

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Meeting of April 25, 2024

SSFUSD Equity Definition

Equity, in SSFUSD, is defined as giving students what they need, when they need it to fulfill their potential.

OPEN SESSION - 6:00 p.m.

A. CALL TO ORDER

CLOSED SESSION - 6:00 p.m.

1. To consider the evaluation of performance and discipline/dismissal/release of Certificated personnel in accordance with Government Code Section 54957 (one case).
2. Conference with Labor Negotiators
Agency Designated Representative: District Assistant Superintendent for HR/Student Services
Employee Organization: SSFCTA
3. Superintendent evaluation.

RECONVENE INTO OPEN SESSION - 7:00 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 *via*
teleconference from 02 Avenia Colima,
Los Lunas, New Mexico
Ms. Jamie Wong, Student Board Member - Present

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

- C. PLEDGE OF ALLEGIANCE** - was led by Parkway Heights MS student Isabelle Gee. Interim Principal Kathie Nguyen said she is in the 8th grade, the ASB President, and an honor roll student who loves to read. Math is her favorite subject.

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. REPORTING OUT FROM CLOSED SESSION

MOTION #65 (Murray/Hsieh) to approve the settlement agreement for employee #8236. Motion Carried (Unanimous)

F. REVIEW OF AGENDA - No changes

- G. PTA COUNCIL REMARKS** - President Lauren Kitchen thanked all the Parkway Heights MS PTA volunteers, especially their PTA President, for doing an amazing job this year. Some events at the school have included a car show, teacher appreciation, fundraisers, donated money for each grade level, and funding an 8th grade promotion breakfast. Ms. Kitchen also shared the dates of upcoming PTA unit meetings and events for some schools. She thanked all the volunteers who will be working on a variety of teacher appreciation events in the next few weeks. She estimates over 100 parents will be involved in "...luncheons, cards, decorations, group gifts, and all kinds of things to support and show gratitude to every teacher in the District. And the PTA loves the teachers and we appreciate everything that you do."

H. STAFF ASSOCIATION REPRESENTATIVES' REMARKS

South San Francisco Federation of Adult Educators - President Elizabeth Bales Stutes reported that the Modern Office Technology students, along with the leadership team, will organize a job resource fair on May 1. There will be 20 employers and community organizations and it will be open to the public. An online session will be held on May 8 via Zoom. She noted that CTA is in negotiations and encouraged everyone to work together as a district.

South San Francisco Classroom Teachers Association - Interim President Shari Giusti spoke about the math adoption being considered at this meeting and wanted to bring forward a concern some of the math pilot team had. She noted that in her position, she represents educators on both sides of the adoption

situation. “For that reason, I originally did not plan to speak about the process, however, I have become increasingly concerned about the relationship between the District and the teachers who have agreed to be a part of committees where teacher feedback is considered to be a valuable part of the process.” “...let's remember that approximately 30 teachers were paid hourly for this task so the District has invested a lot of money in implementing this math pilot and we hope that the teacher's opinions have been heard and taken into account.” “The process I understand has been done differently than in the past, where a vote on a program was either carried out by the pilot team or put in the hands of a Curriculum Council Committee to choose a program...” “One of my concerns about this process is that many math programs were taken off the list of possibilities because the program was not offered all the way from elementary to high school. If we are striving for equity, then this is the very opposite of it. The pilot team only got one choice to pilot alongside one that is being recommended tonight. Already this looks like a one size fits all approach and some pilot teachers feel their choice in the process didn't matter. I have been told the data from pilot teachers' findings suggest that the math program you are not voting on tonight was aligned more closely to the standards than this program. I believe this has caused the pilot team to have split opinions about either program, so I'm asking that you look at the data and feedback before making your vote. This is an important one with an almost \$5M price tag and will drive the mathematical processes here for the next several years.” She is concerned from the CTA point of view of how communication between the District and pilot teachers was lacking. Ms. Giusti said it is unfair that TOSAs ended up with a lot of the decision-making responsibilities as this could place some teachers at odds with other teachers. “Also, Ed Code regarding pilot adoption suggests that teachers, parents, and even community members be a part of the piloting process.” “What parents or community members were involved? Some pilot teachers have reported that findings were not completely transparent.” “They care because they know they are taking on a responsibility to help all the teachers and students here have a quality math program.” She said, “If the teachers who piloted this program, teachers who work with our children every day, are not enthusiastic about it, will the rest of the teachers feel the same?”

California School Employees Association Chapter 197 - None

- I. PERSONNEL COMMISSION** - Assistant Superintendent J. Marwan Hannon reported that the next Commission meeting will take place on May 20, 2024.
- J. ITEMS FROM THE BOARD**

Vice President Amanda Anthony reported that last Tuesday CSEA held a listening session. “I'm really sorry that many of us could not be there, but 4:30 is a really hard time for Board members to join, and I just want to say, we apologize that we weren't there. We are hearing your concerns, and thank you so much.”

K. SUPERINTENDENT'S REPORT

- a. SSF Chamber of Commerce scholarships** - Superintendent Shawnterra Moore said she had the privilege of attending the SSF Chamber of Commerce's scholarship awards ceremony. This year, there were 40 ECHS and SSFHS seniors who received \$1,000 scholarships at a celebratory luncheon. She congratulated all the students, including Student Trustee Ira Sergio, and expressed how proud the District is of these students.
- b. Acknowledgement of two Trustees** - Dr. Moore reported that Mayor James Coleman selected President Daina Lujan and Vice President Anthony as SSF Women of the Year. They were honored at last night's City Council meeting. She said, "These women are both actively engaged, supportive, and advocates on local issues in our community and we are just so very proud of them both and I just wanted to publicly congratulate you both and make sure that you know that we know that it is well-deserved."

