

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**  
**Minutes of the Board of Trustees' Meeting of February 27, 2025**

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

***SSFUSD Equity Definition***

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

**OPEN SESSION — 6:30 p.m.**

**A. CALL TO ORDER**

**CLOSED SESSION – 6:30 p.m.**

1. Conference with Labor Negotiators ([Government Code § 54957.6](#))
  - Agency Designated Representative: Assistant Superintendent of Human Resources and Student Services
  - Employee Organization: South San Francisco Classroom Teachers Association

**RECONVENE INTO OPEN SESSION – 7:01 p.m.**

**B. ROLL CALL**

|                  |                                                                                                                                                                                                                                                                                                                           |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Board Members:   | Ms. Amanda Anthony – Present<br>Mrs. Amy Lam - Present<br>Dr. Chialin Hsieh - Present<br>Mrs. Patricia Murray – Present<br>Mrs. Mina Richardson - Present ( <i>arrived at 7:50 PM</i> )<br>Ms. Josephine Harsana, Student Board Member - Present                                                                          |
| Cabinet Members: | Dr. Shawnterra Moore, Superintendent - Present<br>Mr. J. Marwan Hannon, Assistant Superintendent, Human Resources and Student Services - Present<br>Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Absent<br>Mr. Ted O, Assistant Superintendent, Business Services - Present |

- C. PLEDGE OF ALLEGIANCE** Principal Covacha expressed his honor in introducing Leah Basantes, a second-grade scholar from Martin Elementary who led the pledge. Leah, though new to the Martin community this year, has quickly integrated as if she has been part of it since kindergarten. Principal Covacha described her as extraordinarily inquisitive, funny, and a bright presence in any room she enters. Whether through her perfectly curated outfits, graceful demeanor, or sense of humor, Leah stands out as a vibrant and exceptional student. Outside of school, Leah is a dancer, which is reflected in her personality and the way she carries herself. Her teacher, Ms. Engelbart, praised her continuous growth, not only academically but also socially. Leah exemplifies the qualities outlined in the district's Portrait of a Graduate, including her inquisitive nature, self-awareness, and ability to collaborate with peers. Principal Covacha expressed pride in having Leah as part of the Martin community and gratitude to Leah and her family for their presence at the meeting.

**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** – Assistant Superintendent Hannon shared there was nothing to report.
- F. REVIEW OF AGENDA** – President Anthony announced that Educational Services Action Item 2a, “Approval of Agreement with Imagine Learning TWIG Science Collaborative Research Study” would be pulled from the agenda.
- G. PTA COUNCIL REMARKS** – Deborah Gomez, Treasurer of Martin Elementary PTA, addressed the Board, Superintendent Moore, cabinet members, and the community. She shared that this is her fourth-year volunteering with the PTA and currently serves as treasurer at Martin Elementary. She also noted that she has three children in the district, two of whom attend Martin. She announced that several PTA units within the district had received membership awards from the State PTA, including Westborough, South San Francisco High School, Skyline, Ponderosa, Parkway, Martin, Monte Verde, Los Cerritos, El Camino, Buri Buri, and Alta Loma. Additionally, several PTA units received Legacy Awards for maintaining their organizations for decades, with Junipero Serra PTA celebrating 55 years, Sunshine Gardens PTA marking 70 years, Buri Buri and Los Cerritos PTAs each reaching 75 years, and South San Francisco High School PTSA achieving an impressive 90 years. She emphasized the significance of these awards and commended the dedication of the volunteers who have sustained

these organizations over time, particularly highlighting the challenge and achievement of maintaining a high school PTSA for 90 years. Deborah then spoke about the contributions of Martin Elementary PTA, expressing pride in their efforts to foster community engagement through school events. She highlighted the PTA's role in enriching students' experiences and supporting the district's Portrait of a Graduate framework, which focuses on students learning, navigating, thriving, and making an impact. She acknowledged the dedication of PTA members and parent volunteers in attendance, inviting them to stand and be recognized. She concluded by expressing her passion for seeing students grow and thrive and encouraged those who have not yet joined the PTA to consider becoming members.

President Anthony thanked Deborah Gomez for her report and reminded everyone that PTA membership is not limited to parents of students at a particular school. She noted that she herself is a member of two PTAs.

## **H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS**

### **South San Francisco Federation of Adult Educators – None**

**South San Francisco Classroom Teachers Association** – President Shari Giusti addressed the Board, cabinet members, educators, and community members to pay tribute to Skyline Elementary educator Eileen Christopherson, who recently passed away. She shared that Eileen's passing was sudden and unexpected for many outside the Skyline community, emphasizing the sorrow of losing someone so quickly without the chance to say goodbye. Ms. Giusti highlighted Eileen's contributions to the SSFCTA, particularly as the transitional kindergarten (TK) representative. Eileen believed TK needed its own advocate, and her efforts ensured that TK-specific needs, such as class size and toileting, were addressed in contract negotiations. Ms. Giusti underscored that while working with young children is not always glamorous, it is no less important, and Eileen's advocacy made a lasting impact. Reflecting on her own experiences in leadership, Ms. Giusti noted that many workplace grievances and disputes might have been avoided with more acts of kindness, respect, patience, and gratitude. She concluded her tribute by reciting lines from Robert Fulghum's poem *All I Really Need to Know I Learned in Kindergarten*, modifying it to include TK, recognizing its growing importance in early education. The poem's lessons sharing, playing fair, cleaning up after oneself, and sticking together, were a fitting tribute to Eileen's lifelong dedication to children. Ms. Giusti ended with a heartfelt farewell, thanking Eileen for her years of service and stating that she will be deeply missed.

President Anthony thanked Ms. Giusti for the wonderful tribute.

### **California School Employees Association Chapter 197 – None**

## **I. PERSONNEL COMMISSION – Assistant Superintendent Marwan Hannon**

reported that the next Personnel Commission meeting would take place on March 10, 2025 at 5:00 PM in the District Board Room.

- J. ITEMS FROM THE BOARD** – President Anthony announced that on March 6th, the city-school district subcommittee meeting will be held at 5:30 PM in the City Council Chambers and welcomed anyone interested to attend.

She also provided an update on the recent Facilities Subcommittee meeting, which took place the previous Thursday. The meeting included updates on ongoing bond-funded construction projects as well as other facilities-related matters. She expressed appreciation to those who have raised concerns with her and other board members, emphasizing that their input has been valuable in addressing issues and fostering discussion.

**K. SUPERINTENDENT’S REPORT**

- a. San Diego Learning Exchange** – Dr. Moore provided an update on the recent San Diego Learning Exchange trip, where Trustee Richardson, cabinet members, and staff visited four schools that have implemented learner-centered approaches. The schools visited were Vista Innovation and Design Academy, Conway Academy of Expeditionary Learning, Encinitas Farm Lab, and High-Tech High Mesa. Each school showcased different approaches, such as design thinking, student empowerment, project-based learning, and equity-focused personalized learning. The group observed high levels of student engagement, ownership of their learning, and real-world applications, including student-led conferences and exhibitions. The visit reinforced the district’s goal of refining its instructional vision and moving toward a more learner-centered approach. The insights gained will guide the next steps in fully realizing the district’s Portrait of a Graduate and strategic plan. Dr. Moore thanked all participants for their time and efforts, and acknowledged the Bay Ed Fund for funding the trip and the Learner-Centered Collaborative for facilitating the experience.
- b. Brown Act Training** – Dr. Moore reported on the recent Brown Act training attended by Trustees Richardson, Lam, and herself, along with approximately 160 participants, including superintendents, trustees, and administrative assistants. Key topics discussed included new laws related to teleconferencing and virtual meetings, what constitutes a meeting when a majority of the school board gathers, and guidelines on using social media to avoid potential violations. The training also covered how to prepare agenda materials, ensure public access to meeting documents, and the new ethics training requirement for board members. All board members must complete two hours of ethics training by January 1, 2026, and then every two years thereafter. Dr. Moore proudly shared that the majority of the board has already completed this training. The training reinforced the importance of transparency, compliance, and maintaining public

trust in board governance. Dr. Moore thanked everyone for their support in attending the session.

## **L. STUDENT TRUSTEE REPORTS**

1. Josephine Harsana, Spring Student Trustee and ASB President at SSFHS shared that Spring Sports have officially begun, with the boys' golf team playing their first match against San Mateo High School and another match against Mills. The badminton team will play their first match of the season against Jefferson High School next Thursday. Other spring sports, including track, swim, and baseball, have also started their practices. She wished good luck to all the athletes competing this season. Regarding student leadership, Harsana announced the conclusion of ASB elections and congratulated the newly elected executive officers: President Jaimelyn Ochoa, Vice President Hailey Heng, Secretary Marcel Tanpinco, and Treasurer Gabriel Murillo. She also mentioned that applications for class commission spots were due the next day. To promote South City ASB to incoming freshmen, the ASB executive officers will join South City counselors during visits to middle schools on March 5th and 6th. Prom ticket sales have begun, with tickets available at \$100 until tomorrow, after which prices will increase by \$10. The freshman class is holding a fundraiser at Raising Cane's on March 5th, from 11:00 a.m. to 8:00 p.m., with a percentage of proceeds going to their class balance. The sophomore class will host a Milk Tea Lab fundraiser on March 12th, from 12:00 p.m. to 4:00 p.m. Harsana also reported that South City held an eighth-grade parent night on March 5th, where families of incoming freshmen had the opportunity to tour the campus and meet future teachers. She thanked those who volunteered and attended the event. Lastly, she shared that South City High School is sending 22 projects to the National History Day County competition this Saturday, with hopes of advancing to the state-level competition in May.

President Anthony thanked Josephine for her report and mentioned that she sounded sick, hoping she feels better soon.

2. Jamie Wong, Fall Student Trustee and ASB President at ECHS began her update by sharing that both the girls' and boys' varsity basketball teams had strong performances in the CCS games, with the girls securing a 43-34 win and the boys winning 52-47 in the first round. Although both teams lost in the second round, Wong expressed pride in their resilience and hard work. The boys' varsity soccer team had an outstanding season, finishing first in their league with a 6-0 record, though their journey ended in double overtime during CCS. Wong congratulated the soccer team for their dedication. El Camino hosted a successful movie night and talent show, with impressive performances and a screening of *High School Musical 3*. The ASB also held an informational meeting for students interested in running for office, and election campaigning will start next Monday, with elections taking place March 17-22. On March 8th, the school will celebrate the life and legacy of educator Jim Cresta, with a car show

fundraiser to support the Jim Cresta Scholarship Fund. Wong also announced the spring play *As You Like It* by William Shakespeare, running from March 13th-16th. Additionally, El Camino will recognize Ramadan by sharing posts on Instagram and highlighting teachers who observe the month, promoting reflection and community engagement. Wong concluded by wishing everyone a great weekend as March begins.

## **M. PUBLIC COMMENTS**

Michael Harris, a SSF resident, addressed the board by quoting Robert Kennedy's eulogy "why not" of his brother and then asked several questions regarding educational opportunities at Skyline College. He shared about classes students can take and transfer with an AA-T degrees in fields like anthropology, psychology, and sociology to SF State. Reflecting on his own educational experience, he noted that when he attended Cal State Hayward, students were only allowed one degree per year, even if they completed additional coursework. Harris concluded by expressing his hope for greater opportunities for current students.

Lucie Bradshaw, a teacher at Junipero Serra, addressed the board, beginning by expressing her appreciation for the district's economic success, especially when many others are struggling. She conveyed her faith in the board, Dr. Moore, and district leaders. However, she shared her concern about more than 20 teachers who would be shorted on their paychecks the following day. While she acknowledged efforts to address the issue, she pointed out that it has been ongoing since November and raised concerns about the approval of new positions without resolving the pay issue first. Bradshaw emphasized that teachers want fair pay, timely communication, and quick resolutions when problems arise with their paychecks. She concluded by expressing worry that the ongoing issue may lead to the loss of great teachers and urged for a quick resolution.

