

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**  
**Minutes of the Board of Trustees' Meeting of February 8, 2024**

***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. Conference with Labor Negotiators

Agency Designated Representative: District Assistant Superintendent for  
HR/Student Services

Employee Organization: SSFCTA

**RECONVENE INTO OPEN SESSION - 7:00 p.m.**

**B. ROLL CALL**

Board Members:

- Ms. Amanda Anthony - Present
- Dr. Chialin Hsieh - Present
- Ms. Daina Lujan - Present
- Mrs. Patricia Murray - Present
- Mrs. Mina Richardson - Present
- Ms. Jamie Wong, Student Board Member - Present

Cabinet Members:

- Dr. Shawnterra Moore, Superintendent - Present
- Mr. J. Marwan Hannon, Assistant Superintendent, Human Resources and Student Services - Present
- Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present
- Mr. Ted O, Assistant Superintendent, Business Services - Present

**C. PLEDGE OF ALLEGIANCE** - was led by El Camino High School senior Gary Cruz.

**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** - Nothing to Report

**F. REVIEW OF AGENDA** - No changes.

**G. PTA COUNCIL REMARKS** - President Lauren Kitchen thanked Dr. Chialin Hsieh and Mr. Ted O for attending this week's PTA Council meeting. She also thanked the dedicated parent volunteers and District's PTA leaders who find time to improve the school communities. The volunteers donate up to 10,000 hours each year. In high school, the PTA changes to the parent-teacher-student association (PTSA). SSFUSD's two PTSA's have "...made great efforts to incorporate student voices and find ways to support each other." ECHS's PTSA "...recently provided a beautiful staff luncheon and added decorations and comforts to the staff lounge..." After the luncheon, the association met with more than 15 club leaders and learned about the variety of clubs which focus on things from service, fashion, sports, animals, and more. Ms. Kitchen also shared the dates of upcoming PTA unit meetings and events for some schools. She added that most PTA units are hosting principals at their meetings to review the Strategic Plan and the Portrait of a Graduate.

**H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS**

**South San Francisco Federation of Adult Educators** - None

**South San Francisco Classroom Teachers Association** - Interim President Shari Giusti spoke about the sunshine proposal, which "...marks the beginning of the bargaining season, and we are excited to get going on these negotiations to address parts of the collective bargaining agreement that have not been changed or updated in quite some time." She reminded everyone that Article 7, dealing with pay and benefits is not open to negotiations this coming year. The several articles listed in their proposal will focus on outdated or ambiguous language, which will prevent confusion on both sides. She has invited District teachers to express their situations during Board meetings to bring about improvement for their careers or their students. Ms. Giusti urged the Board to approve the calendars tonight that were already approved by 76% of the SSFCTA. "These calendars will recognize Indigenous People's Day and Lunar New Year for the next three years."

**California School Employees Association Chapter 197** – President Jolene Malfatti said once the academic calendars are approved, CSEA will be negotiating on the 10, 11, and 12-month calendars. She stated that the Library Media

Assistants have been hoping to add one hour to their work day schedules for the last three years. Teachers, especially at the elementary school level, are very supportive of this since those employees are important to their schools. She asked the Board to consider this request since the Library Media Assistants "...host many events like book fairs, encouraging students to read more by increasing their literacy...[and] who stay past their quitting time just to see our students learn and excel in reading."

- I. **PERSONNEL COMMISSION** - Assistant Superintendent J. Marwan Hannon reported that the next Commission meeting will take place on February 12, 2024.

- J. **ITEMS FROM THE BOARD**

Trustee Mina Richardson announced this year's OYE Latinx Youth Conference is being held on March 23 at Cañada College, from 9:00 a.m. to 3:00 p.m.

President Daina Lujan said the Joint Advisory Child Care Master Plan Committee met on Monday and continues to work on their recommendations. They will bring the final recommendation to the SSF City Council on March 25. The City Subcommittee meeting was held on Tuesday. One topic was on working across systems to align registration so it's a more seamless experience for parents.

- K. **SUPERINTENDENT'S REPORT**

- a. **Introduction of Student Trustee Wong** - Superintendent Shawnterra Moore welcomed the Spring Student Trustee and ECHS ASB President Jamie Wong to the Board. The Trustees are looking forward to hearing her perspective on items which come before the Board. "We wanted to say congratulations and know that we believe in you and we know that you are going to do an exemplary job."
- b. **National School Counseling Week** - Dr. Moore said this is the Week of National School Counselors and at the last Board meeting, the Trustees adopted a resolution in support of the counselors. "We have the opportunity to recognize our school counseling staff for the work they do to support our students and families." She shared the District's Counseling Vision for 2023-24 as follows: "The counseling departments in SSFUSD empower students to become self-confident advocates equipped with knowledge and skills to access sources and navigate challenges. Through cultivating resilience, self-awareness and coping strategies, our students will become well-rounded individuals who advocate for themselves and others with empathy and kindness." High school counselors are currently guiding students through course programming to select their classes for next school year based on their interests and post-secondary goals. They are also working with seniors and their families to assist them in completing the free application for federal student aid, (FAFSA), or the California Dream Act application. Middle school counselors are implementing career awareness and education lessons with

students and will soon be starting to course program presentations to guide these students through the selection of elective courses. Wellness counselors are leading the schools' effort in addressing student wellness and support based on data collected from the daybreak universal screener. "We are truly so proud of the work of our school counselors and all that they're doing to help our students learn, thrive, navigate, and impact their communities in alignment with our Portrait of a Graduate."

- c. **Baden HS WASC** - the Superintendent shared the news that the Accrediting Commission for Schools, Western Association of Schools and Colleges, (WASC) recently determined that Baden HS meets the WASC criteria for accreditation. "The commission has granted the school a six-year accreditation status through June 30, 2030, with a mid-cycle visit in the 2026-27 school year. So congratulations to Baden."

## L. STUDENT TRUSTEE REPORTS

1. Jamie Wong, Spring Student Trustee and ASB President ECHS, highlighted the following recent and upcoming events at her site; Senior night was held on February 2, since both basketball teams won their games; the girls' soccer team dominated with a 5-0 win; senior night is tomorrow for boys' soccer; the entire wrestling team has also made a huge win as multiple students have advanced to CCS; their Jazz Band will be attending a jazz festival in Las Vegas on March 15-March 18, joining other high achieving bands on the West Coast and taking master classes with some of the best musicians; on February 7-13, they will be celebrating love and friendship with Valentine's Day Grams; and on February 14, the gifts will be delivered.

