achievement (SPSA)

Dr. Rossi de Campos explained that, in response to the data, Westborough's work is organized through its SPSA which is aligned to four priorities: academic achievement, professional excellence, student engagement, and inclusive growth, all aligned with the district strategic plan.

For academic achievement, she highlighted a focus on belonging, UDL, academic discourse, and full implementation of the math curriculum. She noted that the Instructional Leadership Team (ILT) has led ROCI cycles alongside professional development staff, working closely with the extended leadership team to support peer observation work and instructional growth.

She also described ongoing efforts to redesign collaboration structures at Westborough, emphasizing that deeper work has been occurring through this process and will continue to develop.

For professional excellence, she noted that RTI teams meet monthly by grade level to review student progress and design supports, and she thanked staff members who support this work across classrooms and teams.

For student engagement, she highlighted the counseling

team, school psychologist, and wellness staff as central to supporting students through tiered interventions, PBIS, restorative practices, and the school's MTSS system. She emphasized efforts to ensure students feel seen, supported, and connected in their learning environments.

For inclusive growth, she noted continued expansion of inclusion opportunities, including more co-taught classes, and ongoing implementation of district-approved intervention curricula and high-quality instructional materials.

School Culture and Portrait of a Graduate Initiatives

Dr. Rossi de Campos concluded by emphasizing that the school's collective work is reflected in its overall school culture. She stated that students remain at the center of all efforts and that the school's work is aligned with bringing the Portrait of a Graduate to life.

She highlighted Westborough's strong culture of academic achievement, including programs such as honor societies, academic competitions like the Helix Cup, spelling and geography bees, as well as strong music, art, and student leadership programs that shape campus culture.



She also described efforts to build positive peer relationships, including the Culture Keepers mentorship program, where eighth graders mentor sixth graders, now in its third year. She added that the school supports Special Olympics events, Unified PE, anti-bullying initiatives, spirit weeks, and ongoing belonging-focused activities.



She shared excitement about the new seventh grade PBL project, “Seeds to Solution,” in partnership with the HEAL Project, noting that its culminating event will take place in April and inviting the board to attend.



She also acknowledged community partnerships, including PTSA, SSF Police Department colleagues, university interns, coaches, performers, and artists, emphasizing their role in supporting students and creating a responsive school environment.

She closed by thanking the board for their support, expressing pride in the school’s work, and stating that they plan to return in the winter with updated data. She concluded by affirming that the school is proud, clear in its direction, and grateful for the opportunity to share its progress.



Trustee Richardson thanked Principal Loraine Rossi de

Campos and shared that visiting the Genentech science day helped her better understand the Helix Cup program. She asked whether the program is an after-school activity or integrated into instruction. Dr. Rossi de Campos clarified that it is integrated for eighth grade students and added that students also participate in related culminating activities during a mini-course day after CAASPP testing. Trustee Richardson also asked about the suspension data, specifically referencing the improvement from 11.2 percent to 7.9 percent. Dr. Rossi de Campos explained that the improvement was attributed to strengthened MTSS systems, expanded wellness center supports, increased teacher awareness and relationship-building with students, implementation of the StopIt reporting system, and continued collaboration with counselors and psychologists to provide restorative and supportive interventions. Trustee Richardson commended the staff for their efforts and acknowledged the difficulty of supporting students through adolescence while expressing appreciation for their work.

Trustee Anthony focused on the academic outcomes, particularly highlighting the science results and student growth across grade levels. She expressed appreciation for the school's support systems and resources for students at different stages of learning and noted that the progress was encouraging while also emphasizing the importance of continued improvement over time. He thanked the presenters for the update and the work being done to support student achievement.

Trustee Lam shared a personal connection to Westborough and expressed strong appreciation for the school. She praised the collaboration among staff, the range of initiatives being implemented, and the positive school culture. She also emphasized the visible energy and optimism at the school and noted that students appeared engaged and supported. She described Westborough as one of his favorite places to visit and thanked the staff for their ongoing work.

Trustee Hsieh highlighted the alignment between the school's instructional vision, SPSA goals, and what is happening in classrooms. She noted encouraging improvements in ELA, science, and attendance trends, and emphasized the importance of continued focus as the school implements a new math curriculum. She encouraged

continued progress and expressed optimism about future impact.

