

SSFUSD Elementary Math Board Proposal Presentation

May 22, 2025



Board Presentation Agenda

1

Recommendation and Rationale

2

Theories of Action

3

Implementation Timeline

4

Cost Summary

5

Next Steps



Our Strategic Plan describes our **Core Values** & the **Strategic Priorities** we will focus on to bring our **Portrait of a Graduate** to life

Core Values

C

Community is our strength

A

Authentic relationships matter

R

Resilience propels us forward

E

Equity is our north star

Strategic Priorities / LCAP Goals



Exceptional Instruction



Engaged Students



Purposeful Partnerships

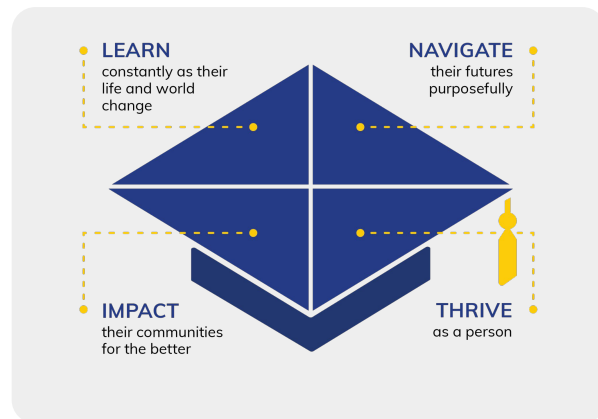


Empowered Educators



Equity-Centered Systems

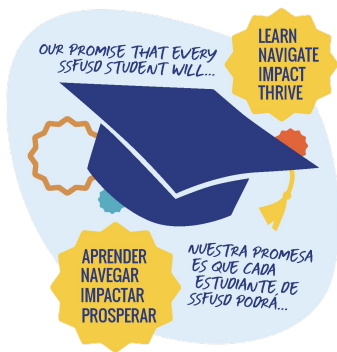
Portrait of a Graduate





As an educational community united in our commitment to equity, we work together to build relationships and ensure that every graduate has the essential academic and social-emotional skills, knowledge, and habits to:

SSFUSD's Portrait of a Graduate



GRADUATE AIM

CHARACTERISTIC

DESCRIPTION

LEARN

constantly as their life and world change

Intellectual curiosity and critical thinking
Academic excellence
Creativity and resourcefulness

- Embraces a growth mindset and love of learning by seeking understanding, asking questions, and using data and evidence
- Demonstrates mastery of all academic disciplines needed for post-secondary success
- Explores their creativity and finds new and innovative ways to solve problems

THRIVE

as a person

Self-awareness
Wellness
Real-world readiness

- Confidently embraces their identities and understands their values, intentions, and impact on others
- Lives a healthy lifestyle that promotes their physical, mental, and emotional well-being
- Uses life skills including time management, goal setting, self-discipline, motivation, and self-advocacy to navigate day-to-day responsibilities, overcome obstacles, and feel successful

NAVIGATE

their future purposefully

Career and/or college readiness
Technology skills
Financial literacy

- Understands their options after high school (education, careers, entrepreneurship), and is prepared for success in whatever path they choose
- Uses current technologies fluently to meet their needs and solve problems
- Understands the importance of money management and has the skills to make informed short and long-term financial decisions

IMPACT

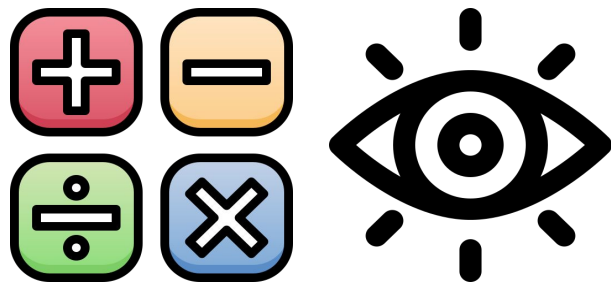
their community for the better

Collaboration
Community service and engagement

- Demonstrates empathy, compassion, kindness, teamwork, effective communication, and respect to collaborate effectively toward a common goal
- Finds opportunities to support others and be involved in their communities