Ms. Wong praised counselors during Counselor Appreciation Week. She said, "They're dedicated professionals who play a vital role in supporting our students, offering guidance, encouragement, and a listening ear during challenging times." Students organized a special breakfast bar and "...created a heartfelt poster signed by each student expressing our sincere appreciation for everything they have done. It is through their unwavering commitment and compassion that students thrive, and we are truly grateful for all that they do. Thank you to all counselors and we appreciate you all so much."

She also acknowledged ECHS' ASB Leadership for attending this Board meeting and offering her their peer support, which she appreciates.

2. Ira Sergio, Fall Student Trustee and ASB President SSFHS, shared the following news from her school; This week and last week has been very busy for the ASB members, with the Activities Commission hosting the annual Winter Ball last Saturday, February 2. The theme was Northern Lights and the dance was held at Skyline College's Farallon Room. Profits will go towards Spring's Day on the Green; the annual history day competition took place last week with the theme of Turning Points in History. Some

outstanding presentations from the students, with a variety of topics, are moving on to the County competition; the boys' soccer team celebrated their annual senior night last Friday, got to take home a victory, and are currently in first place in the league; the seniors on the girls' soccer game are being recognized today at their game against Cappuccino HS; this week, students played a board game during Spirit Week, where they wore differently themed clothes each day. The event concludes tomorrow with a rally featuring the Cheer Team, Hip-hop Club, and a surprise student performance. They will also be honoring all the winter sports teams and announcing this year's prom venue and theme; and the annual blood drive, in collaboration with their Red Cross Club, is being held tomorrow.

Ms. Sergio noted that February brings the start of Black History Month. "I encourage the Board and all to honor this month by finding ways to engage students and create safe spaces that best represent them and their part in history. I would also like to wish a happy Lunar New Year to all who will celebrate it this weekend."

#### **M. PUBLIC COMMENTS**

Paul Summers, a Spruce ES teacher, spoke about smaller class sizes. His class has 33 up to 35 students. "Better test scores are possible with smaller classes, but that's not what this is about. It's about teachers meeting all of the students' needs, which cannot be done in the current environment." A large class requires extra time to differentiate instruction and it is a disservice to the students to not keep class sizes manageable so every student can have their needs met. "So, I plead to you to reduce class sizes as a priority. Otherwise, the talk of equity really is hypocrisy."

Andrea Fernandez, an alumna of SSFHS, spoke about the Ballet Folklórico program. She stressed the positive impact it has had on her both personally and professionally. "I am here to ask that the Board prioritizes granting the students an appropriate and dedicated learning space like they deserve...to see the continued improvements for future generations."

Rosemary Bromann, also a Spruce ES teacher, advocated for smaller class sizes, particularly in Title I schools which support underserved communities. She currently has 32 students compared to 24 students five years ago. "...it is impossible for me to meet the educational and social emotional needs of each one of my students." She said she is struggling, has more than she can handle, and needs help. "If equity is what we are striving for, then a close study of class size is necessary." "Please work with the CTA bargaining team. It is necessary that we have reasonable class caps per educator, physical spaces that promote quality education, and more help for the needs of our highly impacted student communities."

Michelle Nava, an SSFHS alumna, spoke about the Ballet Folklórico program in which she participated as a student and is now in the advanced class. She emphasized how the program has grown to five classes with 180 students. They currently use the

cafeteria, but the space is not conducive to dancing. The students need and deserve a dedicated learning space as soon as possible. “Not only does the studio demonstrate to our students that we care about what they care about as well as their cultural identity, it also shows our community that we care about creativity and exercise, and that it is important for our students.” “Our program is expanding to other communities as well, like our upcoming trip in March to Mexico.”

David Benavides, a long-time SSF resident and parent, also advocated for the Ballet Folklórico program. His three children have been positively impacted by the group by providing them a safe space and helping them develop character. He believes they deserve a better place to continue learning. “I believe that there is an available space at the SSF campus, and I think if you all really look at the positive impact that this program brings, I believe that they do deserve something more special for them and a safer space for them to continue developing.”

Daniel Pantoja, a SSFHS senior spoke about the school’s Ballet Folklórico program. He has participated for four years and said, “This program has not only taught me how to dance but has taught me discipline, self-confidence, and [given me] a new perspective of other things as well. Mr. Martin Cruz has shown us many different perspectives of the Mexican culture and the significance behind all of these dances and the time dedicated towards these things.” He said the cafeteria is not a classroom and the students deserve a better learning environment. “How many years will it take for a dance studio to receive the recognition it deserves?”

Alicia Huerta, an SSFHS alumna and parent, said two of her children dance in the Ballet Folklórico. “I’m here to ask the Board for an update for the plans about the dance studio for the program that was promised a few years ago. This dedicated learning space will be extremely helpful and beneficial for the curriculum and the learning experience for our students. I ask that you please prioritize this project and continue to provide updates to all of us in a timely manner. Our students need and deserve an appropriate learning space and better learning conditions.”

Rachel Estrada, another Spruce ES teacher, spoke about class size caps, especially in the Title 1 schools that serve a different population of students. She said the District and Board preach equity in all discussions, announcements, and communication to the public. Last year, a quarter of her students had IEPs with a “...variety of unique learning needs including behavioral needs, social emotional, speech and language, and students with autism. Try as I did, the reality was I was unable to meet all of my students’ needs.” “A class size cap would mean that classrooms would not be overflowing...that teachers would be able to give their students the level of education they need and deserve. Students’ social and emotional needs would be met.” Ms. Estrada provided the Board with a research study demonstrating the impacts of lower class sizes in elementary schools including those with many low income and minority students. “Please work with the bargaining team to ensure that our class size cap number makes sense to our grade levels and one that considers your Title 1 schools. Only then will we be taking a step towards true equity in our District.”

Kathryn Lauron, another SSFHS alumna, said she has danced since she was five, including in the school's Ballet Folklórico. "Although I am Filipino and not of Hispanic background, this program has positively influenced my life." She said it would be more convenient for the students to have their own space, especially since the program grows bigger every year. "Hopefully we're able to get a new room soon because our students deserve a better and appropriate learning condition."

## **N. INFORMATION ONLY PRESENTATIONS**

### **1. EDUCATIONAL SERVICES**

#### **a. Teaching and learning presentation: El Camino High School**

Principal James Briano shared educational priorities and programs at ECHS. He also recognized the following parent volunteers who will receive certificates of appreciation from the Board: Cherie Alonzo, Ember Junio, and Lauren Kitchen.

##### LCAP Goals/Site Goals

Principal Briano said ECHS's SPSA goals are in alignment with the District's LCAP goals. During the first semester of the school year, SPSA goals were written around these four priorities. The Instructional Leadership Team and School Site Council worked to create actionable goals with strategies to meet or exceed them.

##### CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience. Principal Briano said this presentation focuses on the GPS, the goals, including District LCAP and site SPSA, and the gas tank, checking student progress toward goals.

##### Mission Statement

El Camino High School's mission is to graduate resilient students through a rigorous and culturally relevant learning environment to become globally conscious citizens and lifelong learners.

##### **LCAP and SPSA Goal 1 - Academic Achievement**

At ECHS, they place an emphasis on supporting all students to become college and career ready. The goal also indicates which metrics will be used to determine whether or not they are making progress.

##### **LCAP and SPSA Goal 2 - Professional Development (PD)**

ECHS is committed to providing effective PD for all staff. This year they developed an equity-focused classroom walkthrough tool that's

aligned with the four graduate themes: learn, thrive, navigate, and impact.

**LCAP and SPSA Goal 3 - Student, Parent and Community Engagement**

ECHS seeks to foster a culture of engagement and collaboration among students, parents, and the community to support student achievement and well-being. Principal Briano said attendance at Parent, Teacher, and Student Association (PTSA) meetings has increased in recent years.

**LCAP and SPSA Goal 4 - Special Education**

ECHS is committed to maintaining the Least Restrictive Environment (LRE) for students with IEPs, while ensuring that their needs are met and they make progress towards their individual goals. By identifying students who may need SpEd services, providing a range of supports, and promoting collaboration among teachers, staff, and families, they can ensure that students with IEPs are included in the general education environment to the fullest extent possible.

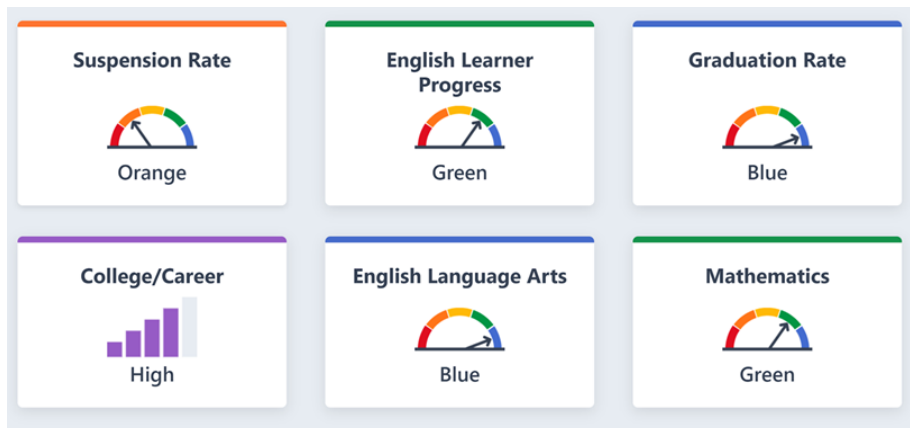
Demographics

The ECHS student population is predominantly Hispanic/Latinx at 37%, followed by Filipino at 32%, and Asian at 16% being the largest groups.

Of the 1,112 total students, 53% are male, 47% are female. 4% are identified as English Learners, 14% are Students with Disabilities (SWD) and 27% are socioeconomically disadvantaged (SED).

2023 Dashboard Data

The 2022-23 Academic Year represents a return to the color-coded dashboard indicators last seen in 2019.



Principal Briano said this data is a useful tool for assessing a school's performance when evaluating a school for a child. ECHS's dashboard

indicates that ECHS is a good school for students. He congratulated the instructors, paraprofessionals, clerical workers, parents, community members, cabinet, and Board members for their support, and most importantly, the students in the class of 2024, for producing these outstanding results.

Dashboard Summary: School, District, and State

Indicator	El Camino High School			SSFUSD		State	
	N	Status	Change	Status	Change	Status	Change
Chronic Absenteeism (K-8)	-	-	-	21.3% chronically absent	-3.3	24.3% chronically absent	-5.7
Suspension	1,196	5.9% suspended at least one day	+3.7%	3.9% suspended at least one day	+1.3	3.5% suspended at least one day	+0.4
English Language Arts	287	62.9 points above standard	+43.4	3.3 pts below standard	-1	13.6 pts below standard	-1.4
Mathematics	286	34.8 points below standard	+28.4	32.8 pts below standard	-0.3	49.1 pts below standard	+2.6
Graduation Rate	293	98.6% graduated	+1%	88.7% graduated	-3.3	86.4% graduated	-1
English Learner Progress	43	58.1% making progress toward proficiency	+3.6%	46.9% making progress toward proficiency	-6.3	48.7% making progress toward proficiency	-1.6
College/Career Indicator	292	65.1% prepared	N/A	55.6% prepared	N/A	43.9% prepared	N/A

This shows how ECHS, the District and the State performed on specific indicators. ECHS had a higher graduation rate than the District and State and students outperformed the State in all metrics, except suspension rates.

Class of 2024 Smarter Balanced Summative Assessment (SBAC) ELA

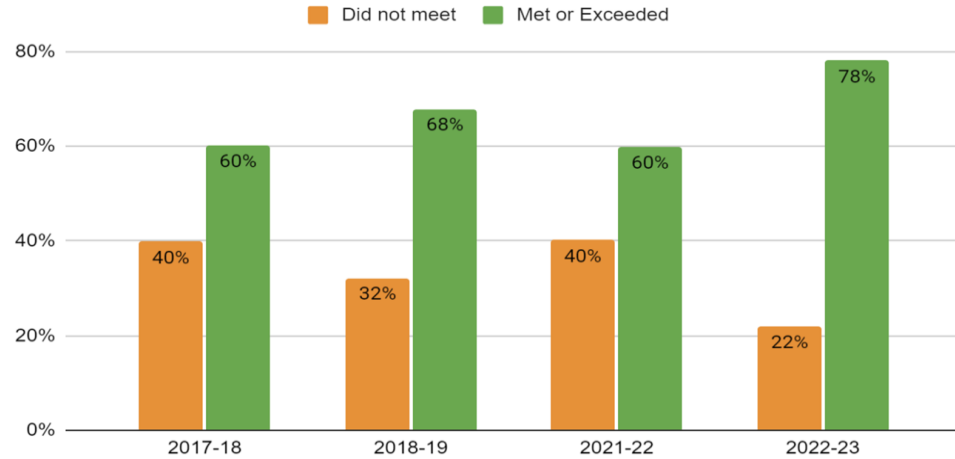
Student subgroup	ECHS	District	State
Asian	Very High	Very High	Very High
Filipino	Very High	High	High
Native Hawaiian/Pacific Islander	N/A	Low	Low
Hispanic/Latinx	High	Low	Low
African American	N/A	Low	Low
White	N/A	High	High
English Learners	N/A	Low	Low
Students w/Disabilities	Low	Very Low	Very Low
Socioeconomically Disadvantaged	Very High	Low	Low
<b>All students</b>	Very High	Low	Low

This table shows how different subgroups performed in comparison to the State and the District.