President Murray shared a personal connection to Westborough as both a former student and a parent of alumni. She praised the intentionality of the leadership and staff, as well as the strength of the school's culture and community.

Dr. Rossi de Campos closed the presentation by expressing gratitude to the teachers and families who attended the evening to support Westborough. She emphasized the dedication and generosity of both staff and parent volunteers, noting the significant time and effort they contribute to strengthening the school community.

She then recognized several parent volunteers for their service. She thanked Ana Gee for three years of PTSA involvement and ongoing support of the school community. She also acknowledged Michelle Kater for her PTSA service and contributions, even though she was unable to attend the meeting. She recognized Carla Martinez for her three years of service on the School Site Council and noted her participation on the committee that helped select Mr. Bird, expressing appreciation for her broader contributions to the school.

Finally, she offered special recognition to PTSA President Sueanna Wong and Waymond Wong for their long-term and wide-ranging support of Westborough. She highlighted their involvement in PTSA, selection committees, and the bond site committee, describing them as deeply committed to the school community. She expressed emotional gratitude for their continued presence and support, especially during challenging moments, and shared that their children's connection to the school reflects the strength of the Westborough community.

She concluded by reflecting that this level of commitment from families and staff is what makes Westborough special and reaffirmed her appreciation for the opportunity to serve the school community.

Student Trustee Ruiz left the meeting at 8:10 p.m.

b. Literacy Update - Performance ManagementIntroduction

Lindsay Summers, district literacy coordinator for preschool through fifth grade, began her presentation by greeting the board, Dr. Moore, Cabinet, and the South San Francisco community. She shared that she was honored to highlight the district's literacy initiatives and the impact of ongoing work to improve student outcomes.

She outlined the focus of her presentation, noting that she would review the district's literacy vision statement, literacy goals, key highlights aligned to the district strategic plan, DIBELS reading data, and next steps in the district's literacy work. She then presented the district's literacy vision, emphasizing that South San Francisco Unified School District is committed to providing equitable, engaging, rigorous, and student-centered literacy instruction for all students from preschool through twelfth grade.

Goals for 2025-2026

As part of her role, Ms. Summers shared that she has led the development and monitoring of the district's literacy action plan, ensuring that both preschool and elementary literacy plans are equity-focused and aligned with one another. She explained that this alignment strengthens instructional coherence in literacy and supports students as they move through grade levels.

She emphasized the importance of instructional practices and systems that build toward reading proficiency for all students. She then described current preschool priorities, which include increasing oral language development for multilingual learners, strengthening phonological awareness for all students, and building alphabet knowledge for all students.

She also outlined elementary literacy priorities for the year, including accelerating literacy outcomes for all students by 10 percent on DIBELS, implementing daily UFLI phonics lessons, integrating writing instruction across the school day, and ensuring that all multilingual learners receive designated English language development.

Goals of District Literacy Action Plan for 2025-2026	
Preschool	Elementary
1. Increase the percentage of Multilingual Learners scoring in Tier 1 on the IGDIs Oral Language measures by 20 percentage points from the beginning to the end of the year through explicit and intentional focus on oral language development 2. Increase the percentage of Big Lift preschoolers scoring in Tier 1 on the IGDIs phonological awareness measure by 15 percentage points from the beginning to the end of the year through phonological instruction routines 3. Increase the percentage of Big Lift preschoolers scoring in Tier 1 on the IGDIs Alphabet Knowledge measures by 15 percentage points from the beginning to the end of the year through explicit, weekly instructional routines	1. Accelerate literacy outcomes for all K-5 students as measured by their DIBELS Composite Score. Increase the percentage of students at or above grade-level expectations from 64% to 74% district-wide from May 2025 to May 2026. 2. 100% of K-2 General Education Teachers will implement daily UFLI lessons, follow the instructional routines from the program, and regularly use curriculum-based progress monitoring tools to effectively address students' Word Recognition needs. 3. 100% of K-5 teachers will integrate writing instruction throughout the instructional day by implementing evidence-based writing routines. 4. 100% of Multilingual Learners will receive DELD.

