

Board Meeting 02/13/2025

This survey will be turned off at 3:00pm 02/13/2025, no late entries will be accepted.

Name:

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Address/Affiliation:

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Is this for Open Session or Closed Session?

☒ Open Session

☐ Closed Session

What is the agenda item(s) you would like to discuss?(To comment during the meeting, you must first complete a speaker card.)

None

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Comments:

I learned that Los Cerritos has closed its library for testing for the entire month of February. I also heard that it happened because there is not enough space at the school. Library time is something my kids love: listening to stories, picking out books to bring home. It's bad enough that LC doesn't have their promised new library yet (not even a construction date), but now it's being repurposed because there are no spare rooms to test students in? A whole month - I bet that's not happening at other campuses. Why is Los Cerritos always left behind?

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Name:

Leah Lents

Address/Affiliation:

TOSA

Is this for Open Session or Closed Session?



Open Session



Closed Session

What is the agenda item(s) you would like to discuss?(To comment during the meeting, you must first complete a speaker card.)

Strategic Staffing Plan

Comments:

I respect the district's intent to use instructional coaching to support teacher retention and growth. However, the Strategic Staffing Plan does not mention that this includes the removal of several TOSA positions, as HR informed us.

When I was a first-year teacher, I was coached by multiple TOSAs and my BTSA mentor at Parkway—support that was invaluable because they understood my school and students firsthand. Eliminating four TOSA positions while adding four coaches doesn't solve the issue; it simply shifts responsibilities without reducing workload.

Additionally, the new instructional coaches will focus on Title I elementary schools, even though most eliminated TOSA roles serve secondary schools. This creates a major support gap for secondary educators and students while making it difficult to fill these new positions, as secondary TOSAs may not be qualified to support elementary teachers effectively.

Another concern is outsourcing the coaching model's development to PSI. Instead of listening to district staff feedback, we are paying an external company unfamiliar with our community. This model is unlikely to succeed if TOSAs are not directly involved in its creation.

The exclusion of Ed Tech support from the plan is also concerning. Recent initiatives—including AI professional development, Technology Skills and Digital Citizenship in the Portrait of a Graduate, and other projects—highlight the increasing need for Ed Tech leadership. Cutting an Ed Tech TOSA position undermines these efforts, leaving one TOSA with an unsustainable workload. With technology integrated into every grade and subject, this decision weakens the district's commitment to digital literacy, teacher support, and equitable access to technology resources.

I urge you to:

- Reevaluate eliminating TOSA positions to ensure instructional support for both elementary and secondary educators.
- Retain all TOSA roles to uphold high-quality curriculum, technology integration, and educator support—or at least find ways for displaced TOSAs to continue their work.
- Delay approval of the Staffing Plan until the coaching program is clearly defined and developed with Ed Services staff input rather than outsourced.

Thank your for your time.

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Approval of Job Descriptions

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Comments:

The positions listed on the chart in the "Staffing Overview Slides" (36-38) do not match the positions being proposed for approval in the board agenda, which is extremely confusing. The positions "Director of Curriculum, Instruction, and Assessment" and "Director of Data, Educational Technology, and Accountability" are not explained on slide 36 of the slides. Please make sure the new organization of the district office is clear before approving new positions.

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Name:

Concerned Person

Address/Affiliation:

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☐ Closed Session

What is the agenda item(s) you would like to discuss?(To comment during the meeting, you must first complete a speaker card.)

Leadership

Comments:

Dear Board Of Trustees

I'm writing to share my concerns about the president's attack on public education. As of February 11, 2025, the White House put out an executive order that targets transgender students and punishes teachers for teaching the truth, even when it's based on facts and research. What will this district and its leaders do to protect educators?

Also, I looked into one of your high school principals and saw that they came from a private school overseas. That worries me because I found some concerning things about their past leadership. A former staff member on Indeed.com called the management "under qualified and vindictive." A Reddit user, JasperReign, said working there was a "nightmare" and that the leadership was "untrustworthy," even saying they had to record conversations because they couldn't trust what was said.

How do we know teachers and staff here will be protected? How can we be sure the leaders you hire will actually support public education? The next four years need strong leadership, people who know this community, understand public schools, and will stand up for the hardworking staff who keep this district running. This is not a place for vindictive leaders.