L. STUDENT TRUSTEE REPORTS

1. Jamie Wong, Spring Student Trustee and ASB President ECHS, highlighted the following recent and upcoming events at her site; On Earth Day the school community came together to beautify the campus by planting flowers throughout the courtyard to not only add vibrant colors but also foster a sense of community and consciousness among the students enhancing the natural beauty of the campus; the annual dance show will be held May 2 through May 5; senior Gabrielle Lai received a Central Coast Section (CCS) Scholar-Athlete Scholarship; and she extended her best wishes to everyone taking part in final exams.
2. Ira Sergio, Fall Student Trustee and ASB President SSFHS, shared the following news from her school; Last week ASB held a senior week to celebrate seniors in their last few weeks of high school where they participated in a variety of events to bond with each other and create amazing memories with their class before graduation; they held their annual blood drive for the second time last Friday which was organized by Red Cross President Josephine Hersana who will serve as next year's ASB President; on Saturday, April 20, the Fil-Am Club invited the community to celebrate Filipino culture at their event which featured local food and merchandise vendors, performances, and a live panel; for Earth Week, beginning April 22, the Earth Club members had daily events around the school to raise awareness for climate change and global warming; the varsity softball team brought home a victory for the Warriors against ECHS and will be keeping the trophy for another year; two softball players were honored as San Mateo Daily Journal athletes; and the baseball team won their 15th game tying the record for most wins in the last 30 years and are on their quest to win the league championship.

M. PUBLIC COMMENTS

Maria Govea, a Los Cerritos ES parent, said she wants the Interim Principal to continue at the school. She would also like to see more teachers and said the 4/5 combo classes are not working.

Veronica Oviedo, a Los Cerritos ES parent of a second grader, said the combo classes are not working and more staff is needed at the school.

Thomas Blochberger, a teacher, spoke about school safety and referenced a school shooting which occurred last year in Virginia. He said, "Prior to the shooting, staff had reported to the assistant principal that the boy may have had a gun. The assistant principal was dismissive of this information and did not bother to investigate." "What may surprise some people is that when criminal misconduct occurs, the legal system can pursue individuals working within a school district. Prosecutors have brought eight felony charges of child neglect against the former assistant principal. Indictments are also being brought against the former principal, the former superintendent, and school board members." He said the District needs to have its discipline system in order and currently no checks and balance are in place regarding action being taken on disciplinary issues. "One of the key features missing is the ability for teachers to track behavior referrals they have submitted to administration, and to have access to behavioral records of students."

Helen Tam, spoke on behalf of Parkway Heights MS teacher Rick Wong, concerning the District's paternity/leave policy and healthcare premiums. When his child was born, he was allotted 60 days of unpaid leave. If he took more than 45 days of leave, he would not move up the pay scale the following year. "But the fact that they would withhold a yearly raise because you are taking care of your child on permitted leave is absolutely ridiculous." With the least expensive Kaiser healthcare plan, he pays \$2,251.41 per month for his wife and son. "What's the point of negotiating minimal salary bumps and talking about...affordable teacher housing when it all gets taken away just to provide for healthcare for my family? I feel cheated and lied to." "The District will always have retention issues if this continues and the District will only improve and succeed in their mission if there's consistency within the people who staff it."

Barbara Hahn, an Alta Loma MS math teacher, spoke about piloting the math adoption. She was on the piloting team and wanted the best curriculum for the District's students. She said, "I do not want my name attached as part of the folks who are recommending the math curriculum up for approval tonight." She feels Imagine Learning is not the right choice. "...if you approve this as our new math curriculum for the next eight years, we'll be using it, it will take two years for our kids to be taught what is currently taught in my algebra one class." "This curriculum might be fine as a supplement, but it will not set our kids up to compete with other students...for anything that requires a higher level math." She said it is not worth \$4.8M and not good enough for the students.

Megan Connery, ECHS's Math Department Chair, spoke about being a participant in the math curriculum pilot. "You are voting on a curriculum that not all math teachers in

the pilot agreed upon.” “I went into this process in good faith, but we were not given the whole story. If Ed. Services wanted to choose a math curriculum that included the opportunity...for vertical K-12 alignment, then we should have piloted a second K-12 math curriculum so that we would have a proper curriculum pilot.” “There were other K-12 curricula that we could have piloted to have a comparison to Imagine Learning. The middle school teachers piloted Envision, that's K-12.” She noted that there were two other K-12 options to pilot if they knew it was K-12 curriculum.

N. INFORMATION ONLY PRESENTATIONS

1. EDUCATIONAL SERVICES

a. Teaching and learning presentation: Parkway Heights Middle School

Interim Principal Kathie Nguyen shared educational priorities and programs at Parkway Heights ES. During her presentation, she recognized the following parent volunteers who will receive certificates of appreciation from the Board: Nalani Crivello Moors, Jocelyn Limos, and Alma Soto Ruiz.

LCAP Goals

Interim Principal Nguyen said PHMS' goals are in alignment with the District's LCAP goals and are particularly focused on Social and Emotional Learning (SEL) strategies to support LCAP Goal #3, Student, Parent, and Community Engagement.

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience. Interim Principal Nguyen said PHMS is fostering strong relationships with their students, staff, and parent groups, which is a key force in ensuring everyone is on board the same vehicle, striving towards a common goal of academic achievement and demonstrating growth in their professional practices.

Demographics

Of the 596 total students, 51% are male, 49% are female. 36% are identified as English Language Learners (ELs), 66% are socioeconomically disadvantaged (SED), and 23% are Students with Disabilities (SWD). 79% of students are Hispanic/Latinx.

Attendance Snapshot

Last year, the chronic absenteeism rate for all PHMS students was 33.6%. As of April 2024, it is 21%. They worked with the Latinx families, which increased the student's attendance rate by 2% compared to last year.