Highlights from 2025-26

Ms. Summers explained that the district's literacy work in curriculum, instruction, and assessment is aligned to the district's strategic plan, with a strong focus on exceptional instruction and student engagement.

She noted a districtwide emphasis on UFLI implementation in grades K–2 and the Seeds of Learning framework in transitional kindergarten. She also shared that the district is preparing to launch a K–12 ELA and ELD committee in support of an upcoming curriculum pilot.

She highlighted the continuation of 120-minute daily structured literacy blocks in grades K–5 and an increased use of multisensory instructional approaches aligned with the Orton-Gillingham framework. She emphasized that through intentional collaboration across preschool through third grade and instructional site visits, the district is working to prevent early academic gaps.

She added that the district is in its fourth year of administering DIBELS mCLASS and its second year of IGDIs in preschool. She also noted that NWEA MAP Growth has been identified as the district's K–12 ELA and math benchmark assessment for the following year, explaining that this tool will support ongoing monitoring of student progress and inform instructional planning.

Literacy Highlights from 2025-2026		
Priority 1: Exceptional Instruction and Priority 2: Engaged Students		
Curriculum	Instruction	Assessment
• Focus on UFLI for phonics in Grades K-2 • Focus on Seeds of Learning in TK • Launching an ELA / ELD Committee for a K-12 pilot in 2026-2027	• 120 daily minutes of Structured Literacy Blocks in Grades K-5 • Collaboration to strengthen P-3 alignment • Incorporation of Orton Gillingham approach for multisensory instruction	• Year 4 of DIBELS in K-5 • Year 2 of IGDIs in Preschool • Identified NWEA Map Growth for K-12 Benchmark Assessments in K-12

Ms. Summers continued by describing the district's work through purposeful partnerships. She explained that elementary educators are providing families with DIBELS Home Connect reports, which share each student's current reading data along with individualized strategies and resources to support reading growth at home. She added that most elementary sites are implementing the UFLI take-home reader program in grades K–2, while preschool and transitional kindergarten are using Dolly Parton's Imagination Library to support access to books at home.

She highlighted additional community partnerships, including the BayEd Fund's Promise Champions program at Martin and Los Cerritos, as well as the South San Francisco Kiwanis support for increased access to books at Sunshine Gardens, with hopes of expanding to more schools in the future.

In regards to professional learning and educator support, Ms. Summers noted that professional development has focused on both UFLI and DIBELS assessments. She shared that the district's 15 reading specialists provide instructional coaching to support colleagues in implementing science-of-reading-aligned instruction, and that a structured literacy block website has been developed to provide instructional resources for teaching and lesson design.

Literacy Highlights from 2025-2026 [continued]		
Priority 3: Purposeful Partnerships	Priority 4: Empowered Educators	Priority 5: Equity-Centered Systems
- DIBELS Home Connect Reports for families - UFLI Take-Home Readers in Grades K-2 - Imagination Library in Preschool and TK - Promise Champions with Bay Ed Fund - SSF Kiwanis and Sunshine Gardens	- Professional Development on UFLI and DIBELS 20% instructional coaching as part of Reading Specialists' role - Structured Literacy Block Website with resources	- Standardized Guidelines for Reading Intervention with a Reading Specialist - Grade-level schedules to protect Tier 1 instruction in literacy and DELD - Data chats and MTSS

DIBELS Data

Ms. Summers explained that DIBELS is the district's mandated reading assessment in grades K–5, noting that DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. She described it as a series of quick, timed, grade-level subtests used both for benchmarking and for progress monitoring. She emphasized that the assessment helps identify and target students' literacy needs and supports decisions about placement on reading specialist caseloads.

She shared that this year, 518 additional students participated in the DIBELS mCLASS assessment, including newcomers and most students in special education who had not previously been assessed in prior years. She explained that this expansion has made the district's DIBELS data more representative of student performance across all subgroups at the elementary level.

She then referenced comparative data across the past four years for K–5 composite reading scores and noted that May 2026 results will be shared with the board and cabinet once available. She concluded by highlighting that the district's four-year literacy efforts have led to measurable outcomes, including a 17 percent overall increase in K–5 reading proficiency and an 18 percent decrease in students performing in the “well below expectations” range.