Has this principal improved, or are staff still dealing with the same problems? What has he done to support equity in a real way, instead of just saying the right words without action? These are serious concerns that deserve honest answers.

I ask these questions as a community member who will be looking to possibly enroll their child in SSFHS in the coming years.

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Name:

Mary Musallam

Address/Affiliation:

65 Plymouth Circle

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☐ Closed Session

What is the agenda item(s) you would like to discuss?(To comment during the meeting, you must first complete a speaker card.)

Approval of Strategic Staffing

Comments:

After looking over Dr. Moore's plan, I have some concerns about the \$2 million dollars that will be spent to implement strategic staffing. As a teacher for the district, we have been asking for real professional training, and not train the trainer, and we have been told over and over again, that there is no money. How do we have money for this? The money should be spent benefiting all of our students. The teachers and support staff make the biggest impact, not directors who do not even visit our classrooms or schools. We need to be trained on the Science of Reading, and the new math framework. The money will be better spent supporting teacher training than additional district positions.

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Name:

Michael Gassaway

Address/Affiliation:

Parent/ SSFUSD Social Science TOSA

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Open Session



Closed Session

What is the agenda item(s) you would like to discuss?(To comment during the meeting, you must first complete a speaker card.)

Stretigic Plan

Comments:

I appreciate the opportunity to provide feedback on the District's reorganization and strategic plan. While my position is directly impacted, my concerns extend beyond my role as the Social Science and Ethnic Studies TOSA. As a teacher, resident, and parent, I worry about the long-term effects of these changes.

As the Social Science and Ethnic Studies TOSA, I have worked to align curriculum across sites, collaborating with multiple teams to create assessments, develop a common scope and sequence, and revamp Ethnic Studies courses. Removing this role signals a lack of commitment to Ethnic Studies and Social Science, especially with upcoming state mandates requiring Ethnic Studies courses. Additionally, this decision undermines support for secondary teachers as they prepare for new graduation requirements in Financial Literacy.

Beyond Social Science, eliminating four of five secondary TOSA positions leaves teachers without a clear support system. This contradicts the District's Five-Year Strategic Plan, which aims to empower educators. Without structured coaching, we risk lower engagement, retention, and professional development.

I also question the prioritization of new leadership positions over direct teacher support. While strong leadership is important, teachers require resources and fair compensation to remain in the District. Many talented educators, including my own brother-in-law, have left due to low pay and limited growth opportunities. Without systemic change, we will continue to lose dedicated teachers, impacting student success.

I urge the District to reconsider eliminating the Social Science and Ethnic Studies TOSA and the Technology TOSA. The coaching program should also be further developed before implementation. The TOSA team brings valuable expertise, and I hope our voices are heard before these changes are finalized.

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Name:

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Address/Affiliation:

teacher

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Closed Session

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Comments:

I am a member of the district's AI committee and have worked with our amazing tech tosas Gen Chan and Leah Lents on many different technology initiatives. I recently reviewed the January 24, 2025, Board Policies and Bylaws Committee meeting and noted the policy stating that "students must have access to the latest digital tools and receive instruction that allows them to positively engage with technology." It also specifies that "students shall be allowed to use such technology, including AI, in accordance with district policies."

Given this, I would like to ask: What are the district's current policies on AI, and how can we increase awareness of them for students and teachers? Many students are already using AI, and they need clear guidance on how to do so responsibly.

I encourage the Board and Cabinet to put technology at the forefront of our district's priorities and conversations as our teachers and students are trying to keep relevant to new technologies for learning. Our staff needs training around using AI but also on many other digital tools that can enhance our teaching and keep SSFUSD up to date and an amazing place for students to learn. Thank you.

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Comments:

Good Evening Board,

I want to share my frustration with the leadership at my school, especially the principal. Since the school year started, he has been very defensive when teachers bring up concerns. Many of these teachers have been here much longer than he has, yet he does not seem to listen to them.

Staff morale has dropped because of this. Teachers bring up concerns in a respectful way, hoping to find solutions together. But instead of listening, the principal reacts defensively and refuses to consider other opinions.

At the most recent admin council meeting, teachers talked about student behavior and truancy. They wanted to find ways to help students stay in class. But the principal ignored the bigger issues and just blamed the teachers. He did not seem willing to explore different solutions.