- 78% of students met or exceeded standards, which surpassed their annual growth target.

- 14% of students nearly met the standards and 7% of students did not meet standards.

SBAC English Comparison



This graph compares how current students are performing in relation to past student performance. 2018-19 was the last time schools had relevant data before the onset of the pandemic. For ECHS, performance dropped in 2021-22, and the class of 2024 improved a remarkable 18%.

2022-23 Smarter Balanced Summative Assessment (SBAC) Math

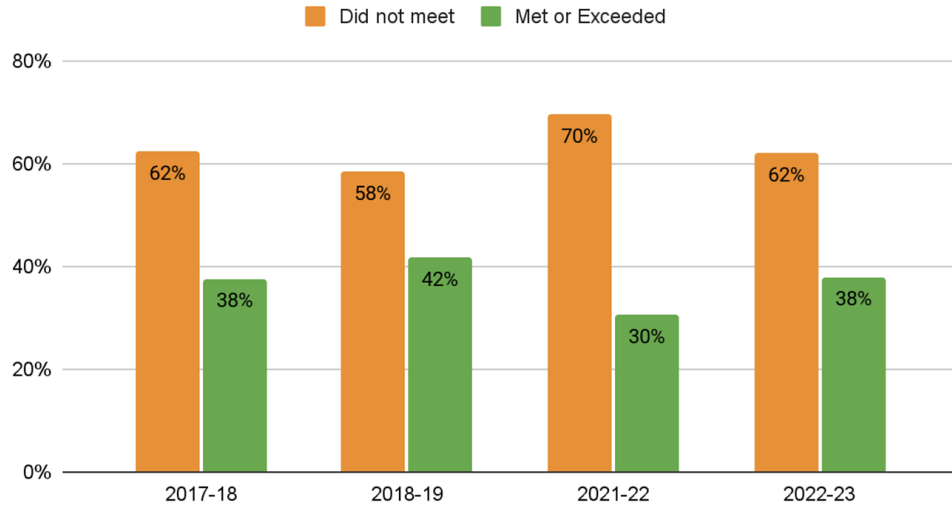
Student subgroup	ECHS	District	State
Asian	Very High	Very High	Very High
Filipino	Medium	Medium	High
Native Hawaiian/Pacific Islander	N/A	Low	Low
Hispanic/Latinx	Medium	Low	Low
African American	N/A	Low	Very Low
White	N/A	High	Medium
English Learners	N/A	Low	Low
Students w/Disabilities	Low	Low	Low
Socioeconomically Disadvantaged	High	Low	Medium
<b>All students</b>	High	Low	Low

Principal Briano noted that math performance is an area of concern. Based on the results, Latinx, SWD, and SED student groups need to be prioritized.

- The class of 2024 trails the District slightly and outperforms the State by 15 points.
- Nearly 42% of students met or exceeded standards.

- 58% of students did not meet standards.

### SBAC Math Comparison



Principal Briano noted that results have returned to 2017-18 levels and show a significant 8% increase over 2021-22. Their task is to continue that upward trajectory.

### English Learner Progress - Language Acquisition

This measures the percentage of ELs who progressed, maintained, or decreased in their ELA progress toward proficiency. ECHS progressed at 58.1% exceeding the target rate of 55%, and outperforming the District at 46.9%, and the State at 48.7%.

### Suspension Rate by Student Group

In 2022-23, ECHS saw an increase in the suspension rates across almost all subgroups. 5.9% of all students were suspended at least once on the Dashboard.

Very high - ELs, Latinx, SED, and SWD (13.9% suspended at least one day)

High - All students, Filipino, and two or more races

Medium - White

Low - None

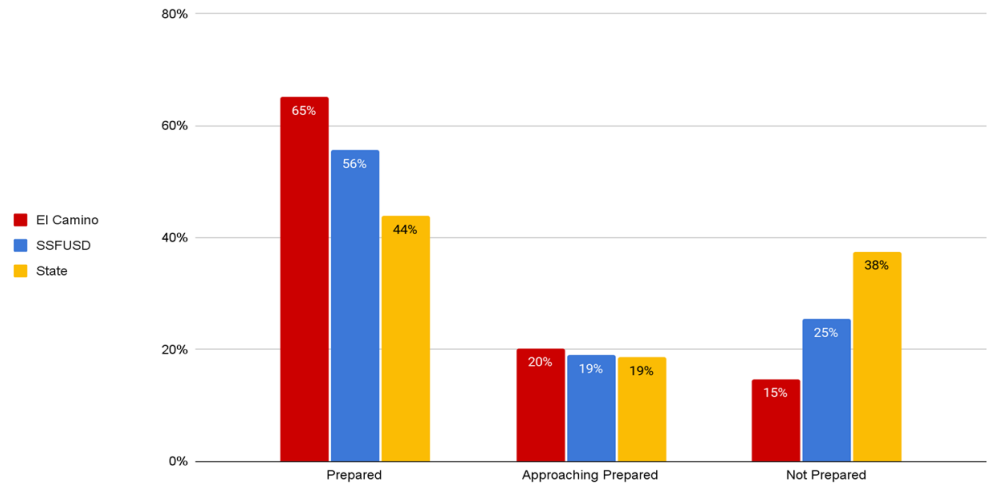
Very Low - Asian

### Graduation Rate by Student Group

ECHS has an exceptionally high graduation rate of 98.6% for all students. The goal is to maintain this high level of student achievement.

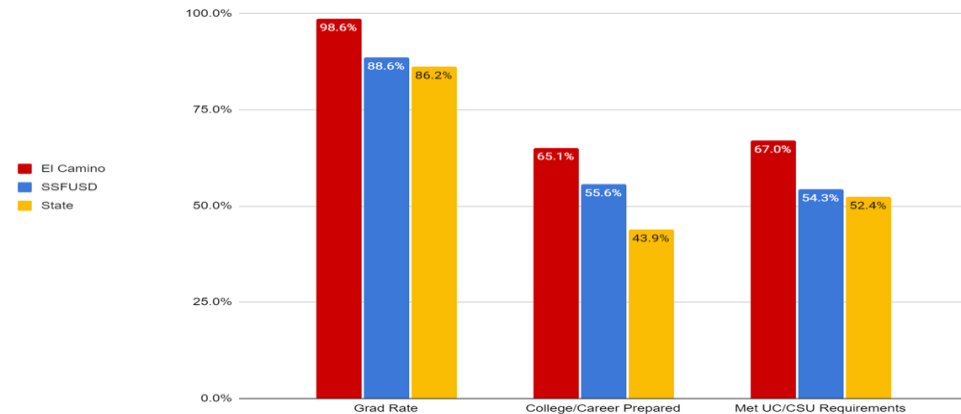
### College and Career Readiness

65.1%, an exceptionally high number of graduates, were designated prepared for college and career.



