

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Special Meeting of February 5, 2025

OPEN SESSION

A. CALL TO ORDER - 5:30 p.m.

B. ROLL CALL

Board Members:	Ms. Amanda Anthony - Present Mrs. Amy Lam - Present Dr. Chialin Hsieh - 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 - Absent Mr. Ted O, Assistant Superintendent, Business Services – Present
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C. PLEDGE OF ALLEGIANCE was led by President Amanda Anthony

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 – None

F. INFORMATION ONLY PRESENTATION

PRESENTATION

1. EDUCATIONAL SERVICES

a. 2025 Accountability Update: Math Pilot Update CA School Dashboard, Differentiated Assistance, and LCAP Mid-Year Update

The Educational Services Department provided updates on the ongoing math pilot for grades 3-12, focusing on improving math instruction. They then discussed the district's performance on the California Dashboard, followed by an overview of Differentiated Assistance efforts for student groups needing additional support. The presentation concluded with a mid-year update on the Local Control and Accountability Plan (LCAP), outlining progress toward district goals.

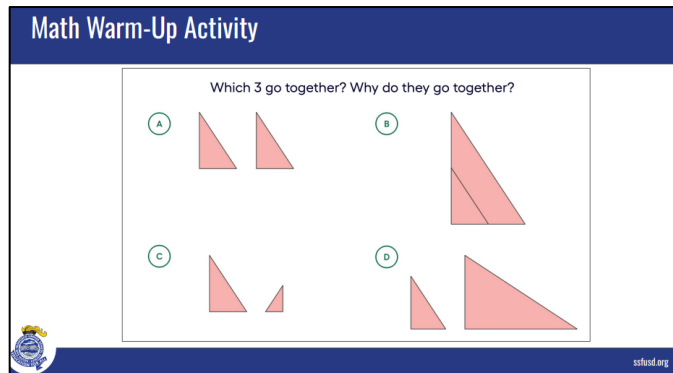
Math Pilot Update

Mr. Brockmeyer introduced the district's math adoption process, emphasizing the importance of selecting high-quality curriculum to support student success. He highlighted the goal of adopting materials that foster a growth mindset, rigorous instruction, problem-solving, and critical thinking skills, aligning with the "Portrait of a Graduate" vision. He shared that the presentation will cover the California math framework shifts, the current pilot status, the recommendation process, and next steps. Mr. Brockmeyer stressed the need for clarity in the adoption process.

Secondary math TOSA, Ms. Mullassery, began the presentation with an interactive math exercise called "Which Three Go Together?" Trustees were given a set of triangles and asked to group three that shared a common characteristic, explaining their reasoning. Trustees Anthony, Lam, and Hsieh shared different perspectives, noting similarities in proportions, orientation, and size relationships among the triangles.

Ms. Mullassery explained that this activity is an example of an instructional routine from the current math curriculum pilot. It encourages students to develop number sense, procedural fluency, and critical thinking by comparing images and

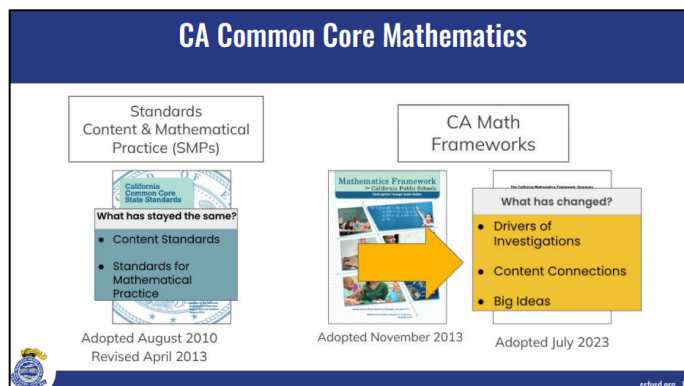
articulating their observations. She emphasized that there is no single correct answer and that the goal is to foster mathematical reasoning and student engagement in a low-stakes environment.



Elementary math TOSA, Ms. Seigel, explained that these activities are carefully designed to align with specific grade-level standards, making it easier for teachers to implement effective and intentional math instruction. She highlighted how warm-ups, like the triangle exercise, help students develop mathematical language and reasoning skills by encouraging clarifying questions and critical thinking.

CA Math Framework

Ms. Seigel then shared the California's updated 2023 math framework, which guides the implementation of Common Core math standards. While the standards themselves have not changed, the new framework emphasizes mathematical practices, how students engage with math rather than just what they learn. Key components include "Drivers of Investigations," which make math more relevant, and "Content Connections," which structure learning around big ideas for greater coherence across grade levels.



Equity is a major focus of the framework, ensuring all students, regardless of background, language, or learning differences have access to high-quality math instruction. The framework highlights five principles for equitable teaching: planning around big ideas, using open-ended tasks, incorporating social justice, encouraging student questions, and prioritizing reasoning and justification.

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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Five Components of Equitable and Engaging Teaching for All Students

1. Plan Teaching Around Big Ideas
2. Use Open, Engaging Tasks
3. Teach Toward Social Justice
4. Invite Student Questions & Conjectures
5. Prioritize Reasoning & Justification

Source: 2023 Mathematics Framework, CA Department of Education, Chapter 2

SVMI

2023 Mathematics Framework, Chapter 2, California Department of Education

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Ms. Seigel shared the district’s math vision, which was developed collaboratively by teachers and aligns with the principles of the new framework.

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.

Mr. Brockmeyer continued by emphasizing that adopting and implementing new math materials is a key priority for the district. He shared that overall, the district is on track with the goals set for the year. The process is progressing well, although there was one rescheduled event, the principal professional learning session. The math pilot program is currently underway, with teachers piloting the new materials. The pilot phase will continue through March, and final recommendations for curriculum adoption will be made in April.

#1: Exceptional Instruction B. Pilot Math curriculum & assessments	
Owner: Jason Brockmeyer	Key Supports: Irish, Imagine Learning (IL), PSI, TOSAs (Mullassery, Seigel)
EOY Goal / Evidence of Success: By March 14 , EDS & Cabinet will decide whether to recommend Illustrative Mathematics (IM) to the Board based on student data and a clear, supportive piloting process, then share the decision with the Board on April 10	
Key Actions for Semester 1: ✓ Conduct study session for Board on Math on 8/29 ✓ Finalize coaching / support plan for pilot teachers by 9/20 ✓ Administer Math common assessment for all 3rd through Algebra 2 students by 9/27 ✓ Share pilot timeline with community in newsletter by 10/9 ✓ Provide one (1) release day for piloting teachers by 11/1 ✓ Present Math framework & IM pilot at 11/1 PL Day to share info with non-piloting ES / Math teachers and answer questions, share brightspots & get feedback ❑ Host IM PL session for district leaders in 12/5 CAT Move to 2/20 ✓ Collect feedback from pilot participants via a survey re: support received by 12/20 ✓ Complete first round of Math classroom & site visits and share findings & pilot update in 12/12 Step-back	Key Actions for Semester 2: ✓ Provide second release day for piloting teachers by 1/20 ✓ Administer second Math common assessment by 1/28 ✓ Provide pilot process update at 2/13 Board meeting to share info with the community, answer questions & share brightspots ❑ Start process for recruiting K-2 pilot teachers by 3/3 ❑ Complete data analysis with piloting teachers by 2/20 ❑ Collect individual recommendations from pilot participants by 2/28 ❑ Present pilot feedback to Cabinet & determine whether to move forward with a formal recommendation by Friday 3/14 (to discuss in 3/17 Tactical meeting) ❑ Recruit diverse constituents (e.g., principals, teachers, parents, students) for Board presentation & finalize materials for Cabinet's review by 3/31 Tactical meeting ❑ Present final recommendation at 4/10 Board meeting
Relevant links: SSFUSD SY24-25 Math Pilot Expectations: 8/29 Board Study Session on Math	

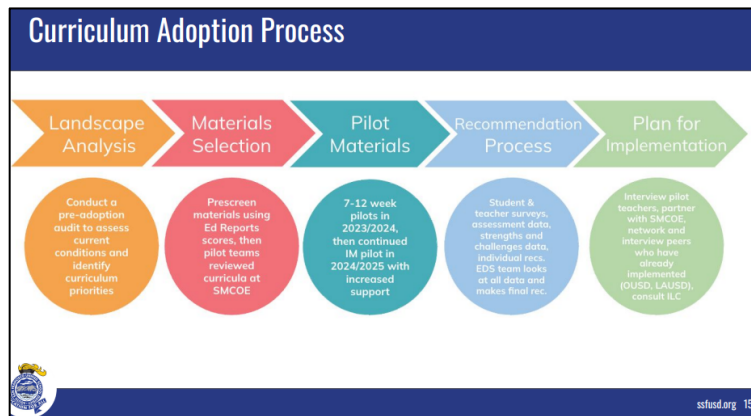
A major focus this year has been providing meaningful and sustained support to teachers in the pilot program. Mr. Brockmeyer emphasized that the piloting teachers are receiving the necessary support and resources to effectively engage with the new curriculum. This support is aligned with the district's math priorities.