Attendance Data by Tier (August to May)

Satisfactory	35.8%
At risk	30.6%
Moderate chronic	22.9%
Severe chronic	9.6%
Extreme chronic	1.1%

CAASPP Data**ELA**

	<u>All Students</u>	<u>ELs</u>	<u>SWD</u>
Met/Exceeded standard	33.81%	4.42%	10.52%
Exceeded standard	7.91%	0.0%	1.05%
Met standard	25.90%	4.42%	9.47%
Standard nearly met	26.98%	25.41%	15.79%
Standard not met	39.21%	70.14%	76.68%

Math

	<u>All Students</u>	<u>ELs</u>	<u>SWD</u>
Met/Exceeded standard	23.03%	3.43%	5.21%
Exceeded standard	8.25%	0.49%	1.04%
Met standard	14.78%	2.94%	4.17%
Standard nearly met	25.26%	15.20%	11.46%
Standard not met	51.72%	81.37%	83.33%

GRADE	21 - 22 ELA	22 - 23 ELA	% OF CHANGE	21 - 22 MATH	22 - 23 MATH	% OF CHANGE
All	34.29%	33.81%	-0.48%	20.71%	23.03%	2.32%
EL	4.52%	4.42%	-0.10%	2.58%	3.43%	0.85%
SWD	8.33%	10.52%	2.19%	6.02%	5.21%	-0.81%

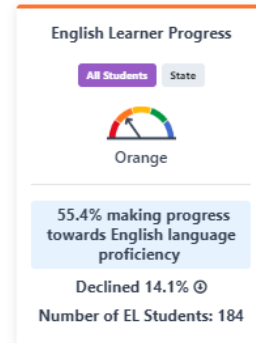
This chart demonstrates the percentage of change in ELA and Math CAASPP data by grade level from Spring 2022 to Spring 2023. In ELA, there a slight decrease for all students but an increase in the performance of SWD.

In Math, there was an increase in overall performance of all students and ELs, while SWD saw a slight decrease.

English Learner Progress

All English Learner Students

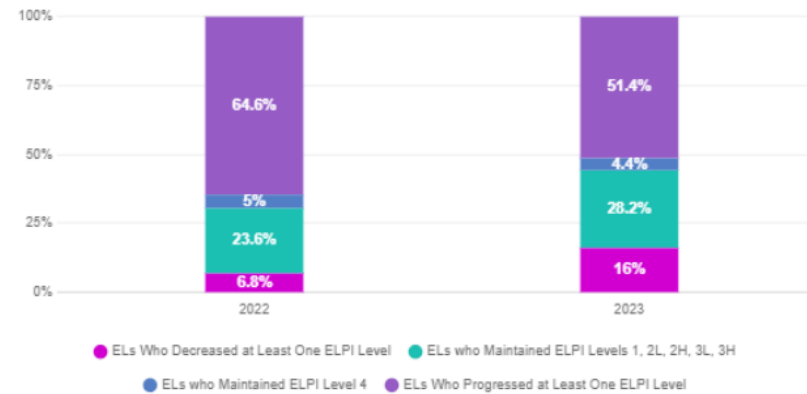
Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



55.4% of ELs are making progress or moving at least one or more levels as compared to their 2022 performance.

Academic Supports/Intervention

- Implement curriculum to focus on essential standards as developed on site and through the District-wide/Site work
- Purchase culturally relevant high interest books for each school library (Courtesy SSF ED Foundation)
- In Conjunction with EDS, provided professional learning on GLAD strategies at collaboration meetings
- Implemented the Collaborative Inquiry Cycle and focused on GLAD strategies (Social Science Dept.)
- Provide information and resources to parents/guardians, Provide parent education nights, Host family nights
- Before/After school Homework/Academic Programs, i.e. Academic Intervention Hour
- Clubs, school competitions, cultural awareness nights, spirit weeks, anti-bullying program, PBIS, Helix Cups, STEM and

Math Nights

- PBIS Rewards Program - PBIS Student Store
- Coaching and support from our District TOSAs

Alternative to Suspension (ATS) 2023-24

Interim Principal Nguyen reported that all three middle schools are aligned with respect to having this specific program at their sites. They target substance use, fighting, conflict, and bullying, and ongoing and serious needs. PHMS hosts the program on Fridays when students violate California Ed Code and/or break a policy or rule.

Programs offered are:

1. Academic Help On Saturdays (high schools 9:30 a.m.-12:30 p.m.)
2. ATS Counseling Program
3. Brief Intervention for substance
4. Bullying and cyber bullying program

Counselors

Interim Principal Nguyen acknowledged the “unsung heroes”, the counselors, Yessenia Pena-Ruiz and Thalia Mesa, and Cyril So, a counseling intern. They provide social emotional academic support to the students on a daily basis and connect them with mental health resources YSB, Daybreak, and Care Solace.

YSB Partnership

- Provide individual check-ins for students on a weekly basis
- Assess for suicidal ideation and complete safety plans
- Facilitate groups
- Girls United/Unidas, Calm, and First Stop
- Support school counselors in co-facilitation groups
- Collaborate with school counselors, wellness counselors, and staff on referrals for students who seek outside therapy services
- Case management - provide resources to families when they request additional support
- Collaborate and establish a relationship with students’ families, caregivers

Mission Statement: The Parkway Heights MS Counseling Department strives to support all students in the areas of academics, social-emotional development, and with their post-secondary options.

Culture and Relationships

Interim Principal Nguyen said they are building a collaborative culture and relationships within the school and the families and community which they serve. Some events held this year included Ruby Bridges Day, Turkey Trot, Movie Night, Career Day, Spirit Fridays, Wellness Wednesday, and field trips to see plays and musicals.

Family Supports

Parkway Heights MS is continuously working to ensure their families are partners in their students' education through the following:

- Padres Unidos South San Francisco
- Community Liaison conducting outreach to families to increase participation and engagement in ELAC, SSC, and school events
- School team (counselors, admin, teachers, etc.) - parent meetings to support families/students in the areas of academics, behavior, social emotional, mental health needs, attendance and conducting home visits as needed

Studies show students do better when parents are involved. They tend to earn higher grades and test scores, enroll in higher-level programs, pass their classes and earn extra credits, attend school on a regular basis, have better social skills with improved behavior and adapt well to school, and they graduate and go on to post-secondary education.

Trustee Mina Richardson said she appreciated the presentation and told Interim Principal Nguyen she is doing well and engaging the community and parents. She acknowledged the collaboration and work that goes into handling the students.

Dr. Chialin Hsieh echoed Trustee Richardson's comments and told Interim Principal Nguyen she is providing great leadership.

