

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Special Meeting/ Math Study Session of
August 29, 2024

OPEN SESSION

A. CALL TO ORDER - 5:01 p.m.

B. ROLL CALL

Board Members:	Ms. Amanda Anthony - Present Dr. Chialin Hsieh - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present Ms. Jamie Wong, Student Board Member - Excused
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Cabinet Members:	Dr. Shawnterra Moore, Superintendent - Present Mr. J. Marwan Hannon, Assistant Superintendent, Human Resources and Student Services - Present Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present Mr. Ted O, Assistant Superintendent, Business Services – Present
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C. PLEDGE OF ALLEGIANCE was led by President Daina Lujan

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. PUBLIC COMMENTS

Megan Connery a teacher at El Camino High School expressed that while she likes the new curriculum and appreciates the group work format, she is concerned about having to print multiple graphs for each student. She requested

to see the new workbook before voting on it, and feels uncomfortable making a decision without reviewing it first.

F. INFORMATION ONLY PRESENTATION

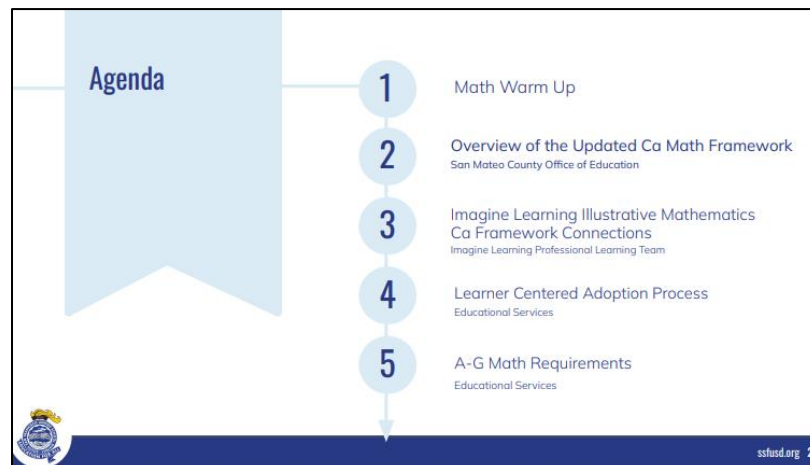
PRESENTATION

1. EDUCATIONAL SERVICES

a. Mathematics Overview

In partnership with the SMCOE and Imagine Learning professional learning team, The Educational Services department will review and explore the CA math framework, Imagine Learning Illustrative Mathematics CA framework connections, Learner Centered adoption process, and A-G Math requirements. This discussion aims to deepen our understanding of these frameworks and processes to ensure alignment and effectiveness in our math instruction.

Assistant Superintendent Keith Irish introduced the Educational Services presentation on the mathematics overview. He outlined the agenda, which included a math warm-up, an overview of the updated math framework from the San Mateo County Office of Education, a framework presentation by Imagine Learning, and a discussion on connections to the learner-centered adoption process led by Director Jason Brockmeyer and his team. The session would also briefly cover A through G math graduation requirements.



Mr. Irish emphasized the expected outcomes, including a deeper understanding of the 2023 California Math Framework, instructional shifts, and connections to the learner-centered model. He also reviewed the curriculum process, professional learning plans, and pilot programs,

and discussed how these relate to graduation and UC/CSU requirements.

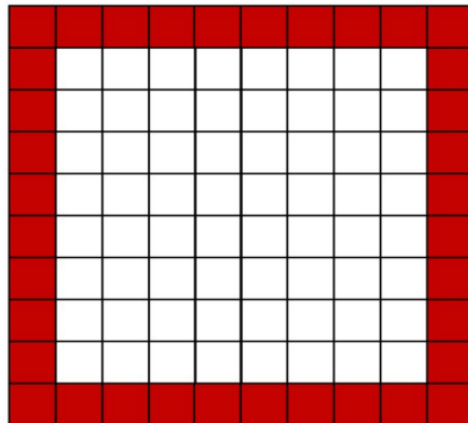
Tonights Outcomes

- ❑ Develop a deeper understanding of the 2023 California Mathematics Framework and the expected instructional shifts
- ❑ Explore how Illustrative Math aligns with the 2023 Ca. Mathematics Framework, highlighting the key instructional shifts and connections to the learner-centered model
- ❑ Review the curriculum adoption process and professional learning plan
- ❑ Review SSFUSD graduation requirements and UC/CSU eligibility requirements in the context of math performance

Mr. Irish concluded by highlighting the core values and strategic priorities, focusing on equity and exceptional instruction, and introduced Ms. Kim Bambao and Mr. Ho Nguyen from the San Mateo County Office of Education to present on the California Math Framework.

Ms. Bambao and Mr. Nguyen began by outlining the agenda, which included a review of the California 2023 Math Framework and the instructional shifts.

The meeting proceeded with a math warm-up exercise known as the Border Problem. Attendees were presented with a 10 by 10 grid with a red border and were tasked with determining the number of squares in the border without counting each one individually. Participants were instructed to solve the problem mentally were given one minute for this exercise. Participants were asked to pair up and share their strategies for 30 seconds each.



The purpose of the exercise was to illustrate how different people approach and solve math problems.

Next, they shared a video showcasing 6th grade students learning mathematics in ways that align with the Common Core standards outlined in the California Math Framework.

The video showed students using cards to work with decimals, percents, fractions, visual aids, and number lines. Their tasks were to match these cards to find equivalent values, arrange them from smallest to largest, and fill in missing information.

Translating between Fractions, Decimals, and Percents

Students take turns:

1. Fill in the missing decimals and percents.
2. Place the cards in order of size.
3. Check that you agree.

The gray cards are the

0.05	0.125	0.2	0.375	0.5	0.6	0.75	0.8	1.25
5%	12.5%	20%	37.5%	50%	60%	75%	80%	125%
1	1	1	3	1	6	3	4	5

Mathematical goals

This lesson unit is intended to help students to:

- Compare, convert between and order fractions, decimals, and percents.
- Use area and linear models of fractions, decimals, and percents to understand equivalence.

The purpose of the video was to illustrate how the students used several key math practices.