DIBELS Data: Four Year Comparison of Composite Score												
K-5	2022 to 2023			2023 to 2024			2024 to 2025			2025 to 2026		
	Sept. 2022	Jan 2023	May 2023	Sept. 2023	Dec. 2023	May 2024	Sept. 2024	Jan. 2025	May 2025	Sept. 2025	Feb 2026	May 2026
Above	28%	22%	30%	29%	28%	34%	28%	33%	36%	28%	33%	
At	34%	23%	25%	33%	27%	27%	32%	28%	28%	32%	29%	
Below	16%	13%	15%	15%	15%	14%	17%	14%	13%	16%	14%	
Well-Below	22%	42%	30%	23%	30%	25%	25%	25%	23%	24%	24%	

Ms. Summers shared grade-level DIBELS data comparing September 2025 and February 2026. She reported that overall K–5 reading proficiency increased by 2 percent over the past five months. She noted gains in kindergarten and first grade, each showing a 6 percent increase in reading proficiency, as well as a 2 percent increase in second grade and a 3 percent increase in fourth grade. She also acknowledged areas of decline, including a 1 percent decrease in third grade and a 10 percent decrease in fifth grade.

DIBELS District-Wide Data: 2025 to 2026 School Year [composite]																
Comp score Score	September 2025					February 2026					May 2026					Met Goal of 10%
	Above	At	Below	Well Below	PM Key	Above	At	Below	Well Below	PM Key	Above	At	Below	Well Below	PM Key	
K	27%	19%	19%	35%	46%	28%	24%	17%	31%	52%						
1st	27%	28%	17%	28%	55%	32%	29%	14%	25%	61%						
2nd	35%	31%	12%	22%	66%	39%	29%	13%	19%	68%						
3rd	31%	35%	14%	20%	66%	32%	33%	10%	25%	65%						
4th	21%	43%	20%	16%	64%	41%	26%	13%	20%	67%						
5th	26%	43%	20%	16%	69%	28%	31%	16%	25%	59%						
K-5	28%	32%	16%	24%	60%	33%	29%	14%	24%	62%						

For site-specific DIBELS data comparing September 2025 and February 2026, Ms. Summers noted that while there is variation across school sites, educators and site administrators remain committed to accelerating student literacy outcomes, with particular attention to students performing below grade-level benchmarks.

DIBELS Site-Wide Data: 2025 to 2026 School Year [composite]

	September 2025					February 2026					May 2026					Met Goal of 10%
	Above	At	Below	Well Below	PM Key	Above	At	Below	Well Below	PM Key	Above	At	Below	Well Below	PM Key	
Burl	37%	36%	13%	14%	73%	45%	32%	11%	12%	77%						
JS	35%	33%	17%	15%	68%	39%	34%	11%	16%	73%						
LC	12%	25%	17%	46%	37%	15%	24%	18%	43%	39%						
Mar.	8%	24%	22%	46%	32%	11%	20%	17%	52%	31%						
MV	46%	35%	11%	8%	81%	53%	29%	10%	8%	82%						
Pon.	27%	37%	16%	20%	64%	52%	34%	11%	23%	66%						
Sky	31%	35%	16%	18%	66%	36%	30%	14%	18%	68%						
Spr	14%	23%	17%	46%	37%	15%	23%	20%	42%	38%						
SSG	24%	39%	18%	19%	63%	30%	30%	18%	22%	60%						

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Ms. Summers concluded her presentation by expressing pride in the district's literacy accomplishments and noting that key next steps have emerged from the work. She identified sustained professional learning in reading and writing as an ongoing area of need for certificated staff, classified staff, and administrators across elementary, middle, and high school levels.

She shared that the district is preparing to move forward with a pilot of high-quality instructional materials for ELA and ELD, designed to better meet student needs and support continued literacy growth. She emphasized that student literacy success also depends on consistent access to diverse, relevant, grade-level texts in all instructional spaces, both to strengthen reading skills and to foster a love of reading. She added that an update and continued investment in classroom and school libraries would be a valuable enhancement to support this goal.

She closed by thanking the board for their partnership and leadership, stating that their commitment to literacy makes the work possible, and offered to answer any questions from the board.