Trustee Patricia Murray said, "I love your campus, I love your staff and your kids. Thank you for stepping in, and this was a great report."

Vice President Anthony thanked Interim Principal Nguyen for building a culture which encourages her staff to attend this meeting and organizing events. "I'm really glad that you're here and advocating for your children. This is a wonderful community. And it's clear that everybody's heart is in it, and I'm very excited to see how it continues."

President Lujan thanked Interim Principal Nguyen for her wonderful presentation and acknowledged the many staff members and students in the audience.

b. Math Adoption

Director Jason Brockmeyer and Math TOSAs Sathya Seigel and Karie Mullassery reviewed SSFUSD's Math vision, student learning results, and the math adoption process and curriculum recommendation.

District Goals

Mr. Brockmeyer said this presentation will mainly focus on LCAP Goal #1, Academic Achievement and LCAP Goal #2, Professional

Development and what is needed to support a successful curriculum implementation.

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience. This presentation will focus on two key areas; the gas tank, which refers to student achievement, and the seats, which represent the curriculum they plan to enact across all schools and grade levels.

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.

2023 California Math Framework

This framework takes the stance that all students are capable of accessing and achieving success in school mathematics in the ways envisioned in the standards. Thus, mathematical power is not reserved for a few, but available to all.

Expected Shifts

There will be a different approach to the way most adults experienced math education to engage students and see that they succeed. This is a change from directing learning to facilitating the learning process and shifting the cognitive load on students. It would also ease some stress on teachers.

Figure 2.5 Beliefs About Teaching and Learning Mathematics

Unproductive beliefs	Productive beliefs
Mathematics learning should focus primarily on practicing procedures and memorizing basic number combinations.	Mathematics learning should focus on developing understanding of concepts and procedures through problem solving, reasoning, and discourse.
Students need only to learn and use the same standard computational algorithms and the same prescribed methods to solve algebraic problems.	All students need to have a range of strategies and approaches from which to choose in solving problems, including, but not limited to, general methods, standard algorithms , and procedures.
Students can learn to apply mathematics only after they have mastered the basic skills.	Students can learn mathematics through exploring and solving contextual and mathematical problems.

Source: NCTM, 2014b.

Strategic Plan

Exceptional Math Instruction was identified as a key priority in the Strategic Plan - Roll out new science and math curricula and train

leaders and staff on what exceptional instruction looks like using these curricula. Mr. Brockmeyer said this ultimately means that they can support implementation of the curriculum over its lifespan.

Math Learning Data

Director Brockmeyer spoke about the following year over year growth:

- At elementary data, there has been some growth and some declines across the different school sites.
- For secondary sites, both middle and high school sites show growth, declines, and no or slight changes.

2022-2023 CAASPP Results with Year over Year Growth

Elementary School	Met or Exceeded 2021/22	Met or Exceeded 2022/23
Buri Buri	55%	65% ↑
Junipero Serra	49%	50% ↑
Los Cerritos	36%	28% ↓
Ponderosa	45%	49% ↑
Martin	22%	23% ↓
Monte Verde	70%	79% ↑
Skyline	58%	51% ↑
Spruce	29%	26% ↓
Sunshine	29%	24% ↓

Middle School	Met or Exceeded 2021/22	Met or Exceeded 2022/23
Alta Loma	35%	32% ↓
Parkway Heights	21%	23% ↑
Westborough	56%	56% →

High School	Met or Exceeded 2021/22	Met or Exceeded 2022/23
Baden	0%	0% →
El Camino	31%	38% ↑
S. San Francisco	26%	25% →

KEY
0% to 49%
50% to 79%
80% - 100%

2022-23 CA Results by Subgroup

Mr. Brockmeyer said similar data was used in his NGSS presentation. He created three separate colors of red to differentiate the student levels.

School	Overall	Hispanic or Latino	White	Asian	Filipino	Socio Econ Dis.	Not Socio Econ Dis	English Only	English Learners	Student w/ Disabilities	Parent H.S. Grad	Parent College Grad
Elementary (5th)	40 %	25%	79 %	70 %	59 %	24 %	60 %	56 %	10%	11%	25%	62%
Alta Loma	32 %	17%	34 %	65 %	44 %	23%	40 %	48 %	0%	7%	18%	46%
Parkway	23 %	19%	18 %	45 %	56 %	32%	29 %	48 %	4%	5%	19%	40%
Westborough	56 %	32%	53 %	89 %	54 %	56 %	61%	64 %	14%	16%	32%	65%
El Camino	38 %	23%	49 %	70 %	56 %	30 %	41%	39 %	N/A	6%	20%	49%
S. San Fran	25 %	13%	6%	71 %	41 %	13%	36 %	36 %	0%	5%	14%	35%

KEY
0% to 15%
16% to 30%
31% - 49%
50% to 79%
80% - 100%

Access and Opportunity

If the goal is to open mathematics pathways to more students and give greater challenge to high achieving students to develop broader proficiency and long-term interest in quantitative fields, then this framework recommends reshaping the content that is offered to students-the way it is taught, and the organization of students learning the content...

The framework recognizes the diversity of student achievement and sets out ways to teach that ensure that all students receive appropriate support and challenge-including providing all students with challenging work rather than leaving some students bored or working at levels lower than what they may be capable of, which can happen if teachers require the entire class to stay together or learn the same content in the same way or at the same pace.

Elementary and Secondary Math Curricula Adoption Update

Director Brockmeyer introduced Sathya Seigel, the Elementary Math TOSA.

Goal
By May 2023, SSFUSD will complete a Landscape Analysis with Student Achievement Partners to learn about the district and our readiness to adopt math curricula that is culturally responsive-sustaining, linguistically sustaining, and aligned to standards and shifts. This process will help us learn where we have strengths and areas we can improve, to be ready to adopt and implement high-quality instructional materials that meet the needs of our learners.