Megan Connery, a math teacher at El Camino High School, expressed her frustration over what she described as disrespect from the cabinet toward certificated staff members hired since January 2020. She explained that the union has evidence showing that at least 30 certificated staff members have been incorrectly placed on the salary schedule. Some teachers, including two from her own math department, were student teachers whom she encouraged to stay at ECHS, but they are now being paid less than they would have been in a neighboring district. Connery pointed out that the HR department is incorrectly interpreting salary placement rules, stating that only units earned after receiving a teaching credential count toward salary movement. She argued that this is not how other districts interpret these rules. Connery noted that President Giusti was passing out the certificated salary schedule document to cabinet and trustees, while she was explaining the placement rules for certificated staff. She explained that under the new rules, despite her qualifications, she would be placed in salary column C. Connery warned potential future hires that if they received their master's degree before their credential, they would lose out on \$6,600 in salary. Connery concluded by expressing her embarrassment to be working in the district under these conditions. She urged the board to correct the placements of all certificated staff hired since 2020, provide appropriate

back pay, and ensure fair salary placement for future hires.

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**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**  
Unit Employees Certificated Annual Salary Schedule  
**Appendix B-1**  
**2024/2025**

Effective 7/1/2024, 3% increase per board approval on 12/15/2022.

186 Days

| Step<br>(Yrs Experience) | C<br>BA + Credential* | D<br>BA + Credential + 15 | E<br>BA + Credential + 30 | F<br>BA + Credential + 45 |
|--------------------------|-----------------------|---------------------------|---------------------------|---------------------------|
| 1*                       | \$ 67,889             | \$ 69,153                 | \$ 71,823                 | \$ 74,495                 |
| 2                        | \$ 69,504             | \$ 71,117                 | \$ 72,737                 | \$ 75,357                 |
| 3                        | \$ 71,263             | \$ 73,063                 | \$ 74,905                 | \$ 76,794                 |
| 4                        | \$ 73,192             | \$ 75,170                 | \$ 77,191                 | \$ 79,254                 |
| 5                        | \$ 75,478             | \$ 77,804                 | \$ 80,175                 | \$ 82,636                 |
| 6                        | \$ 77,804             | \$ 80,133                 | \$ 82,502                 | \$ 85,049                 |
| 7                        | \$ 80,351             | \$ 82,897                 | \$ 85,445                 | \$ 88,257                 |
| 8                        | \$ 82,988             | \$ 85,620                 | \$ 88,342                 | \$ 91,855                 |
| 9                        | \$ 85,884             | \$ 88,784                 | \$ 91,855                 | \$ 95,545                 |
| 10                       | \$ 88,808             | \$ 91,793                 | \$ 94,866                 | \$ 98,558                 |
| 11                       | \$ 91,734             | \$ 94,981                 | \$ 98,231                 | \$ 101,922                |
| 12                       | \$ 95,594             | \$ 98,876                 | \$ 102,779                | \$ 106,681                |
| 12B                      | \$ 95,594             | \$ 98,876                 | \$ 102,779                | \$ 106,681                |
| 12C                      | \$ 95,594             | \$ 98,876                 | \$ 102,779                | \$ 106,681                |
| 12D                      | \$ 95,594             | \$ 98,876                 | \$ 102,779                | \$ 106,681                |
| 12E                      | \$ 95,594             | \$ 98,876                 | \$ 102,779                | \$ 106,681                |
| 17                       | \$ 104,018            | \$ 107,302                | \$ 111,203                | \$ 115,105                |
| 17B                      | \$ 104,018            | \$ 107,302                | \$ 111,203                | \$ 115,105                |
| 17C                      | \$ 104,018            | \$ 107,302                | \$ 111,203                | \$ 115,105                |
| 17D                      | \$ 104,018            | \$ 107,302                | \$ 111,203                | \$ 115,105                |
| 17E                      | \$ 104,018            | \$ 107,302                | \$ 111,203                | \$ 115,105                |
| 22                       | \$ 114,353            | \$ 117,567                | \$ 121,396                | \$ 125,220                |
| 22B                      | \$ 114,353            | \$ 117,567                | \$ 121,396                | \$ 125,220                |
| 22C                      | \$ 114,353            | \$ 117,567                | \$ 121,396                | \$ 125,220                |
| 22D                      | \$ 114,353            | \$ 117,567                | \$ 121,396                | \$ 125,220                |
| 22E                      | \$ 114,353            | \$ 117,567                | \$ 121,396                | \$ 125,220                |
| 27                       | \$ 114,353            | \$ 117,567                | \$ 121,396                | \$ 125,220                |

\*Unit member remains at this step & column until possessing a CA intern, preliminary or clear credential.  
Due to rounding in the automated payroll system, rates shown on this schedule are not the exact figure and are being provided for general purposes only.

**Part-Time Coordinator & Department Chair**  
15 or more sections: \$2,530  
11 to 14 sections: \$1,895  
6 to 10 sections: \$1,285  
5 or fewer sections: \$633

**Annual Stipends**  
National Board Certification: \$3,000\*  
Master's or Doctorate: \$1,750\*  
Academic Specialist Stipend\*\*: \$2,000  
\*To be divided equally per pay period.  
\*\*Listed for reference purposes; not part of salary schedule.

**Longevity**  
Effective July 1, 2022 establish a \$2,000 longevity stipend (one-time, off-schedule payment) in recognition for service with the SSFUSD payable upon the completion of 15, 20, and 25 years of service. [No retro payments for unit members who have already passed the identified longevity years].

**Credit for Experience**  
A. Credit of years for teaching experience outside the district up to a maximum of fifteen steps for all fields effective 2022-2023 school year.  
B. All outside experience must have been within ten years immediately prior to local employment and must have been in public schools or accredited private schools, including college/university experience.  
C. Credit for two years or more military service shall count for one step.

6/24/2024

## N. INFORMATION ONLY PRESENTATIONS

### 1. EDUCATIONAL SERVICES

#### a. Teaching and learning presentation: Martin Elementary School

Dr. Moore introduced Principal Jonathan Covacha who would present the educational priorities and programs at Martin Elementary School.

#### Introduction

Principal Covacha addressed the board, expressing excitement about sharing the progress and achievements of their school. He emphasized the school's commitment to its mission, which aligns with the district's core values and strategic plan, ensuring students thrive from preschool through high school and make a lasting impact on their

families and communities.

He highlighted the school's focus on delivering exceptional instruction, noting that teachers have begun integrating one of the Graduate Aims and Competencies into their teaching. By connecting instruction and assessment with learning progressions, educators are enhancing student learning and engagement.

### Mission & Goals

The mission of Martin Elementary continues to guide its efforts, while the school vision defines the overarching goals and objectives. Principal Covacha outlined the primary goal of supporting multilingual learners, with a focus on strengthening Tier 1 support. The collaborative inquiry cycle process plays a key role in identifying the needs of students and creating plans to provide necessary support. He also mentioned the goal of building stronger connections with families in order to improve student attendance, ensuring that the school community remains engaged and supported.

**Martin Site Goals Align to Our District Goals**

**Mission**

Educating resilient lifelong learners through collaboration, communication, critical thinking, and creativity with awareness that each of us can grow and improve each day.

**School Vision**

Martin Elementary creates a community for learners where all scholars thrive academically, socially, emotionally, and are empowered to reach their full potential.

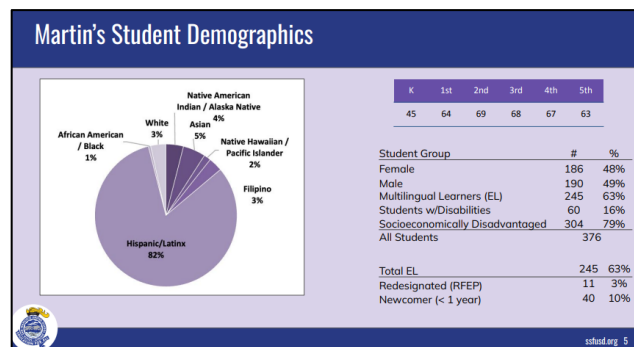
**School Goals 24-25**

- For the 24-25 school year, Martin Elementary will focus on tier 1 support for EL students in each grade level. By Fall 2024, each grade level will be able to provide specific goals that shows how tier 1 support will look like in the classrooms.
  - Each grade level team will create a tier 1 goal in support of EL students focused in the Essential Practice of Language Development.
- Engage in Collaborative Inquiry Cycle (CIC) with specific focus on improving tier 1 instruction in class. By May 2024, each grade level would have been able to engage in at least two CIC.
  - Through ILT, school will have 2 CIC Cycles by May 2025
  - Grade Level Teams will engage in 2 CIC Cycles by May 2025
- By May 2025, chronic absenteeism will be at 10%
  - 3 Attendance Matters Event (1 each trimester)

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### Demographics

Martin has a total of 376 scholars. Of this group, 63% are multilingual learners, including 40 newcomer families.



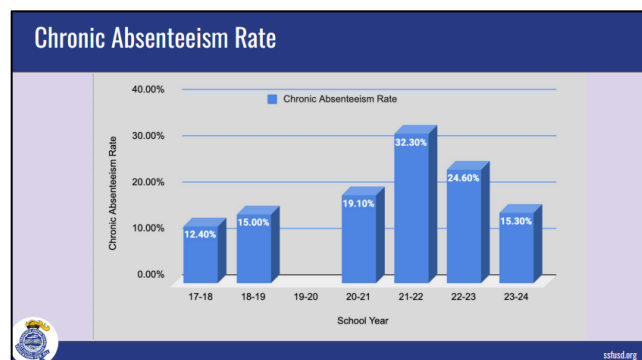
### Attendance

Principal Covacha emphasized the school's ongoing commitment to improving attendance. This will be achieved through continued parent check-in meetings, where strategies and support can be developed to enhance attendance for scholars. Additionally, the school will maintain the "Attendance Matters" race, focusing on a friendly class competition to see which class can achieve the most consecutive days with 100% attendance, with prizes for the classes with the highest daily attendance.

| Race / Ethnicity | 21-22 | 22-23 | 23-24 | 24-25 YTD | Student Groups                  | 21-22 | 22-23 | 23-24 | 24-25 YTD |
|------------------|-------|-------|-------|-----------|---------------------------------|-------|-------|-------|-----------|
| Native People    | *     | *     | 93.4  | 94.1      | Special Education               | 90.5  | 92.2  | 94.3  | 93.6      |
| African American | *     | 92.2  | 93.5  | 93.2      | Socioeconomically disadvantaged | 90.2  | 91.9  | 93.7  | 93.2      |
| Latinx           | 93.9  | 92.1  | 94.0  | 93.5      | Curr-EL                         | 90.2  | 92.0  | 93.7  | 93.3      |
| Pacific Islander | *     | 89.9  | 95.1  | 90.6      | RFEP                            | 91.7  | 93.9  | 95.9  | 95.2      |
| Asian            | 87.8  | 93.9  | 94.0  | 93.7      | Homeless                        | *     | *     | 93.0  | 93.4      |
| Filipino         | 91.4  | 91.8  | 91.6  | 96.0      | Foster                          | *     | *     | *     | *         |
| White            | *     | 92.9  | 94.9  | 95.2      |                                 |       |       |       |           |
| 2+ Races         | *     | 85.8  | 93.9  | *         |                                 |       |       |       |           |

\*Denotes not having information due to number of student is fewer than 10.