Principal Briano said ECHS outperformed the State by 21 points in the Prepared category. The percent of students in each cohort who are Approaching Prepared are comparable and that is the group they really want to go after. They must identify opportunities and strategies to assist them with that final push to reach readiness.

Grad Rate, College and Career Readiness, and UC/CSU requirements



The class of 2023 outperformed the State in all three metrics – the graduation rate, college and career preparedness, and UC/CSU requirements.

College Readiness - One Indicator

Students need to meet UC/CSU Requirements and one of the following additional criteria:

- Receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 in the other area
- Complete one semester of College Credit Courses with a grade of 'C' or better in academic/CTE subjects where college credits are

awarded for each course

- Receive a score of 3 on one AP exam or score 4 on one IB exam
- Complete a CTE Pathway

#### Advanced Placement (AP)

Principal Briano stated that ECHS typically offers 12 AP options per year, spanning sophomore to senior grades. Science classes “flip” every other year, which ensures more students have access to a variety of AP courses. Their commitment to lowering barriers are yielding results with a 9% increase in enrollment this year over last year. By analyzing achievement trends for the percentage of AP students with scores of 3+, it helps them determine why some students are successful in one AP exam, but not another. For this year, ECHS had a 61% rate in line with the global average pass rate of 60.5%. The AP Team, all AP instructors and an administrator, have started meeting to analyze these data and plan interventions.

#### Social Emotional Learning

ECHS has a full time Wellness Counselor and a School Safety Advocate who collaborate extensively and with the rest of the counseling and guidance team to provide social-emotional supports to the students. Students have continued to experience success with various wellness groups on campus including the Grief Group, First Stop (substance abuse education and prevention), CALM (identifying anger and strong emotion-provoking triggers), Girls United, and Newcomer.

#### Community Building and Events

**C** - Community is our strength

**A** - Authentic relations matter

**R** - Resilience propels us forward

**E** - Equity is our North Star

“At El Camino, we seek to embody the spirit of CARE”

Principal Briano said this year, they are delving deeper into his vision of a community-oriented school. “Our fantastic ASB leadership students have demonstrated incredible growth this year and I am in awe of the work they've accomplished making that vision a reality.” They worked on a Welcome Back Week, Jim Cresta Memorial Car Show, Fall Festival, canned food drive, talent show, staff lounge revamp, and other staff appreciation initiatives.

*Be Where You Are Supposed to Be*

*Do What You Are Supposed to Do*

“This mini-manifesto encapsulates the essence of our expectations and everything else falls into place.”

Crystal Colt Award

**C** - Caring, compassionate member of the ECHS community

**O** - Outgoing individual, demonstrating high levels of school spirit

**L** - Leads by example, seeking ways to help others

**T** - Team player who works collaboratively to achieve an objective

Started two years ago, in each quarter, all students and staff vote for one certificated and one classified staff member to receive the Staff Excellence Crystal COLT Award and have their names on a plaque.

Trustee Richardson thanked Mr. Briano for his great presentation. She said, "I visited your school and it's everything you say." "And I appreciate your time to come in and explain to us that we're one of the better schools in the whole county."

Trustee Hsieh said the wonderful presentation was very detailed and very clear. When her family moved to SSF, they checked the dashboard and saw that ECHS was a good school. She thanked him for the great work and knowing there is always room for improvement.

Trustee Patricia Murray shared that she has a special attachment to ECHS since she and all her children graduated from the school. She said the detailed report and test results are amazing. "But I think that the bigger part of it is when you have a close knit community like that, everybody does better, and you can tell that you have the whole package, and I appreciate that."

Vice President Amanda Anthony also thanked Principal Briano for his presentation. "Congratulations for our class of 2024 and outstanding results. I know last year was really hard for suspensions and behavior in general so it's great to see that there's been improvement in culture and campus calmness. And just keep it up."

President Lujan thanked Mr. Briano for the presentation, all the community engagement, and all the supporters who joined the meeting tonight.

**b. Performance Management - Special Education and Pupil Personnel**




**Performance Management (PM)**

The District has adopted PM as a strategy to improve student achievement and keep the focus on continuous improvement and growth over time. PM presentations will be on a variety of topics and will provide the Board and community with a high-level look at District priorities, goals, and progress. To better understand the metrics, the PM information and coding legend is below.

**NOTE: Performance Management (PM) Reminders:**

- These are intentionally designed to be concise, informative, and high-level information for the Board.
- The purpose is to provide ongoing updates to the Board about our progress on LCAP goal related items and district priorities

Color coding legend

-  Green indicates the action/goal is on target or has been met
-  Yellow indicates the action/goal is moving toward target
-  Red indicates the action/goal is off target (and is something that may need deeper analysis, support, or resources)

Assistant Superintendent Keith Irish introduced Sabrina Yacoub, the Director of Special Education and Pupil Personnel, who provided information on her department in terms of Performance Management.

District Goals

**LCAP GOAL 4 - Special Education**

The District will provide high quality curricular programs for students with IEPs that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on State assessments, and engagement rates. Ms. Yacoub said this goal was created two years prior since students with IEPs scored in the lowest categories over multiple years in academic achievement and because the graduation rates for SWD was below 70%.

Director Yacoub shared that their work has shown improvement with ELA scores and graduation, to the point where the department has exited differentiated assistance with the County.

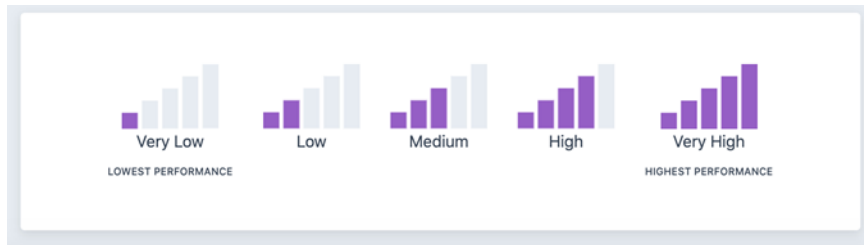
CAR (Communication, Achievement, Relationships)

In relation to the District's CAR infographic, Director Yacoub is focusing on the engine by sharing data and progress.

Metrics

CA Dashboard snapshot of current levels. These metrics are used to determine progress towards achieving their targets and goals.





Special Education State and Federal Accountability Measures  
**SEP (Special Education Plan)**

- SEP is a written plan that addresses State and Federal Special Education performance measurement indicators that the California Department of Education (CDE) has found did not meet the targets for and require improvement.
- It drives how they address Goal #4 of the LCAP.