Translating between Fractions, Decimals, and Percents

Grade: 6th

CCSSM: 6.NS. Apply and extend previous understandings of numbers to the system of rational numbers.

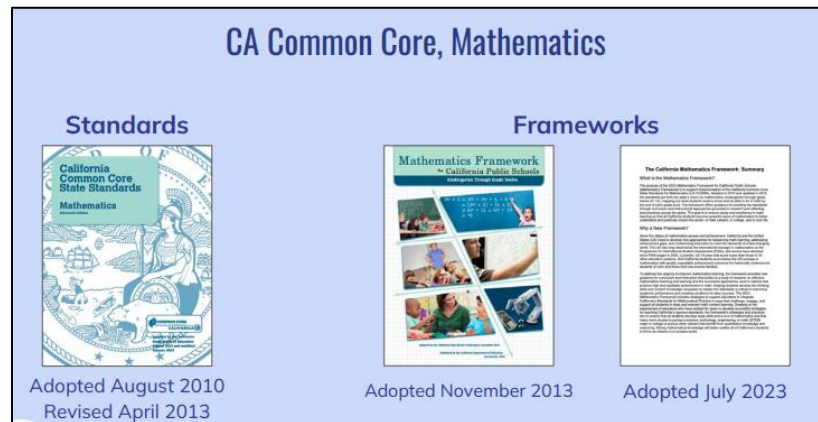
Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
6. Attend to precision.
7. Look for and make use of structure.

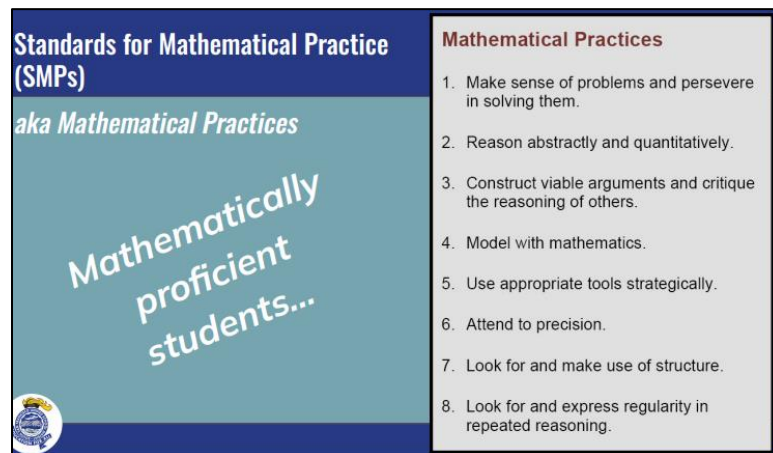
CCSSM: CA Common Core State Standards, Mathematics

Ms. Bambao and Mr. Nguyen proceeded to provide an update on the 2023 California Math Framework and reviewed the Common Core State

Standards for Mathematics. They explained that California has both “Standards” and a “Framework”. The Standards specify what students should know and be able to do by the end of each grade or course. The Framework provides guidance to teachers, administrators, and decision-makers to support effective implementation. The goal of the Common Core Standards is to prepare all students to be ready for college and careers.



Ms. Bambao explained that there are two key types of standards in the Common Core Math Standards. The first type is the Standards for Mathematical Practice, which include eight standards that apply from Kindergarten through grade 12. These standards focus on the thinking processes, habits, and dispositions that students need to develop a deep, flexible, and enduring understanding of mathematics.



Ms. Bambao continued by explaining that the second type of standards are the Content Standards. These describe what students should know and be able to do by the end of each grade and course. She explained that math concepts build on each other. For example, what students learn in elementary school about basic operations and algebra sets the

stage for understanding ratios, equations, and functions in middle school. This organization helps students see how different math topics are connected, making it easier for them to understand and solve problems. The goal is for students to see how everything in math fits together as they move from one grade to the next.

Domains and Conceptual Categories										
K	1	2	3	4	5	6	7	8	HS	
Counting & Cardinality										
Number & Operations Base Ten						Ratios & Proportional Relationships			Number & Quantity	
			Number & Operations Fractions			The Number System				
Operations & Algebraic Thinking						Expressions & Equations		Algebra		
								Functions	Functions	
Geometry									Geometry	
Measurement & Data						Statistics & Probability			Statistics & Probability	

Ms. Bambao shared a quote for the audience to read amongst themselves: “A society without mathematical affection is like a city without concerts, parks, or museums. To miss out on mathematics is to live without an opportunity to play with beautiful ideas and see the world in a new light.” - Francis Su (2020)

She mentioned that the California Department of Education announced a new math framework to improve education quality and fairness. This update comes because California's math scores were below average, with only 33% of students meeting proficiency standards and noticeable gaps among different groups. The new framework aims to better guide teachers and address these problems. She also shared the definition of "equity" from the 2023 Math Framework.

What does “Equity” mean in the Framework?

- All students deserve powerful mathematics instruction. High-level mathematics achievement is not dependent on rare natural gifts, but rather can be cultivated.
- All students, regardless of background, language of origin, learning differences, or foundational knowledge are capable and deserving of depth of understanding and engagement in rich mathematics tasks.
- Student engagement must be a goal in designing mathematics curriculum, alongside critical content goals.
- Students' cultural backgrounds, experiences, and languages are resources for teaching and learning mathematics.


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Trustee Anthony asked Ms. Bambao about the difference between the Standards and the Frameworks from slide 17; questioning why we need both if, they both seem to address "how" to teach. Ms. Bambao clarified that Standards focus on what students need to learn, such as concepts and skills. Frameworks, on the other hand, provide guidance on how to teach these standards effectively, including teaching practices and support for students. While the Standards for mathematical practice describe how students should engage with math, the Frameworks help schools and districts support teachers in making these practices work in the classroom. This way, both the content and the methods of teaching are covered.