Potential Next Steps
• Develop a Professional Learning plan for sustained support on evidence-based instruction in Reading and Writing for Elementary, Middle, and High School. • Engage in a landscape analysis to prepare to pilot for an updated, comprehensive ELA / ELD Curriculum. • Master schedules at every site to protect Tier 1 literacy instruction for all students and DELD for all Multilingual Learners. • Update our classroom and school libraries with high quality, engaging, and culturally responsive texts.

Trustee Anthony expressed appreciation for Ms. Summers' presentation and noted the clarity of the literacy data, particularly the district's shift toward assessing all students rather than using the assessment only for intervention purposes. She confirmed her understanding that the DIBELS assessment is now being used as a broader, districtwide monitoring tool, and Ms. Summers affirmed that this was correct.

Trustee Anthony also commented positively on the district's investment in professional development and the structured literacy block. She emphasized the importance of consistent reading practice and referenced prior school initiatives encouraging students to read regularly each day. She asked whether similar practices, such as daily reading expectations, are currently being promoted across schools. Ms. Summers responded that the district continues to emphasize reading stamina, fluency, and joy of reading alongside explicit literacy instruction, and noted that many schools are implementing a "read every night" challenge. She added that Los Cerritos helped lead this initiative.

Trustee Anthony then asked about the impact of increased access to diverse books, referencing support from the South San Francisco Education Foundation and the Kiwanis Club. Ms. Summers responded that while she believes there has been a positive impact, it is difficult to quantify the direct effect of those efforts on student outcomes.

Trustee Anthony concluded by expressing enthusiasm for take-home reading resources and emphasized the importance of strengthening family literacy, particularly in supporting households where caregivers may have varying levels of literacy. She encouraged continued focus in this area, and Ms. Summers responded that the district plans to continue this work.

Trustee Hsieh thanked Ms. Summers for a clear and comprehensive literacy vision and highlighted the coherence of the district's approach from preschool through grade 12. She noted appreciation for the emphasis on evidence-based practices, including DIBELS, and shared that the progress in early literacy is encouraging.

She added that a key next step, in her view, is ensuring consistent implementation and progress across all school sites so that all students benefit equitably from the district's literacy efforts.

Trustee Richardson thanked Ms. Summers for the comprehensive report and raised a question about the reclassification of English learners. She expressed concern about whether students who reach English proficiency and are reclassified might lose some of the gains they made once they no longer receive additional language support.

Ms. Summers responded that district data on students who have been reclassified from the multilingual learner category shows that these students continue to grow in both language and literacy development.

Trustee Richardson responded that this was very encouraging and shared that she feels reassured by the data, noting that she finds the growth in reclassification numbers from year to year very positive.

Dr. Campbell added to the discussion by noting that research indicates reclassified students not only continue to grow but often outperform their peers academically.

Trustee Lam thanked Ms. Summers for the report and expressed appreciation for the district's increased intentionality in using data to monitor student progress, particularly through DIBELS and the upcoming NWEA MAP assessment. She also acknowledged the partnership with the Kiwanis Club and their support in providing books to Sunshine Gardens, noting appreciation for that collaboration.

She then raised a question about the district's literacy strategy, noting that while early grade gains appear strong, progress in grades three through five seems more uneven. She asked whether the district is placing too much emphasis

on early literacy and whether adjustments are needed to ensure continued growth across all grade levels.

Ms. Summers responded that different grade levels and student cohorts do experience distinct challenges. She explained that the slight decline in third grade reflects normal variation in benchmark performance, where students may still be growing in literacy but not yet at a pace that moves them into the next proficiency category. She noted that benchmark classifications are dynamic and can shift between assessment windows.

She added that fourth grade showed a 3 percent increase in reading proficiency, while fifth grade experienced a 10 percent decrease. She explained that the fifth-grade DIBELS assessment is particularly demanding, focusing on rapid oral reading fluency, which requires a high level of performance to meet grade-level standards. She noted that it is not uncommon to see variability at middle-of-year benchmarks nationally, and that this year's decline is larger than desired but still reflects overall progress compared to prior years.

She concluded that, despite these fluctuations, districtwide trends remain positive and more encouraging than in past years, indicating overall improvement in literacy outcomes across the system.