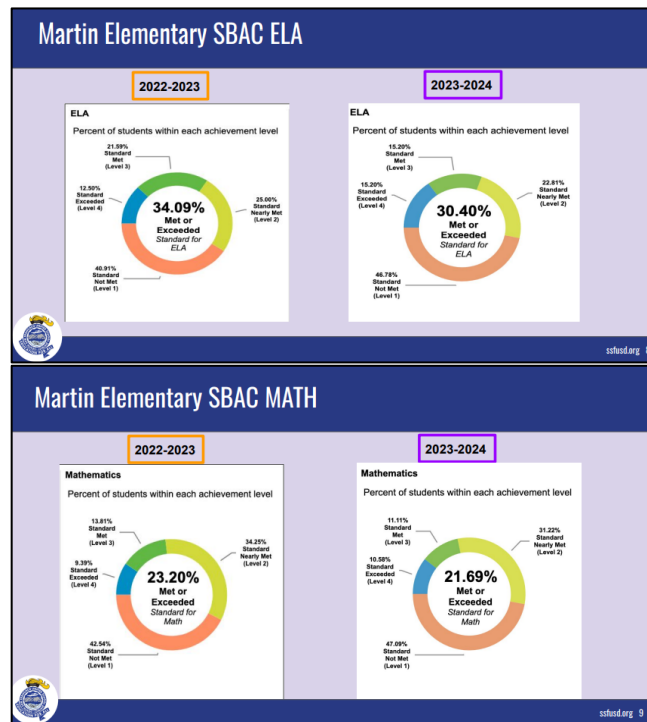
Prior to the pandemic, Martin's chronic absenteeism rate averaged about 13.7%. However, in the year following the return from distance learning, Mr. Covacha shared that the rate ballooned to 32.3%. Thanks to the hard work of the teachers, office staff, and parents, the absenteeism rate has since decreased to 15.3%, reflecting a 17% improvement from the 21-22 to 23-24 school year.



### Smarter Balanced Assessment Consortium (SBAC)

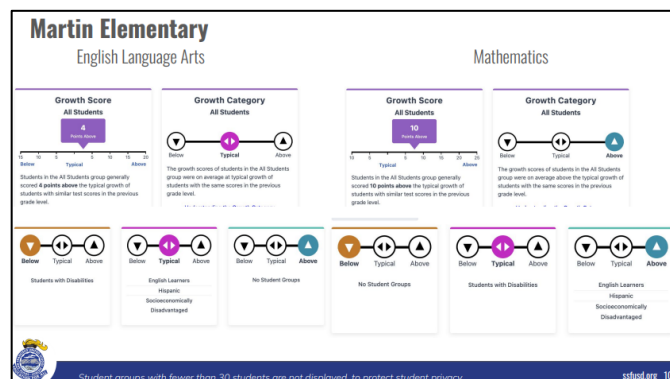
Principal Covacha continued by sharing data from the last two years of the Smarter Balanced Assessment Consortium (SBAC). This assessment is administered to students in grades three to five, with scholars who have been in the

country for less than 12 months being excused from the ELA portion. However, newcomer scholars do complete the math portion. The results show a slight dip in the number of scholars who met or exceeded standards. Despite this, the SBAC scores provide an opportunity to celebrate the growth achieved while also giving direction for areas that need further improvement.



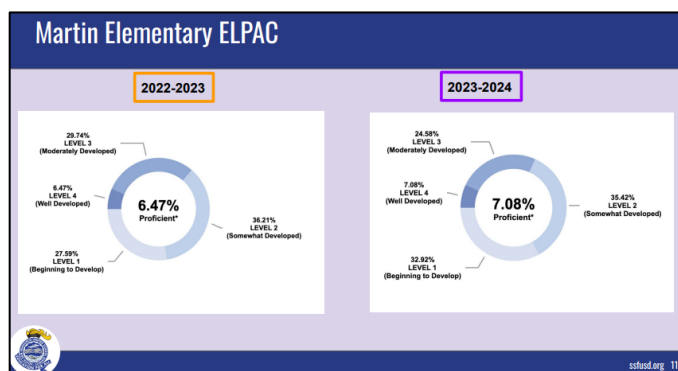
### Dashboard

Recent growth measures for ELA and math were reviewed, based on students with consecutive years of scores. The focus for ELA remains on students with disabilities, while most math students showed above-average improvement, indicating positive progress.



## ELPAC

The English Language Proficiency Assessments for California (ELPAC) measures the growth of multilingual learners. The summative results provide valuable insights into areas where students are thriving and highlight where further focus is needed to support their continued growth and improvement.



## Multi-Tiered System Support

Through its multi-tiered system of support meetings, Martin is able to monitor how scholars are progressing in their learning journey as a team. The information gathered from various assessments is essential in tracking growth and improvement. The core of Martin's mission is to continuously seek opportunities for student growth. The meeting note template allows for documentation of updates, ensuring the team stays informed on progress. Principal Covacha shared that if a scholar has attendance concerns, updates can be added after meeting with a family, keeping everyone aligned.

**Martin Elementary Student Support**

3 MTSS Meetings:

- Provides time and space to meet with individual teachers to monitor progress of students.
- Enables specialists (school psychologist, speech pathologist, SPED teacher, counselors, reading specialists, and EL support to share possible strategies that can be implemented in class.
- Identify student need and as team create an action plan to provide support; academic, behavioral, health, family assistance, etc....

Teachers Name: Teacher A  
Gd. Lvl: Grade  
Date: September 2023

Celebration: About 8 students who are showing perseverance in being able to navigate through the tough behaviors being displayed by other students.

| Student's Name | Teacher Notes | ILPs/Interventions | Timeline/Action | Updates |
|----------------|---------------|--------------------|-----------------|---------|
|                |               |                    |                 |         |
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The MTSS sheets allow staff to include all essential data to track scholar progress. Principal Covacha shared an example of various assessments, ranging from state-level

tests to class-specific metrics, which are included. This enables the team to follow along as teachers present insights about their classes. The MTSS meetings provide a dedicated space to celebrate areas of growth while offering strategies and support for scholars' academic, social-emotional, and family needs. Through these meetings, Martin staff can also connect families to the services they need, ensuring holistic support for each scholar.

The screenshot displays a 'Class MTSS Sheet' for 'Unit 4 Math Test'. The spreadsheet has columns for student names and various assessment metrics. The metrics include: Attendance (First RTI), Attendance 2nd Trimester, Attendance 3rd Trimester, ELNAC Level, Literacy Indicator: 2nd, DIBELS, STAR Math Supplement, STAR Math GLE, STAR Reading Supplement, STAR Reading GLE, STAR Math January, STAR Math GLE, STAR Math April, Improvement in STAR Math, BPST Fall, BPST Winter, BPST Spring, Academic Support, Speech Services, Counseling (Individual Visit), Attendance Concerns, SST Recommended, LP Math, ELA, Behavior, Years of LP and 3rd, Reading Support and Notes, and After-school Care (REAL, BAC). The rows contain data for multiple students, with some cells highlighted in red or green to indicate specific performance levels or needs.

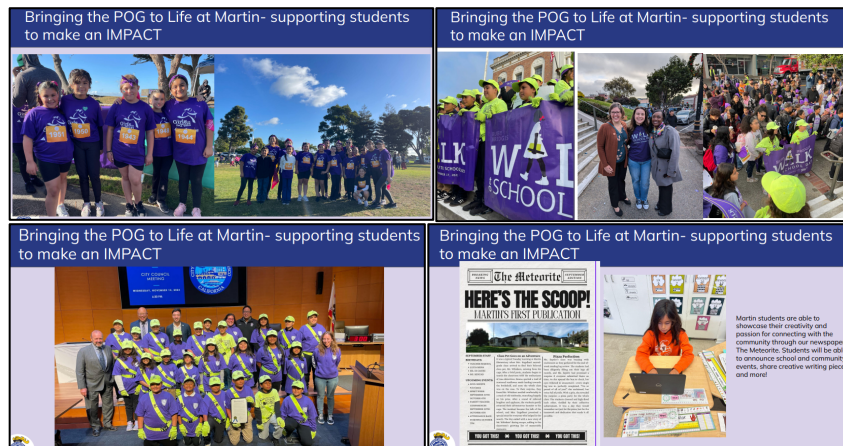
## THRIVE

At Martin, learning goes beyond the classroom through real-world experiences like field trips and assemblies that bring lessons to life. Principal Covacha highlighted the transformative value of witnessing history, science, and art firsthand, which deepens understanding and sparks curiosity. Whether exploring museums or enjoying theater, scholars connect knowledge with real-world experiences. Additionally, through GENE Academy, third to fifth graders receive mentorship, homework support, and hands-on STEAM activities that build confidence, creativity, and leadership skills.



## IMPACT

Girls on the Run empowers young scholars by promoting confidence and healthy habits through physical activity and life skills lessons. This year, Drama Club allows students to express themselves through creative writing and acting, while Newspaper Club gives aspiring writers a platform to share their voices. Martin's commitment to community impact continues with Ruby Bridges Day, where scholars advocate for positive change. Each grade level works on projects throughout the year, like the fifth grade's hot cocoa service to staff and greeting card initiative for a local Senior Center. These programs are shaping well-rounded, engaged, and inspired scholars, fostering lifelong learners and leaders.



## Staff & Community Acknowledgement

Principal Covacha expressed gratitude for the hard work and dedication of the staff, emphasizing their importance in providing learning beyond the classroom at Martin. He thanked parents and guardians for their continued support, acknowledging the school's commitment to them and their children. Principal Covacha also expressed appreciation for the leadership team, including CSEA and CTA leaders, district administrators, and board members, recognizing their guidance and encouragement.

He then invited parents, staff, and scholars to stand and be recognized for their contributions. Parents who provided rides for scholars were acknowledged, followed by the recognition of the staff for their dedication. Finally, all Martin scholars were asked to stand, with special recognition given to the Safety Patrol program, which continues to offer leadership opportunities and ensures the safety of families during drop-

off and pick-up times. Gratitude was also extended to the teachers in charge of the program, Miss Bonite and Miss Engelbart.



### Volunteer Recognition

Principal Covacha continued the celebration of recognition by expressing deep gratitude to the parents, acknowledging their tremendous support throughout the year. He recognized that many parents juggle multiple jobs but still find time to be actively involved in school activities, from field trips to classroom celebrations and book fairs. While all parents are appreciated, this year, special recognition was given to fourth and fifth-grade parents, some of whom have been involved since their children were in preschool: Maria Andrade, Johana Tello-Sanchez, Maria Meraz, Arlene Gomez, and Thomas Howard.



Trustee Hsieh commended Principal Covacha for the presentation, highlighting that it not only showcased Martin's

accomplishments but also addressed areas for growth, demonstrating a balanced and reflective approach. Trustee Hsieh emphasized that the transparency in sharing both successes and challenges helps build trust in the process. She thanked Principal Covacha for the great leadership and for the continued support from the community at the board meeting.

Trustee Lam expressed gratitude for everyone attending the meeting, including parents and students. While she has yet to visit Martin, she acknowledged the school's impressive reputation, particularly in initiatives like Ruby Bridges Day and the safety patrol program. She praised the school's ongoing efforts to make a difference in the community and its commitment to academic growth. Trustee Lam thanked Principal Covacha and the team for their continued dedication and encouraged them to keep up the good work.

Trustee Murray expressed gratitude for the Martin community, praising the school's vibrant atmosphere and the scholars for their attentiveness during the meeting. She emphasized that the scholars are the primary focus of all their efforts and thanked them for attending. She also thanked the teachers, parents, and Principal Covacha for their leadership, particularly for always striving for growth and improvement.

President Anthony thanked Principal Covacha and the Martin community for their presence, emphasizing that Martin is home to one of the district's largest immigrant populations. She expressed pride in the strength that the immigrant community brings and welcomed them as an important part of the community. She also thanked everyone for attending the meeting.

Student Trustee Harsana was excused from the meeting at 7:56 p.m.

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

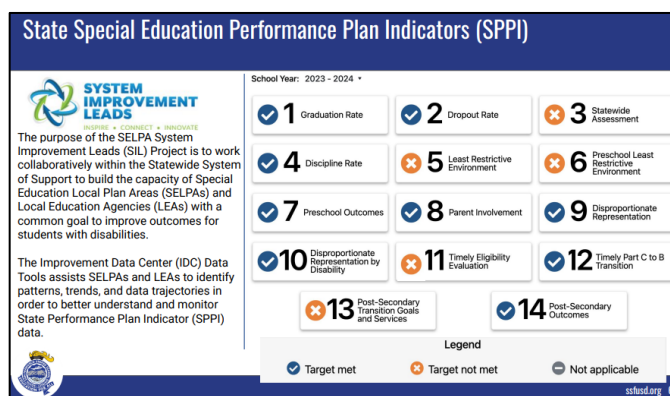
Dr. Moore introduced Sabrina Yacoub, Director of Special Education, who would be presenting on the performance management of students with IEPs. She noted the presentation would focus on key metrics outlined by the California state dashboard and state performance indicators.