Ms. Seigel said the pilot process happened in the last school year. They worked with Student Achievement Partners to design actions based on evidence to substantially improve student achievement. In January 2023, their comprehensive team met to learn about the landscape analysis process and outline a data collection plan. In February, the team reviewed the data collection plan and began to come up with a survey and interview questions. In March and April, they conducted learning walks at nine sites with focus groups. “We made sure that we included general education, special education, students and teachers, and multi-language learners, intentionally focusing on our underrepresented populations.”

Key Data from Learning Walks

District-wide current conditions indicated the following growth areas:

- Use of variety of methods to assess student progress and understanding
- Authentic student collaboration
- Hands-on, relevant learning applicable to the real-world
- Sustained mathematical discussions that support language development and content understanding simultaneously
- Focus on building conceptual understanding paired with procedural skills or fluency embedded in lessons
- Focus on real world application embedded in lessons

Karie Mullassery, the Secondary Math TOSA, reviewed the following.

Must Haves**From SSFUSD Pre-Adoption Priorities and Vision work**

1. A focus on growth mindset and building student confidence
2. Intervention material and supports for all learners are usable and included in the curriculum (accessible for struggling students and challenging for advanced students)
3. Authentic student collaboration (structures for sharing) is built into lessons

4. Hands-on math lessons that can be applied to the real world and is relevant to students
5. Math instruction builds conceptual understanding
6. Curriculum has language supports built in for ELs/all learners
7. Parents are communicated with around curriculum and how to support

May 2023 Adoption Begins

- By March 2024 the math adoption team will recommend to a math curriculum to adopt, that best supports SSFUSD students.
- Elementary Math Adoption Plan
- Secondary Math Adoption Plan

June 2023

- 2 Full Days at County Office reviewing curriculum
- Pilot Curricula

Pilot Process

Step 1 - Pilot curricula (7 weeks HS/12 weeks Elem & MS)

Step 2 - Snapshot meetings to Identify Strengths and Challenges

Step 3 - Collect & analyze student survey data (grades 6-12)

Step 4 - Collect & analyze teacher survey data

Step 5 - Analyze Strengths and Challenges data

Step 6 - Collect recommendations with rationales

Step 7 - District considers

- Data (Elementary, MS, HS)
- Recommendations and Rationales
- Possible Vertical Alignment
- Alignment to District Strategic Plan
- Alignment to Portrait of a Graduate

Step 8 - District makes recommendation

Mr. Brockmeyer reviewed the following:

Recommended Curriculum

Ed. Ser. recommends the adoption of Illustrative Mathematics (IM) published by Imagine Learning Classroom Kindergarten-Algebra 2.

He said, "When you have varying opinions from both sides you need to really wade through all of it and look at what had the strongest evidence and rationale attached to the frameworks." "...we started with middle school, that did seem to be the one that was the easiest decision to make, we then moved on to high school." "...elementary, especially the K-2, was something we debated heavily...and ultimately we decided on supporting one curriculum, K-12, would improve our probabilities of success."

Goals for 2024-25

Goal: All K-12 math educators are trained and provided ongoing support in implementing Illustrative Math (ILC)

Possible Barriers

- Time: Professional learning, collaboration, planning, Instructional time
- Capacity and competing priorities
- Instructional shifts
 - Academic discourse
 - Collaborative, equitable and inclusive instructional strategies

Next Steps

- Finalize multi-year implementation plan
- Update Scope and sequence based on new curriculum
- Support teachers as needed with the expected shifts of a new curriculum
- Coordinate with site administrators to provide tailored support
- Create family communication (webinars) as needed

Needed for Success

The team tried to talk to every single teacher of the piloting process and ask what they needed for support.

All Math Educators

- Provide introductory training for all educators, including para-educators
- Conduct ongoing training sessions
- Schedule teacher release days as necessary
- Effectively utilize district-wide professional development days.
- Offer coaching sessions on an as-needed basis
- Ensure the availability of teaching materials

Administrators

- Receive ongoing training
- Support site visits

Families/Students

- Receive ongoing communication
- Access to webinars and educational resources

All Stakeholders

- Patience and ongoing support
- Time

Summary

Teachers who use the big ideas approach and teach mathematics by way of carefully designed, intriguing investigations **see their students come alive through exploration and discovery; students see what math can do and are motivated to go deeper** as they experience their own math capability. **However, since most teachers did not**

learn math this way, they need support to rethink math teaching and acquire skills and strategies that result in the changes in practice vital to improving student learning.

- 2023 California Math Framework

Director Brockmeyer said even administrators has raised the issue of "...just making sure that they have what they need to support implementation, something we also heard very loudly and that there's clear communication. We can always improve communication, something we need to work on...when we look at the summary from the math framework, what we do know is that when students are actively engaged in the learning process, when they feel confident in their ability to master content standards in this case, math, that they will flourish in those mathematical classrooms..." "...looking at that data, looking at the framework, looking at our vision, we really do need to make a dramatic change in the way that we do business. We really do need to make some shifts to support all learners and we need to do a far better job of supporting our educators with those shifts."

The Board recessed at 8:27 p.m. for a break and reconvened at 8:37 p.m.

Student Trustee Wong left the meeting at 8:27 p.m.

Trustee Richardson said she was excited to hear of this form of social engineering starting earlier in children's lives. She thoroughly supports this adoption.