Current areas the CDE has identified in need of improvement:

- Achievement in ELA and Math
- LRE both 0-40% and 80-100% of school day in general education environment
- Graduation
- Suspension/engagement
- Compliance - 100% of plan and eligibility review IEP meetings held on time
- Pre-School - DRDP outcomes and LRE

Department Goal

**IEPs are well written and held on time**, that we use **Caring and Effective Case Management** and **Strong Instructional Practices** (that are evidence-based and in alignment with like programs), in the **least restrictive environment** as close to their home school as possible.

SEP Performance Management Data

This chart shows which indicators SpEd is looking to improve in alignment with the specific goal it supports, the current levels of performance for each area, the targets they are aiming for in each area, or how they want to change the data. The Strategies column indicates a change in data from the previous year, the direction it is headed and what plans the SpEd team has adopted to achieve those targets. Director Yacoub highlighted that they are making improvements in two areas, the engagement rates and the LRE rate, the one area where they met and achieved green status.

Goal area	Indicator	Present Levels	Target	Change (Dashboard or SEIS)	Strategies
IEPs are well written and held on time	Compliance	(Jan 2024 data) <ul style="list-style-type: none"> <li>Eligibility Review (all) 16 overdue</li> <li>Plan Review 46 overdue</li> </ul>	100% of IEP meetings held on time (Plan, Eligibility & Initials) Decrease number	<ul style="list-style-type: none"> <li>+ Increased by 11 (eligibility)</li> <li>+ Increased by 36 (plan)</li> </ul>	<ul style="list-style-type: none"> <li>Training: How to ensure IEPs are held on time as evidenced by SEIS Dashboard.</li> </ul>
Caring and Effective Case Management	Engagement	28.3% Chronically Absent (Feb 2024)  6.8% Suspension Rate (Feb 2024)	Decrease (-) gap	<ul style="list-style-type: none"> <li>Decreased by 3.9 points</li> <li>Increased by 1.8 points</li> </ul>	<ul style="list-style-type: none"> <li>Training: School Climate / Culturally Responsive</li> <li>Training: ALS/E</li> <li>Trained Certified Emergency Response Teams for behavioral emergencies at all sites</li> <li>Training: Mental health &amp; e-engagement</li> </ul>
In the least restrictive environment as close to their home school as possible	LRE - GE 80-100% of school day	47.66% (January 2024)	Increase (+) to at min 53.2%	Decreased by - 6.09% since last year	<ul style="list-style-type: none"> <li>Training: calculation of LRE</li> <li>Site data analysis of LRE data, efficacy of capturing on Ed Setting page</li> </ul>
	LRE - GE 0-40% of school day	20.7% (January 2024)	Decrease (-) to at min 20.6%	Decreased by - 2.36%, at target (20.7%)	<ul style="list-style-type: none"> <li>Site review of how ed benefit and services are calculated based on general education minutes</li> <li>Co-Teaching &amp; UDL Trainings</li> </ul>
	PreSchool	<ul style="list-style-type: none"> <li>LRE targets for regular class (20%),</li> <li>separate school (6%) and</li> <li>in the home (71%). (March 2023)</li> </ul>	<ul style="list-style-type: none"> <li>LRE: reg. class (39%),</li> <li>separate school (33%) and</li> <li>in the home (&lt;3%).</li> </ul>	TBD March 2024	<ul style="list-style-type: none"> <li>Training: how to capture FAPE for preK</li> </ul>

This chart indicates target areas of improvement related to achievement and strong instructional practices. The top and bottom rows are preschool and graduation indicators, and in between are school aged achievement rates in ELA and Math. Director Yacoub said they continue to work on improving math and the College and Career indicators. They have seen improvement in ELA and graduation rates.

Goal area	Indicator	Present Levels	Target	Change (Dashboard or SEIS)	Strategies
Strong Instructional Practices (that are evidenced-based and in alignment with like programs)	PreSchool	<ul style="list-style-type: none"> <li>Positive SEL skills 73-76%</li> <li>Acquisition and use of knowledge and skills 69-83%</li> <li>Use of appropriate behaviors to meet needs 63%-84% (March 2023)</li> </ul>	Increase (+) rate	n/a	<ul style="list-style-type: none"> <li>Train &amp; Implement: Learning Without Tears &amp; AEPs-3</li> </ul>
	Achievement ELA	95 pts below standard (Feb 2024)	Decrease (-) gap	Decreased by 1 point	<ul style="list-style-type: none"> <li>Train &amp; Implement: Alignment of evidenced based practices/curriculum across special education programs</li> <li>Provide on-site coaching to support training</li> <li>Attend Scope &amp; Sequence trainings with GE Counterparts</li> <li>Accessible tutoring for SWDs</li> </ul>
	Math	118 pts below standard (Feb 2024)	Decrease (-) gap	Increased by 5.1 points	
	Graduation (College & Career Readiness)	81.8% graduated (Feb 2024) 18.2% CC Ready (Feb 2024)	Increase (+) rate to 100%	<ul style="list-style-type: none"> <li>Increased by 1 point</li> <li>No change for CC</li> </ul>	<ul style="list-style-type: none"> <li>Accessible tutoring for SWDs</li> <li>Training: Effective Transition Planning between grade spans, including graduation planning</li> </ul>

### Special Education Program Data

#### Special Programs Through-Line

Director Yacoub reviewed the continuing service options across the District. In the past few years, they have worked in developing the

continuum services, which is almost complete with the remaining work presiding primarily at the secondary level to build their moderate severe continuous services and a moderate program at the elementary level. She shared that when she began working in the District in 2019, SpEd did not have the continuum of mild/moderate services. She said, “This meant that students at our five other elementary sites required transportation to one of our four other schools in order to access services, and that those four schools...[then] had a disproportionate [number] of students with IEPs when compared to the other schools.” This number has equalized, so schools can maintain the services the students require. Ms. Yacoub said she and her team are very proud of this data point.

### **Enrollment**

In comparing data from October 2019 to January 2024, enrollment has increased by 151 more students overall, and 20 less students in NPS placements. Director Yacoub reviewed enrollment by sites and programs for the same time period. There are more students at the elementary level and a higher percentage. There are fewer students at the secondary level but they constitute a higher percentage of the total population.

Director Yacoub said SpEd does not have an Assistant Director this year and she expressed her gratitude to her team for helping her to pick up the pieces.