SSFUSD Math Vision

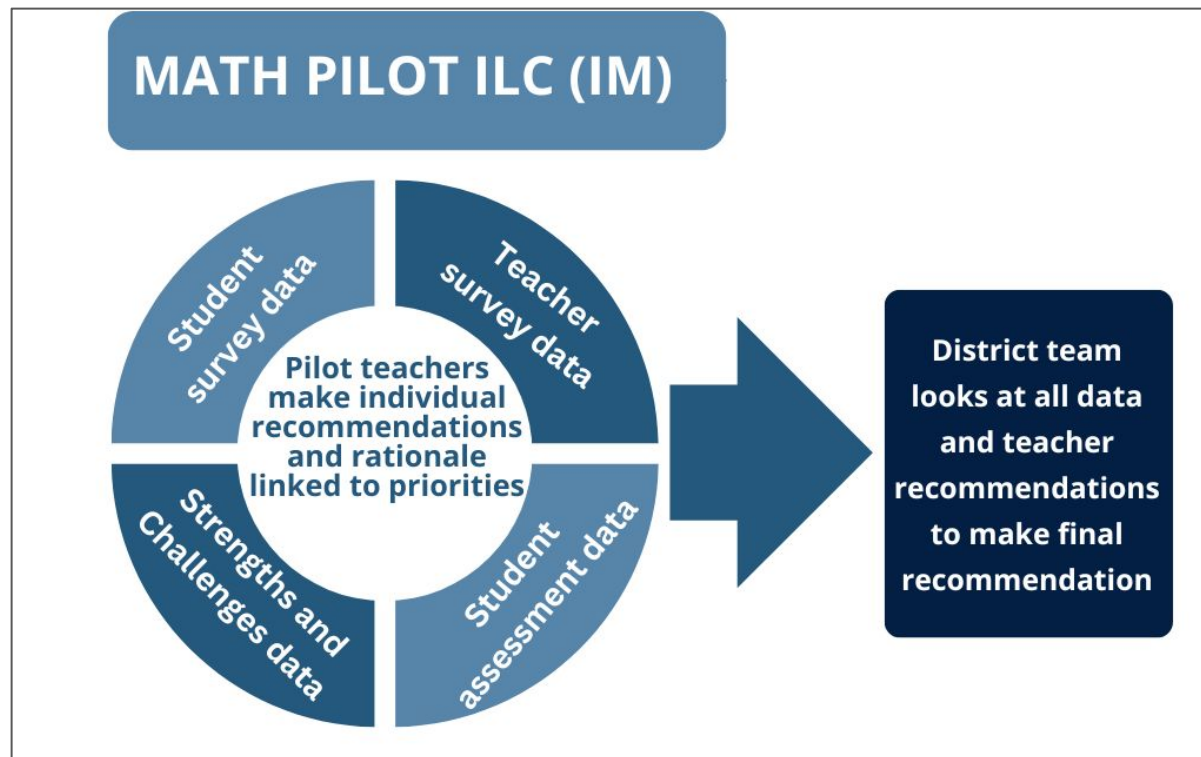


Our math classrooms will provide **equitable support and opportunities to ensure that all students can succeed.**

We will foster a **community of lifelong learners who collaborate effectively, think independently and critically, take risks, and persevere through challenges and mistakes.**