Vice President Anthony noted that most comments came from elementary schools. "And it was our higher performing schools in math and I'm trying to understand what they're seeing that our Title 1 schools are not seeing or vice versa." The Title 1 schools seem to support the new curriculum. Ms. Seigel replied that the four teachers, including one SpEd teacher, who strongly recommended Illustrative Math, were from Title 1 sites. "They were in the upper grades, so one of our two 5th grade teachers, two of our 4th grade teachers and one of our 3rd grade teachers were the ones that strongly recommended it. And then nine of our elementary teachers, rated it adequate. And we had actually a number of teachers that rated both of their programs adequate." "For the other elementary program, I-ready, there were more teachers that rated that one strongly aligned, only one of those represented a Title 1 site. All of the teachers that strongly recommended I-ready were in the kindergarten grades." Vice President Anthony said, "...if we're going to support something we have to support it right and what I'm seeing is that there's a big demand for better professional development around this. But if we don't adopt this, what's the alternative? What happens next year?" Ms. Seigel said, without an adoption, in the interim they would continue to

use Math Expressions. However, that program is so old, if it came up for consideration now, it would not have been adopted. Vice President Anthony asked how many curricula could have been piloted since there were only two to choose from. Ms. Seigel replied that pilot teams for all grades were asked to approve Illustrative Math, which was highly recommended. It is most closely aligned to the priorities, unlike other options that were considered. Vice President Anthony asked how hard it would be to support multiple curricula since several teachers indicated they were not going to use the program, which is disturbing. She asked if coaching and supporting is the TOSA job. Ms. Seigel said, "This year I haven't been actually able to work closely with teachers with Math Expressions because it's taken so much of my time to work on the pilot." "As Jason mentioned we haven't always had robust support for curriculum implementation. And I'll say the teachers in the pilot this year, I think they got more training and support in each of the programs than I received for some of the adopted curriculum I taught in the past. So we definitely believe we will need to do a lot more than we have done." Vice President Anthony asked about the ELLs and that Title 1 sites, with large EL populations, did not indicate there was a barrier. Ms. Seigel replied, "Illustrative Mathematics does have a number of supports for multi-language learners..." "...in time for next school year they have added additional language supports like language targets within lessons and they have reorganized the teacher and student materials. So hopefully, it will be easier for teachers to find all of the language supports, including sentence frames that are in the program." "...many of our Title 1 teachers did seem to think that it did meet the needs of their multi-language learners."

Trustee Hsieh acknowledged the hard work of the piloting program. "...I understand, there is no perfect curriculum. There are no one size fits all." While the District needs to make a decision, she asked how to address the teachers' feedback on where the curriculum falls short. TOSA Mullessary replied "...we've talked about the lack of support and the lack of supporting the shifts. And I don't know that we have done enough training to get there. So I think we need to follow the shifts to make sure that we're supporting that and making sure that people get the training." Dr. Hsieh then asked, "...how do we plan to address the perceived lack of respect for teachers' feedback in the decision making process? Because we can feel there is a mistrust in the environment." Director Brockmeyer said, "...I think [it] was clear we did get all the data. I know there's been questions around data being altered or feedback being altered and in all honesty the reason that was altered was really trying to take any personal identifiable information off. And that was really because of worries of safety. And you know, staff members reached out saying please don't let them know the way in which that I am recommending a curriculum, which was really

disheartening.” “We're all on the same team and trying to do our best.” He noted that everyone had the same data and had read and seen everything. While there is no clear decision and no perfect curriculum, they need to look at the strengths of the highly rated curriculum and how they can fill the gaps while believing the program can work. Dr. Hsieh asked if he believes the District is ready to adopt. Mr. Brockmeyer said, “...if we all work together, support each other, really think about thoughtfully how do we support our educators and complement this curriculum I believe we [can] co-implement anything successfully. However, we need to shift the way that we have traditionally done it, we have to prioritize it and provide that time to ensure that our educators are supported, that we can work together to identify where there needs to be more support in the curriculum and that we can then fill those needs.”

Trustee Murray expressed concern with the buy-in and asked about starting the implementation at the lower grades, and once that is going, then maybe continuing piloting at the high school level. Assistant Superintendent Keith Irish replied that all the current math curriculum is outside the eight-year adoption process. “We had to approve substantial dollars close to \$500K just for curriculum in support this year for our existing curriculum. So if we decided to delay and pilot other material, we would have to purchase existing curriculum again for next year. We spent close to \$60K this year for piloting math...” “It would shift some of our focus, we would have to make some adjustments in our professional learning plan, Strategic Plan, if that's what we need to do. But I want to caution if we do not make a decision tonight we are definitely delaying the process. Because we can't wait until the next Board meeting to make an adoption. We won't get the materials. We won't be able to set up training for the summer...” “So maybe the best thing is to step back, do more work around what we're talking about on the shifts, continue to pilot...that could be a possibility. But either way, if we make the decision to delay we won't be adopting anything new next year.” He wanted the Board to be aware of this.

Vice President Anthony asked if IM would prepare students for college. Mr. Brockmeyer said he believes staff can prepare students for college if there is a better job in supporting educators to make the shifts to support the students.

Dr. Hsieh asked about the possibility of continuing piloting. Mr. Irish said Ed. Ser. would be allocating money to support the pilot next year. Mr. Brockmeyer said it is important to understand that many voices were not being heard at this meeting, including some very strong voices and strong evidence supporting the program. “...looking at that feedback, looking at that data, looking at the rationales is what we're really concentrating on...” He said uplifting all voices and people

expressing their desire, but worrying about putting their name behind their decision is something to think about.

President Lujan thanked the team and teachers who participated. She asked what adequate support for teachers would look like. Ms. Mullassery reviewed the support needed for planning, collaborating, and training and making sure all materials arrive on time. Ms. Seigel agreed, but noted it is more complicated at the elementary level where she does not support math teachers specifically. “So training and supporting our site administrators is how to help support their teachers in the classroom.” “We’ve worked with three different IM administrators. Their content knowledge was really amazing, having ideally multiple days where teachers could plan a lesson, teach a lesson, and debrief it with those facilitators.” “They also offer training for coaches like us.” President Lujan asked if they delayed adoption, how that would impact the plan for middle school math. Mr. Irish confirmed it would not impact that plan.

President Lujan said she was very conflicted and this was no clear pathway to a decision that supports staff. She stated that this was not a reflection of the work TOSAs did. Mr. Brockmeyer said the TOSAs did everything possible to support the process. “And really, it’s been a little disheartening getting personal attacks on this. They have done everything they can to be transparent to share everything to respond to everyone and probably too much.”

Dr. Hsieh said it is not okay to attack and everyone works on this together. “It’s okay [if] we disagree with each other, but attacking is totally not our culture.”