### Introduction

Director Yacoub thanked Dr. Moore for the introduction and greeted the Board, Cabinet, and the South San Francisco community. She outlined the agenda, which included a review of special education data, an overview of the previous year's School Services of California assessment, and an introduction to the special education and pupil personnel teams. Director Yacoub shared the department's strategic plan, aligned with the "portrait of a graduate," focusing on evidence-based practices that help students with disabilities thrive. She emphasized the importance of well-written IEPs, effective case management, and empowering students to navigate their futures in the least restrictive environment (LRE).

Director Yacoub acknowledged the number of slides in her presentation and mentioned that some slides would be skipped for informational purposes, while others would be highlighted. She explained that special education is complex, and the oversight of IDEA (Individuals with Disabilities Education Act) continues to expand. To fully understand the scope of their work, it's important to review all the data presented.

She introduced the state special education performance plan indicators, which provide a snapshot of the current status and progress towards the department's vision. These indicators drive the Special Education Improvement Plan. She shared the department's system improvement leads website, which showcases their performance plan indicators and whether they are meeting the targets set. Nine out of 14 target areas have been met and she expressed excitement about the website, as it allows them to examine both current data and historical trends.



Director Yacoub shared that the continuous improvement monitoring system for special education further guides their planning. She highlighted the annual determination letter received from the California Department of Education just a few weeks ago. This letter confirms that they are not disproportionately identifying students, which is great news. However, Director Yacoub emphasized the need to work with CDE to show improvement in two key areas: compliance and Least Restrictive Environment (LRE) for preschool-age students.

### Annual Determination by CDE

**2025 Annual Determination under IDEA, Part B**

- In accordance with IDEA Section 616(e) and 34 CFR sections 300.600–300.604, the CDE is required to make an annual determination on the performance of each local educational agency (LEA).
- The CDE makes determinations based on the LEA's compliance, disproportionality, and performance data related to the implementation of IDEA requirements.
- As a result, every LEA receives one of four possible annual determinations: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention.

**LEAs in the Targeted Tier are divided into three levels based on their needs and performance data:**

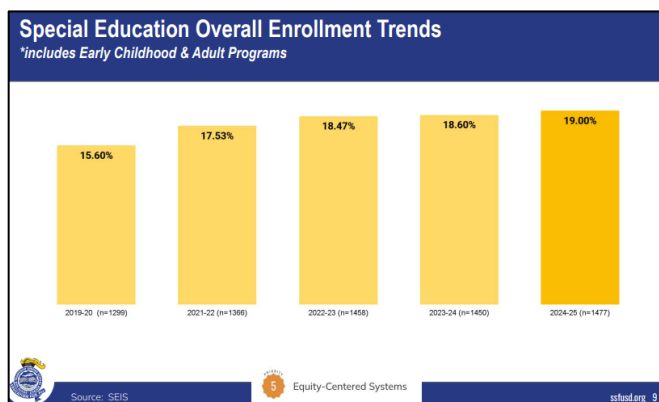
- Level 1: LEAs that have missed one or two performance targets or have minor compliance issues.
- Level 2: LEAs that have failed to meet three or more performance targets or have been newly identified as disproportionate.
- Level 3: LEAs that rank in the bottom 11–20% on key performance indicators and/or have been disproportionate for two consecutive years.

| 2025                                     |                                              |
|------------------------------------------|----------------------------------------------|
| Annual Determination                     | Needs Assistance                             |
| Disproportionate                         | Not Disproportionate                         |
| Significantly Disproportionate           | Not Significantly Disproportionate           |
| 2025 Monitoring Year Support Designation | Targeted Level 3 for Preschool Age LRE Rates |
| Timeline Noncompliance                   | Noncompliant                                 |

The data for identifying LEAs' monitoring designation and more information on special education monitoring is accessible on the California Technical Assistance Network (CALTAN) website: <https://caltan.info/leasearch>

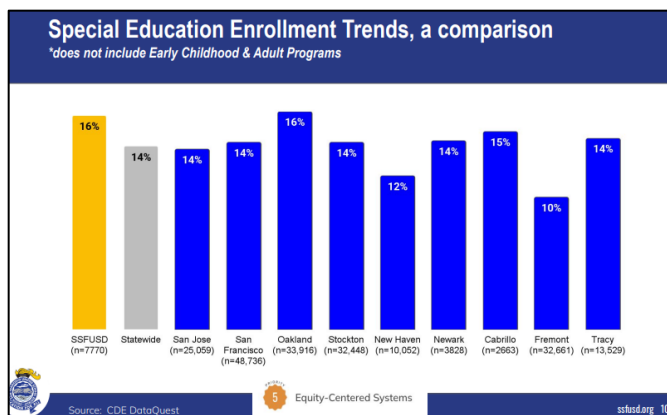
ssfsd.org 7

She then shared enrollment data, showing that special education students, from preschool through the adult program, make up 19% of the total student population in South San Francisco Unified School District which is approximately one in every five students.

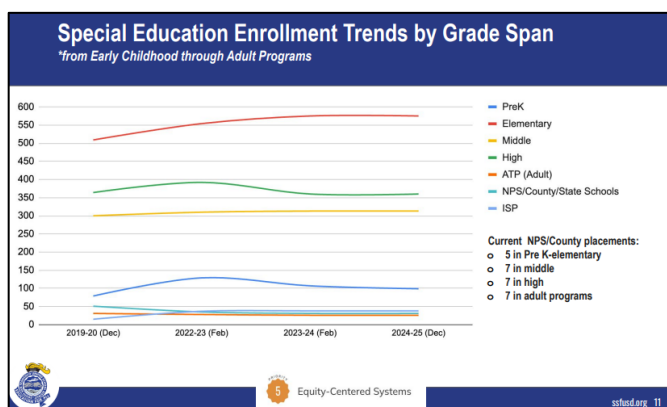


Director Yacoub then showed a comparison of special education enrollment numbers, highlighting the data for South San Francisco Unified School District alongside surrounding districts and statewide figures. She clarified that this data does not include early childhood or adult education

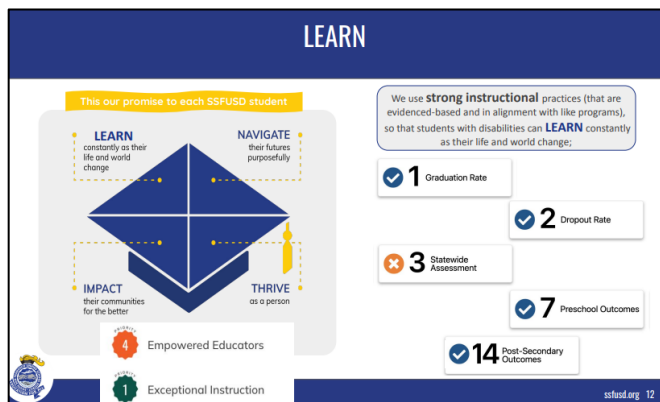
students.



She shared trends by school level, along with data on students in out-of-district placements.



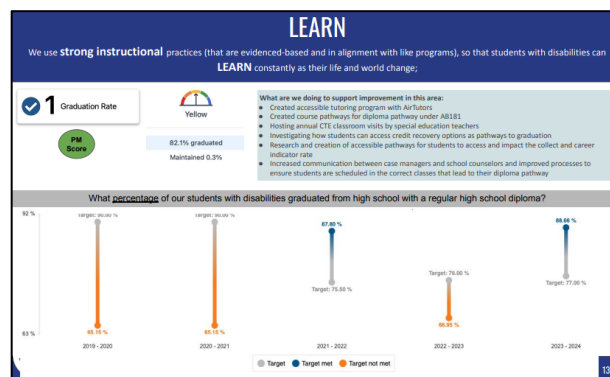
Director Yacoub presented the performance indicators aligned with the department's vision and the portrait of a graduate.



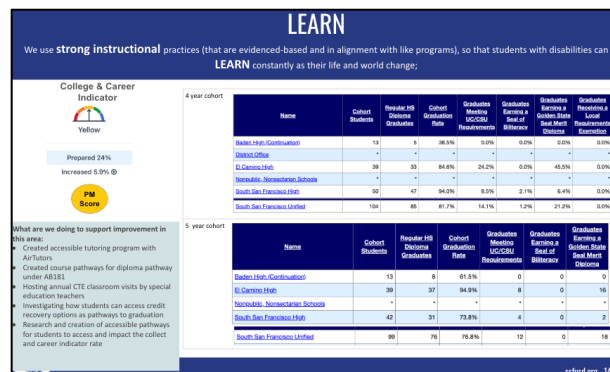
Director Yacoub explained how to read the upcoming slides in her presentation. Each slide will feature an indicator in the upper left corner, with two data points nearby: one from the California dashboard and the other from the Performance Management score. A green indicator means the target is met, yellow shows progress toward the target, and red means no progress is being made. On the right side, the improvement plan will be listed, and the bottom will show data related to the indicator, sourced from the system Improvement Leads website. Historical data will be compared to current progress, with color-coded targets indicating whether the goals have been met or not.

## LEARN

Director Yacoub began by reviewing the district's progress toward the LEARN aim. Graduation rates continue to meet targets, with annual growth reflected in the performance management (PM) score.



The college and career indicator shows improvement, though the district is still working toward fully meeting the target.



Dropout rates remain below the established threshold,

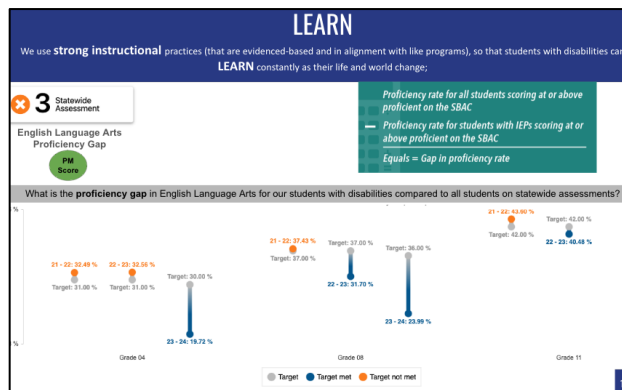
consistently surpassing targets. While this area had not previously required formal monitoring, the new System Improvement Leads website now provides additional tracking capabilities.



Statewide assessments remain a challenge, particularly in English Language Arts (ELA) and Math, where outcomes have not yet reached the desired levels. Overall, ELA performance is below target, but a closer look at assessment data reveals progress in certain areas. Disaggregated results from the Smarter Balanced (SBAC) and California Alternative Assessments show that while SBAC scores remain low, the district is making progress on the alternative assessment, indicated by a yellow status.



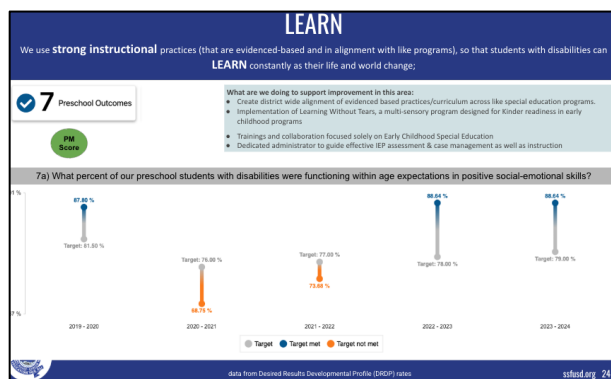
A key focus is on reducing the proficiency gap, which is measured by comparing the performance of students with IEPs to the overall student population. This gap has been steadily shrinking, meeting the district's established targets, with data tracked using 4th and 11th-grade metrics.



Math performance follows a similar pattern, with overall scores in the red for both SBAC and alternative assessments. However, there is measurable progress in closing the proficiency gap.