President Murray thanked Ms. Summers for her report and expressed appreciation for her ongoing work. She emphasized that the importance of reading cannot be overstated and noted that the information provided in the presentation was valuable and gave the board much to consider. She commended Ms. Summers for doing an excellent job and thanked her for her efforts.

The Board recessed at 8:30 p.m. and reconvened at 8:40 p.m.

O. PRESENTATION WITH POTENTIAL ACTION – None

P. CONSENT AGENDA

MOTION #193 (Anthony/Hsieh) to approve 1a. Minutes of the March 12, 2026 Regular Board meeting; 1b. Proposed Board of Trustees' meeting calendar for the 2026-27 school year; 2a. Permission for ECHS swim athlete to participate in the CIF State Swim Championship in Fresno, CA, May 14 – 16, 2026; 2b. Permission for District staff to attend the Association for Behavior Analysis

International (ABAI) Convention in San Francisco, CA, May 23 – 24, 2026; 2c. Permission for Adult Education staff to attend the CASAS National Summer Institute in Orange County, CA, June 15 – 18, 2026; 2d. Permission for SSFHS staff to attend the American School Counselor Association (ASCA) Conference in New Orleans, LA, July 11 – 14, 2026; 3a. Certificated Personnel Assignment Order *with a change to Houle, Robert's school site as Skyline Elementary*; 3b. Classified Personnel Assignment Order; 4a. Purchase Order Listing, January 2026; 4b. Declaration of surplus items; 4c. Warrant Register, January 2026; 4d. Cash Receipts, January 2026; 4e. Gifts to the District; 4f. Fundraising events for the 2025-26 school year; 4g. Professional services agreements under \$25,000. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

ACTION

1. ADMINISTRATION

a. Resolution No. 26-12 National Child Abuse Prevention Month

The resolution was read by Trustee Anthony.

MOTION #194 (Richardson/Lam) to adopt Resolution #26-12: In support of National Child Abuse Prevention Month. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

b. Resolution No. 26-13 Autism Awareness Month

The resolution was read by Trustee Lam.

MOTION #195 (Richardson/Hsieh) to adopt Resolution #26-13: In support of Autism Awareness Month. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

c. Resolution No. 26-15 for Trustee Compensation

MOTION #196 (Anthony/Lam) to adopt Resolution #26-15: To allow stipend payment for Trustee Richardson who was absent from the March 12, 2026 Board meeting and a waive of the reading. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

2. TEACHING & LEARNING

a. Approval of a 3-Year Extension with McGraw-Hill for the Impact Social Science Instructional Materials

MOTION #197 (Lam/Richardson) to approve a three-year extension of the Impact Social Studies instructional materials for grades 6–12 with McGraw-Hill in the amount of \$360,652.50. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

b. Approval of New Course – Tagalog 2 (Filipino)

Trustee Lam provided context that the district had previously approved a Tagalog I course at an earlier board meeting and is now considering the addition of Tagalog II. She referenced her earlier question about meeting UC and CSU A–G requirements, noting that students need two years of a world language to qualify. She confirmed that offering a second level course is necessary for students who choose Tagalog to meet those requirements, which Dr. Moore affirmed.

Trustee Lam also revisited her earlier question about the timing of implementation for Tagalog II, noting that whether the course is offered immediately will depend on student interest and enrollment.

MOTION #198 (Anthony/Hsieh) to approve the Tagalog 2 (Filipino) course for implementation at SSFUSD high schools, beginning at El Camino High School in the 2026–2027 school year. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

c. Resolution No. 26-16 Authorization to Execute Transition Partnership Program Contract

Trustee Richardson asked if the action item was for the ATP program at Baden High School or implemented elsewhere in the district. She noted that she believed the information might already be included in the materials but wanted confirmation.

Dr. Campbell responded that she would need to respond

back to her at later time.