2024/2025 EDS Math Pilot Outcomes

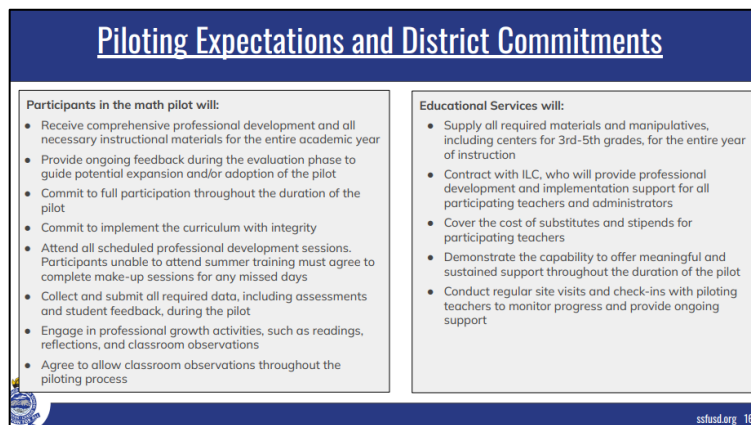
- ❑ Demonstrate the capability to offer meaningful and sustained support throughout the duration of the pilot
- ❑ Support all piloting educators in making individual recommendations based on strong evidence and reasoning aligned with math priorities.
- ❑ Ensure clarity and transparency in the adoption process*

Mr. Brockmeyer explained the curriculum adoption process, starting with a landscape analysis and collaboration with student achievement experts to identify curriculum needs. The district then selected materials that met basic standards

for alignment and rigor. This year, only one curriculum is being piloted, with a decision on adoption by the end of March. Based on past experiences, the district has learned that piloting two curricula in one year is too challenging, so they plan to allow more time for teachers to reflect before moving into the recommendation and implementation phases.



He continued by presenting the expectations for piloting teachers and the support provided, emphasizing the importance of integrity in the process.



The curriculum aligns with the district's learner-centered vision, focusing on growth mindset, inclusivity, and hands-on learning.

SSFUSD Curriculum Priorities

- ❑ A focus on growth mindset and building student confidence
- ❑ Intervention materials & supports for all learners are usable and included in the curriculum (accessible for struggling students and challenging for advanced students)
- ❑ Authentic student collaboration (structures for sharing) is built into lessons
- ❑ Hands-on math lessons that can be applied to the real world and is relevant to students
- ❑ Math instruction builds conceptual understanding
- ❑ Curriculum has language supports built in for ELs/all learners
- ❑ Parents are communicated with around curriculum and how to support



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Teachers received extensive training, including summer preparation and collaborative lesson studies.

2024/2025 Milestones

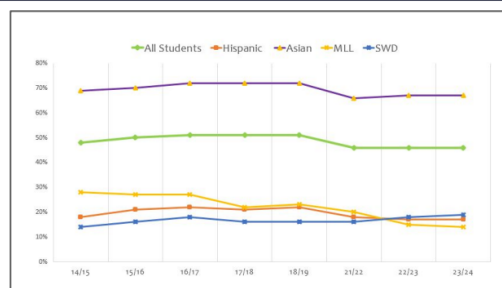
August	- All piloting teachers received 2.5 days of training and were equipped with all necessary materials to launch at the begin of the school year. - Conducted board study session. - Site leaders participated in the second professional learning session	January	- Launch K-2 pilot recruitment. - Initiate the second round of release days
October	Initiated the first round of full-release days for piloting teachers.	February	- Conduct board study session to review adoption and recommendation process. - Finalize elementary listening tours and K-2 pilot teacher selections.
November	- Completed initial classroom observations (96%). - Finished all secondary math department head meeting visits.	March	- Finalize recommendation process. - EDS reviews all data to determine whether to proceed with an adoption recommendation
December	- Collected feedback for implementation support plans from pilot teachers. - Initiate elementary listening tours or staff presentations	April	- Seek board approval, pending EDS recommendation. - Initiate the materials procurement process. - Finalize implementation plan
		June	Launch voluntary training for Grades 3-5 implementation and K-2 pilot teachers.



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The district is analyzing math achievement data over the last decade to identify areas for improvement, particularly in supporting high-quality curriculum implementation.

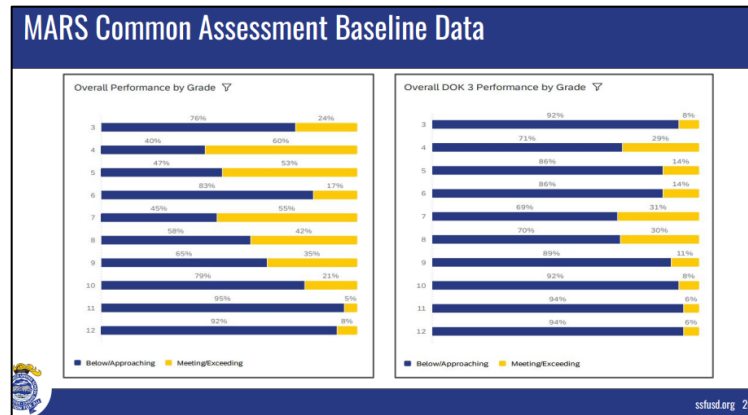
Math CAASPP Scores – Students At or Above Over a 10-Year Period



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Pre- and post-assessments are being used to track progress, with a focus on depth of knowledge (DOK), which evaluates

how well students can apply concepts in new situations.



Trustee Richardson expressed interest in how the curriculum fosters social justice, reasoning, and cultural relevance. Mr. Brockmeyer explained that the framework encourages students to think critically and solve problems collaboratively, shifting the role of teachers to facilitators. This approach promotes student engagement and deeper understanding, where the focus is on students' thinking processes and not just finding the right answer.

Mr. Brockmeyer highlighted that over a third of teachers from grades 3 through high school are participating in the pilot. He emphasized the substantial support provided, totaling around 43 hours of professional development. However, time remains a challenge, with the district controlling only 22 hours of professional learning time, falling short of the 50 hours needed for effective implementation. While summer training could help, participation is voluntary, complicating the situation. These factors are being closely considered as the process progresses.

Current Status: Pilot Support and Collaboration

Teacher Currently Piloting		Professional Learning Provided for Piloting Teachers 1st Sem.		Professional Learning Planned 2nd Sem.	
Elementary (3-5)	21 (30%)	August 8th & 9th	12 Hrs	Release Day (1)	6 Hrs
Middle	9 (33%)	August 13th	4 Hrs	Approx. 4 District Collab	10 Hrs
High	11 (41%)	Release Day (1)	6 Hrs	Total	16 Hrs
		Nov. 1st	3 Hrs		
		District Collab	2 Hours		
		Total Hours	27 Hours		
		Total 24/25 Estimated Professional Learning Time			43 Hours


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

Classroom visit observations were shared, noting that all but one teacher has been observed, some multiple times. The focus has been on assessing implementation, support, and student engagement. Key takeaways include the use of structured routines and strategies, such as math talks and warm-ups, which are fostering engagement. Additionally, student-centered practices align with the district's learner-centered vision, ensuring that students are actively involved in their learning. Increased engagement and collaboration have been notable highlights of the process so far.

