

# Board Meeting 4/11/2024

This survey will be turned off at 3:00pm 4/11/2024, no late entries will be accepted.

Name:

.....

Address/Affiliation:

.....

Is this for Open Session or Closed Session?

Open Session

Closed Session

What is the agenda item(s) you would like to discuss?(To comment during the meeting, you must first register to gain access to the meeting.)

Math

.....

Do you want to provide your comment when the agenda item comes up or during the public comment section?(To comment during the meeting please provide your Name above)

- When agenda item comes up
- During the public comment section

**Comments:**

Up and down the peninsula, school districts already had their parent math presentations. And at the least there is information on math pathways on their district website. Who is responsible for the information pushed out to parents and schools?

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**Comments:**

There has been no transparency or updates for families about math in South San Francisco Unified. This discriminatory decision has been made without community engagement, even though it affects us directly. The 7th grade advance math class needs to exist to prepare students for algebra in the 8th grade. Not all families have the means to pay for tutoring. Without this class, the district is further perpetuating the inequities, again suppressing our black and brown students and taking away their resources. If you decide to dump kids into an 8th grade algebra class without any preparation, how will they survive? What is your plan? This will not give you the diversity and equity that you want. This is a reckless and irresponsible decision the district has made with absolutely no relevant data.

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Name:

Liz Beans

Address/Affiliation:

SSFCTA member, SSFUSD Science TOSA

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Public comment

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#### Comments:

I am writing to advocate for class size caps in secondary science classes. As the high school science curriculum and instruction specialist for the district, I see at a district-wide level how uneven class sizes impact student safety and the student learning experience. The majority of our secondary science classrooms are designed to accommodate 32 students working in groups of 4 at lab stations. When class sizes exceed this number, teachers must either find a space in their classroom not originally indented for use as a lab space for these students to work, or squeeze extra students into a space designated for four students. This crowding makes it more likely for lab accidents to occur, and for students to have lower quality learning experiences due to having decreased opportunity for hands-on engagement.

Furthermore, laboratory materials kits are usually sold with enough materials for 28-32 students. When the number of students, we then have to purchase a kit for an entire extra class section, and end up with excess materials and excess expenses. This is especially challenging when most teachers have sections with fewer than 32 students, and then have one section that is larger than 32.

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Name:

Grace Rhee

Address/Affiliation:

SSF/Teacher and Parent

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Comments:

Yesterday's MS Pathway info meeting lacked the reasoning behind why you have changed this math pathway. It also lacked the research and evidence that shows the benefit of stripping away an advanced pathway. I understand that CA is heading towards a STEM based curriculum and many data science classes offered in high school. However, it CANNOT be a replacement for the core academic courses. These data science courses require higher level thinking. It'll be great if you can offer these, but not at the expense of taking away access. Please don't take away access to our students. I will continue to advocate for those who have no voice and fight for what my children and students deserve.

<https://edsource.org/2021/california-math-guidance-sparks-new-curriculum-controversy-among-parents/655272>

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