2023 California Math Framework

Ms. Bambao shared that the framework is organized and available online via the California Department of Education website. She explained what each highlighted color represented:

- **BLUE - Introduction Chapters:** Provide an overview of the framework.
- **GREEN - Progression Chapters:** Cover the development of key mathematical ideas, like number sense, from kindergarten through grade 12.
- **YELLOW - Grade Band Chapters:** Organized by educational levels: elementary, middle school, and high school.
- **PINK - Support Systems and Structures:** Include details on assessment methods and instructional leadership.
- **Light PURPLE and GRAY - Additional Resources:** Offer further resources.

California Mathematics Framework Summary Chapter 1: Mathematics for All: Purpose, Understanding, and Connection Chapter 2: Teaching for Equity and Engagement	SBE Adopted on July 12, 2023	Chapters, 2023 CA Mathematics Framework
Chapter 3: Number Sense Chapter 4: Exploring, Discovering, and Reasoning With and About Mathematics Chapter 5: Mathematical Foundations for Data Science		
Chapter 6: Mathematics: Investigating and Connecting, Transitional Kindergarten through Grade Five Chapter 7: Mathematics: Investigating and Connecting, Grades Six through Eight Chapter 8: Mathematics: Investigating and Connecting, High School		
Chapter 9: Structuring School Experiences for Equity and Engagement Chapter 10: Supporting Educators in Offering Equitable and Engaging Mathematics Instruction Chapter 11: Technology and Distance Learning in the Teaching of Mathematics Chapter 12: Mathematics Assessment in the 21st Century Chapter 13: Instructional Materials to Support Equitable and Engaging Learning of the CA CCSSM		
Chapter 14: Glossary: Acronyms and Terms Appendix A: Mathematical Progressions within the High School Pathways and Key Mathematical Ideas to Promote Student Success in Introductory University Courses in Quantitative Fields Appendix B: Works Cited Appendix C: Vignettes		

Trustee Murray expressed concerns that the curriculum might not be fair for English Language Learners, especially for younger students who struggle with reading. She questioned how these students would handle word problems.

Ms. Bambao explained that young children often find word problems easier to understand than abstract numbers. For instance, they can solve a problem like "Three kids were playing on the swings and four more joined them" better than just $3 + 4$.

Dr. Moore said they would address how the curriculum deals with these later in the meeting with Imagine Learning.

Ms. Bambao mentioned that although the Common Core Standards have high language demands, there are resources and strategies, including those in the I.M. curriculum, to help students with these challenges. She also shared that with the 2023 Framework, some things have stayed the same, like the Content Standards and the Standards for Mathematical Practice. What is new is having a better understanding and support these standards. One change is the addition of Drivers of Investigation, which explain why studying math is important and how it helps students understand the world, make predictions, and influence their future. Another change is Content Connections. Instead of seeing math standards as separate pieces, they are now organized into four main ideas:

Content Connections

1. Reasoning with Data
2. Exploring Changing Quantities
3. Taking Wholes Apart, Putting Parts Together
4. Discovering Shape and Space

Ms. Bambao explained that the 2023 Framework introduces "Big Ideas" in math, which are major concepts that connect to even larger ideas. She quoted Bill McCallum, one of the Common Core authors, who said, "that the longer you study mathematics, it should not separate into more and more pieces." For example, as students study math from elementary through college, they should see how everything connects together rather than breaking down into smaller, unrelated parts.

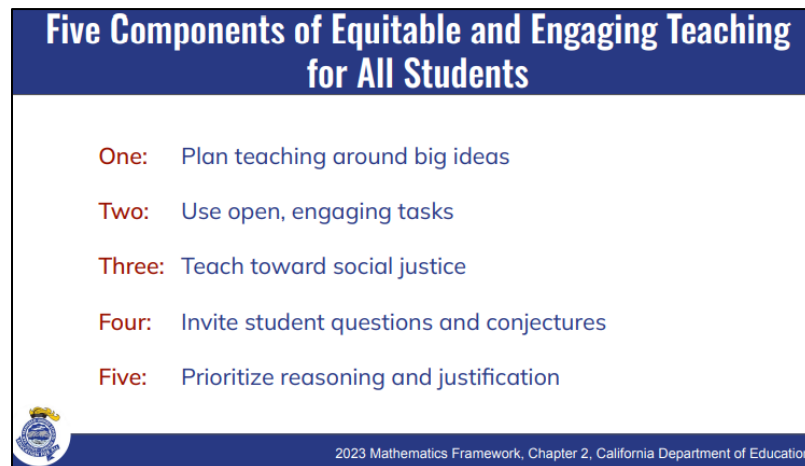
Big Ideas

In each grade band section (TK–2, 3–5, 6–8, 9–12), the description

focuses on several Big Ideas that have great impact on students' understanding, and cover multiple content standards.

Trustee Anthony asked if the Big Ideas in the framework each have their own names or if teachers are expected to create their own. Ms. Bambao responded that the Big Ideas have already been identified for each grade level and course in the framework. Teachers do not need to come up with these Big Ideas themselves. She also noted that while the framework has its specific Big Ideas, there are other similar Big Ideas in math research.

Ms. Bambao concluded the presentation by introducing the Five Components of Equitable and Engaging Teaching from Chapter 2 of the framework.



These components are crucial for instructional leadership and are intended for teachers, administrators, and support staff involved in mathematics education.

Trustee Richardson asked if the new framework for equitable teaching is meant to be introduced earlier in school, rather than just in a high school Statistics course. She wondered if the aim is to address how students learn math over their entire school years.

Ms. Bambao confirmed that the framework is intended to start from the earliest grades and continue through high school. It is designed to ensure all students reach high levels of math understanding, and it aims to close any achievement gaps.

Trustee Richardson then questioned how the framework addresses the issue where, if students struggle in early grades, they may stop learning effectively by the time they reach high school. She compared it to reading, where early struggles can affect long-term outcomes.

Mr. Nguyen responded and agreed that students who face repeated failures might lose interest in learning. He suggested that making math more engaging and inclusive could help students feel understood and capable. If math is only taught in one way and does not make sense to students, they might disengage over time.

Trustee Anthony expressed concerns about teachers who, like their students, may feel unsuccessful in math. She noted that some teachers who struggled with math themselves might find it hard to teach it differently. She suggested this issue might need to be addressed in the framework's implementation.