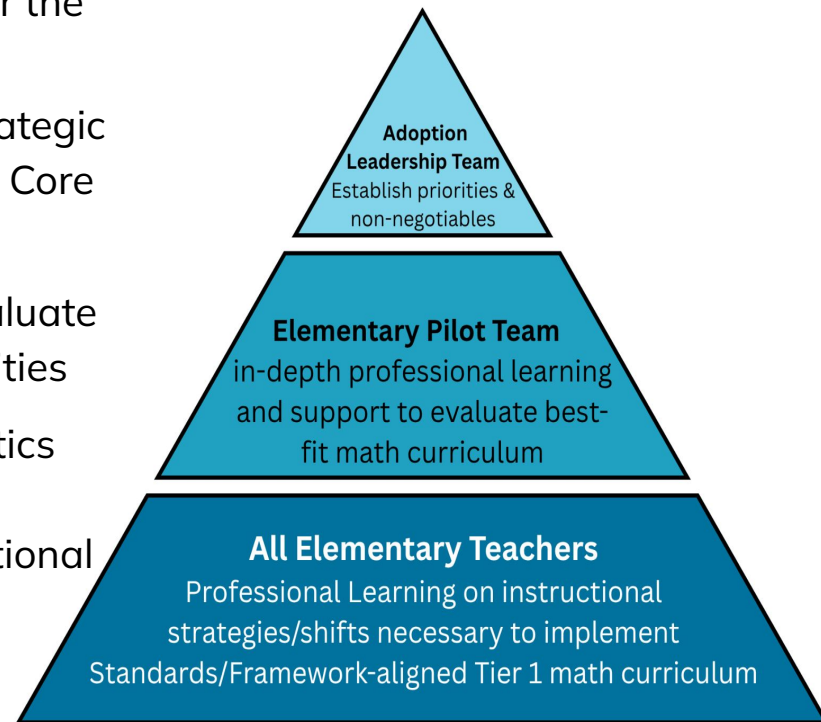
Recommendation Process



Recommendation for School Year 2025-26

Engage a comprehensive K–5 math adoption process for the 2025–26 school year that:

- ❑ Establishes District Math Priorities aligned to our Strategic Plan, CA Mathematics Framework, and CA Common Core State Standards (CCSS) for Math
- ❑ Develops pilot-teacher capacity and expertise to evaluate high quality math curriculum aligned to District priorities
- ❑ Grounds all K–5 math educators in the CA Mathematics Framework, Math CCSS, and District’s 2025–26 instructional priorities in order to support the instructional shifts needed to strengthen Tier 1 math instruction across all elementary classrooms



Recommendation Rationale

- ❑ Additional time and support will allow the K–5 adoption team to identify curriculum aligned to district goals and build consensus around a final recommendation, increasing educator buy-in.
- ❑ More time is needed to support deeper engagement with Common Core State Standards and California Mathematics Framework-aligned instructional practices and shifts.
- ❑ This work directly supports the district's 2025–26 priorities: adopting and implementing high-quality math instruction, strengthening academic discourse, and increasing student belonging.
- ❑ A unified, aligned K–5 math curriculum will drive instructional coherence, support consistent use of key instructional routines, and better prepare students across all elementary sites to progress through grade levels.
- ❑ More time will also allow the District to build both district- and site-level capacity to support successful implementation of adopted materials.



Theory of Action: Adoption Leadership and Pilot Team

If we launch a K–5 Adoption Team that can:

Revisit / ground our work in our District math vision and CA Framework

Build a shared understanding of what high-quality curriculum and instruction look like

Clarify curriculum priorities, determine non-negotiables and create aligned rubric

Engage in high-quality, standards-aligned PL and collaborative curriculum evaluation using a co-developed rubric

Then the pilot team will:

Build the knowledge, skills, and mindsets needed to identify curriculum aligned with the District's goals and curriculum priorities

Strengthen instructional leadership

Reach consensus on a data-informed adoption recommendation

Which will lead to:

Stronger instructional leadership across school sites

Increased educator buy-in and ownership

more consistent implementation

Strong curriculum recommendations and improved Tier 1 instruction

Ultimately leading to improved math learning outcomes across elementary grades.