Current Status - Piloting Teacher Classroom Visit Takeaways	
Pilot Teacher Classroom Observed	97% (40 out of 41 Teachers)
Key Initial Observation Takeaways	
Structured Routines and Strategies - Evidence of Math Language Routines (MLRs) and other discourse protocols, such as <i>Notice/Wonder</i>, <i>Turn and Talk</i>, and structured pair/group work used consistently though implementation levels vary - Emphasis on explaining reasoning, defending answers, and making thinking visible through student collaboration. Student-Centered Practices - Evidence of teachers working towards shifting the cognitive load and encouraging students to lead discussions and share multiple strategies for problem-solving. Increased Engagement and Peer Collaboration - Evidence of students actively engaged in discussions around math content including students analyzing, debating, and comparing solutions collaboratively.	
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Mr. Brockmeyer highlighted both successes and challenges in the piloting process. Successes include securing time for piloting teachers through collaboration time, release days, and adjustments to other commitments. Principals have been supportive of the math framework and curriculum, and on November 1st, all math educators engaged in framework learning, which was well received. Challenges remain, particularly with time allocation, as schools operate in silos with multiple competing initiatives. While release days are valuable for professional development, they also pose

challenges for teachers who prefer to be in their classrooms. Finding the right time for training when teachers are fresh and able to engage deeply continues to be a struggle.

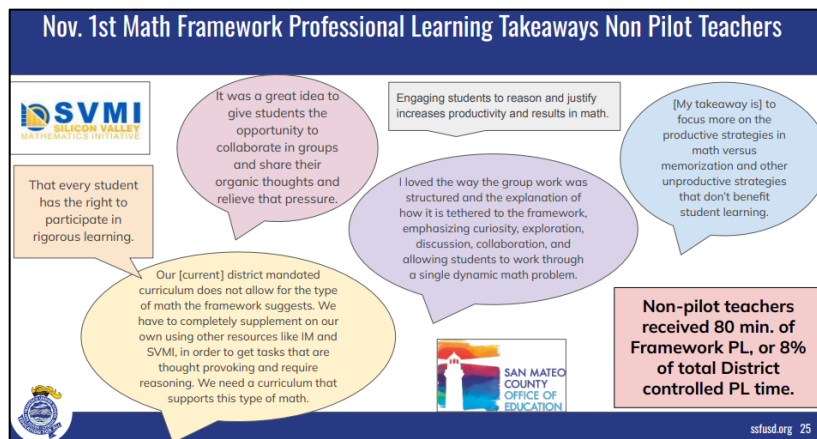
Current Status - Success and Challenges	
Current Success	Challenges
Access to Time for pilot teachers professional learning & planning. Principal Support for math framework and curriculum shifts. November 1st partially dedicated to math instruction. Partnerships with Silicon Valley Math Initiative (SVMI) and San Mateo County Office of Education (SMCOE) Teacher Support with centers, Asilomar Conference, 1-1 Support, Department Meetings Release Days for unit planning, lesson labs, collaborative planning, and reflection.	Time Allocation and Timely Decision Making for consistent and effective professional learning Siloed Nature of Schools limiting collaboration across sites and different priorities across school sites. Competing Initiatives creating strain on educators and competition for time Release Days challenges in scheduling and securing subs. Math PL Focus limited to 80 minutes of PL for non-pilot math teachers which equates to approximately 7% of total district controlled PL time Fostering growth mindsets and the belief that all kids can.

Trustee Lam shared some comments and a personal connection to the math pilot, highlighting the struggles of one of her children with math despite strong effort and perseverance. She expressed interest in how the pilot program impacts students like hers, noting that her child is part of the pilot and has seen some improvement this year. She inquired about further analysis comparing pilot and non-pilot students, potential comparisons to previous years, and the possibility of gathering insights through focus groups.

Mr. Brockmeyer explained that this is the first time the district has given a task in this manner, so the analysis will compare pilot versus non-pilot students. Ms. Mullassery added that using the same task twice will help show how students have grown from September to now. Ms. Seigel clarified that the pre- and post-assessment comparison looks at individual student growth rather than comparing groups, focusing on trends in depth of knowledge, reasoning, and communication. Ms. Mullassery also mentioned a student survey with the option for empathy interviews to elevate student voice. Mr. Brockmeyer noted that all scoring is being done externally to ensure quality and unbiased data.

Ms. Mullassery shared her excitement about the professional learning day on November 1, where all math educators in the district were trained. The event was a collaboration with the county office and SVMI, allowing about 200 educators to participate. Teachers engaged in a collaborative math task, were updated on the new framework, and learned about

equitable and engaging teaching strategies. Feedback was positive, with 85% of non-pilot teachers agreeing they learned something new about the framework. There are already plans to offer more sessions to deepen teachers' understanding and strengthen their knowledge of the math framework.



Trustee Lam raised a concern about shy students who struggle with speaking up in class, asking how these students are supported, given the emphasis on group work and verbal participation. Ms. Mullassery responded, explaining that they aim to create tasks with a “low floor” that gives every student an entry point and fosters collaboration in a safe environment. She emphasized the importance of cultivating a classroom culture where students feel comfortable sharing. Ms. Seigel added that teachers are aware of shy students and have strategies to help, such as having students share with a partner or asking a partner to share what the shy student said. These approaches ensure all students can participate without feeling vulnerable or pressured.

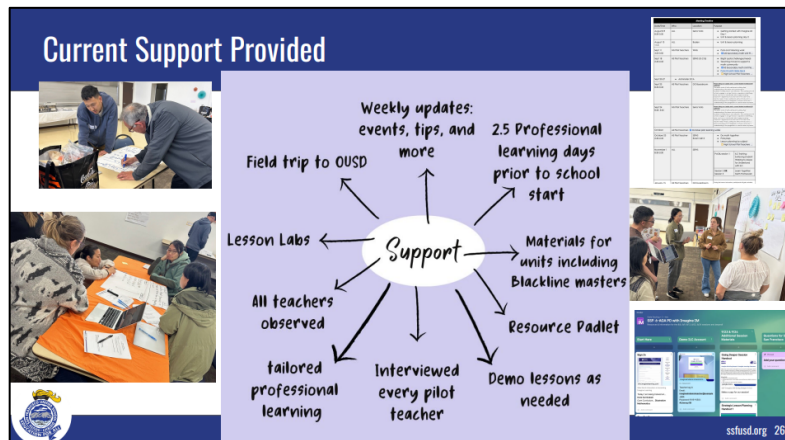
President Anthony asked if there are plans to continue working on the math framework in future professional development, especially since there was mention of being able to go deeper with more time. Ms. Mullassery responded that discussions with SVMi and the County are already underway for future professional learning opportunities. They are exploring options for summer sessions and looking at ways to integrate more professional development, particularly for the new K-2 pilot program, to continue refining the math framework.

Trustee Richardson asked if they had been successful in

recruiting more teachers into the pilot. Ms. Mullassery responded that for this pilot, they currently have 41 teachers involved and have already received a lot of interest for the upcoming K-2 pilot.

Ms. Mullassery outlined the various support initiatives that she and Ms. Seigel have been providing throughout the year. These include:

- Secondary teachers engaging in pre-school year planning sessions, collaborating on course unit narratives.
- Weekly updates and a resource Padlet, which includes blog posts and Q&A.
- Tailored professional learning based on teachers' needs.
- Field trips planned, including a visit to OUSD to observe the program in action.
- Lesson Labs and classroom observations of all teachers.
- 2.5 professional learning days provided before the school year.
- Creation and sharing of materials and black-line masters for teachers.
- Demonstrations of lessons and interviews with every pilot teacher.