Mr. Nguyen acknowledged that if teachers feel unsuccessful in math, it could affect how they teach. If teachers only know one way of learning math, they might teach it that way even if it does not work for all students.

Ms. Bambao agreed and highlighted that changing teaching methods requires quite a bit of professional development. Teachers need to experience math in new ways to teach it effectively. She noted that many teachers have expressed a wish they had learned math differently.

Trustee Murray shared that learning math in a different way might have made a big difference for her. She emphasized that collaboration and understanding different approaches can be very effective in math education.

President Lujan thanked Ms. Bambao and Mr. Nguyen expressing appreciation for their work.

Imagine Learning

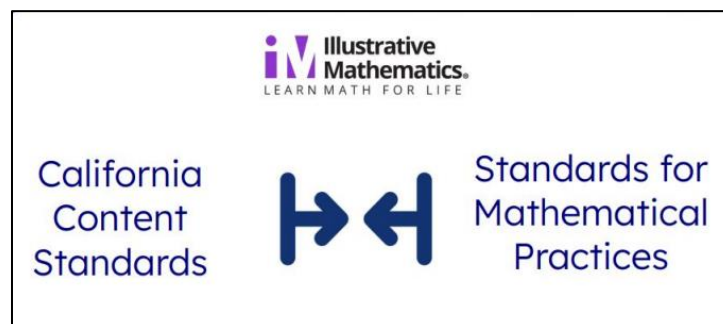


Mr. Austin James, from Imagine Learning, introduced himself, mentioning his 15 years of experience teaching high school math. He

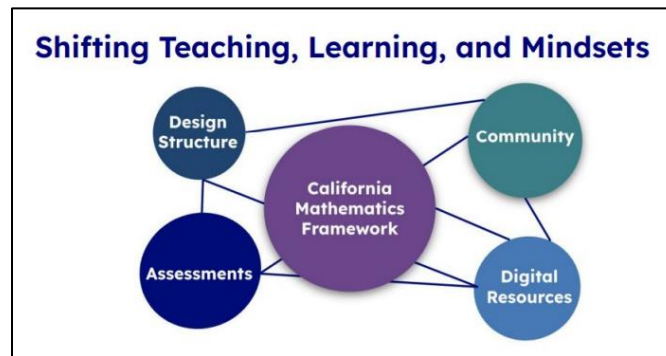
shared about the challenges in math education, including the need to adopt new methods and move away from outdated ones. He then handed over the discussion to his colleague Ms. Nikki Szajkowski.

Ms. Szajkowski, thanked Mr. James and the group for having them. She shared her personal journey, starting in literacy and math. Through new professional training, she discovered a new approach to teaching math that changed her career and confidence. She shared she would talk about how Illustrative Mathematics fits with the California Math Framework and how Imagine Learning has created a unified system called Imagine I.M..

Ms. Szajkowski shared Illustrative Mathematics started with effective math tasks created by Bill McCallum, a key author of the Common Core Standards. Teachers found these tasks very helpful and asked them to be made into a complete curriculum. While Illustrative Mathematics focuses on creating a strong math curriculum, it does not include workbooks or online tools. That is where Imagine Learning steps in. They collaborate with Illustrative Mathematics to offer teachers and students everything they need, including online resources and support. She mentioned the presentation would consist on how Illustrative Mathematics fits with the California Math Framework and how Imagine I.M. combines the curriculum, resources, and framework into one easy-to-use package for teachers and students.



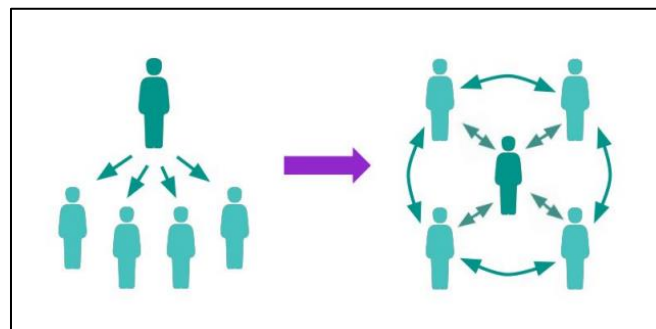
Mr. James explained that Imagine I.M. is similar to the California Math Framework in that it connects various elements to support math education. He talked about how Imagine I.M. aims to remove barriers to student learning, whether those barriers are at different grade levels or even beyond high school. He outlined that they would focus on the design of Imagine I.M., discuss new ways to think about assessments, and showcase the strong digital resources available. He emphasized that building a community is an important part of Imagine I.M.



Mr. James shared the Three Dimensions of Systemic Change and the Five Components of Equity and Engaging Teaching encouraging the audience to see where these elements appear in the presentation.

Three Dimensions of Systemic Change that Support Mathematics Instruction	Five Components of Equitable and Engaging Teaching for All Students
❑ Asset-based approach to learning ❑ Active engagement through investigation and connection ❑ Culture and personal relevance	❑ Plan teaching around big idea ❑ Use open ended tasks ❑ Teach towards social justice ❑ Invite student questions and conjectures ❑ Prioritize reasoning and justification

He explained that in a traditional classroom, the teacher mostly gives information and students memorize it. The new goal is to create a classroom where students work together and actively learn from each other. This is not about letting students do whatever they want; there are clear rules and teaching methods to guide them.



Mr. James then introduced the shift from traditional to problem-based learning in math, which is a key part of Imagine I.M. In a problem-based approach, students take an active role in their own learning instead of

just following steps and memorizing procedures. This method helps students gain a deeper understanding of math concepts. He then share a video to demonstrate the approach.

The video highlighted three main ideas of this approach:

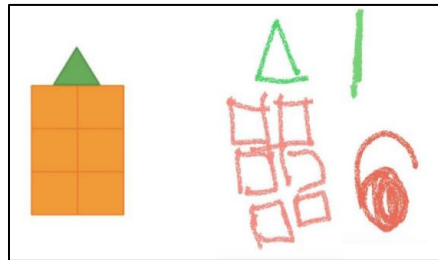
1. **Coherent Progressions:** Lessons and activities are structured to build on each other, starting with an invitation to explore math, followed by a deep dive into concepts and procedures, and ending with a review to consolidate understanding.
2. **Balancing Rigor:** Effective math learning involves understanding why methods work, being able to use them efficiently, and applying them to solve problems. This balance is integrated throughout the curriculum.
3. **Instructional Routines:** These routines support all students, helping teachers focus on guiding student thinking and understanding, rather than just structuring activities.