Theory of Action: All K-5 Math Educators

If we provide all elementary teachers with high-quality professional learning that

builds a shared understanding of what high-quality math and instruction looks, feels, and sounds like,

strengthens content knowledge

And develops fluency with academic discourse strategies and language routines

Then K-5 educators will

further develop the knowledge, skills, and mindsets to move toward systemwide readiness for learner-centered and CA Math Framework-aligned instructional shifts and materials

Which will lead to

greater teacher confidence and capacity

stronger instructional alignment across schools

establishing the conditions necessary for successful implementation of high quality instructional materials

improved Tier 1 instruction

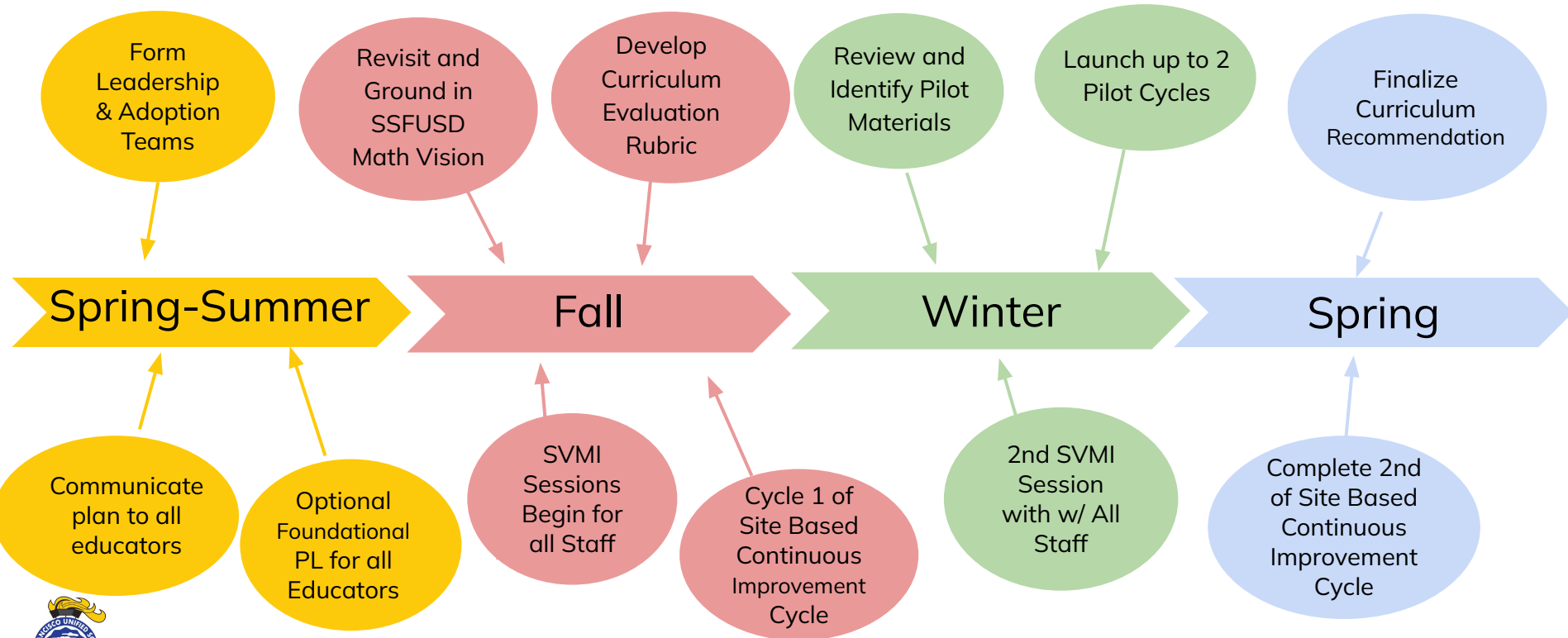
Ultimately leading to

increased student engagement and sense of belonging in math classroom

improved math learning outcomes across elementary grades.



Recommendation Timeline



Literacy Reminder

“To be ready for college and careers and to function in the 21st century, students must learn to read, write, speak, listen, and use language in all of the content areas, which means that literacy must be the responsibility of all teachers of all grades and subject areas.”