For someone with years of experience as an administrator, I expect better. A good leader listens, works with staff, and values different ideas. But he acts like he is always right, and that is not good for our school. I hope the board addresses this issue soon. From what I have seen, I do not believe he will change or listen to experienced staff.

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Name:

Nahal Pacheco

Address/Affiliation:

SSFUSD- ML TOSA

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Closed Session

What is the agenda item(s) you would like to discuss?(To comment during the meeting, you must first complete a speaker card.)

Resource Allocation & Strategic Staffing

Comments:

This reorganization lacks funding for ELD teachers at Title 1 sites. The district has not followed through on its promise to provide funding for ELD teachers at the other three Title 1 schools, despite the success of the pilot program at Spruce. Nahal has been involved at Spruce for 11+ years. We added two ELD teachers: one district-funded and one site-funded, as one teacher was insufficient for the program's success. This decision has had a direct, positive impact on our students, with ELPAC administrators praising the preparedness of our students, including one year 2 newcomer who scored almost perfectly on the test. Students are more confident and participating across subjects, and this success extends to newcomers as well.

Our ML TOSAs support GLAD, training teachers and aiding implementation. Cutting ML TOSAs would remove district support for these strategies, where over 100 teachers are trained across all sites in our district. These strategies create a positive learning environment in classrooms where students engage in metacognitive thinking, collaboration, and take responsibility for their own learning. Expanding this support is crucial to ensure teachers who were trained can continue collaborating, planning, and implementing strategies effectively.

ML TOSAs support with identification, scheduling, platform management, testing, coaching, and PD. This loss would create an even greater gap in meaningful support for secondary educators, who already struggle to differentiate instruction for MLs.

We understand the challenges of budgeting and the efforts behind the reorganization, but we question whether prioritizing ELD teachers and robust IELD/DELD programs with recursive PD on effective strategies would have a greater immediate impact on our students. Generalized instructional coaching is valuable when programs are well-supported, but sites that have requested ELD teachers may not be as excited about receiving an instructional coach instead.

We are concerned that these decisions undermine the progress we've made in making classrooms more equitable. We need additional support and accountability to improve ML programs, not less.

Thank you for this opportunity. We hope further discussions take place before decisions are finalized.

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Name:

SSFUSD Teacher

Address/Affiliation:

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What is the agenda item(s) you would like to discuss?(To comment during the meeting, you must first complete a speaker card.)

K + O

Comments:

Dear Members of the School Board,

I'm reaching out because I'm really concerned about the plan to cut the second Educational Technology Teacher on Special Assignment (TOSA) position in our district. Getting rid of this role would be a HUGE mistake. Our students are already behind in digital skills, and we should be doing more, not less, to prepare them for a tech-driven future.

We live adjacent to Silicon Valley, a place known for innovation, yet our students are falling behind in digital literacy, AI awareness, and responsible tech use. Social media, misinformation, and online safety are big issues, and without someone dedicated to teaching these skills, our students will struggle even more.

The Ed Tech TOSA helps both students and teachers navigate technology in a meaningful way. This role is essential for integrating digital tools into classrooms, supporting teachers with training, and making sure students learn how to use technology responsibly. If we cut this position, who will fill that gap? Teachers are already stretched thin, and expecting them to take on this extra responsibility isn't realistic.

On top of that, eliminating this position goes against our district's own goals of preparing students for the modern world. We should be expanding tech education, not taking it away.

I strongly urge you to rethink this decision. Keeping this position ensures that our students are ready for the future and have the skills they need to succeed. Please support them by keeping the Educational Technology TOSA in place.

Thank you for your time and for considering what's best for our students. I hope you'll make the right choice.

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☐

Open Session

☐

Closed Session

What is the agenda item(s) you would like to discuss?(To comment during the meeting, you must first complete a speaker card.)

"Resource Allocation and Strategic Staffing"

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Comments:

I strongly urge the board to reconsider the decision to eliminate our only Social Science and Ethnic Studies TOSA. Removing this position leaves 6-12 Social Studies teachers without the essential support of TLT (Teacher Leadership Team) meetings, which have been vital for collaboration and the continuous improvement of curriculum and instructional practices. Additionally, with the upcoming high school graduation requirement for Ethnic Studies by 2030, this decision is particularly troubling. Without a dedicated leader for the Ethnic Studies program, there will be no one to guide the development, coordination, and implementation of this crucial curriculum. This decision puts at risk our ability to effectively prepare students for the future and support teachers in providing the best possible education in these important subjects, especially in these uncertain and challenging political times.