O. PRESENTATION WITH POTENTIAL ACTION - None

P. CONSENT AGENDA

Senior Executive Assistant, Nalani Allen-Cantley, noted that on Item 2b, the form in the Board packet did not include an Athletic Director for SSFHS. Yesterday, Daniel Flores was chosen for the position and she will update the form before sending it to the CIF.

Since one Trustee was teleconferencing, all motions required a roll call vote.

MOTION #66 (Murray/Richardson) to approve Item 1a, Minutes to the regular Board meeting, March 28, 2024; 2a, SPSAs; Item 2b Designated representatives to CIF for 2024-25; Item 3a, Certificated Personnel Assignment Order; Item 3b, Classified Personnel Assignment Order; Item 4a, Purchase Order Listing, February 1 - 29, 2024; Item 4b, Warrant Register, February 1 - 29, 2024; Item 4c, Cash Receipts, February 1 - 29, 2024; Item 4d, Declaration of surplus items; Item

4e, Declaration of surplus items - SSFHS old auto shop: Item 4f, Gifts to the District, April 2024; Item 4g, 2023-24 fundraising events; Item 4h, Professional service agreements under \$25,000. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

ACTION

1. ADMINISTRATION

a. Resolution No. 24-34 for Asian American and Pacific Islander Heritage Month

Board Clerk Hsieh read the resolution.

MOTION #67 (Anthony/Murray) to adopt #24-34: Honoring Asian American and Pacific Islander Heritage Month. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

b. Approval of District's Updated Board Bylaw

MOTION #68 (Hsieh/Richardson) to approve District Board Bylaw BB 5127 and waiving of a second reading. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

2. EDUCATIONAL SERVICES

a. Approval of Imagine Learning Math Curricula

Vice President Anthony said "As you heard in our series of questions, I think we are trying to decide something that's going to make the median person sort of happy." "...we're making some people super-happy, we're making some people very disappointed." This is going to be a big shift and she does not "...want us to adopt something like this without knowing and fully committing to putting the money into the professional development it's going to take to do it." The adoption would be about \$5M plus another \$1M for training. "And I don't want to do it unless we're sure that we're going to find that money because we know that we don't have an unlimited budget."

Trustee Hsieh said she agreed with Trustee Anthony. She does not feel like there is a buy-in, it's 50-50, and she does not feel like she can commit. Without enough buy-in from the teachers, the program will not be successful. "I'm not ready to rush into this. I would like to have a little bit more time and [to] have our teachers have more time on this."

If the program is not adopted, she would like to "... continue piloting and provide adequate support so we are ready for the next move."

Trustee Richardson said the State believes the District is ready for this. She is excited to see the innovation in teaching the youngest students who are most open to understanding a new concept. "Everything has a component and you need to have a leap of faith. And yes, it's troubling to our teachers." Some will say why change something that is not broken. "And we've taken on full equity in mind and we have to work towards that goal as hard as it is." "We are here to innovate." "Because we know we can tap in early-on, and we have to take a step forward."

Vice President Anthony agreed with Trustee Richardson and the data shows that the current state is not working for all kids. "And, you know, I think not making the decision puts us in a position where we're going to continue to not serve all kids. And so potentially, either one could be great. Because either one is probably going to be better than what we've got now."

Trustee Murray said she would like to see more consensus. "I want the adoption of the new curriculum to be successful. And when you have half of the teachers that participated in the pilot saying that they don't want this curriculum, I don't think at this point in time that it can be successful."

Dr. Moore thanked the Board for listening to all the concerns raised to make sure the District will adequately serve all our children well. She said, "I want to remind us, we made a bold and innovative Strategic Plan and part of this work means we have to be willing to evolve, to adapt to change. Change is hard. Change is uncomfortable. But if we keep our focus on what is best for students and taking in the perspectives of our entire community, which I think the Board is doing, ...I want us to remember that not everything that we are going to do or implement is going to be easy for everybody. We will never get 100% of the people, 100% supportive of everything that we're trying to do. So whatever the decision is tonight, we are going to take direction from the Board and we will do everything we can to make it successful for our teachers and our families and our paraprofessionals and classified staff and we will keep students at the center of that. All of us are here in deference to children but I want us to also remember, when we are not, if we are comfortable all the time, we are not growing." "And so there are going to be things that we are going to be asking to do, we have to make some shifts. We are looking at our data. And we have incredible staff here who believe in our children. I believe that they believe. And yet what we are doing based on our data is not serving all students, particularly those who are most marginalized. And so I want

us to always come back to our equity policy. We don't want predictable results. Since I've been here we can predict results based on students' demographic socioeconomics. We are also going to have to be bold in our decision making and what we are doing to move forward, in order to really serve all students well, like I know our entire community wants to do."

President Lujan agreed something needs to shift. "Our student performance data shows there are opportunity gaps." "I think our staff needs more support with the framework behind what informed this curriculum. I would like to see more buy-in. Yes, change is hard." "So I think with more support, with understanding the framework, I believe after the pilot we may come back with the same recommendation but more support, or we may come back with different recommendations. But I do think there needs to be more foundational understanding as to why. I know we have amazing teachers dedicated to supporting every single one of our students."

MOTION #69 (Anthony/Richardson) to approve the purchase of Imagine Learning curriculum and professional training for grades Kindergarten through Algebra 2. (AYES: Anthony, Richardson; NOES: Hsieh, Lujan, Murray). Motion Failed on a 3-2 vote.

b. Approval of We Can Work (WCW) Agreement and Adoption of Resolution #24-03

MOTION #70 (Richardson/Hsieh) to approve the WCW agreement for the 2024-25 to 2026-27 school years, authorizing the District representative to sign the contract authorization form for the Department of Rehabilitation, and adoption of resolution #24-03, authorizing designated District personnel to sign documents. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

3. HUMAN RESOURCES

a. Approval of the GeoVisions J-1 Visa Exchange Visitor Program Host Agreement for 2024-25

MOTION #71 (Murray/Hsieh) to approve the GeoVisions J-1 Visa Exchange Visitor Program Host School/District Agreement for the 2024-25 school year to enhance recruitment and hiring strategy for Special Education teachers and paraeducators aligned to the District's Strategic Plan for 2024-29. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

b. Approval of a SMCOE/Alder Graduate School of Education Teacher Residency Agreement for 2024-25