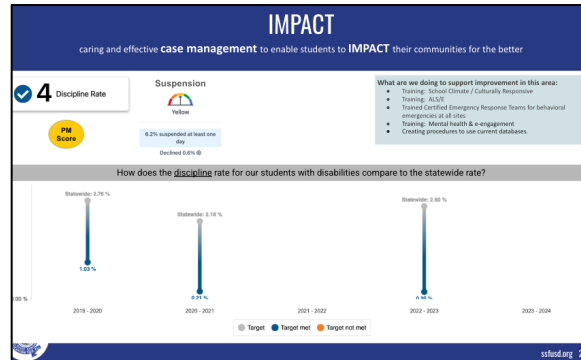


Preschool outcomes are assessed using the Desired Results Developmental Profile (DRDP) tool twice a year. After a period of decline in previous years, the district is now meeting targets in key areas, including positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet needs.

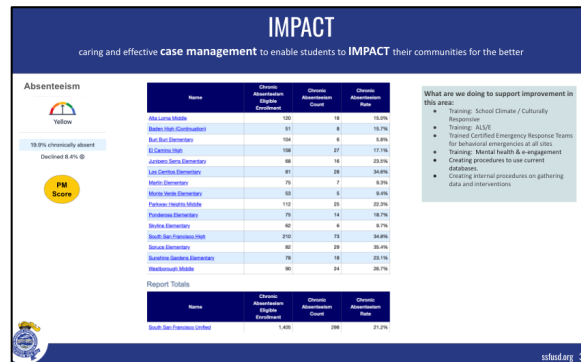


## IMPACT

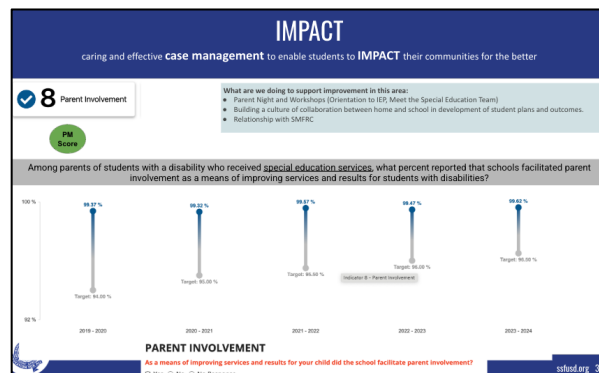
Director Yacoub shared that the district is currently meeting targets for discipline rates and is showing progress in this area.



Similarly, absenteeism rates are improving, and parent involvement remains a key focus.

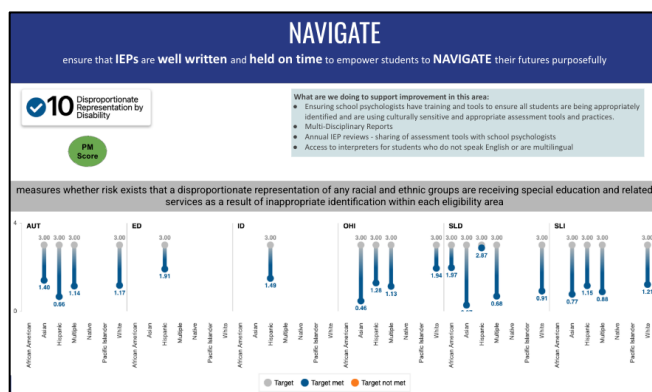


Parent involvement is assessed through a question on the consent page of the IEP, which asks parents about their level of engagement in the IEP process. The district continues to track and support these indicators to ensure positive outcomes for students.

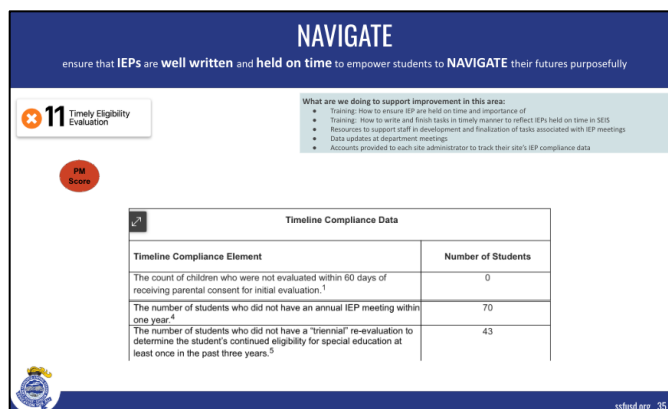


## NAVIGATE

The NAVIGATE aim focuses on disproportionality, compliance, and transition evaluations, key areas where the district is working toward improvement. Director Yacoub explained that disproportionality rates were reviewed, with data broken down by disability category and racial/ethnic groups.

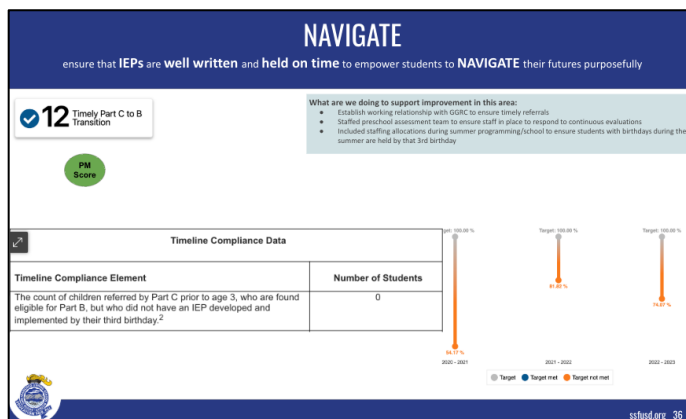


She emphasized that timely evaluations, or compliance, remain a priority for improvement. While the special education information system tracks overdue meetings, she noted that the data is not always updated immediately, leading to discrepancies. Though many meetings are held on time, they are not always reflected in the system right away. Since compliance targets require 100% accuracy, she stated that this area will be a major focus moving forward to ensure improvement. She noted a strong commitment to moving out of the lowest compliance tier.

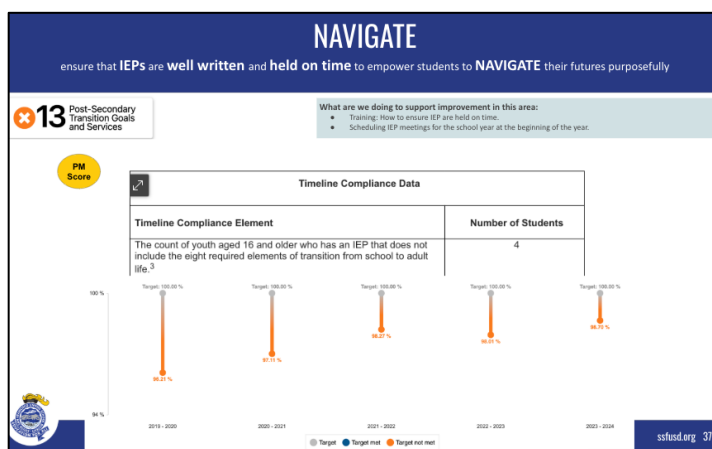


She highlighted that evaluations for students transitioning from Golden Gate Regional Center services by their third birthday must take place year-round without flexibility. While

this has been a challenge in the past, she credited Coordinator Margaret Lee for her efforts that have helped ensure the district is now meeting this target.



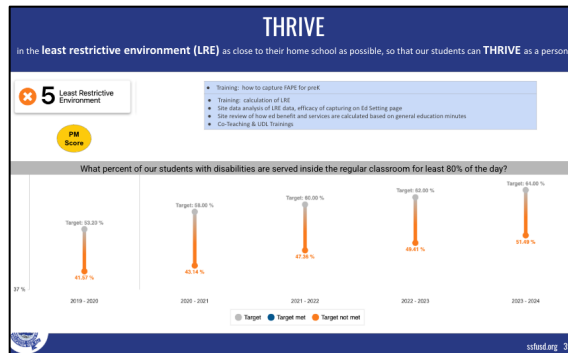
Director Yacoub introduced a new indicator, which measures how well students 16 years of age and older are prepared for transition planning. She noted that the data shows room for growth, and stated that plans will be incorporated into the next cycle of improvement. While compliance narrowly missed the 100% target due to only four incomplete cases, she assured the board that efforts will be made to reach full compliance. She also shared that this information was recently received and will be presented to the department soon.



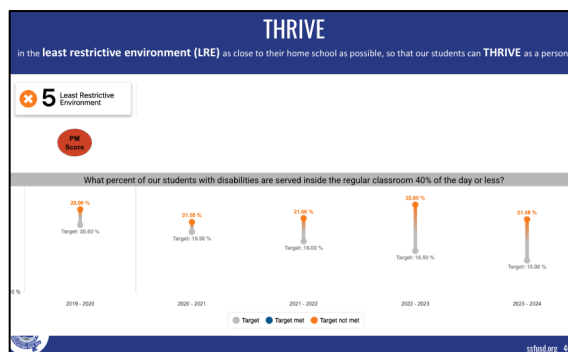
## THRIVE

The THRIVE aim focuses on Least Restrictive Environment (LRE), an area where challenges remain but progress is being made. Director Yacoub acknowledged that LRE is a struggle, particularly in ensuring that students spend as much

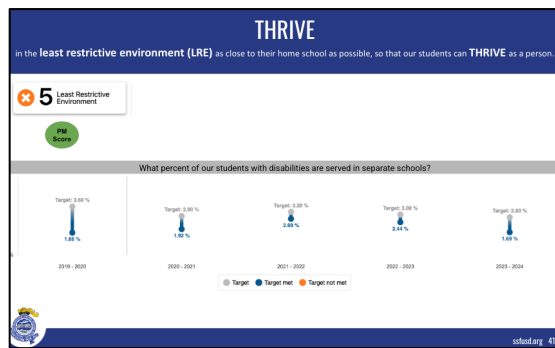
time as possible in general education settings.



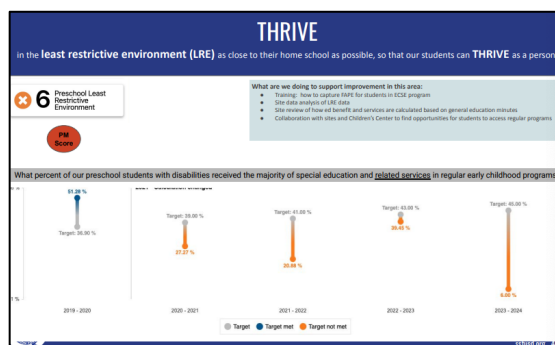
She reviewed LRE for students spending 80% or more of their day in general education, emphasizing the goal of keeping students in inclusive settings whenever appropriate. She also shared data on students spending 40% or less of their day in general education, illustrating the balance between inclusion and specialized support.



For students placed in separate schools, she shared positive progress, noting that only 1.7% of students are in separate settings, well below the target of 2.8%. This success is largely due to new programs built within the district, which have reduced the need for Non-Public School (NPS) and county placements. She explained that while some students will always require out-of-district placements, the district previously placed students due to a lack of internal options rather than actual need. Now, placements are reserved for students who truly require that level of support, allowing the district to meet the target for separate settings.



She identified LRE for preschool students as a priority for improvement. She noted the data measures the percentage of students receiving the majority of their special education services within early childhood programs rather than separate settings. Additionally, that work is ongoing to increase inclusion opportunities for preschool-aged students.



Director Yacoub highlighted the professional development efforts led by the team. She acknowledged the challenges in ensuring all staff have the necessary tools and resources since these trainings are not mandatory or systematically built in. Despite this, the team remains committed to facilitating these learning opportunities with dedication and pride to support progress toward their goals.