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Name:

Community Member

Address/Affiliation:

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What is the agenda item(s) you would like to discuss?(To comment during the meeting, you must first complete a speaker card.)

K & O

Comments:

I am writing to urge you to reconsider the proposed elimination of the Social Studies Teacher on Special Assignment (TOSA) position in our district. At a time when civic literacy, critical thinking, and understanding of government are more crucial than ever, removing this position would be a disservice to our students and to the mission of public education.

We are living in an era where misinformation spreads rapidly, civic engagement is declining, and many young people lack a fundamental understanding of how our government functions. Social studies education is not just about memorizing historical facts; it is about preparing students to be informed, active participants in democracy. Without a dedicated TOSA to support teachers in this vital area, we risk leaving our students unprepared for the complexities of the world they will inherit.

The Social Studies TOSA provides essential professional development, curriculum support, and instructional guidance that help teachers bring history, government, and current events to life in meaningful ways. This role ensures that social studies instruction remains rigorous, relevant, and aligned with best practices. Removing this position places an even greater burden on already overextended teachers and weakens the district's commitment to fostering responsible and informed citizens.

Furthermore, cutting this position contradicts our district's stated priorities of preparing students for college, career, and civic life. If we want our students to be engaged, critical thinkers who understand their rights and responsibilities, we must continue to invest in high-quality social studies education.

I strongly urge you to reject the proposal to eliminate the Social Studies TOSA position. Instead, let's reaffirm our commitment to equipping students with the knowledge and skills they need to navigate an increasingly complex world. Please make the right decision and ensure that this vital role remains in place.

Thank you for your time and for considering what's best for our students and their future.

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Name:

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Address/Affiliation:

teacher

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Open Session



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What is the agenda item(s) you would like to discuss?(To comment during the meeting, you must first complete a speaker card.)

staffing

Comments:

As a classroom teacher, I know firsthand how difficult it can be to keep up with ever-changing technology while also managing lesson plans, grading, and student needs. Teachers are expected to integrate technology into their instruction, and be experts in supporting students but without proper support, this becomes overwhelming.

Our Tech TOSAs Leah & Gen, provide hands-on support—they train teachers, help us troubleshoot issues, and help integrate technology into real classroom situations. One TOSA for 500 teachers is simply not sustainable. I, personally, have learned so much from both of them and hate to think how other teachers may not be able to access a TOSA because there is only one.

If we want our teachers to successfully prepare students for a digital world, we have to invest in personnel who can provide the guidance and training they need. I urge the Board to consider keeping or expanding the technology support through Tech TOSAS so that teachers can focus on teaching, not just figuring out technology on their own.

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Name:

Teacher

Address/Affiliation:

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What is the agenda item(s) you would like to discuss?(To comment during the meeting, you must first complete a speaker card.)

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Comments:

I am deeply concerned by the district's decision to eliminate TOSA positions held by community members while simultaneously giving raises and bonuses to directors, the superintendent, and other leadership, and hiring expensive consultants.

How can the district justify cutting positions that directly support students, while increasing compensation for administration and outsourcing services? I urge the Board to question the superintendent on these priorities and demand a clear explanation.

This is a matter of accountability to the community and our students.

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Comments:

Technology is evolving at an alarmingly fast pace, and artificial intelligence, automation, and digital learning are becoming a fundamental part of education, something that the majority of teachers are not up to date in to even start supporting our students. Our students will graduate into a world where AI will be, or already is, part of nearly every industry, yet, we are not preparing our students to ensure they are college and career ready.

Teachers need expert guidance to learn about all the emerging technologies responsibly and integrate numerous tools into their curriculum. Without dedicated teacher support around technology (and this includes both IT and TOSA support), we risk falling behind other districts that are already embracing these advancements.

If we want our students to genuinely embrace the Portrait of a Graduate, we must invest in the right support. I urge the Board to prioritize technology - devices, TOSAs, policies etc, so we can prepare students for the realities of tomorrow's workforce.