Ms. Mullassery shared insights from interviews with every pilot teacher, focusing on three key areas:

1. Strengths: What is working well in the classrooms.
2. Challenges: One major challenge identified was

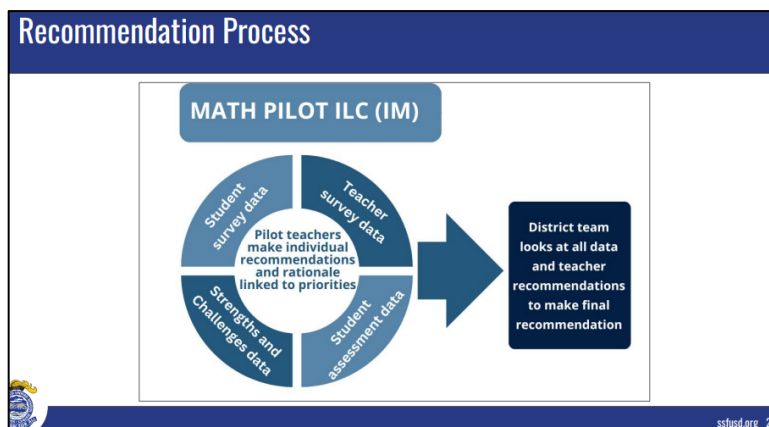
communicating shifts to families and caregivers. To address this, the team is working with Bay Ed Fund to strengthen parent connections, including conducting parent interviews.

3. Support Needed: Based on feedback, support needs will be incorporated into future professional learning and implementation plans.

This process ensures that necessary support will be provided and that the plan will evolve based on real-time teacher input.

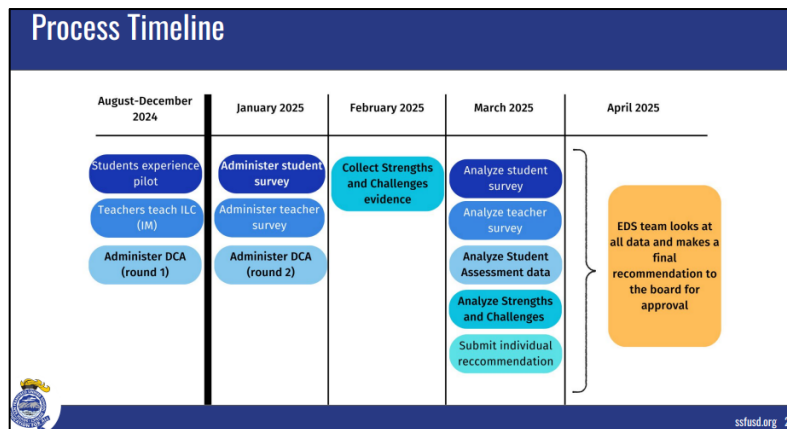
Teacher Interviews - What have we learned		
Strengths	Challenges	Support
❑ Student engagement & real world application ❑ Structure and routine ❑ Teacher support and resources ❑ Supports collaboration & conceptual understanding	❑ Student readiness ❑ Teacher prep time ❑ Pacing ❑ Communicating shifts to families & caregivers	❑ Professional Learning ❑ Prepared resources ❑ More collaboration time

Ms. Mullassery outlined the recommendation process for piloting the curriculum, which is based on strong evidence and reasoning, in line with the district's math priorities. The process consists of five key components that are reviewed by the district team.

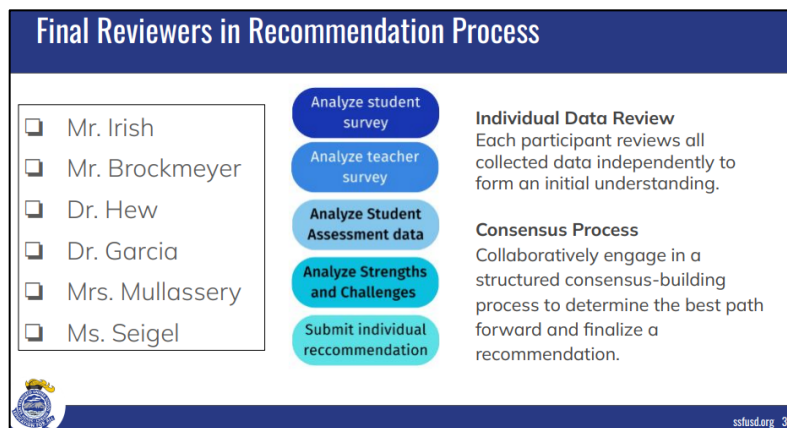


First, during the first semester, teachers piloted the curriculum while students experienced it. This was followed by assessments, including the District Common Assessment

(DCA) in September and January. Next, surveys for both students and teachers were administered, with the student survey already completed and the teacher survey coming soon. Additionally, the teams began a protocol to analyze strengths and challenges, which will continue through February and March. In March, the team will analyze the data from the student survey, teacher survey, assessment data, and strengths/challenges. Teachers will then submit individual recommendations.



Finally, all data will be reviewed by the district team, including Director Yacoub, and a collaborative consensus-building process will be used to determine the best path forward.



Mr. Brockmeyer outlined potential scenarios for the recommendation process regarding the adoption of the curriculum.

1. Scenario 1: The recommendation to adopt the curriculum for grades 3 through Algebra 2 is approved,

leading to full implementation.

2. Scenario 2: Some grade spans are approved for adoption, but others are not.
3. Scenario 3: The curriculum is not adopted at all.

Key Adoption Decision Scenarios		
Scenario 1	Scenario 2	Scenario 3
EDS recommends IM for adoption for Grades 3 through Algebra 2, AND the school board approves the recommendation.	EDS recommends IM for adoption for specific grade spans but not all, AND the school board approves the recommendation.	EDS does NOT recommend the adoption of IM for any grade spans from Grades 3 through Algebra 2.

Once a decision is made, the district faces many considerations. One key challenge is ensuring all teachers are supported, given that they may have varying levels of experience and training. There will also be decisions regarding which grade levels, especially in elementary school, will implement the new curriculum.

Another major consideration is finding time for teacher preparation. It's estimated that about 50 hours of professional learning are needed for successful implementation, but the district's limited time for training must be carefully managed to ensure educators get the support they need.

Mr. Brockmeyer also emphasized the importance of measuring the success of the implementation. Although it may take several years to see substantial growth in student outcomes, internal measures will help track progress from the start to ensure the program is being implemented effectively. Next year, the district plans to have both implementation and pilot teams, with continuous support and alignment of priorities across all schools.

Finally, if the district decides not to adopt the current materials, the district will reevaluate other options that align with its priorities. The piloting process would continue until a

formal decision is made. If materials like IM are not adopted, teachers will continue using the current materials until a new curriculum is officially adopted. This decision is especially significant because the district typically adopts math materials every 8-10 years, meaning the choice will affect an entire generation of students and could shape their educational experience for the next decade.

Trustee Hsieh expressed appreciation for the thorough presentation, noting the clarity of the pilot outcomes and the well-defined adoption process. She acknowledged the importance of understanding the process and appreciated how the curriculum priorities align with the district's values. She also valued the summary of teacher interviews, which outlined strengths, challenges, and necessary support, as well as the scenarios presented, which help the board understand the impact of their decision.

Trustee Hsieh raised a concern about the IM curriculum, noting that while it aligns with the California math framework and has good intentions regarding equity and accessibility, there are concerns that it might unintentionally lower math rigor. She referenced research suggesting that instead of elevating struggling students, it might hold high-achieving students back, potentially leaving them less prepared for college and STEM careers. She acknowledged that no curriculum is perfect and emphasized the need to ensure that the advanced math pathway does not limit opportunities for students who are ready to excel earlier, particularly in underserved communities with fewer supplemental resources. Additionally, she stressed the importance of professional development and curriculum resources to help teachers implement inquiry-based learning while maintaining fundamental math fluency. She wanted to ensure that both struggling and advanced students receive the necessary support.

In response to Trustee Hsieh, Mr. Brockmeyer agreed that no curriculum is perfect and sought clarification on whether Trustee Hsieh's concerns about rigor were based on specific research. He explained that the district relies on independent evaluations, such as EdReports, to ensure that any piloted curriculum meets the expectations of the standards and the framework. He emphasized that IM scored highly in these evaluations and that rigor is an area where the district aims

to improve, particularly based on assessment data. Lastly, he reiterated that the focus is not solely on IM but on the overall process of selecting the best curriculum.

Ms. Mullassery added that rigor in the framework integrates conceptual understanding, problem-solving, and computation, all of which are embedded in the IM curriculum.