**In order to support implementation plan to achieve vision and strategic priorities**

**Robust PD schedule for 462 special education staff**

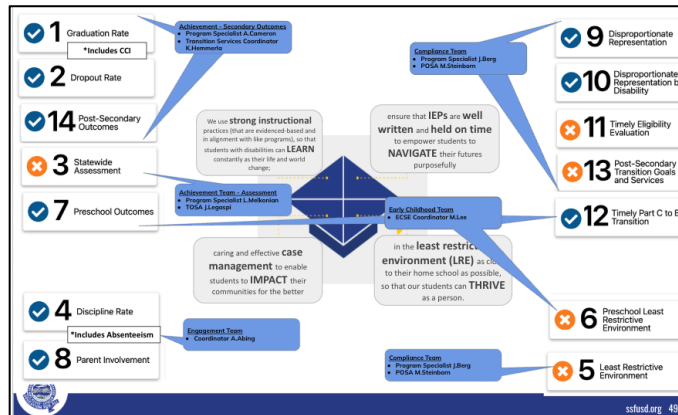
- Monthly department meetings and trainings
- Specialized trainings (Spire, Goalbook, Unique, etc.), including on-site coaching for SPiRE & TouchMath
  - Implementation of Spire bi-annual in-person coaching sessions (Trainers model, observe, and Co-Teach lessons, as well as provide a follow up coaching session)
- New special education teacher support
- Special education teacher leadership team meetings
- Tailored meetings & support for related providers, categorical programs & PreK teachers
- Monthly paraprofessional trainings
- Access to participate in same trainings as general education teachers

**Strategic Priorities:**

- 1 Exceptional Instruction
- 2 Engaged Students
- 3 Purposeful Partnerships
- 4 Empowered Educators
- 5 Equity-Centered Systems

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Director Yacoub shared a visual summarizing all the key indicators aligned with different aspects of the Portrait of a Graduate and the individuals who play a vital role in achieving these goals. She highlighted the districtwide multidisciplinary team leads, who regularly meet to review data, monitor progress, and develop improvement plans for each indicator. Their collaborative efforts ensure ongoing progress and strategic planning across the district.



She shared that the School Services of California assessment that took place last year, noting that a similar evaluation was completed in 2017. When she started in 2019, she was provided with that report, which helped guide her work. She shared what has happened since that evaluation, and a brief history. Upon starting in 2019, she inherited all the work listed, assessed the situation further, and created a multi-year plan of improvement. The focus of this plan was on developing a department vision, building out missing components of continuous services, refining processes and procedures, and increasing the quality of instruction.

### SSFUSD History: Program Challenges in 2019

**2017 Assessment of the special education department had not been implemented**

- Special education Dashboard data in the red in all but one area
- Unresolved grievances from parents, principals, and staff
- Lack of continuum of services and specialized/categorical programs district wide to resolve programmatic concerns
  - All sites had Resource Teachers and Speech Pathologists at least part time, but not all sites had special classes.
    - High caseloads for RSP, SLPs and School Psychologists.
  - High rate of students with transportation services and costs transporting students to other sites/schools
  - Hi transfer rates of general education students of siblings at sites with the special education continuum of services
  - High rate of County or Non-public school (NPS) placements
- High personnel count for of 1:1 paraeducators and behavior support services
  - Continuous requests for 1:1 para support from sites and parents
  - 50% of paraeducator positions were vacant leading to scarcity of resources and more requests for 1:1's
  - \$1.7M in contracted services costs for behavior intervention 1:1s not part of district staffing budget

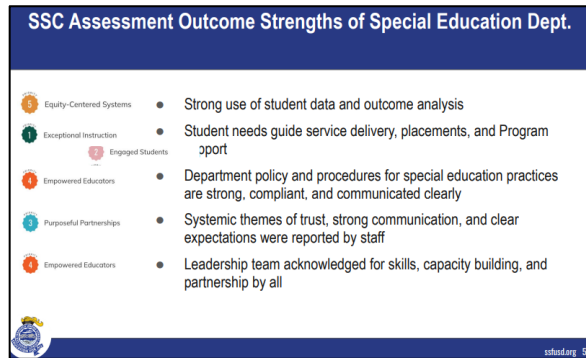
**Assessed the situation and created a 5-year proposal to resolve issues presented with a focus on:**

- A department vision and plan, building out the missing components of our continuum of services, developing processes and procedures, and increasing quality of instruction

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A re-evaluation was conducted last year by School Services of California. Director Yacoub shared that the assessment identified several strengths within the department

**SSC Assessment Outcome Strengths of Special Education Dept.**



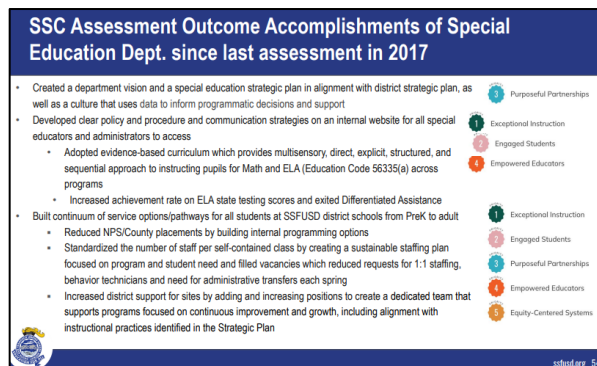
This slide lists strengths identified in the SSC assessment. It features a vertical list of six categories on the left, each with a colored circle and number: 1. Exceptional Instruction (green), 2. Engaged Students (pink), 3. Empowered Educators (orange), 4. Purposeful Partnerships (blue), 5. Empowered Educators (orange), and 6. Equality-Centered Systems (yellow). To the right of these categories are three bullet points detailing specific strengths.

- Strong use of student data and outcome analysis
- Student needs guide service delivery, placements, and Program report
- Department policy and procedures for special education practices are strong, compliant, and communicated clearly
- Systemic themes of trust, strong communication, and clear expectations were reported by staff
- Leadership team acknowledged for skills, capacity building, and partnership by all

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She highlighted the accomplishments identified in the re-evaluation. These included the development of the department's vision, the establishment of clear and documented policies and procedures, and the successful implementation of continuous services along with the necessary supporting structures.

**SSC Assessment Outcome Accomplishments of Special Education Dept. since last assessment in 2017**



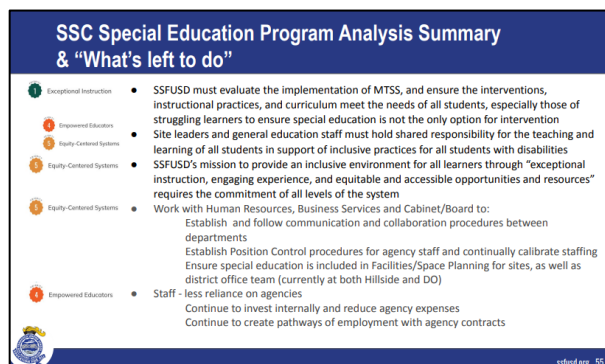
This slide lists accomplishments since the 2017 assessment. It features a vertical list of six categories on the right, each with a colored circle and number: 1. Exceptional Instruction (green), 2. Engaged Students (pink), 3. Empowered Educators (orange), 4. Purposeful Partnerships (blue), 5. Empowered Educators (orange), and 6. Equality-Centered Systems (yellow). To the left of these categories are four bullet points detailing specific accomplishments.

- Created a department vision and a special education strategic plan in alignment with district strategic plan, as well as a culture that uses data to inform programmatic decisions and support
- Developed clear policy and procedure and communication strategies on an internal website for all special educators and administrators to access
  - Adopted evidence-based curriculum which provides multisensory, direct, explicit, structured, and sequential approach to instructing pupils for Math and ELA (Education Code 56335(a)) across programs
  - Increased achievement rate on ELA state testing scores and exited Differentiated Assistance
- Built continuum of service options/pathways for all students at SSFUSD district schools from PreK to adult
  - Reduced NPS/County placements by building internal programming options
  - Standardized the number of staff per self-contained class by creating a sustainable staffing plan focused on program and student need and filled vacancies which reduced requests for 1:1 staffing, behavior technicians and need for administrative transfers each spring
  - Increased district support for sites by adding and increasing positions to create a dedicated team that supports programs focused on continuous improvement and growth, including alignment with instructional practices identified in the Strategic Plan

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Director Yacoub noted that, as with any thorough evaluation, the assessment also provided areas for improvement.

**SSC Special Education Program Analysis Summary & "What's left to do"**

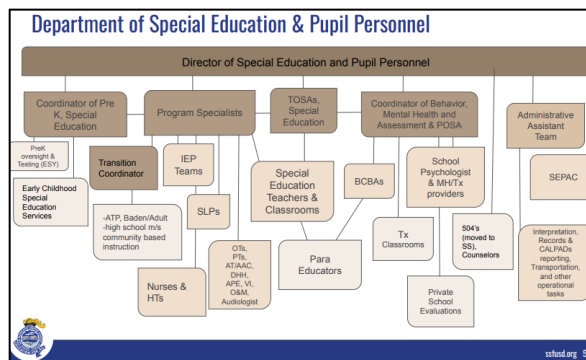


This slide lists areas for improvement. It features a vertical list of six categories on the left, each with a colored circle and number: 1. Exceptional Instruction (green), 2. Empowered Educators (orange), 3. Equality-Centered Systems (yellow), 4. Purposeful Partnerships (blue), 5. Empowered Educators (orange), and 6. Equality-Centered Systems (yellow). To the right of these categories are three bullet points detailing specific areas for improvement.

- SSFUSD must evaluate the implementation of MTSS, and ensure the interventions, instructional practices, and curriculum meet the needs of all students, especially those of struggling learners to ensure special education is not the only option for intervention
- Site leaders and general education staff must hold shared responsibility for the teaching and learning of all students in support of inclusive practices for all students with disabilities
- SSFUSD's mission to provide an inclusive environment for all learners through "exceptional instruction, engaging experience, and equitable and accessible opportunities and resources" requires the commitment of all levels of the system
- Work with Human Resources, Business Services and Cabinet/Board to:
  - Establish and follow communication and collaboration procedures between departments
  - Establish Position Control procedures for agency staff and continually calibrate staffing
  - Ensure special education is included in Facilities/Space Planning for sites, as well as district office team (currently at both Hillside and DO)
- Staff - less reliance on agencies
  - Continue to invest internally and reduce agency expenses
  - Continue to create pathways of employment with agency contracts

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Director Yacoub introduced the district's special education personnel teams, emphasizing the structure that ensures leadership remains connected to all staff within the department. This setup allows for informed decision-making at the district level while providing each team member with a designated support person who understands their role.



She expressed appreciation for the district office support team, highlighting their collaboration, dedication, and contributions to meetings, calls, and resource development.



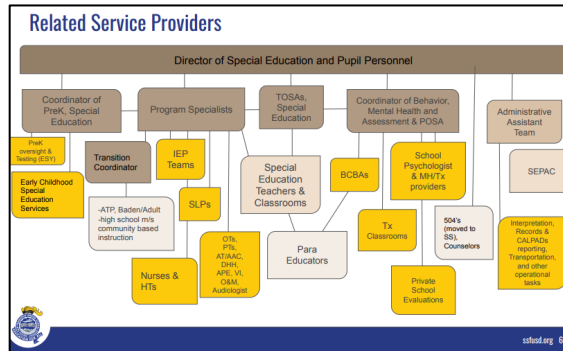
**District Office Support Team**

**Program Support Transactions Aug 2024-Feb 8, 2025**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Service Related</b></p> <ul style="list-style-type: none"> <li>• 56 Add New Student or returning student with special education file</li> <li>• 59 Add provider for services</li> <li>• 9 Change of Placement</li> <li>• 181 Change Case Manager</li> </ul> <p><b>Assessment Related</b></p> <ul style="list-style-type: none"> <li>• 157 Add Student for Initial Eval</li> <li>• 166 Add Provider(s) for Assessment</li> <li>• 123 Pending Student, Make Eligible (add Flag in IC) (include adding to Projected also)</li> <li>• 141 PreK Add Student for Initial Eval</li> <li>• 64 PreK Pending Make Eligible (add to projected) and IC Flag</li> </ul> | <p><b>Exits</b></p> <ul style="list-style-type: none"> <li>• 3 Exit - Aged out (turned 22)</li> <li>• 10 Exit - Graduated from High School</li> <li>• 69 Exit - Returning to regular ed, no special education services</li> <li>• 18 Parent/Adult Student revoking consent</li> <li>• 42 Transfer - Student transferred out of district</li> <li>• 57 Related Services - Student no longer needs this related service</li> <li>• 35 Take Provider(s) off after an Assessment, exited service not IEP</li> </ul> <p><b>Other Data Points</b></p> <ul style="list-style-type: none"> <li>• 172 Students transportation set up for</li> <li>• 476 IEPs set up for interpretation services</li> <li>• 135 Requests for IEPs to be translated</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Related service providers were introduced, identified in the yellow box on the slide. These professionals work alongside special education teachers to support students in achieving

their IEP goals. Many serve as itinerant specialists, managing responsibilities across multiple school sites.