Mr. James noted the curriculum includes engaging tasks and encourages students to work together and learn from each other. Teachers use specific tools to help students understand and apply what they've learned. This approach makes learning math more satisfying and helps students build skills they can use in real life. He also acknowledged that changing to a new teaching method isn't easy and doesn't just happen with a new curriculum. It takes effort and adjustments. He mentioned that the Imagine Learning team, made up of former teachers, understands this challenge. They know teachers already have a lot of knowledge and skills for connecting with students. The teaching notes in the Imagine I.M. resource are very important because they help teachers make small, manageable changes from the old way of teaching to the new method.

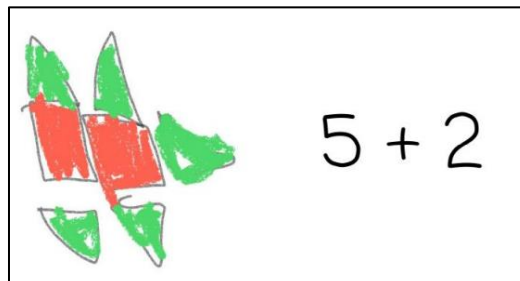


Mr. James described how Imagine I.M. lessons are designed to help students learn effectively. Each lesson starts with an engaging problem, making math accessible to everyone. Students then work on tasks together, and the teacher observes and helps as needed. The lesson wraps up with a summary where the teacher brings together all the students' ideas to reinforce learning.

Ms. Szajkowski shared examples of student work from kindergarten highlighting how math concepts develop over time. She showed a kindergarten example where students used shapes to create something new and counted their pieces.

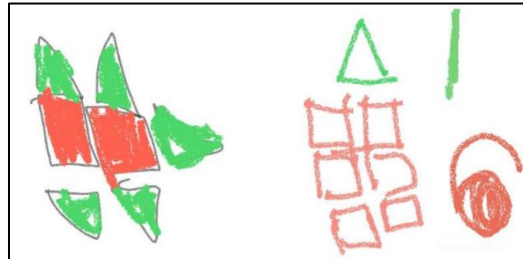


Ms. Szajkowski explained that in the classroom, students work with physical shapes and then document their creations. Teachers use specific teaching notes to guide their observations and questions, ensuring they provide targeted support based on what students are doing. This approach helps teachers know what to look for and how to guide students effectively. The teacher then uses concrete tools like pattern blocks and drawings to make math concepts more understandable for students. For example, by showing five triangles and two squares, the teacher helps students understand how to add them up to find the total number of shapes used.



Ms. Szajkowski explained in kindergarten, students learn that the same number, like 7, can be made in different ways, using different shapes or designs. This helps them understand that numbers can be flexible and

creatively used. For example, if students make 7 with different shapes, they see that 7 can be represented in various ways.

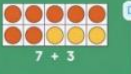


Ms. Szajkowski shared a story about when she used Illustrative Mathematics with fourth graders; some parents were surprised by the new approach. She gave them a simple problem, 100 minus 99, and found that many parents used a traditional method that was complex and time-consuming. Instead, she showed that students should quickly recognize that 100 minus 99 is 1. This flexibility in number sense, starting in kindergarten, helps students solve problems more efficiently and understand math better.

Videos designed to help teachers and families understand the curriculum better.

Ms. Szajkowski mentioned teachers use videos to get just-in-time support for the lessons they are teaching. They cover the progression of skills and standards, helping teachers see how the use of tools like pattern blocks in kindergarten connects to more advanced concepts in later grades. There are also videos for families, so they can see what their children are learning and how it fits into their overall education. This helps everyone understand how the current lessons in kindergarten, for example, will build up to more complex topics like Algebra in high school.

Shifting Teaching, Learning & Mindsets

 K.5 Unit Launch: Learning Narrative Video The Unit Launch: Learning Narrative video for Grade K, Unit 5 gives insight into the unit objectives, models and representations, possible student errors and misconceptions, and tips that might be used to help support student understanding. READ MORE
 K.5 Learning Progressions Video The Unit Launch: Learning Progressions video for Kindergarten, Unit 5 details how the content of a unit builds upon prior knowledge, and how the understanding of the content provides students with readiness for future learning. T... READ MORE
 K.5 Learning Supports Video The Unit Launch: Learning Supports video for Kindergarten, Unit 5 gives an in-depth look into the models and representations used in this unit to help support student understanding. The Learning Supports video is ideal for teachers... READ MORE
 K.5 Unit Launch: Family Support Video The Unit Launch: Family Support video for Grade K, Unit 5 provides the background a family could need to support student learning throughout this unit. The Family Support video includes prior learning, vocabulary explanations, ma... READ MORE

Ms. Szajkowski explained that in first grade, students work on problems like 17 minus 9. They use a strategy involving the number 10 to simplify the problem. For example, they break 9 into 7 and 2 to make the subtraction easier, finding that 17 minus 9 is the same as 17 minus 7 minus 2. This method helps students recognize patterns and understand numbers better. The goal is to continue developing their flexible number sense from kindergarten into first grade.

$$17 - 9$$

$$17 - 7 = 10$$

$$10 - 2 = 8$$

Inspire Math Video

Ms. Szajkowski then shared a video about finding and studying fossils at the Jurassic Coast in the UK. She highlighted how videos like this connect classroom learning to real-world science, helping students see math and science as part of a bigger picture. This approach makes learning more engaging and relevant by linking classroom concepts to interesting real-life examples.

The Board recessed at 6:29 p.m. for a break and reconvened at 6:39 p.m.

Mr. James showed how math skills build over time. A student who learns to break down numbers in early grades is better prepared for more complex problems in later grades. For example, skills from early math help students with algebra in seventh grade and beyond. This progression demonstrates that early learning supports advanced concepts up to high school.