### Overview of Special Education/Pupil Personnel Teams

Director Yacoub presented the organizational charts for Special Education/Pupil Personnel and Related Service Providers. SpEd teachers are the largest group of professionals. Related service providers offer developmental, corrective, and other support services that are required to assist a child with a disability to benefit from SpEd. These related service providers, along with the support of their general education counterparts, administrative and support staff, ensure SpEd students are learning and being included.

### Points of Pride

- **AB181 Special Education Diploma** - In place for students to access now who would traditionally be on a Certificate of Completion path and take the California Alternate Assessments. Impact of this work increased graduation rates.
- **Reading** - Implementation of **Spire** bi-annual in-person coaching sessions (September 26-28 & January 30-Feb 1).
  - Trainers model, observe, and co-teach lessons, as well as provide a follow up coaching session
- **Math** - Adoption of **Touch Math** across all grade levels.

- **Pre-K** - Adoption of **Learning Without Tears** across Pre-K classrooms
- SSFHS participated in a **Co-Teaching cohort** with SELPA. Looking to expand to all secondary sites for 2024-25.
- **Robust PD schedule** for SpEd staff
  - Monthly department meetings and trainings
  - Specialized trainings including on-site coaching
  - New SpEd teacher support
  - SpEd teacher leadership team meetings
  - Tailored meetings and support for related providers, categorical programs, and Pre-K teachers
  - Monthly paraeducator trainings
  - Access to participate in same trainings as general education teachers
- **Transition Resource Fair** - held in February at the SMCOE with vendors, sessions, a Keynote speaker, entertainment, and hands-on activities
- **Accessible Tutoring** - for SWD with Air Tutors. Eligible students are provided dedicated weekly individualized virtual tutoring after school.
- **Equity Tour** - Coordinator Cervantes lead an SEP team to look at how students with IEPs are accessing CTE and elective courses in order to become CCR.

The Board recessed at 8:32 p.m. for a break and reconvened at 8:42 p.m.

### Pupil Personnel Teams

#### **Health Team**

Certified school nurses, licensed vocational nurses, and health technicians have been working very hard to support the medical needs of students.

- OLR and annual enrollment (processing of updated health reports and plans, vax reports, etc.)
- Site first aid and specialized health care supports
- Support specialized classrooms
- Vision and hearing screening
- 4<sup>th</sup> grade puberty and hygiene classes
- Coordination of on-site dental screenings for kindergarteners at SSFUSD Title 1 elementary schools.

#### **Pupil Personnel Support**

Section 504 (Counselors, psychologists, and school administration)

- Overview training
- Training on forms and eligibility
- Drop-in consultations/Q&A session

AB181 (Counselors, and School Administration)

- Special Education diploma roll out, training, and support  
Counseling Meetings
- Monthly led by Coordinator Cervantes

SEPAC (Parent Team)

Another avenue being utilized is the Special Education Parent Advisory Committee (SEPAC), which meets several times a year to gather input and present information to parents for better collaboration and support of students with IEP's. The group consists of parents, educators, administrators, and community member who work to build relationships to supports students with special needs and ensure all stakeholders are heard. They serve as a resource to the school community on SpEd issues, increase awareness of available service options, inform parents of activities and resources available for eligible students with special needs, provide parent education opportunities, and provide direct feedback and support to District administration and the Board in deployment of programs and informational materials to parents.

Vice President Anthony thanked Director Yacoub for the presentation. She appreciates that the students are distributed throughout the District as it is important for parents to send their children to their home schools. She likes that the students are put in the least restrictive environment and that they are not treated differently from any other pupil. She hopes that the Kent Award won last year by the SpEd team at Sunshine Gardens ES is a model being used in other places. Vice President Anthony is excited that there is an MTSS Coordinator to provide better IEP coordination.

Trustee Murray said, "I just want to thank you guys and your staff. You're doing a great job and I appreciate it."

Trustee Hsieh thanked Director Yacoub for the color coding on the performance management and how it is organized and connected to the SpEd goals. It provides a clear picture and the explanation is easy to understand. "So thank you so much for your effort and your staff's hard work."

Trustee Richardson praised Director Yacoub for her work in SpEd, especially the ATP program. "Those students are so happy and the staff is really so wonderful with them, patient, and they're very accommodating to them. And I just want to say, I appreciate that, really." Parents speak well of the things their children are able to do. "...it's so much mainstream now to have a person with differences. We don't even call them disabilities. But we want to call them strengths." She appreciates the hard work being done and that the IEP form is something parents can now decipher and understand how they can be a part of process.

Director Yacoub said it is her pleasure to do what she does. She and her team strive to equalize the playing field for everyone.

**O. PRESENTATION WITH POTENTIAL ACTION - None**

**P. CONSENT AGENDA**

MOTION #13 (Murray/Hsieh) to approve Item 1a, Minutes to the regular Board meeting, January 25, 2024; Item 2a, ECHS Wrestling Team to travel to Fresno, CA; Item 2b, SSFHS and ECHS staff members to travel to Reno, NV; Item 2c, Staff members to travel to Ontario, CA; Item 2d, Staff members to travel to San Diego, CA; Item 2e, SSFHS students to travel to Washington, D.C. and New York, NY; Item 2f, Staff members to travel to Palm Springs, CA; Item 2g, ECHS students to attend prom in San Francisco, CA; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 4a, 2023-24 fundraising events; Item 4b, Professional service agreement under \$25,000.

**PUBLIC HEARING – SSFCTA Proposal to SSFUSD**

The Board meeting was suspended to open a public hearing at 8:52 p.m.

The South San Francisco California Teachers Association (SSFCTA) proposal was presented to the South San Francisco Unified School District (SSFUSD) Board of Trustees to begin contract negotiations for the reopener agreement for 2024-25.

Assistant Superintendent Hannon will present the SSFUSD initial proposal to the SSFCTA to begin contract negotiations for the reopener agreement for 2024-25 at a future second public hearing.

This Public Hearing provided an opportunity for members of the public to comment on the SSFCTA initial proposal.

**M. PUBLIC COMMENTS *(continued)***

Reina Mari Ungos, a J-1 teacher, representing her fellow J-1 teachers, asked for the Board to support them being able to be part of the District for a longer time than their program states. She said as a Special Education teacher, parents trust them to deal with their children and they build bonds and trust with those students. They hope that the District and Board, "...will consider either rehiring us after we complete our obligations, or can give us support while taking our chances to petition our treaty that we currently have." They want to be long term employees and support the schools and community.

Olivia Pogorelskin, a teacher, spoke about the current teachers' salary schedule and how many of them are in low income status. While money is not part of the negotiations, "...many of your employees have been condemned to a life of low income status and we aren't even fighting over this. So the question becomes, what are you going to do to

help justify this? The union will be handing you a road map of how to make your teachers financial reality more bearable.” She wants simple improvements teachers are asking for to be agreed upon at the bargaining table. “And instead of just accepting how things currently are, ask yourself is this really our best work? Because together, I know we can achieve more.”