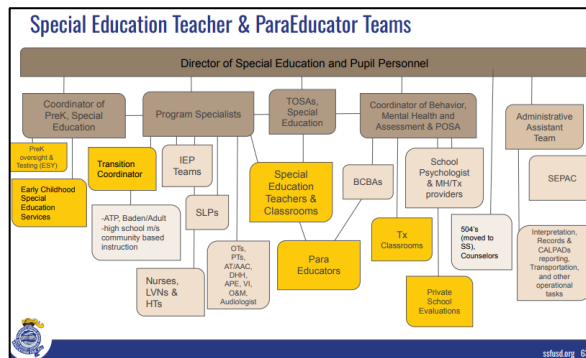


**92.5 Related Service Providers**  
+Transportation & BHRS (mental health)

- Adapted Physical Education Teacher x1
  - APE Assistant x1
- Board Certified Behavior Specialists x10
- Certified School Nurses x4
  - Licensed Vocational Nurse x7
  - Health Technicians x7 (1 vacant)
- Deaf & Hard of Hearing Teacher x2 (1 vacant)
- Occupational Therapists x3 (1 vacant)
- Physical Therapist x1
  - Physical Therapist Assistant x1
- School Psychologists x20.5
- Specialized Mental Health Providers (LMFT, LCSW) x4
  - Specialized Mental Health Providers in Tx Classrooms x2
  - Contracted through Beacon x5
  - Contracted through BHRS
- Speech & Language Pathologists x22
  - AT/AAC Specialist
  - Spanish Bilingual Assessor
- Transportation Services
- Teacher of the Visually Impaired (.5), Orientation & Mobility Specialist (.5), & Audiology through County (as needed)

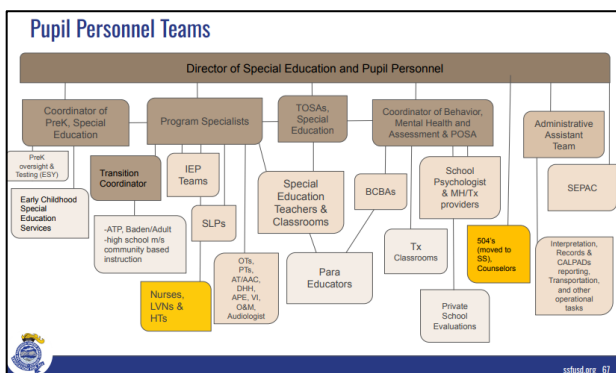
school.org 61

Special education teachers and paraprofessionals were acknowledged, with data displayed on staffing levels and their role in supporting student goals and services.



| 90.5 Special Education Teachers & 210 ParaEducators                                                                                                                                                                                                                                        |                                                                          |                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                            | Mild-Moderate (RSP, MM SDC, and Hybrid Model)                            | Specialized Programs (Moderate-Severe, Therapeutic, and Adult Transition Programming Teachers) |
| Early Childhood Special Education                                                                                                                                                                                                                                                          | 6 classrooms at 4 schools only<br>2 RSP & Assessment Teachers (2 vacant) | 2 classrooms at 2 schools only                                                                 |
| Elementary                                                                                                                                                                                                                                                                                 | 25.5 Teachers (2 vacant)                                                 | 7 Teachers at 4 schools only                                                                   |
| Middle                                                                                                                                                                                                                                                                                     | 16 Teachers (1 vacant)                                                   | 6 Teachers at all sites                                                                        |
| High & Adult                                                                                                                                                                                                                                                                               | 17 Teachers across all 3 schools (2 vacant)                              | 9 teachers at all sites                                                                        |
| <ul style="list-style-type: none"> <li>• Tosa x2 (1 vacant)</li> <li>• Transition Coordinator x1</li> <li>• Individual Service Plan Case Manager x1</li> <li>• Para Educators x206 (75 filled by NPAs; 14 vacant)</li> <li>• ASL Interpreters x2</li> <li>• Job Developers x1.6</li> </ul> |                                                                          |                                                                                                |

Pupil personnel teams were introduced, including the nursing team, which addresses students' medical needs. Led by Program Specialist Jonathan Berg, this team has recently partnered with Student Services to enhance support for all students, not just those in special education. She noted that Director Sebers and MTSS Coordinator Luca Triapelle will provide additional resources.



**Health Team**

4 Certified School Nurses,  
7 Licensed Vocational Nurses &  
7 Health Technicians led by Program Specialist



- OLR & Annual Enrollment (processing of updated health reports and plans, vax reports, etc.)
- Site first aid and specialized health care supports
- Support specialized classrooms
- Vision & Hearing Screening
- 4<sup>th</sup> Grade Puberty & Hygiene Classes
- Coordination of on-Site Dental Screenings for Kindergarteners at our Title 1 Elementary Schools.
- Develop Health Plans, and support 504 accommodations and IEP supports and services

She recognized the counseling team, led by Dr. Cervantes, for their dedication to student support.

**Counseling Team**

Collaborative effort to support dynamic school counselor role

**Monthly Support Group Meeting**

- Lead: Dr. Elin Cervantes, Counselor on Special Assignment
- Dr. Marianne Hew, Director of Student Performance, Program Evaluation, and Instructional Intervention
- Aura Abing, Special Education Coordinator of Behavior, Mental Health and Assessment
- Matt Steinborn, School Psychologist on Special Assignment
- Luca Tirapelli, Multi-Tiered System of Supports (MTSS) Coordinator
- Sabrina Yacoub, Director of Special Education & Pupil Personnel



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Director Yacoub concluded her presentation by sharing the department celebration photos from last Spring.

**End of Year Department Celebration (Spring 2024)**




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Trustee Lam thanked Director Yacoub for the detailed report and expressed appreciation for the dedication of the special education team. She asked about the remaining work and how the district could support those efforts. Director Yacoub responded that they are focused on improving communication and collaboration among departments for greater efficiency. She discussed creating pathways for agency-hired staff to transition into district positions, reducing reliance on external agencies. She emphasized strengthening Multi-Tiered Systems of Support (MTSS), shifting special education services toward in-classroom collaboration, and changing perceptions of how students with IEPs are supported. Trustee Lam thanked Director Yacoub for her response and the team's work.

Trustee Richardson thanked Director Yacoub for the presentation, praising the positive progress in transitioning students into general education. She also inquired about the Special Education Parent Advisory Committee (SEPAC). Director Yacoub explained that there is no current SEPAC

parent board, but a successful parent night was held earlier this school year with a packed room, however Board members were at the CSBA conference. She noted that the department is planning future events.

Trustee Hsieh thanked Director Yacoub for the great presentation, expressing appreciation for the focus on measurable outcomes, accountability, and the hard work behind the update. She also acknowledged the commitment of everyone present, especially given the late time. She then asked for clarification regarding the increase in the special education population from 15% to 19% between 2019 and 2024, noting that it is higher than the state average of 14%. She inquired whether this was due to more families being served or an increase in diagnoses. Director Yacoub responded that the increase is a complex issue but emphasized that with a highly structured and robust MTSS, confidence in its effectiveness would likely lower these numbers over time.

Trustee Murray thanked Director Yacoub for the amazing report, acknowledging the uptick in IEPs but noting that IEPs can cover a range of services, from speech to other needs, so she was not too concerned. She expressed her gratitude to the staff for their hard work, emphasizing how much the students benefit from their efforts. She thanked them for their dedication and great work.

President Anthony acknowledged the wide range of disabilities, from speech delays to more complex conditions, emphasizing that early intervention can sometimes prevent the need for an IEP. She shared that while it would be ideal for all students to have an IEP, the challenge for teachers is meeting the individual needs of all their students to help them thrive. She expressed excitement about the increased focus on MTSS and how tier one instruction for all students will make a significant difference. She also mentioned the importance of ensuring that general education teachers are actively considering these needs and that more time should be spent on instructional pieces. She added that teachers should feel better equipped to meet their students' needs moving forward. Director Yacoub agreed with the focus on instruction and expressed the desire to get compliance off their plates so they could concentrate on teaching and supporting students. She shared that the department is

working on streamlining the process, and by next year, compliance will no longer be a major concern. The focus will shift to instruction and supporting students, teachers, and families. President Anthony thanked Director Yacoub for her work and invited her staff to stand and be recognized for their hard work and dedication.

The Board recessed at 8:26 p.m. for a break and reconvened at 8:37 p.m

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

**P. CONSENT AGENDA**

MOTION #41(Lam/Richardson) to approve Items: 1a, Minutes of the January 23, 2025 Regular Board meeting; 2a, Permission for staff to attend the CSHA annual conference in Anaheim, CA from April 27 - 29, 2025; 3a, Certificated Personnel Assignment Order; 3b, Classified Personnel Assignment Order; 4a, Purchase Order Listing December 2024; 4b, Warrant Register December 2024; 4c, Cash receipts December 2024; 4d, Declaration of Surplus Items; 4e, Gifts to the District; 4f, Fundraising events for the 2024-25 school year; 4g, Professional services agreements under \$25,000. Motion Carried. (Unanimous)

**INFORMATION/DISCUSSION**

**1. EDUCATIONAL SERVICES**

**a. LCAP Mid-Year Update: Budget Overview for Parents**

Dr. Moore introduced Dr. Marianne Hew from the Educational Services Department to share an update on the Budget Overview for Parents of the Local Control and Accountability Plan (LCAP).

Dr. Hew addressed the board, cabinet, and the SSFUSD community, reminding everyone that districts are required to provide a midyear update on their progress toward implementing the goals and actions outlined in the LCAP, which was approved in June of the previous year. Dr. Hew mentioned that this update was given during the February 5th study session. The report included updates on the work that had been completed, with some areas advancing further due to the time of year and the expenditures that had been accrued. However, Dr. Hew noted that the last page of the

report, the Budget Overview for Parents (BOP), was missing information and it had two empty boxes, which should not have been the case. To ensure full transparency, Dr. Hew explained that the district had decided to update the information and provided the corrected version to the board for review.

## **ACTION**

### **1. ADMINISTRATION**

#### **a. Resolution No. 25-04 for Women's History Month**

The resolution was read by Trustee Mina Richardson.

MOTION #42 (Murray/Richardson) to adopt Resolution #25-04: Honoring Women's History Month. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Motion Carried. (Unanimous)

#### **b. Resolution No. 25-05 for American Red Cross Month**

The resolution was read by Trustee Pat Murray.

MOTION #43 (Murray/Richardson) to adopt Resolution #25-05: In recognition of American Red Cross Month. (AYES: Richardson, Hsieh, Lam, Murray, Anthony; NOES: None). Motion Carried. (Unanimous)

#### **c. Resolution No. 25-06 for Trustee Compensation**

President Anthony welcomed Trustee Murray back wishing her a well recovery.

MOTION #44 (Hsieh/Lam) to adopt Resolution #25-06: To allow stipend payment for Trustee Murray who was absent from the February 13, 2025 Board meeting with a waive of the reading. (AYES: Richardson, Hsieh, Lam, Anthony; NOES: None; ABSTAIN: Murray). Motion passed a 4-0-1.

#### **d. 2025 CSBA Delegate Assembly Election**

Trustee Richardson inquired if the last vote for the resolution regarding compensation was 4-0, to which President Anthony confirmed that Trustee Murray had not voted. Trustee Richardson

then asked if Trustee Murray did not want to be compensated. President Anthony acknowledged that the motion passed with a 4-0 vote, and Trustee Murray abstained. She also noted that Trustee Murray should have been asked to abstain due to voting on a matter concerning herself. Trustee Richardson confirmed her question was for procedural clarity, and President Anthony expressed understanding and appreciation for her inquiry.

Trustee Murray recommended to approve all three candidates.