Find the value of each expression mentally. $2\frac{3}{4} - 1\frac{1}{4}$ $1\frac{1}{4} - \frac{3}{4}$ $5\frac{1}{8} - 2\frac{3}{8}$ $3\frac{2}{10} - 2\frac{7}{10}$	Diego and Jada are both trying to write an expression with fewer terms that is equivalent to: $6j + 4d - 2j + 3d$ • Jada thinks $8j + 1d$ is equivalent to the original expression. • Diego thinks $4j + 7d$ is equivalent to the original expression.
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Family Support Hub Video/ Cool-down

The video explained that both students and parents could find the shift to new math methods challenging. To help with this, Imagine I.M. provides family support materials to ease the transition. The video showed how math evolves from simple counting and sorting in early grades to more complex operations like fractions and algebra in later years.

It emphasized the role of students in problem-based learning, with teachers guiding rather than directing. The video also highlighted the importance of supporting students by encouraging different problem-solving methods and connecting math to real-life situations.

Parents are encouraged to ask questions rather than give answers directly and to integrate math into everyday activities like cooking, budgeting, and gardening. This approach helps students see the practical applications of math and keeps them engaged.

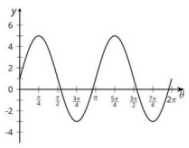
Mr. James explained that the resources in the support hub help families understand what kids are learning in math and keep a positive attitude. Success in math is about steady progress, not just big tests. After each lesson, students do a quick “cool-down” check to show if they have grasped the material. This helps teachers see which students need more help or if they need to review topics with everyone.

27 Cool-down

Write each expression with fewer terms. Show your work or explain your reasoning.

1) $10x - 2x$
 2) $10x - 3y + 2x$

Here is the graph of a trigonometric function.



a. What are the midline and amplitude of this function?

Type the answers in the boxes below.

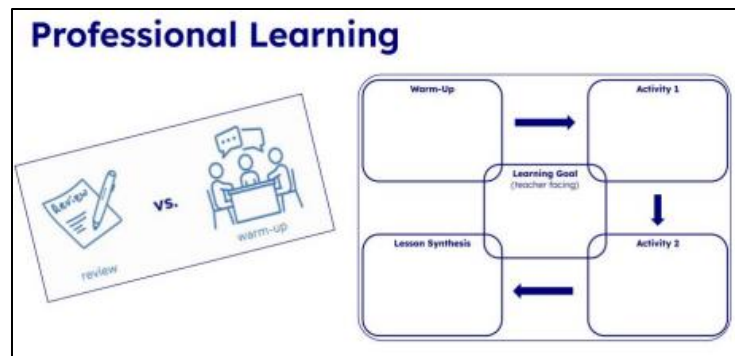
The midline is , the amplitude is .

Ms. Szajkowski shared that for younger students, Imagine I.M. offers differentiated fluency games in the “Digital Center.” These engaging games can be played on a computer or with paper and pencil. Teachers have the flexibility to choose how students interact with these games, providing a fun way to assess their understanding of math concepts.



Professional Learning

Ms. Szajkowski acknowledged this change could be a big shift for both students and teachers. She mentioned Imagine Learning is dedicated to making sure teachers get the training and support they need to succeed. Their goal is to help teachers feel confident and capable, so they can better support and inspire their students in math.



Conclusion

Ms. Szajkowski shared the California Framework for Illustrative Mathematics emphasizes looking at students' strengths and helps them get involved in math through exploration and making connections. She believes students should see themselves as mathematicians, working together with their teacher and classmates, rather than just seeing the teacher as the only math expert. She concluded the presentation by sharing a small highlight clip of Imagine Learning.

Trustee Anthony expressed concerns that Illustrative Math might lack practice, be too prescriptive, and not rigorous enough. Ms. Szajkowski explained that the curriculum emphasizes problem solving over repetitive practice and provides various practice resources. She

confirmed these resources are included in the core curriculum. She also noted that while teacher notes guide lessons, they allow for flexibility and personal teaching styles. Mr. James added that teaching notes are meant to support teachers with built-in resources, not to be used as strict scripts. He also mentioned that rigor in the curriculum is about explaining concepts to peers rather than just solving harder problems. He acknowledged that achieving this rigor takes time and experience.

Trustee Anthony expressed concern that high school materials are not ready yet. Joe, the Imagine Learning account executive, said they will be available by October or November and will include sample units for review. Ms. Szajkowski explained that teacher training will be interactive and supportive, with ongoing help throughout the year, and includes training for school leaders to ensure success. Trustee Anthony also asked about the timing of teacher professional development, and Ms. Szajkowski said it depended on the district but they can be flexible.

Trustee Murray questioned how students will adapt to the new math approach and how their different needs will be addressed. Ms. Szajkowski assured that the curriculum provides resources to support both advanced students and those needing extra help. Trustee Murray also asked if there are materials to help parents understand the new math. Ms. Szajkowski says there are videos and letters for this.

Trustee Richardson wanted to know how the success of the new math is measured. Ms. Szajkowski said they use tests to check progress and aim to improve state test scores. Teachers and principals need to be actively involved.

Trustee Murray asked how the new math helps students who are learning English. Ms. Szajkowski said word problems could actually help build language skills, and there are visual aids and teacher support to assist these students.

President Lujan inquired if home resources are available in other languages. Ms. Szajkowski said they are available in Spanish but not many other languages.

President Lujan thanked Imagine Learning for their presentation.

