

Special Meeting/Study Session 02/05/2025

This survey will be turned off at 3:00pm 02/05/2025, no late entries will be accepted.

Name:

Beth Butchart

Address/Affiliation:

Parkway Heights Middle School

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 complete a speaker card.)

Math Pilot Curriculum

Comments:

The math pilot curriculum is challenging and thought provoking for ALL students. The way the problems and lessons are presented challenge students to think for themselves, to take responsibility for their own learning. It offers many opportunities for students to discuss the math, which helps them explore and solidify the lessons. The curriculum has its drawbacks, such as it takes time for students and teachers to get into this kind of learning and teaching, but I think that in the long run, students will be better learners for becoming talkative problem solvers.

.....

This form was created inside of SOUTH SAN FRANCISCO USD.

Google Forms

Special Meeting/Study Session 02/05/2025

This survey will be turned off at 3:00pm 02/05/2025, 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 complete a speaker card.)

math

.....

Comments:

It's easy to feel overwhelmed when it seems like the decisions coming from the district office aren't fully in tune with what's happening in our classrooms. The constant committees, the flow of disorganized information, it all adds up to confusion and frustration. Take the math adoption process, for example. It seems that there may be a gap in understanding the curriculum, based on the monthly updates and the lack of focus on mastery. The "teachers are the experts" sentiment, while well intentioned, can sometimes feel like it shifts responsibility rather than creating a true partnership. When we don't always agree on the direction, it can create more conflict than collaboration. The tosas and their director have a huge opportunity here to take the lead and provide a clear, thoughtful, practical plan, one that takes into account what's actually needed in the classroom. If that's not possible, it might be time to consider a more comprehensive curriculum. Currently, the accountability update slides focus primarily on assessments and professional development, but they do not adequately address the gaps in the curriculum. The tosas and their director should take the time to thoroughly review the curriculum themselves to ensure a deeper understanding and alignment. We're not asking for magic, just the resources and support to do our jobs well. Board members, we hope you'll ensure that any plan we move forward with is one that's well considered and addresses the real gaps in the curriculum before adoption. After all, we're all here for our students!

This form was created inside of SOUTH SAN FRANCISCO USD.

Google Forms

Special Meeting/Study Session 02/05/2025

This survey will be turned off at 3:00pm 02/05/2025, no late entries will be accepted.

Name:

Antoinette Villarin

Address/Affiliation:

SSFHS

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 complete a speaker card.)

Math Pilot

Comments:

Good evening, SSF Board Members, Superintendent Moore, and Cabinet Members. I am a new teacher at South San Francisco High School and am also on the pilot team teaching Imagine Learning Math for the first time in my Geometry and EL Geometry classes. I was hoping to speak today to share with you my experiences with the new pilot program but am unable to attend the special study session.

Learning a new curriculum is always a challenge and shifting thinking about what it means to do math will often take time, but some of the things that I've liked about this program is the support we are receiving with trainings and best practices. Even after many decades of teaching, I feel like the program is helping me to become a better teacher this year. I am learning new ways for approaching Geometry lessons that allow students to first build and develop their own thinking about the math before I share the the big idea or procedure that it often entails. It's very different than a traditional textbook, but scaffolded in a way to encourage students to build on what they notice. Sometimes, I find myself in the "I do, we do, you do" model that is often associated with what society thinks math education should look like - it's fast and easy. However, the trainings and lesson notes remind me constantly that students are creators too of their own learning even in a math class. They can derive a formula, they can choose a strategy, and they can think mathematically. There are times when it is a difficult shift and I find myself asking what I signed up for because it would be so much easier to teach the same way that I've been doing, but when I see a student come up with a theorem on their own or they learn to use a new strategy to solve a problem without me showing them how to do so feels like a move in the right direction. If anything, I think this is what the curriculum can bring to our community, teachers learning new practices for teaching math and students learning in more student-centered lessons. With sustained and consistent teacher support, it might be a good change for math education in our district? I don't know the answer but would love to give the curriculum time to find out. Thank you.