MOTION #45 (Murray/Hsieh) to elect Gregory Land, Andrew Lie, and Francesca Segre as representatives for the 2025 California School Boards Association Delegate Assembly from Region 5-B, San Mateo County. Motion Carried. (Unanimous)

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

Trustee Hsieh thanked the committee for their work.

MOTION #46 (Murray/Hsieh) To approve the following new and updated District's Board Bylaw and Policies and waive a second reading, as presented to the Board. Motion Carried. (Unanimous)

1. BP 0410 – Nondiscrimination in District Program and Activities
2. BP 4033 – Lactation Accommodation
3. BP 5146 – Married/Pregnant/Parenting Students
4. BB 9223 – Filling Vacancies

**2. EDUCATIONAL SERVICES**

**a. Approval of Agreement with Imagine Learning TWIG Science Collaborative Research Study**

*Item was pulled from the agenda*

Staff recommends the approval of the agreement with Imagine Learning for the Twig Science Research Study, covering the school years from 2021-2022 through 2024-2025.

**b. Approval of Agreement with Stepping Stones**

MOTION #47 (Murray/Hsieh) to approve the agreement with Stepping Stones to provide an Occupational Therapist to support the fulfillment of Individualized Education Plan (IEP) service requirements during the interim period while vacant positions are being filled. Effective March 1, 2025 to June 30, 2025. Motion Carried. (Unanimous)

**c. Approval of BeGlad Online Training Licenses for the 2024 – 2025 School Year**

MOTION #48 (Lam/Murray) to approve the BeGlad licenses to provide access to the training module for the 2024-25 school year in the amount of \$33,400.00. Motion Carried. (Unanimous)

**3. HUMAN RESOURCES**

**a. Approval of the MOU with the Classified School Employees Association Chapter 197 for new Represented Classifications for the 2025-26 School Year**

MOTION #49 (Murray/Hsieh) to approve the Memorandum of Understanding with the Classified School Employees Association (CSEA) Chapter 197 regarding the represented classifications of Personnel Analyst, Payroll and Benefits Specialist, and Data and Systems Specialist, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

**b. Approval of the Expanded Learning Opportunities Program (ELOP) Coordinator Job Description for the 2025-26 School Year**

President Anthony commented that she was excited about the position, noting that the board had approved it last year under a different classification.

MOTION #50 (Murray/Hsieh) to approve the job description for the ELOP Coordinator, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

**c. Approval of the Assistant Superintendent of Student and Family Services Job Description for the 2025-26 School Year**

Michael Harris, a SSF resident, shared that he is in favor of the proposal for Student and Family Services, sharing a personal experience of growing up in a toxic family. He expressed support for any initiatives that could help individuals in similar situations.

President Anthony commented on the addition of the new position, saying she was excited about it. She mentioned that there were questions about why we were adding positions and why there would be some overlap. She appreciated Trustee Lam's use of hand gestures to explain the "bridge" concept, showing how the new staff would help steer things in a new direction while maintaining the current work. She noted the overlap would be temporary, but once the new position is fully established, the team will be able to move forward together. Trustee Lam thanked President Anthony for articulating the point well explaining the use of hand gestures to make the idea clearer for everyone.

MOTION #51 (Hsieh/Murray) to approve the job description for the Assistant Superintendent of Student and Family Services, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

**d. Approval of the Director of Talent Strategy Job Description for the 2025-26 School Year**

MOTION #52 (Murray/Hsieh) to approve the job description for the Director of Talent Strategy, effective for the 2025-2026 school year. Motion Carried. (Unanimous)

**4. BUSINESS SERVICES**

**a. Approval of Amendment #1 with Noll & Tam Architects for Part II Services at Sunshine Gardens ES**

MOTION #53 (Murray/Hsieh) to approve Amendment #1 to the professional services agreement with Noll & Tam Architects for additional services covering Schematic Design through Construction Closeout for the Sunshine Gardens Elementary School Modernization in the amount of \$3,636,972.00. Motion Carried. (Unanimous)

**b. Approval of Amendment #1 with Atlas Technical**

### **Consultants for Services at Westborough MS**

MOTION #54 (Murray/Hsieh) to approve Amendment #1 to the independent consultant agreement with Atlas Technical Consultants LLC for additional services for construction-phase geotechnical engineering and observation for the Westborough MS Field and Pavement Improvements Project in the amount of \$14,505.00. Motion Carried. (Unanimous)

#### **c. Approval of Change Order #5 with E.F. Brett and Company for the HVAC Project Package A**

Trustee Lam asked for a brief recap of the fire incident, as she was not present when it happened. Mr. O explained that the fire was accidentally caused by a senior maintenance worker who was using a torch to remove old cove base in a bathroom. While this process is standard, the heat unexpectedly ignited embedded wood blocking within the 60-year-old concrete, leading to a fire inside the wall. The fire smoldered after the employee had left, allowing smoke to rise through the walls and ceiling. A restoration contractor was hired to repair the damage, but during the process, attic insulation was disturbed, requiring additional work from an HVAC contractor to clean and reinstall insulation and wiring. However, all repairs have since been completed, and the HVAC units have been approved as fully operational.

Trustee Lam was glad to hear the issue had been resolved and asked for clarification on insurance coverage. She wanted to confirm whether the insurance would cover both the original remediation and the additional HVAC repairs. Mr. O confirmed that the district filed a claim with its insurance provider which covered all repairs except for the \$15,000 deductible. Trustee Lam then asked if the amount being voted on was part of the deductible or if the insurance would eventually compensate for it. Mr. O clarified that the insurance provider is directly paying the vendor for repairs totaling over \$100,000, and the district's only financial responsibility is the \$15,000 deductible.

MOTION #55 (Murray/Hsieh) to approve the Change Order #5 to the contract with E.F. Brett and Company for the HVAC Package A Project #15-23, in the amount of \$9,273.00. Motion Carried. (Unanimous)

#### **d. Approval of the Five-Year Contract with Astound Business Solutions for Internet Services**

Trustee Lam expressed initial concerns about the item due to ongoing internet connectivity issues in Westborough and the limited vendor options for residential internet service. She noted that her concerns stemmed from personal experience, as she is unable to order Astound for residential use. However, she was reassured that Astound currently serves all district schools and that the IT department is satisfied with their service. Mr. O responded that the district has been using Astound for the past two years without any major issues.

MOTION #56 (Murray/Hsieh) to approve the 5-year contract with Astound Business Solutions to provide internet services in the amount of \$79,392.00. Motion Carried. (Unanimous)

## **REVIEW OF FUTURE AGENDA ITEMS AND MEETINGS**

President Anthony noted that a new item had been added to the April 24th agenda, an information only presentation on climate literacy. She asked if everyone was okay with it. Dr. Moore explained that a student had requested to present, but it might not be necessary if climate literacy is already covered in the science curricula. The item was included as a placeholder. President Anthony confirmed that they would keep it on the agenda if the student is able to present.

### **March 13, 2025**

- Presentation teaching and learning – South San Francisco HS
- Presentation on Counseling
- Presentation on Structured Literacy Block
- Presentation and approval of Second interim budget report “positive certification”
- Approval of recommended dates for 2025-26 LCAP and budget hearings and adoptions

### **March 27, 2025**

- Presentation teaching and learning – Ponderosa ES
- Presentation on Nutrition Services
- Presentation on Induction
- Resolution for Child Abuse Prevention Awareness Month (April)
- Resolution for Autism Awareness Month (April)
- Approval of LCFF supplemental funded positions
- Resolutions for retirees

### **April 10, 2025**

- Presentation teaching and learning – Alta Loma MS
- Presentation - Performance Management, NGSS/Genentech

- Williams report for 3<sup>rd</sup> quarter ending 3/31/25
- Resolution for Earth Day (April 22)
- Approval of LCFF supplemental funded positions
- Approval of Skyline Middle College MOU for 2025-26
- Approval of EL Master Plan
- Resolution for Day of the Teacher (5/7)
- Resolution for Classified School Employee Week (5/12-5/14)

#### **April 24, 2025**

- Presentation teaching and learning – Sunshine Gardens ES
- Presentation – Climate Literacy
- Approval of designated representatives to CIF (California Interscholastic Federation)
- Approval of SPSAs
- Resolution honoring Asian Pacific American Heritage Month (May)

#### **May 8, 2025**

- Recognition for outgoing Student Trustee Harsana
- Presentation teaching and learning – Spruce ES
- Approval of the Board meeting calendar for the 2025-26 school year
- Approval for 5<sup>th</sup> 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
- Approval of All City agreement for crossing guards for 2025-26
- Approval of MOU with Legarza Sports for 2025-26

#### **May 10, 2025 – Special Meeting/Board Workshop** *(District Office)*

- Good Beginnings Board Workshop

#### **May 22, 2025**

- Presentation teaching and learning - Baden HS/ Adult Education
- Presentation on the Facilities Department
- Approval of the Children's Center Program annual self-evaluation reports
- Approval of SPSAs
- Approval for destruction of Disposable Class 3 records
- Approval of updated Board Governance Handbook
- Approval of the agreement with Remind for the 2025-26 school year
- Approval of the agreement with Newsela for the 2025-26 school year
- Approval of the agreement with BeGlad for the 2025-26 school year
- Approval of the agreement with SMCOE for Center for Learning Data Sharing
- Information on May revision of the Governor's 2025-26 budget

- Approval of Bill Saving Facilities Consulting agreement for 2025-26
- Resolution in support of LGBTQ+ Pride Month (June)

## **SUMMARY OF BOARD DIRECTIVES – None**

### **GOOD AND WELFARE**

President Anthony announced that there was no time constraint this time but still encouraged everyone to keep their comments brief.

Trustee Murray expressed gratitude to everyone who tunes in and listens to the meetings, emphasizing appreciation for their engagement.

Trustee Lam shared updates on recent activities, starting with attending the Brown Act webinar alongside Trustee Richardson, where they learned about the nuances of the law and its frequent updates. She also attended the first Masters in Governance training, a series of workshops for new board members to learn best practices in governance, and noted she has four more sessions to complete. She then recounted attending Monte Verde's Feast of Nations and Founders Day celebration, where she appreciated seeing teachers, PTA parents, and the community, as well as enjoying the lion dance performance. She gave a special birthday shoutout to her son Aiden, who would be turning 14 the next day and starting high school next year. Reflecting on that transition, she attended the South San Francisco High School family night, where she and other parents were emotional seeing their children prepare for high school. She thanked the principal, teachers, and staff for a warm welcome and praised Student Trustee Josephine Harsana for delivering an impromptu welcome speech to 8th-grade families with confidence and ease. Trustee Lam also mentioned that El Camino High School would be hosting an 8th-grade family night on March 4th at 6 PM via Zoom, encouraging families to register in advance. She highlighted the many transition events happening for students moving to middle and high school, including an event hosted by the SSF Education Foundation at South San Francisco High School on March 1st from 9:30 AM to 12:30 PM, where she planned to attend. She concluded by thanking everyone.

Trustee Richardson shared that she attended the Padres Tomando Acción event, which included festivities and an important discussion led by an advocate informing residents particularly those in the Old Town neighborhood about their rights regarding immigration enforcement. She noted the fear within the community and emphasized the importance of knowing one's rights, mentioning that informational cards were available at the Brisbane Library. She concluded by wishing everyone a good week.

President Anthony noted that it was a good reminder that Saturday would already be March and thanked Trustee Lam for mentioning the transition to middle school and high school fair, emphasizing that it is a great event.

President Anthony adjourned the meeting in memory of Fred Barron, the husband of Monte Verde's Administrative Assistant, Arlene Dizon. A beloved husband, father, son, brother, and friend, Fred was a kind and thoughtful man who cherished his family, loved sports and music, and built lasting connections through his work. He enjoyed traveling, supporting his son's activities, and giving back to the community, including volunteering at Monte Verde while his children attended. His warmth and generosity will be deeply missed. The board extended heartfelt condolences to Arlene Dizon and her family during this difficult time and observed a moment of silence before adjourning the meeting.

**ADJOURNMENT – 9:11 p.m.**