MOTION #199 (Anthony/Hsieh) to adopt Resolution #26-16 authorizing designated South San Francisco Unified School District personnel to execute the Contract Signature Authorization form with the California Department of Rehabilitation for the Transition Partnership Program and a waive of the reading. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

3. HUMAN RESOURCES

a. Approval of the MOU with South San Francisco Classroom Teachers Association (SSFCTA) for Danielson Framework Implementation

MOTION #200 (Anthony/Hsieh) to approve the MOU between the District and SSFCTA to support the adoption and implementation of the Danielson Framework for professional standards and evaluation of all certificated staff. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

b. Approval of the MOU with South San Francisco Classroom Teachers Association (SSFCTA) for the Special Education Retention Bonus

MOTION #201 (Lam/Hsieh) to approve the MOU between the District and SSFCTA for the Special Education (Education Specialist) Retention Bonus, effective for the 2026–2027 school year. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

c. Approval of the Special Education Program Specialist Job Description

MOTION #202 (Anthony/Lam) to approve the job description for the Special Education Program Specialist. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

4. STUDENT & FAMILY SERVICES

a. Approval of the 3-Year License Renewal with EveryDay Labs

MOTION #203 (Anthony/Richardson) to approve the three-year license renewal with EveryDay Labs for the EveryDay software platform, including the EveryDay Intervention, EveryDay Truancy, and EveryDay Pro modules, in the amount of \$234,572.63. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

b. Approval of the MOU with Boys & Girls Club of the Peninsula (BGCP) - Future Grads Program

Trustee Anthony noted that the framework was new to her and found it interesting that an agreement must follow this process before coming to the board for approval.

MOTION #204 (Richardson/Lam) to approve the MOU with BGCP for the Future Grads Program at El Camino High School and South San Francisco High School for the 2025-26 school year. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

c. Approval of the MOU with Boys & Girls Club of the Peninsula (BGCP) - Summer 2026 Expanded Learning Opportunities Program (ELOP)

MOTION #205 (Richardson/Lam) to approve the MOU with BGCP for the Summer 2026 ELO-Program in the amount of \$212,525. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

5. BUSINESS SERVICES

a. Approval of Amendment #1 with CAW Architects for South San Francisco High School Modernization

Trustee Richardson appreciated staff's clarification and noted the importance of clearly communicating project details, such as locker and dressing rooms, so the community understands how funds are being used.

Trustee Anthony emphasized that the project includes much more than dressing rooms and expressed excitement about moving forward with the next phase of bond projects.

Trustee Lam highlighted the broader scope, including a new CTE wing, and noted the long timeline for completion.

Trustee Richardson added that the project reflects the significant needs of aging high school facilities.

MOTION #206 (Anthony/Richardson) to approve Amendment #1 to the agreement with CAW Architects for additional services, including design and construction administration, for the South San Francisco High School Modernization project in the amount of \$6,035,032. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

b. Resolution No. 26-14 and Change Order #4 for Westborough Middle School Field & Pavement Improvements Project

Trustee Lam asked for an update on the timeline for opening the field and whether it would be ready in April. Ms. Shelton responded that while progress is ongoing, delays due to unforeseen stormwater issues mean the field is now expected to be completed by mid-May, though it will be finished before the end of the school year.

Trustee Lam also inquired about potential future change orders, and Ms. Shelton confirmed that at least one more is anticipated.

Trustee Anthony commented on the challenges of construction projects, noting that unexpected issues often arise and can complicate timelines and costs, while still expressing support for completing the work.

MOTION #207 (Hsieh/Richardson) to adopt Resolution #26-14, declaring the futility of public bidding for additional construction work, and approval of Change Order #4 to the contract with McGuire & Hester for the Westborough Middle School Field and Pavement Improvements project in the amount of \$130,126 and a waive of the reading. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None).

Motion Carried. (Unanimous)

c. Approval of Agreement with Vanir Construction Management, Inc. for Sunshine Gardens Elementary School Modernization

MOTION #208 (Anthony/Hsieh) to approve the agreement with Vanir Construction Management, Inc. for construction management services for the Sunshine Gardens Elementary School Modernization Project in the amount of \$1,397,900. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

d. Approval of Firms for Cost Estimating Services Pool - Measure T Program

MOTION #209 (Richardson/Lam) to approve the selected firms outlined in the memo for inclusion in a Cost Estimating Services pool to support the Measure T Bond Program and the Facilities Department. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

e. Approval of Agreement with Advanced Inspections, Inc. for District Office Annex Project

Trustee Richardson asked whether upcoming building inspections would include consideration of insulation to mitigate airport noise for district office annex spaces. Mr. O clarified that inspectors only verify compliance with approved design plans and do not evaluate or add features such as noise insulation.