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What is the agenda item(s) you would like to discuss?(To comment during the meeting, you must first complete a speaker card.)

coaching

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Comments:

I have deep concerns and many questions about the coaching program that is being proposed. Do we have a coaching framework in place so that coaches that are hired are highly qualified? From what I understand, there has only been one meeting to plan for a coaching program so why are we spending money on assistant superintendents, directors and coordinators for a program that is not even built yet? What research has been done by our district office administration around coaching? What is the district's understanding of coaching? Can DO admin, including our superintendent, model what coaching looks like? Will teachers be compensated for their time when they are meeting with coaches? Title 1 teachers already have additional tasks added to their workloads simply by working at a Title 1 school and while coaching could be extremely beneficial if done correctly, this doesn't magically create time in a teacher's day to participate. Typical of this district, this plan is not fully thought through or developed and I would like to see a comprehensive proposal of a coaching program before the district decides to move forward.

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Name:

Megan Connery

Address/Affiliation:

ECHS

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What is the agenda item(s) you would like to discuss?(To comment during the meeting, you must first complete a speaker card.)

Elimination of Tech TOSAs

Comments:

I would like to address the elimination of the Tech TOSA position. I have personally utilized their assistance since Genevieve Chan started as the SSFUSD Educational Technology Specialist in the 2015–2016 school year. Gen always responds to any of my emails immediately. She helped me with sharing Google Docs with my student teacher way back in 2018.

The Tech TOSAs were incredibly important during distance learning. They worked with teachers who barely knew how to check their emails to help them get on Zoom. The Tech TOSAs worked on a Distance Learning Hub for families during the pandemic, which also helped the teachers as well. I could not imagine how impossible distance learning would have been with them. The Ed Tech Newsletter was so important, with lots of links and troubleshooting suggestions.

They have had to train all of the teachers on the new grading system on Infinite Campus after School Loop was taken away. At the beginning of the school year, I personally worked with Gen to find the errors in IC so that teachers don't waste time having to correct their grade books. I always seem to find the IC problems, and Gen immediately gets back to me with a solution.

This year, I joined the District's Tech TLT, and I was able to see how well Gen and Leah work together on technology training for the whole district. They both do so much behind the scenes that we teachers don't know about until something doesn't work. They have worked so hard on the Scope and Sequence for teaching our students the various technology used in the district.

I could continue endlessly, but my public comment allotment is only 2300 characters. Don't eliminate the Tech TOSAs; their absence will leave us completely lost.

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Name:

Genevieve Chan

Address/Affiliation:

Ed Tech TOSA

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What is the agenda item(s) you would like to discuss?(To comment during the meeting, you must first complete a speaker card.)

Resource Allocation & Strategic Staffing

Comments:

I have dedicated 20 years to SSFUSD—10 as a classroom teacher and 10 as an Educational Technology TOSA. I love this community, the educators, students, and families, and have navigated many district changes with flexibility. However, recent decisions compel me to speak up for my position and the importance of technology in our schools.

Since 2019, the Ed Tech TOSA position has been cut 3 times, making meaningful technology integration nearly impossible. This pattern sends a clear message that technology is not a priority, despite its impact on every subject, teacher, and student.

In this role, I have supported TK-12 teachers, students, and families through model lessons, workshops, and training on essential technology tools including Google apps, Infinite Campus, and digital citizenship. I also collaborate with IT and Ed Tech teams to improve policies and communication. In partnership with Common Sense Education, I created a responsible use policy and digital citizenship curriculum for the district.

Alongside my Tech TOSA counterpart, Leah Lents, we have led three teacher leadership teams focused on technology, developed AI guidelines, revised digital citizenship lessons, and supported all staff in using Infinite Campus. We have also presented at 7 schools to educate families and hosted workshops for educators. Eliminating an Ed Tech TOSA would make this work unsustainable.

Our district's Portrait of a Graduate highlights technology literacy as a critical skill. Technology is the only subject explicitly named in the POG, yet cutting a Tech TOSA contradicts this commitment.

A significant issue is the lack of understanding of the TOSA role. TOSAs provide direct student- and teacher-facing support, ensuring district initiatives align with classroom needs. The TOSA team's strength is our cross-subject collaboration and our commitment to supporting teachers while keeping students at the forefront. Cutting TOSA positions weakens the entire Ed Services team and leaves large groups without essential support.