President Anthony emphasized the need to support struggling students while ensuring high-achievers are not held back. She questioned whether IM provides opportunities for students to advance further. Mr. Brockmeyer reassured the board that IM meets rigorous standards and shifts focus from rote memorization to deep understanding. Ms. Mullassery added that the curriculum includes enrichment activities and trusts educators to adapt lessons to student needs. She also confirmed that advanced math pathways remain, including Algebra by eighth grade, Calculus in high school, and new Data Science courses. The district aims to strengthen these pathways while ensuring all students are challenged appropriately.

Trustee Hsieh acknowledged that “rigor” can be a sensitive term and emphasized that board members are not math experts but respect the expertise of educators. Mr. Brockmeyer reiterated that the district relies on independent experts, such as the county office and EdReports, to ensure the curriculum meets standards. The focus is on aligning with the district’s vision while addressing students’ math learning challenges. He emphasized that if enrichment is needed, it’s a solvable issue, and the process remains the priority in evaluating the curriculum’s effectiveness.

Trustee Murray thanked the team for their thorough report and inquired about whether there would be enough time to properly train teachers and provide support for parents to help their children. Mr. Brockmeyer acknowledged that time is a challenge but emphasized that the district controls scheduling and is committed to ongoing teacher support beyond initial training. He noted that discomfort with change is expected and necessary for progress. Ms. Mullassery added that implementation will be a multi-year process incorporating teacher feedback and best practices from other districts. She highlighted efforts to engage parents through partnerships and Family Math Nights, to which Trustee

Murray expressed interest in attending.

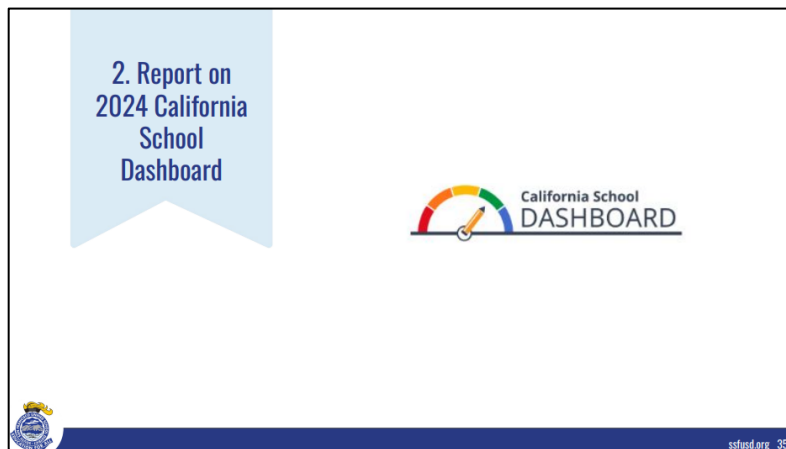
Mr. Brockmeyer encouraged visiting math classrooms across the district to observe how students engage with both piloting and non-piloting materials. He mentioned an upcoming visit to Oakland Unified School District, which has already implemented the curriculum. He expressed gratitude for the discussion and was pleased that the meeting helped clarify the process.

The Board recessed at 6:50 p.m. and reconvened at 7:00 p.m.

Dr. Hew addressed the Board of Trustees, cabinet, and the South San Francisco Unified community, explaining that she would be providing an update on the California School Dashboard and the district's accountability system. She noted that the mid-year update is required and is connected to the Local Control and Accountability Plan (LCAP). The update includes the latest dashboard data from November and the district's progress on LCAP goals.

California Dashboard

Dr. Hew began with an overview of the state accountability system, explaining how the California School Dashboard reports on priority areas and accountability indicators.



The Dashboard measures both status, which reflects the most recent year of data, and change, which captures growth or decline from the previous year. These measures apply to districts, schools, and student groups, providing a comprehensive view of performance in areas such as

graduation rates, chronic absenteeism, and test scores. She clarified that the accountability system used for the Dashboard differs from individual reports on DataQuest, such as CAASPP scores or graduation rates. The Dashboard accounts for growth over time, whereas DataQuest presents only a single-year snapshot. Additionally, local indicators, which include self-evaluations and survey data, are reported annually and adopted by the Board in June as part of the LCAP process.

Dr. Hew highlighted several updates to the Dashboard for the current school year. The number of student groups has expanded to 14, now including Long-Term English Learners (LTELs) as a separate category. Science results from the CAASPP are now included, although the state has not yet determined how they will factor into accountability measures. The College and Career Indicator has also returned, making this the first complete Dashboard since 2019.

Trustee Hsieh asked for clarification on how the Dashboard's accountability results differ from CAASPP reporting. Dr. Hew explained that the Dashboard includes both status and change, whereas DataQuest reports only a single-year graduation rate. Additionally, the Dashboard accounts for students who graduate in five or six years rather than just the traditional four-year rate, leading to slight differences in reported figures.

CA School Dashboard Overview and Updates

- State accountability indicators by Priority area
- Performance level is a combination of STATUS and CHANGE
- Dashboard Accountability results are not the same as our annual CAASPP, graduation, absenteeism results
- Local Indicators are self-reported and approved by the Board in June
- NEW for 2024:
 - Long-Term English Learners (LTEL) now a separate student group
 - Science now included under Information Only (no performance level for 2024)
 - College/Career Indicator returns to full status - with performance level colors

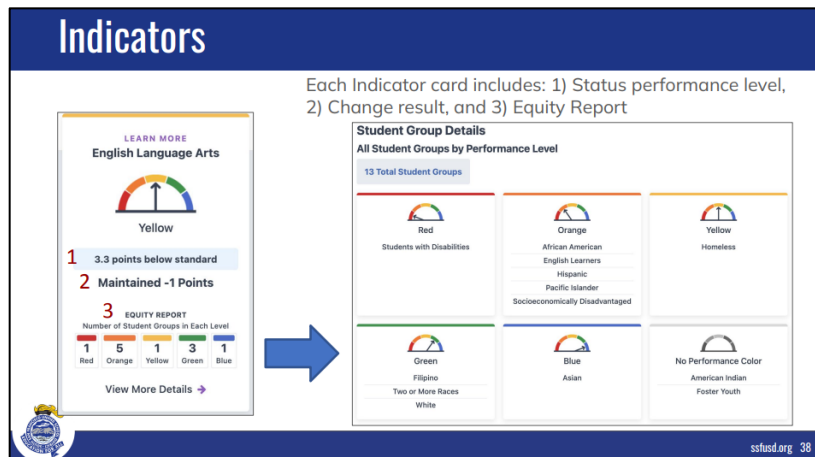

[Link to CA School Dashboard - SSFUSD](https://www.ssfusd.org)
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Dr. Hew explained that the first view of the California School Dashboard on the state website provides an overview of the district's performance. The indicators with a gauge represent the state-reported measures, while those with a blue

designation, such as “Basics” (which includes teachers, instructional materials, and facilities), are local indicators. She clarified that local indicators are self-reported by the district and evaluated annually.



Each indicator on the dashboard is represented by a “card.” On the left side of the card, the first section displays the status, which refers to the most recent year of data. The second section shows the change, comparing the current data to the previous year. The third section is an equity representation, showing how many student groups fall into each level of performance. The performance levels, or colors, are calculated based on both status and change.



Dr. Hew explained that adding the long-term English learner group increased the total student groups to 14. Each indicator, like academics, chronic absenteeism, and suspension rates, counts students differently, affecting

performance colors on the dashboard. Smaller groups, especially those under 30 students, may not receive a performance color due to insufficient data for calculating status and change over two years.