(Common Core State Standards (CCSS) for English Language Arts & Literacy)



Immediate Next Steps

- ❑ Finalize and communicate the timeline, team structure, and expectations to all K–5 educators
- ❑ Launch recruitment for the District Adoption Leadership Team and K–5 Adoption Team by early June
- ❑ Confirm professional learning partnerships (SVMI, PSI, UnboundEd) and finalize summer training calendar
- ❑ Share foundational learning opportunities with all K–5 educators, including summer book studies and June SVMI session



K-5 Adoption Team

Ideal Team Composition and Representation

- ❑ Approximately **25 educators**
- ❑ Representation from **all 9 elementary schools**
- ❑ Equitable representation across **all K–5 grade spans**
- ❑ Includes both **general education** and **special education** teachers
- ❑ Balanced mix of **Title I** and **non–Title I** sites
- ❑ Reflects the **diverse contexts and student needs** across the district



Possible Partnership - UnboundED CA Math Adoption Cohort

California Math Curriculum Adoption and Launch Cohort

UnboundEd invites California districts and charter management organizations to participate in a no-cost, grant-funded professional learning cohort focused on adopting and launching a new math curriculum.



During the adoption phase, participants will:

- Identify and recruit a diverse adoption team
- Engage in a comprehensive needs assessment
- Create a district-specific instructional vision
- Develop and implement a district-specific rubric
- Investigate materials and select materials aligned with the district vision

During the launch phase, participants will:

- Investigate the math instructional core
- Assess the state of math instruction in their buildings
- Establish a vision and goals for math instruction in the coming school year



Success Measures

- ❑ Pilot material(s) identified that closely align with the District's evaluation rubric
- ❑ Support from the pilot team on an adoption recommendation
- ❑ Teacher survey data reflecting relevant and meaningful professional learning and improved understanding of instructional shifts
- ❑ Evidence of continuous improvement cycles focused on supporting implementation of academic discourse strategies across math classrooms (*pending partnership approval*)



WHAT PEOPLE THINK IT LOOKS LIKE



SUCCESS

WHAT IT REALLY LOOKS LIKE



SUCCESS

WHAT IT REALLY LOOKS LIKE





Appendix

1. K-5 District Adoption Leadership Team Essential Members
2. Elementary District Investment Comparison by Content Area 24/25



K-5 District Adoption Leadership Team

- ❑ **District Sponsor:** a senior leader in the district with decision-making authority in the district, able to see across multiple district priorities, champions the adoption work and resources for the District Adoption Committee.
- ❑ **District Driver:** drives the work of the District Adoption Committee and ensures accountability through cross-team collaboration with the District Adoption Leadership Team.
- ❑ **Content Area Expert:** ensures the adopted curriculum aligns with state standards, district priorities, grade-level expectations, and subject-specific learning goals.
- ❑ **Supporting Students in Special Populations Expert:** ensures the adopted curriculum is accessible and inclusive for students with special needs
- ❑ **Supporting Multilingual Learner Expert:** ensures the adopted curriculum is accessible and inclusive for students who are multilingual learners
- ❑ **Principal Supervisor:** ensures principals are prepared to lead the successful implementation of the adopted curriculum across their schools.
- ❑ **Professional Learning Leader:** ensures the adopted curriculum provides ongoing development of teachers and staff to ensure they are prepared to effectively implement the curriculum.
- ❑ **Teacher Representative(s):** ensures the adopted curriculum enhances teacher effectiveness



Elementary District Investment Comparison by Content Area 24/25

Content	Math		Science		ELA/ Literacy	
Coordinator					Literacy Coordinator	\$190,000
ToSA	Elementary Math ToSA	\$150,000	Elementary Science ToSA	\$150,000		
Site Support	1.5 Math Specialists	\$225,000			13 Reading Specialist	\$1,950,000
Total	\$375,000		\$150,000		\$2,140,000	