I urge the board and cabinet to reconsider these cuts. The TOSA team is vital in implementing technology and curriculum, and eliminating TOSA positions will have lasting consequences for teachers and students.

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Comments:

I am writing to emphasize the importance of social science education in developing well-rounded, informed, and empathetic students. Strengthening social science curricula and creating pathways that reflect our community's diverse histories and cultures is essential, especially in our current political climate. Michael Gassaway, our district's Social Science TOSA, has supported our team in aligning curriculum and assessments across all middle schools, where as before we've had district support, the Social Science departments at each site all made their own decisions based on our own beliefs and practices.

I was especially excited to learn about new requirements for an Ethnic Studies pathway, which I hope will also affect middle school. These courses help students explore the histories and contributions of various racial and ethnic groups, fostering inclusivity, empathy, and critical thinking about issues of race, identity, and social justice and we are a district need to support Ethnic Studies and way beyond a few courses in high school.

Increased support for social science programs will encourage students to engage in meaningful dialogue and develop a deeper understanding of the world, preparing them to be thoughtful, informed citizens.

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Comments:

The district continues to talk about how we're an equity centered district but nearly every action taken by the District Office and the Board does not show that we have a common understanding of equity in many areas, but tonight I want to mention technology. With the increase in technology use including becoming a one to one district, using a vast variety of technology tools, the use of AI and more, the digital divide is only widening and we as a school district are encouraging and supporting this divide when we don't prioritize technology as an integral part of learning. We need more professional development around technology use, digital literacy and tech tools including AI. Our tech tosas Leah Lents and Gen Chan have been providing us with training on so many digital tools, including leading teams of teachers to learn about AI and how we can keep our students safe. The job is too big for just the two of them - we need more support around technology! If we are an equity centered district, why isn't there more support for our Title 1 schools specifically around technology, rather than having two people support 14 schools?

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Open Session



Closed Session

What is the agenda item(s) you would like to discuss?(To comment during the meeting, you must first complete a speaker card.)

Restructure/Aligning priorities

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Comments:

As a parent with kids who have attended multiple schools in the district, I wanted to share some thoughts about the information I see on the restructure and coaching model on the website. I think the idea around coaching can really help staff. But honestly, I feel it's even more important that our school leaders especially our high school principals get coaching too BEFORE coaching their staff.

I've had experiences with different principals over the years, and I've also heard a lot of feedback from other parents. I have concerns about the principal at our high school. There's very little communication with families, and when there is, it can sometimes come across as condescending, like parents are being talked down to. A lot of times it feels like we're just expected to already "know" what's going on, but we don't.

What's disappointing is that this principal was the assistant principal at the same school before. I thought that would mean he'd have a strong connection with students and families, but since becoming principal, it feels like the school's pride and sense of community have declined compared to when our daughter who graduated in 2019 was there. Her principal was so involved! There seems to be a disconnect, and there's not much effort to engage or bring the community together.

On top of that, the assistant principals also seem to reflect this same lack of leadership. It feels like their approach is inconsistent and at times dismissive, which I believe comes from not having strong direction from the principal.

I'm sharing this because I truly believe that strong leadership can transform a school. I hope the district will prioritize coaching and support for our principals, especially at the high school level. Please consider making this a focus.

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Board Meeting 02/13/2025

This survey will be turned off at 3:00pm 02/13/2025, no late entries will be accepted.

Name:

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Address/Affiliation:

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Is this for Open Session or Closed Session?

☒ Open Session

☐ Closed Session

What is the agenda item(s) you would like to discuss?(To comment during the meeting, you must first complete a speaker card.)

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Comments:

Concerns at Los Cerritos Elementary

Why is the principal, Karen Hong, not required to evaluate probationary teachers, as required by law, but then chose to non-re-elect one of the teachers and offer a higher position to another unevaluated teacher? As a parent I have noticed there is a huge difference between last year and this year when it comes to the school morale. Los Cerritos has already lost so many of our wonderful teachers and it is very stressful and sad to see teachers affected by the new principal. Why doesn't Dr. Moore care more about Los Cerritos?

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