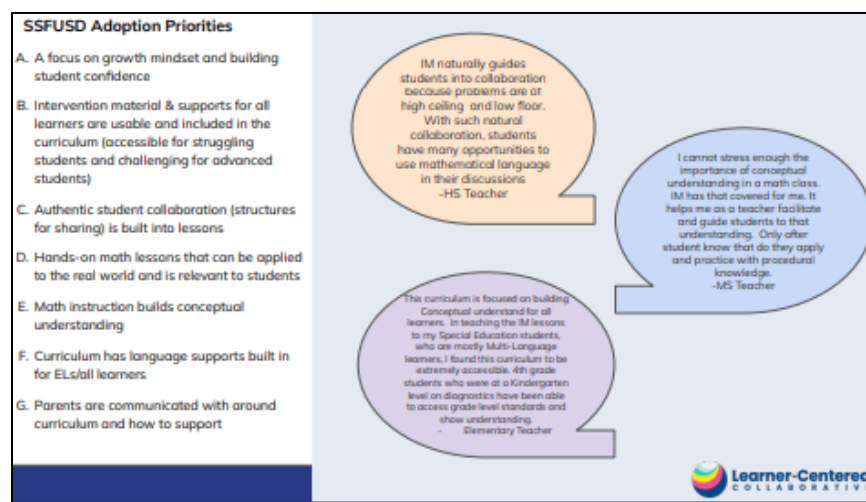
Math Adoption Process

Director Jason Brockmeyer introduced his team and thanked everyone

involved. He explained that the education system was set up to sort students, which is why many students have trouble with math. He shared his own personal experiences with math stressing the need to make improvements so all students can succeed. Over the past year and a half, he and his team worked with experts to evaluate math education in the district. They looked at what was working and what needed fixing by watching classes and talking to teachers.

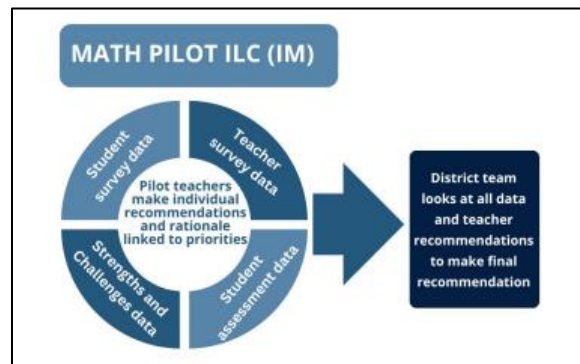


Director Brockmeyer explained that they established clear priorities for evaluating the curriculum. They assessed whether the curriculum met these priorities and whether it addressed the needs of students. The focus was on ensuring that the curriculum supported their goals and helped students effectively.



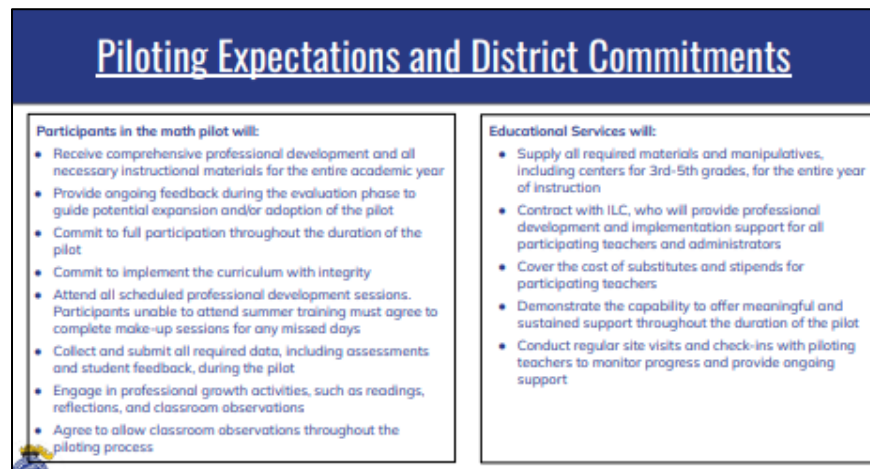
Director Brockmeyer explained that choosing a new curriculum is not just a simple yes-or-no vote. He and his team developed a new process

for evaluating curricula, starting with science and then adopting it for math. They found that trying two curricula in one year was not effective because key lessons were missed. This year, 45 teachers are piloting the curriculum and his team will be collecting feedback, along with student test results. They will assess how well the curriculum aligns with their priorities, its strengths and weaknesses, and whether any challenges can be addressed. His team is aiming to make a recommendation in March based on this information, which will be reviewed by the leadership team before making a final decision.



Expectations

Director Brockmeyer highlighted that clear expectations and responsibilities were set for teachers before they began piloting the new curriculum. They aimed to ensure that the process was conducted with integrity and supported by Educational Services. Teachers received two days of training before the school year started and will continue to get support throughout the year. Managing time and providing ongoing professional development are challenges, but they are working hard to support teachers as they adapt to the new curriculum.



Main Goals

Director Brockmeyer emphasized two main goals for the year:

1. Demonstrate the capability to offer meaningful and sustained support throughout the duration of the pilot.
2. Support all piloting educators in making individual recommendations based on strong evidence and reasoning aligned with math priorities.

Lastly, Director Brockmeyer shared that this year's pilot program covers grades 3 through Algebra 2. By late winter or early spring, they will start preparing for a pilot program for grades K through 2, which will begin the following year in 2025.

2024-2025 Piloting Team								
3rd	4th	5th	6th	7th	8th	Alg1	Geom	Alg2
Spruce	Buri	JS	ALMS	PHMS	PHMS	Baden	Baden	ECHS
Martin	JS	Monte Verde	PHMS	WMS	WMS	SSFHS	ECHS	SSFHS
Skyline	Monte Verde	Spruce	WMS				SSFHS	

Trustee Murray asked if the same teachers from the previous math pilot were involved this time. Director Brockmeyer responded that while some teachers are the same, there are also new teachers participating, with a total of 45 involved in the current pilot.

Trustee Hsieh questioned why 3 elementary schools, including 2 Title I schools, were not part of the pilot. Director Brockmeyer explained that those schools did not have the capacity to participate this year. He acknowledged the challenge of piloting materials and indicated that the team understood the difficulty and limitations faced by these schools.

Trustee Anthony sought clarification on whether Illustrative Mathematics is the curriculum and Imagine Learning is providing the materials. Director Brockmeyer confirmed this. Trustee Anthony also asked why Imagine Learning was chosen over other options. Math TOSAs Karie Mullassery and Sathiya Siegel explained that the decision was based on

the robustness of Imagine Learning's online platform compared to Kendall Hunt, which had a less developed online component.