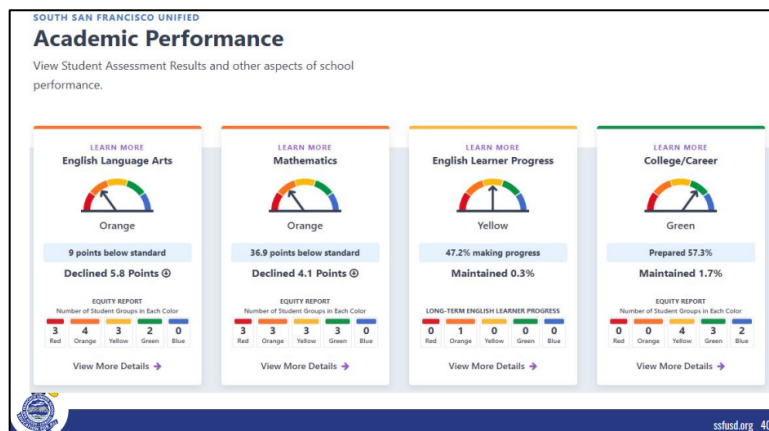
Student Groups

- 14 possible groups...
- Each Indicator has its own rules for including students in a group
- Small groups (Homeless, Foster Youth) threshold is 15 at the District level; 30 at the school level for accountability reporting (colors)

It's possible to have status only, or status and change, but not a color assigned. For CHANGE to be calculated, the group must be eligible for all years included. For student privacy, data for smaller groups is suppressed.

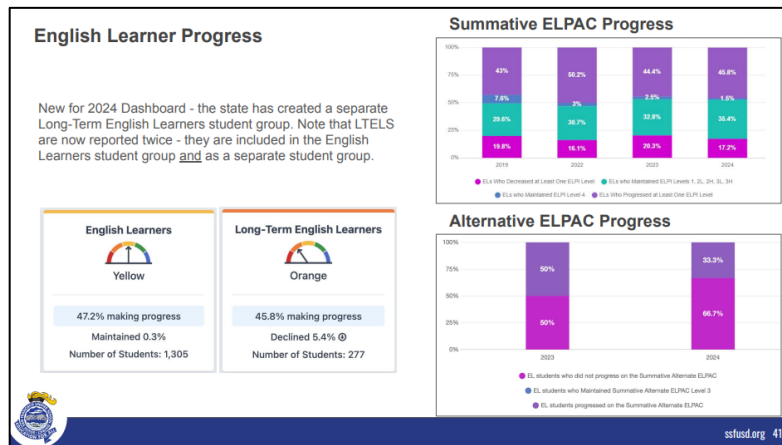
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Under academic performance, there are four key indicators. English language arts is measured using CAASPP ELA and California alternate assessments, considering both status and change. Mathematics follows the same approach with CAASPP and alternate assessments. The English learner progress indicator now includes separate data points for general English learners and long-term English learners. Lastly, the College and Career indicator is reporting both status and change, with performance colors returning this year.

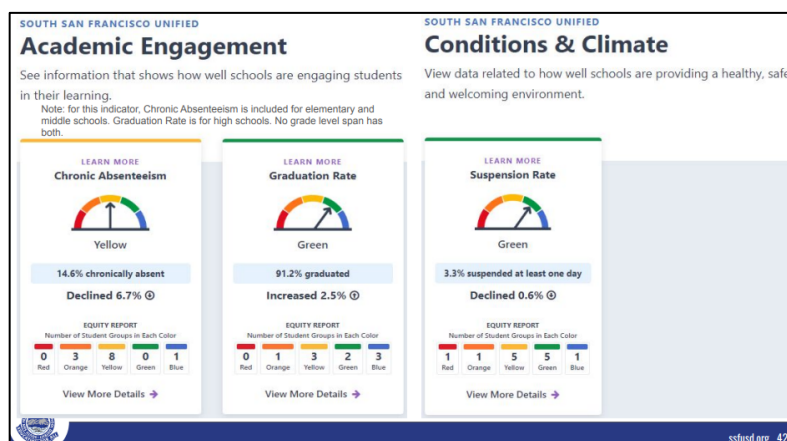


The dashboard for English learner progress includes two cards: one for the overall English learner group and another specifically for long-term English learners, defined as students who have been an English learner for over seven

years. It shows progress in the English Learner Proficiency Assessment for California (ELPAC) from one year to the next, illustrating how students advance through different levels. There is also a breakdown for students taking an alternative version of the ELPAC, for a smaller group of students.

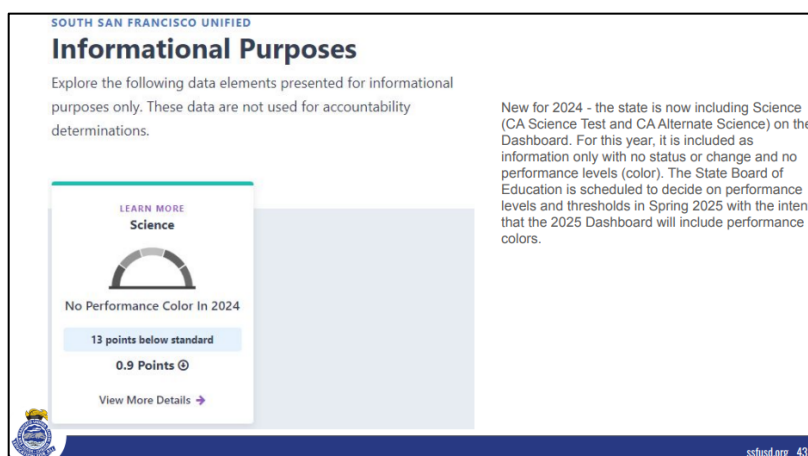


Academic Engagement includes chronic absenteeism and graduation rate. Chronic absenteeism is an indicator of student engagement in elementary and middle schools, but high schools do not report this on the dashboard due to other indicators like graduation rate and the College and Career indicator. While absenteeism data is still available through DataQuest or year-by-year reports, it is not included for high schools on the dashboard. Regarding conditions and climate, Dr. Hew explained that the suspension rate is reported for all student groups across elementary, middle, and high school levels.

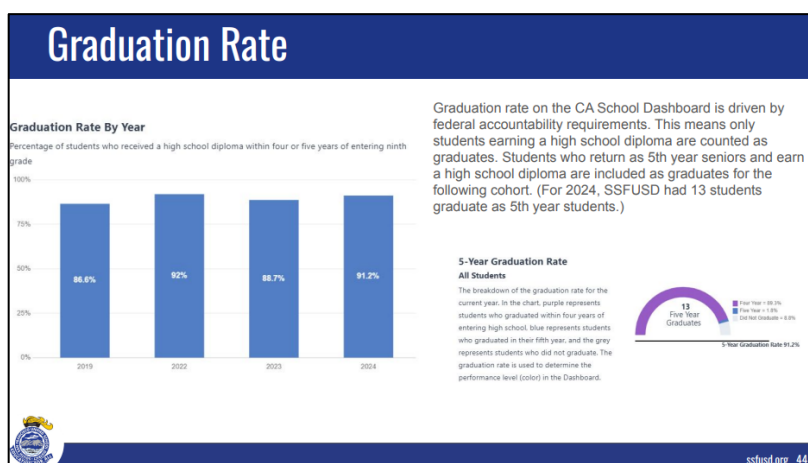


Dr. Hew explained that for the first time this year, the science test data is being included in the dashboard for informational

purposes. The state is currently evaluating what it looks like to have this data included. The State Board of Education will be discussing and making a decision regarding how science will be incorporated as an accountability measure in next year's dashboard for 2025. A final decision is expected to be made sometime this summer.

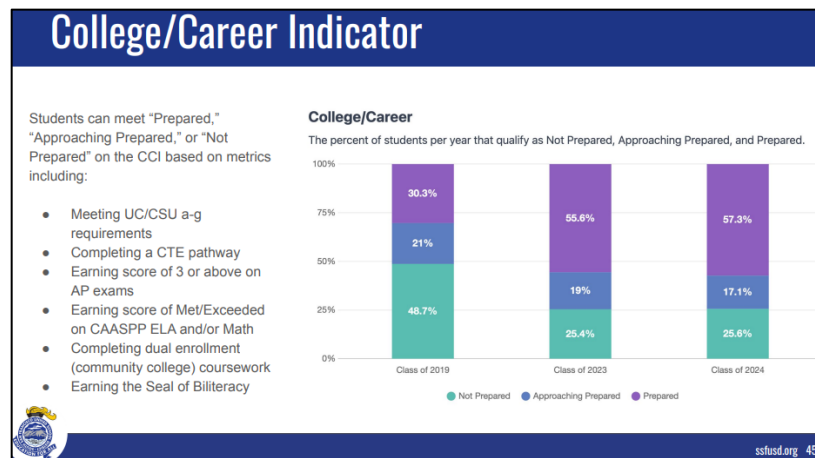


The graduation rate on the dashboard includes the most recent graduating class, their four-year graduation rate, and students who graduated as fifth-year or sixth-year students. In the 2024 cohort, 13 students graduated as fifth-year students. Dr. Hew highlighted the positive aspect of students continuing their education and completing graduation requirements beyond the traditional four-year timeline.