This form was created inside of SOUTH SAN FRANCISCO USD.

Google Forms

Special Meeting/Study Session 02/05/2025

This survey will be turned off at 3:00pm 02/05/2025, no late entries will be accepted.

Name:

Parent

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 complete a speaker card.)

ICE

Comments:

I want to know what SSFHS will do to make sure that immigrant students are safe. My child came home on Friday on Jan 24 and told me that there was a sighting of ICE agents near our schools. She told me that some teachers were passing out know your rights cards after the rally and that they ran out. She said that she saw some one of the assistant principal was handing it out to staff to help spread this important information and that the principal refused to take any to pass out to the students. Is the principal racist against immigrants? Why wasn't Lothschutz not helping the teachers pass out these cards? Why is this being treated with very little care? Do he know what it's like to be deported? Is the principal going to give ICE access to the campus during school hours? I do not trust him. When my child got back to class to get her backpack, she said her teacher had already ran out of cards. Why wasn't there enough cards? How will you make the immigrant families more aware?

.....

This form was created inside of SOUTH SAN FRANCISCO USD.

Google Forms

Special Meeting/Study Session 02/05/2025

This survey will be turned off at 3:00pm 02/05/2025, no late entries will be accepted.

Name:

JP

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 complete a speaker card.)

Protections against ICE

Comments:

I am commenting on behalf of a coalition of pro-immigrant organizations in the Bay Area. I was informed of the ICE presence in South San Francisco and the poor response from the school to ensure all students knew their constitutional rights. The actions or lack thereof of principal James Lothschutz on January 24th, 2024 raises concerns given his position as principal. I ask that the board and the cabinet look into this and to take the needed actions to address him accordingly. The threat of deportation is a matter that requires the utmost urgency. It should not be treated with such triviality. More importantly, the protection of undocumented students needs to be a high priority beyond what has already been done. Every students needs to the explicitly informed and trained in addition to, but not limited to, other measures of monitoring areas that ICE might attempt to establish their presence or gain entry to.

This form was created inside of SOUTH SAN FRANCISCO USD.

Google Forms

Special Meeting/Study Session 02/05/2025

This survey will be turned off at 3:00pm 02/05/2025, no late entries will be accepted.

Name:

Megan Connery

Address/Affiliation:

ECHS

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 complete a speaker card.)

Math Pilot

Comments:

I would like to return to my comments from the last school board meeting pertaining to the fact that Illustrative Mathematics does not explicitly include the plus common core standards. The higher mathematics standards specify the mathematics that all students should study in order to be college and career ready. Additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics is indicated by a plus symbol (+). Standards with a (+) symbol may appear in courses intended for all students

On EdReports.org, you can find the information about the plus standards for IM and for Carnegie Learning. Gateway 1 is Focus & Coherence, and Indicator 1F pertains to the plus standards. "The plus (+) standards, when included, are explicitly identified and coherently support the mathematics that all students should study in order to be college and career ready."

The Indicator 1F report for Illustrative Mathematics states: The instructional materials reviewed for the Illustrative Mathematics Traditional series do not explicitly identify the plus standards when plus standards are included. There are some plus standards that are explicitly taught and support the mathematics in the course. In other instances, there are plus standards for which the standard is not fully addressed.

Whereas the Indicator 1F report for Carnegie Learning states, The instructional materials reviewed for the Carnegie Learning High School series explicitly identify plus standards and use the plus standards to coherently support the mathematics that all students should study in order to be college and career ready. The plus standards that are included in the materials typically support the mathematics that all students should study in order to be college and career ready in a coherent manner, and the plus standards typically could be omitted without detracting from the underlying structure of the materials.

If you want our students to go beyond the national common core standards, beyond Algebra 2, and include the plus mathematics common core standards, then please do not adopt this curriculum. This curriculum will not prepare our students for STEM; it will not prepare our students for Pre-Calculus and beyond.

This form was created inside of SOUTH SAN FRANCISCO USD.

Google Forms