MOTION #72 (Anthony/Hsieh) to approve the SMCOE/Alder Graduate School of Education Teacher Residency Program agreement for the 2024-25 school year for two Teacher Resident Candidates and two Teacher Residency Mentors placed in District Title 1 elementary schools. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

c. Approval of Human Resources Director for Unrepresented Classified Management Position and Job Description

MOTION #73 (Murray/Hsieh) to approve the Director of Human Resources Unrepresented Classified Management position and job description to assist in planning, organizing, directing, and administering critical aspects of employee and labor relations along with other duties as assigned. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

d. Approval of a Provisional Internship Permit #1

MOTION #74 (Hsieh/Murray) to approve a Provisional Internship Permit for Janel Anderson, a certificated employee at Alta Loma MS. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

e. Approval of a Provisional Internship Permit #2

MOTION #75 (Hsieh/Murray) to approve a Provisional Internship Permit for David Jimenez, a certificated employee at Alta Loma MS. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

f. Approval of a Variable Term Waiver

MOTION #76 (Hsieh/Richardson) to approve the Variable Term Waiver for Anne Tricia Baltazar, a certificated employee at Los Cerritos ES, retroactive to April 1, 2024. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

3. BUSINESS SERVICES

a. Approval of the Proposals with Edgeworth for the Spruce ES Audio Systems Upgrade

Vice President Anthony said the bid seems to be on standard wage vs. prevailing wage and it does not include the cost for renting risers and asked if the bid would be different if it included those things. Assistant Superintendent Ted O replied they confirmed with Edgeworth that a mistake was made under certification exclusion and the bid is now at State prevailing wage rates. They have already submitted an updated agreement for this which includes the lift and everything needed to do the work. He said the District received a discount so the new amount is \$29,727.70.

Trustee Richardson asked if this item is part of the bond program. Mr. O said it is a Facilities project.

MOTION #77 (Anthony/Richardson) to authorize Business Services to accept the proposals with Edgeworth, in the updated amount of \$29,727.70, for the Spruce ES audio systems upgrade. (AYES: Anthony, Hsieh, Lujan, Murray, Richardson; NOES: None). Motion Carried. (Unanimous)

REVIEW OF FUTURE AGENDA ITEMS AND MEETINGS *(subject to change)*

Trustee Richardson asked about the Genentech litigation settlement on taxation and how it impacts SSFUSD. President Lujan replied that staff currently does not have the information, but when it is available she will work with Dr. Moore to add a closed session item since it is litigation.

May 9, 2024

- Recognition for outgoing Student Trustee Wong
- Teaching and learning presentation - SSFHS
- Approval of the Board meeting calendar for the 2024-25 school year
- Approval of Health Connected MOU for 2024-25
- Approval of Graduates and Certificates of Completion - Baden HS, ECHS, SSFHS, and Adult Ed
- Resolution for Fund 11 and Fund 14 account balances
- Approval of MOU with Legarza Sports for 2024-25
- Approval to continue contracts with Non Public Agencies (NPAs)

May 11 2024 – Special Meeting/Board Workshop *(District Office)*

- Board self-evaluation

May 23, 2024

- Teaching and learning presentation - Alternative Education
- Presentation on the Facilities Department
- Approval for destruction of Disposable Class 3 records
- Information on May revision of the Governor's 2024-25 budget
- Approval for 5th graders to attend SMCOE Outdoor Education

- Approval of the agreement with Remind for the 2024-25 school year
- Approval of the agreement with Newsela for the 2024-25 school year
- Approval of the agreement with BeGlad for the 2024-25 school year
- Approval of the agreement with SMCOE for Center for Learning Data Sharing
- Approval of Bill Savidge Facilities Consulting agreement for 2024-25
- Resolution in support of LGBTQ+ Pride Month (June)

June 6, 2024

- Presentation on 2024-25 LCAP draft plan
- Presentation on 2024-25 Preliminary Budget
- Presentation on Special Education School Services Study
- Approval of Dairy Products IFB Rollover for 2024-25
- Approval of Fresh Produce RFP Rollover for 2024-25
- Approval of the Distribution of Processed USDA Foods Bid Rollover for 2024-25
- Approval of Commercial Food and Supplies award for 2024-25
- Public Hearing 2024-25 LCAP draft plan
- Public Hearing 2024-25 Preliminary Budget
- Approval of Local Indicators
- Approval of SMCOE Induction Program agreement for 2024-325
- Approval of Literably contract for 2023-24
- Approval of updated Board Governance Handbook
- Approval of Board of Trustees Compensation increase for 2024-25
- Approval of Skyline Middle College MOU for 2024-25
- Approval of Scoot Education MOU
- Resolution on Budgetary increases and year end transfers

June 20, 2024

- Presentation on YSB Counseling and Safe School Advocates Services and approval for 2024-25
- Presentation on SLO MOU with student data
- Presentation and approval of Board priorities for 2024-25
- Information on Daybreak Mental Health and approval of MOU
- Approval of SMCOE Outdoor Education dates for 2024-25
- Approval of Paper Education Company agreement for 2024-25
- Approval to increase facility use fees for 2024-25
- Approval to increase District rental/leasing rates for 2024-25
- Adoption of 2024-25 LCAP
- Adoption of 2024-25 Preliminary Budget
- Approval to continue NPS contracts for 2024-25
- Resolution on Education Protection Account Funds

SUMMARY OF BOARD DIRECTIVES - None

GOOD AND WELFARE

Trustee Murray said she had attended a few meetings, but she did not want to talk about them because she felt bad about all the work that was put into the math adoption. She feels like more work needs to be done. “But I just want to let you know that I appreciate everything you have done, and I appreciate all of you.”

President Lujan echoed what Trustee Murray shared. “We're grateful for the effort that everyone put in. And that, since it was a sad meeting, I'm just going to adjourn.”

ADJOURNMENT - 9:45 p.m.