Dr. Hew shared the progress of the College and Career indicator, noting that the class of 2019 had a preparedness rate of 30.3% for college and career readiness. She highlighted efforts since then, such as the introduction of

Career Technical Education programs, enhanced counseling support, and college preparatory electives, which have led to significant improvements in the college and career preparedness rate for the classes of 2023 and 2024. These efforts reflect the district's dedication to supporting students' post-high school success.



Dr. Hew reviewed several slides presenting the district's aggregate data for various student groups and indicators, including English learner progress, chronic absenteeism (for elementary and middle schools), suspension rate, graduation rate (for high schools), English Language Arts, math, and the college and career indicator. She emphasized that the performance level colors reflect both status and change in data. Even if a student group has a lower status, such as a lower graduation rate, improvements or significant growth from the previous year are recognized in the accountability system.

SSFUSD Student Groups

● Lowest Performance
 ● Very Low
 ● Low
 ● Medium
 ● High
 ● Very High
 ● Highest Performance

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Yellow	Green	Green	Orange	Orange	Green
English Learners	Yellow	Yellow	Green	Yellow	Orange	Orange	Yellow
Long-Term English Learners	Orange	Yellow	Yellow	Yellow	Red	Red	Yellow
Foster Youth	N/A	--	--	--	--	--	--
Homeless	N/A	Yellow	Green	--	Orange	Orange	--
Socioeconomically Disadvantaged	N/A	Yellow	Green	Green	Yellow	Yellow	Green
Students with Disabilities	N/A	Yellow	Yellow	Yellow	Red	Red	Yellow
African American	N/A	Orange	Red	--	Red	Red	--
American Indian or Alaska Native	N/A	--	Yellow	N/A	--	--	N/A
Asian	N/A	Blue	Blue	Blue	Green	Green	Blue
Filipino	N/A	Yellow	Orange	Blue	Green	Green	Blue
Hispanic	N/A	Yellow	Green	Green	Orange	Orange	Yellow
Native Hawaiian or Pacific Islander	N/A	Orange	Yellow	--	Orange	Yellow	--
White	N/A	Orange	Green	Orange	Yellow	Green	Green
Two or More Races	N/A	Yellow	Yellow	Blue	Yellow	Yellow	Green

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Dr. Hew continued to share slides with data on the schools within the district. She pointed out that certain indicators were not represented at the elementary level due to small student groups, resulting in blank cells or no data. She emphasized that the absence of data was due to insufficient student numbers to justify assigning a color on the dashboard. At the middle school level, more student groups were visible due to larger populations. For high schools, such as Baden, fewer student groups were reported, and there were more areas with missing data. Dr. Hew clarified that while some data might be absent from the dashboard, it is still accessible for individual students when necessary.

Trustee Richardson questioned about the lack of quantifiable attendance data on the dashboard, particularly wondering why chronic absenteeism was not being tracked as it had been in the past. She expressed the importance of these numbers for applying to grants and federal programs and questioned whether the district was no longer applying for such grants. Dr. Hew responded by clarifying that the district does, in fact, track attendance and closely monitors chronic absenteeism, particularly for elementary and middle schools where it remains an indicator on the dashboard. She explained that chronic absenteeism is not included for high schools on the dashboard due to the inclusion of other indicators like graduation rate and College and Career Readiness. These additional measures balance the need for academic engagement, as absenteeism often correlates with lower graduation rates. While chronic absenteeism is not on the high school dashboard, it is still monitored across all grade levels and reported in other formats. Dr. Hew assured that attendance and absenteeism are closely tracked, and that Mr. Sebers and his team are actively working on differentiated assistance, which includes tracking attendance data.

Trustee Hsieh expressed her pleasure in seeing the positive results on the College and Career indicator, highlighting strong performance in both the "Prepared" and "Approaching Prepared" categories. She then asked for clarification on the definition of "Approaching Prepared." Dr. Hew explained that there are eight criteria for students to meet the "Prepared" measure for College and Career Readiness, such as meeting CAASPP ELA and math standards, passing two AP exams

with a score of three or higher, taking college-level courses, completing A-G requirements, and completing a Career Technical Education (CTE) pathway. To be considered “Prepared,” students must meet at least two of these criteria. If students meet one, they are categorized as “Approaching Prepared.” Those who meet none or do not graduate are considered “Not Prepared.”

Differentiated Assistance

Dr. Hew explained that the state identifies school districts for differentiated assistance based on the dashboard. This support is provided to districts with student groups that are not meeting the desired performance levels. A student group qualifies for differentiated assistance if they are in the red category for two or more indicators.



Dr. Hew reviewed last year’s differentiated assistance status, explaining that the district entered differentiated assistance for the Pacific Islander student group due to challenges in academic engagement (chronic absenteeism) and school climate (suspensions). However, the district made significant progress, with three student groups: 1. African American students, 2. homeless students, and 3. students with disabilities, successfully exiting differentiated assistance based on the 2023 dashboard results. A considerable amount of work, including collaboration with the County Office of Education, was done to support the Pacific Islander student group.

Differentiated Assistance - 23 - 24		
Student Group	Entered DA / Priority Areas	2023 Status
African American/Black	2021; Pupil engagement & School climate	Exited
Homeless	2021; Pupil achievement & Pupil engagement	Exited
Students w/Disabilities	2020; Pupil achievement & Pupil engagement	Exited
Pacific Islanders / Native Hawaiian	2023; Pupil engagement & School climate	Year 1



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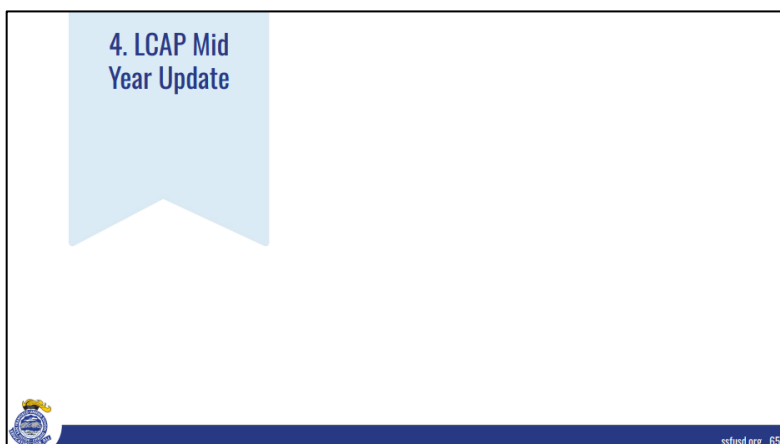
Dr. Hew discussed the district's ongoing efforts to monitor chronic absenteeism, particularly within student groups such as Pacific Islanders. With this year's dashboard results, it was noted that one student group, the African American student group, was identified in the red category for two or more indicators at the district level. As a result, the African American student group has re-entered differentiated assistance for the third time, specifically due to student achievement in English Language Arts and Math, as well as school climate, measured by the suspension rate.

She emphasized that both the Pacific Islander and African American student groups are relatively small, which means that each student has a greater numerical impact on the overall percentages. This fluctuation contributes to the movement of these student groups in and out of differentiated assistance from year to year. However, progress has been made, particularly for the Pacific Islander student group, where chronic absenteeism and suspension rates have improved compared to the previous year. While they no longer meet the criteria for differentiated assistance based on the current dashboard data, they remain in year two of the differentiated assistance cycle, as support continues across multiple years.