Trustee Anthony asked if the math curriculum could be phased in gradually, like the science curriculum. Director Brockmeyer agreed and said they plan to support teachers through a careful, multi-year rollout. He also noted that building confidence in both teachers and students is essential. Math TOSA Karie Mullassery added that they are working on tailored support and professional learning to address teachers' needs.

Trustee Richardson asked if third graders are expected to already know algebra. Director Brockmeyer said K-2 teachers would test the new curriculum next year, following the same steps as the current pilot. He acknowledged that the transition will be challenging but expects it to lead to better student outcomes.

Trustee Anthony expressed concerns about not seeing high school materials yet. Director Brockmeyer assured that they have reviewed lower grade materials and will ensure all necessary materials are available before finalizing the decision.

Trustee Anthony said she liked that the I.M. presentation included training for administrators, math interventionists, and others, not just TOSAs. Director Brockmeyer confirmed that administrators received training in both the spring and fall. He acknowledged the feedback from principals about needing more pilot participants and emphasized that the team is working creatively to provide necessary training for everyone involved, despite time challenges.

President Lujan thanked Director Brockmeyer for his presentation.

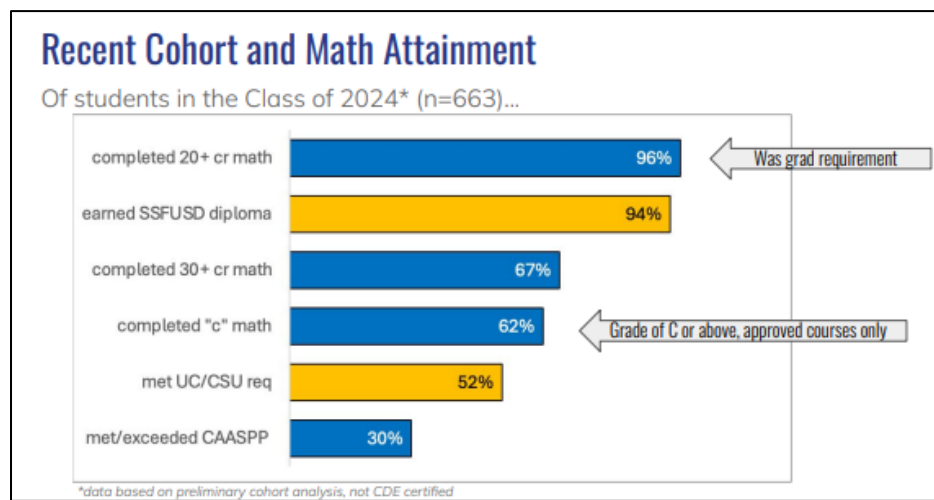
A-G Math Requirements

Director Dr. Hew explained that there have been questions about our math curriculum, graduation requirements, and A through G requirements. Starting this year, students need to complete three years of math to graduate. This applies to the current Senior class of 2025 and all-future classes. For UC and CSU admissions, students must complete three years of math, including Algebra 1, Geometry, and Algebra 2. Geometry and Algebra 2 are required courses that cannot be skipped. This year marks the first time the three-year math requirement is in effect, and it includes Algebra 1, Geometry, and Algebra 2. Adjustments are to be made based on students' individual paths, contexts, and post-

high school goals.

Math Requirements for SSFUSD Graduation and UC/CSU	
SSFUSD Graduation	UC/CSU Admission
3 years of math, must include Algebra 1	3 years of math, must include Geometry and Algebra 2 or equivalent
30 credits of 220 total	3 courses of 15 total

Director Dr. Hew reviewed the graduation requirements, course-taking patterns, and college readiness for the Class of 2024 using preliminary data. As of the end of summer school, 96% of students completed 20 math credits, and 94% earned a high school diploma. However, not all students with two years of math fulfilled all diploma requirements. She shared they have been encouraging students to take three or four years of math. Two-thirds of the graduating class completed at least 30 math credits, and 52% met all UC/CSU requirements. For UC/CSU approval, math courses must be taken for a full year and passed with a grade of C or higher. She noted math is the second biggest challenge for meeting UC/CSU requirements, with English being the first due to its four-year requirement. In terms of college readiness, 30% of students scored a 3 or 4 on the CAASPP math test taken in 11th grade. She said they are examining these results as part of efforts to assess college readiness.



Trustee Hsieh expressed gratitude for the clarification on graduation requirements and highlighted the importance of aligning with UC/CSU standards while considering alternative pathways for students. Director Dr. Hew responded that while aligning with UC/CSU requirements is important, we must also consider the diverse post-secondary paths our students might take, such as apprenticeships and entrepreneurship, which may not require the same math courses.

Trustee Richardson inquired whether three years of math must be completed in specific courses or if other types of coursework could substitute. Director Dr. Hew clarified that the courses must be officially recognized math courses as outlined in the programming handbook provided to students and families.

Trustee Anthony anticipated that by next summer, the percentage of students completing three years of math would increase significantly. Director Dr. Hew confirmed that by the end of the year, students should have completed the required math credits and courses, including Algebra, Geometry, and Algebra 2 with a grade of C or higher. Trustee Anthony also asked about the separation of math requirements, which Director Dr. Hew confirmed aligned with A-G requirements.

Trustee Murray asked if Algebra 1 is offered in middle school, and Director Dr. Hew confirmed that it is. Trustee Murray noted that this helps students take more math courses.

Trustee Anthony suggested that Geometry be considered essential for all students due to its practical applications, and Director Dr. Hew agreed, citing its relevance in fields like construction technology.

President Lujan thanked everyone for their participation and noted the valuable information shared throughout the meeting.

ADJOURNMENT – 7:57 p.m.

Pursuant to Government Code 54954.2, Individuals who need special assistance or a disability-related modification or accommodation (including auxiliary aids or services) to participate in this meeting, should contact Joanna Marcelino, Senior Executive Assistant to the Superintendent, at least three working days prior to the meeting at (650) 877-8705. Notification in advance of this meeting will enable the District to make reasonable arrangements to ensure accessibility.

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A recording is made of the Open Session of each meeting. Telephone--(650) 877-8705, Fax--(650) 588-8113 or e-mail: jmarcelino@ssfusd.org