Ms. Shelton explained that any such considerations would need to be included during the design phase. She noted that while this could be raised with design teams, the plans for the current project may already be finalized and submitted, limiting the opportunity for changes.

Trustee Richardson expressed appreciation for the information.

MOTION #210 (Lam/Hsieh) to approve the agreement with Advanced Inspections, Inc. to provide Inspector of Record services for the District Office Annex Project in the amount

of \$10,000. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

f. Approval of Agreement with Advanced Inspections, Inc. for New TK Classrooms

MOTION #211 (Lam/Anthony) to approve the agreement with Advanced Inspections, Inc. to provide Inspector of Record services for the new TK classrooms at Monte Verde Elementary School and Junipero Serra Elementary School in the amount of \$34,000. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

g. Approval of Agreement with Pionic Unit Construction for New TK Classrooms

Trustee Lam confirmed that construction at Monte Verde and Junipero Serra is beginning over spring break and asked about the timeline. Mr. Kitchens confirmed this and clarified that mid-May is a coordination milestone, while substantial completion is scheduled for June 26.

Trustee Anthony confirmed that the timeline means the facilities will be ready for the next school year. Mr. Kitchens added that mid-May will include a key milestone when cranes install the buildings.

MOTION #212 (Anthony/Richardson) to approve the agreement with Pionic Unit Construction for the new TK classrooms at Monte Verde Elementary School and Junipero Serra Elementary School in the amount of \$1,486,000. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

h. Approval of Agreement Ninyo & Moore for Geotechnical and Inspection Services – New TK Classrooms

Trustee Richardson asked about space constraints at Monte Verde and whether anything would be demolished to accommodate the new classroom.

Mr. Kitchens explained that an existing kindergarten play structure will be removed from the play yard area to make space for the new TK classroom. New play structures will

then be installed alongside the new classroom, effectively replacing what was removed.

MOTION #213 (Lam/Anthony) to approve the agreement with Ninyo & Moore for geotechnical observation, materials testing, and special inspection services for the new TK classrooms at Junipero Serra Elementary School and Monte Verde Elementary School in the amount of \$43,470. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

i. Approval of Agreement with Better Building Construction for District Office Modular Building Installation

Mr. Kitchens noted a correction to the reported amount, clarifying that the correct figure is \$466,600, as \$600 had been inadvertently omitted earlier.

MOTION #214 (Anthony/Lam) to approve the agreement with Better Building Construction for the installation of the new District Office relocatable modular office building *with a change to the amount of \$466,600*. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

j. Approval of Agreement with Akshaya Inc. for Temporary Technology Staffing

MOTION #215 (Anthony/Lam) to approve the agreement with Akshaya Inc. for temporary technology staffing support for the Technology Equipment Refresh Project in an amount not to exceed \$132,600. (AYES: Lam, Murray, Anthony, Richardson, Hsieh; NOES: None). Motion Carried. (Unanimous)

REVIEW OF FUTURE AGENDA ITEMS AND MEETINGS – None

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)
- Resolutions for retirees

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 Anthony wished everyone a good spring break.

Trustee Lam shared appreciation for the RFEP reclassification celebration, describing it as meaningful and comparable to a graduation, and expressed gratitude for the district's support of multilingual learners. She also wished everyone a happy spring break.

Trustee Richardson reported attending the Personnel Commission meeting, where a new commissioner was installed, and shared updates from a budget presentation noting concerns about declining enrollment alongside increasing student needs, particularly in special education. She also highlighted the reclassification celebration, praised student achievements, and commended the superintendent's Spanish remarks at the event. She concluded by wishing everyone a restful spring break.

Trustee Hsieh wished everyone a happy spring break.

Dr. Moore shared that she attended a retirement celebration for former County Superintendent Nancy Magee, highlighting her student-centered leadership and wishing her well in retirement.

President Murray also congratulated Nancy Magee on her retirement and wished everyone a happy spring break.

ADJOURNMENT – 9:25 p.m.