Differentiated Assistance - 24 - 25		
Student Group	Entered DA / Priority Areas	2024 Status
African American/Black	2024; Student Achievement - ELA & Math	Year 1
African American/Black	2024; School Climate	Year 1
Pacific Islanders / Native Hawaiian	2023; Pupil Engagement	Year 2
Pacific Islanders / Native Hawaiian	2023; School climate	Year 2

LCAP Mid-Year Update

Dr. Hew provided an overview of the Local Control Accountability Plan (LCAP) midyear update. This mid-year update highlights the advancements made toward the goals outlined in the LCAP. For the 2024–2027 school years, the district has aligned the LCAP with the strategic plan, ensuring that its five goals are directly connected to the five goals of the strategic plan. This update reflects the district's commitment to maintaining a cohesive approach in tracking progress and implementing initiatives that support student achievement and overall school improvement.



A key focus for Strategic Plan goal one, has been the development of the district's instructional vision. This work has involved drafting and refining the vision through stakeholder feedback, including input from site leaders and teachers across the district. The district is continuing to refine this vision, with plans to finalize it by spring.

Efforts to provide additional support to students with

disabilities and multilingual learners have expanded, including the implementation of homework centers, Air Tutors, and other resources at the school level. In addition, the district has formed a District Advisory Committee to focus on progress monitoring related to the Strategic Plan. This committee is also reviewing graduation requirements in light of upcoming legislative changes, analyzing relevant data to inform potential updates, with more details expected later this spring.

Dr. Hew also referenced the district's ongoing work with the math pilot and math placement procedures. These initiatives are aimed at strengthening instructional practices and ensuring equitable access to rigorous academic pathways for all students.

Strategic Priority/LCAP Goal # 1 - Highlights



- Draft of Instructional Vision
- Providing additional support for all students (SWD & EL's) via Homework Centers, tutoring by staff (individual or small group) or via Air Tutors (SWD and at promise students)
- District Advisory Committee - 3 meetings; focus on providing input on potential graduation requirements and Strategic plan/LCAP
- Math pilot & math placement procedures


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Strategic Plan goal two is to engage students, with a focus on developing a comprehensive school counseling model. A significant part of this work has been supporting students in navigating their path to graduation and postsecondary opportunities. The district has placed a strong emphasis on college and career readiness, hosting events such as the College and Career Fair at Serramonte Mall in the fall.

Dr. Hew shared that several upcoming career events are scheduled at school sites, providing students with opportunities to explore different career pathways. Parkway's career fair was set for later in the month, followed by Spruce in March. In May, both Sunshine Gardens and Alta Loma will host career fairs, allowing students to engage in meaningful conversations about future career opportunities.

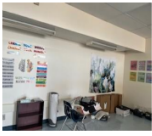
She mentioned that the district has been expanding its wellness initiatives. Wellness counselors are actively developing the wellness program, and secondary schools are in the process of launching wellness centers to provide students with greater access to mental health and well-being resources. Some school sites are also working on implementing peer counseling programs to further support student wellness and engagement.

Strategic Priority/LCAP Goal # 2 - Highlights

PRIORITY
2

Comprehensive School Counseling

- College & Career Fairs and Events
- Wellness Counselors and program
- Wellness Centers
- Peer Counseling Programs




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Dr. Hew also noted, Mr. Sebers and his team have been doing significant work around school climate, particularly addressing chronic absenteeism and suspension rates. Their efforts have been centered on implementing restorative practices and exploring alternatives to suspension to create a more supportive and inclusive school environment. By focusing on these strategies, the district aims to improve student engagement, reduce disciplinary actions, and ensure that students have the necessary support to remain in school and succeed academically.

Strategic Priority/LCAP Goal # 2 - Highlights

PRIORITY
2

School Climate

- Chronic Absenteeism
- Suspension Rate
 - Alternatives to Suspension work
 - Restorative Practices
 - Substance Use Education

	2017	2018	2019	2020	2021	2022
Absenteeism Rate	10.4%	10.2%	10.3%	10.2%	10.3%	10.3%
Chronic Absenteeism Rate	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%


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For Goal Three, Purposeful Partnerships, the districts is actively working with the community and outreach teams to strengthen partnerships that benefit our students. The goal is to help our students recognize their impact within the community while also collaborating with community organizations to better support our students and their families. Through these partnerships, we aim to create a network of resources that fosters student success both inside and outside of the classroom.

Strategic Priority/LCAP Goal # 3 - Highlights

PRIORITY
3

- SSFUSD Resource Center
- Skyline College - Dual Enrollment
- Work Experience - Internships



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**Skyline
College**



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Goal Four focuses on Empowered Educators, with a key highlight being the successful filling of positions outlined in the LCAP. Dr. Hew explained that the roles listed in the presentation reflect those that were actually filled, although a few additional planned positions couldn't be filled due to various reasons. The positions that were filled have directly impacted the work at school sites, providing essential support in areas such as reading and math, and playing a critical role in supporting teachers and improving the quality of instruction.

Strategic Priority/LCAP Goal # 4 - Highlights

POSITION	# OF POSITIONS	POSITION	# OF POSITIONS
READING SPECIALISTS	13	SOCIAL SCIENCE TOSA	1
CURRICULUM & INSTRUCTION SPECIALIST	1	TECH TOSA'S	2
ELD TOSA'S	6	MATH TOSA'S	2
SPECIAL EDUCATION TOSA'S	1	SCIENCE TOSA'S	2

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Strategic Priority/LCAP Goal # 4 - Highlights

POSITION	# OF POSITIONS	POSITION	# OF POSITIONS
CAREER TECHNICAL EDUCATION COORDINATOR	1	ACADEMIC COUNSELOR	1
COUNSELOR ON SPECIAL ASSIGNMENT	1	RTI/MATH INTERVENTIONIST	0.5 (4 SCHOOLS - BURI, JS, PONDO, MV)
WELLNESS COUNSELORS	5	OFFICE ASSISTANTS	Multiple (25 HOURS)
		COMMUNITY LIAISONS	3

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Goal five of the Strategic Plan focuses on Equity-Centered Systems. Dr. Hew highlighted the work with Mr. O on multi-year planning and resource allocation, as well as the development of a community dashboard for transparency on district progress. Another key initiative is the Portrait of a Graduate, with strong engagement from students and teachers to raise awareness of the district's goals.

Strategic Priority/LCAP Goal # 5 - Highlights

- Multi-year annual planning
- District Strategic Plan Community Dashboard
- Portrait of a Graduate work

South San Francisco Unified School District
Strategic Plan Dashboard

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

Core Values

- C Community Engagement
- A Academic Excellence
- R Respectful Relationships
- E Equity & Inclusion

Strategic Priorities

- 1. Increase student achievement
- 2. Increase student engagement
- 3. Increase student leadership
- 4. Increase student wellness

Portrait of a Graduate

- 1. Critical Thinking
- 2. Communication
- 3. Collaboration
- 4. Character

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Trustee Hsieh inquired about the number of students

participating in the dual enrollment program, referencing page 69. Dr. Hew explained that the number is fluid because students may sign up for the program but not follow through for various reasons. She noted that a precise number would be available at the end of the year, but offered to provide a midyear snapshot if needed. Trustee Hsieh acknowledged the response and clarified that the inquiry was out of curiosity, with no additional work needed at the moment.

Trustee Richardson mentioned that there are 70 students participating in the program, with 35 juniors and 35 seniors. Dr. Moore clarified that Trustee Richardson was referring to the Middle College program, not the dual enrollment program, which are two separate programs. Dr. Hew explained that while all Middle College students take dual enrollment classes, there are also other students enrolled in dual enrollment courses, which are high school classes that earn college credit simultaneously. Dr. Hew offered to share the specific dual enrollment numbers at a later time.

Trustee Richardson expressed appreciation for the numbers presented and mentioned she has noticed a big change. She pointed out that restorative justice efforts have really improved and the expulsion rate has dropped significantly. She is happy to see that the staff is really tuned in to what the community needs, especially when it comes to equity. Trustee Richardson also shared that she's feeling optimistic because more students are coming to school and the district seems to be on the right track. She thanked everyone for their hard work.

Trustee Murray expressed gratitude for the update and mentioned that it's always a pleasure to receive the information and have it presented. She thanked everyone for their efforts.

President Anthony thanked everyone for the presentation.

ADJOURNMENT – 7:33 p.m.