The public hearing was closed and the Board meeting resumed at 8:58 p.m.

## **ACTION**

### **1. EDUCATIONAL SERVICES**

#### **a. Approval of Supplementary Instructional Materials**

Trustee Richardson said she appreciated having the list of actual titles and the kind of materials being taught. It is a good reference when parents ask her about the materials.

MOTION #14 (Anthony/Hsieh) to approve the supplementary instructional materials submitted for adoption in the 2023-24 school year. Motion Carried (Unanimous)

#### **b. Approval of Document Tracking Services (DTS) Contract for 2024-25**

MOTION #15 (Murray/Anthony) to approve an MOU with DTS to provide secured LCAP, SARC, and SPSA and translation services for 2024-25. Motion Carried (Unanimous)

### **2. HUMAN RESOURCES**

#### **a. Approval of Variable Term Waiver**

MOTION #16 (Richardson/Anthony) to approve the Variable Term Waiver for Peter Christopoulos, a certificated employee at Westborough MS, retroactive to December 1, 2023. Motion Carried (Unanimous)

#### **b. Adoption of Instructional Calendars**

Dr. Hsieh said she appreciated the effort to get consensus on the calendars, which is not an easy task. She thanked Mr. Hannon and the team for their work.

MOTION #17 (Hsieh/Murray) to adopt the 2024-25, 2025-26, and 2026-27 instructional calendars. Motion Carried (Unanimous)

**c. Approval of Director of Human Resources Position and Job Description**

Trustee Hsieh told Mr. Hannon she appreciated the transparency of all the details provided. Also, the rationale supports the District's Strategic Plan.

MOTION #18 (Murray/Anthony) to approve the Director of Human Resources position and job description. Motion Carried (Unanimous)

**3. BUSINESS SERVICES**

**a. Approval of Agreement with HED Architects for Project Assessment Services at Los Cerritos ES**

Assistant Superintendent Ted O noted two errors to the contract on page 78 which will be corrected. On one line, it states"...to execute this agreement on behalf of **SFUSD**" (not SSFUSD) and "Accepted for **PUSD** by..." (not SSFUSD).

Trustee Richardson asked if the plumbing for Los Cerritos ES is going to be looked at in the assessment. Mr. O replied that this agreement is for the architects to assess the entire site. "We'll get the contract that spells out the details, so this is the high level proposal for the agreement." Trustee Hsieh pointed out that plumbing is included in the agreement on page 79.

MOTION #19 (Murray/Hsieh) to approve the agreement with HED Architects, in the amount of \$296,773.90, for project assessment services, for the Los Cerritos ES Modernization Project, with corrections noted above. Motion Carried (Unanimous)

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

**February 15, 2024 - Board study session** *(Board room)*

- Presentation and approval - Strategic Plan
- Presentation - Accountability Update: 2023 CA School Dashboard and LCAP Mid-Year Update

**February 29, 2024**

- Teaching and learning presentation - Skyline ES
- Teaching and learning presentation - Junipero Serra ES
- Presentation on Performance Management - English Learners
- Resolution for Women's History Month (March)
- Resolution for Red Cross Month (March)

- 2024 CSBA Delegate Assembly election
- Approval of declaration of need for fully qualified educators, 2024-25

### **March 14, 2024**

- Teaching and learning presentation - Buri Buri ES
- Presentation on Structured Literacy Block
- Presentation and approval of Second interim budget report “positive certification”
- Approval of recommended dates for 2024-25 LCAP and budget hearings and adoptions
- Approval of 2024-25 Transportation Plan

### **March 28, 2024**

- Teaching and learning presentation - Los Cerritos ES
- Teaching and learning presentation - Children’s Center
- Presentation on Induction
- Presentation on Nutrition Services Department
- Resolution for Child Abuse Prevention Awareness Month (April)
- Resolution for Autism Awareness Month (April)
- Resolutions for retirees

### **April 11, 2024**

- Teaching and learning presentation - Westborough MS
- Performance Management - NGSS/Genentech Presentation
- Williams report for 3<sup>rd</sup> quarter ending 3/31/24
- Resolution for Earth Day (April 22)
- Approval of LCFF supplemental funded positions
- Approval of Skyline Middle College MOU for 2024-25
- Approval of EL Master Plan
- Resolution for Day of the Teacher (5/7)
- Resolution for Classified School Employee Week (5/12-5/14)

**SUMMARY OF BOARD DIRECTIVES** - None

### **GOOD AND WELFARE**

Dr. Moore gave up her time to Kyle Killeen, a member of the SSFCTA negotiating team. Mr. Killeen said there are 16 articles and 5 new articles they want to see brought into the agreement between the District and SSFCTA. He spoke about: Article 4 for more efficient communication between the District and unit members concerning pay and issues with placement on the salary schedule, Article 8 for clear language to protect prep time, defined extra duties, and setting limits on the number of extra duties, and Article 12 dealing with class size caps and caseload limits.

Trustee Richardson said today she attended the Common Sense Summit on America's Kids on the state of children. They are struggling to get children educated. Poverty is a continuing issue with 22 million meals now served across the nation, a 15% increase. Former US Secretary of State Hillary Clinton presented an award to Geoffrey Canada for his work in lifting Harlem children out of poverty. Other topics were the need for more TK workers and the partnership AI plays in schools. She also attended a review of the Governor's budget and said SSFUSD would be alright since it is a basic aid district.

Trustee Hsieh reported that she attended the City Subcommittee meeting with President Lujan and Dr. Moore. It was an amazing meeting with lots of great information.

Trustee Murray said she attended several SMCSBA meetings. At one of those meetings and a budget meeting today, the topic of TK, an unfunded mandate, and basic aid districts was discussed. Districts are required to offer TK, but are not receiving money from the State to pay for teachers, etc. She also attended an amazing Career Day at Parkway Heights MS, where Dr. Moore was one of the presenters. Today she went to the Genentech Job Shadow Day where SSFUSD biotech students had an opportunity to learn about several jobs in that field.

Vice President Anthony shared that she also attended the Career Day, as a speaker. She said today's Genentech Job Shadow Job was amazing and showed students how the skills they learn can be applicable to many different professions. She complimented the Marketing Team for creating a campaign for newly developed eye drops.

President Lujan reported that in addition to attending the Joint Advisory Child Care Master Plan Committee meeting and the City Subcommittee meeting, she also went to the same legislative meeting which Trustee Murray attended. At an informational session for Latinos, she heard about scholarships that are available for District graduates. She wished everyone a Happy Lunar New Year.

**ADJOURNMENT - 9:19 p.m.**