

Board Meeting 04/10/2025

This survey will be turned off at 3:00pm 04/10/2025, 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.)

Salary

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Comments:

As someone who deeply believes in the mission and potential of this district. I've committed myself to shaping students into learners, leaders, and contributors to their communities—something we all recognize as the foundation of our Portrait of a Graduate.

But here's the truth that needs to be heard: it is profoundly hypocritical for this district to promote a vision as ambitious as the Portrait of a Graduate, while continuing to place its educators—teachers and counselors (like myself)—into incorrect, unfair, and uncompetitive salary brackets.

How can we be expected to prepare students to learn, thrive, navigate, and impact, when we ourselves are not thriving? When many of us are working multiple jobs, sacrificing our own well-being, and still not being heard? It's not just disheartening—it's unsustainable.

Every day we give our best to create safe, rigorous, and inspiring learning environments. We carry the emotional, academic, and social weight of our students. Yet, in return, we're met with misclassification, under-compensation, and a system that makes it incredibly difficult to voice our concerns and be taken seriously.

So I ask you: while we craft this beautiful, aspirational vision of a graduate—what does your Portrait of an Educator look like? I hope it encapsulates the realities of educators in this district and not just an idealistic vision of an educator.

We are not asking for luxuries. We are asking for fairness. For dignity. For the ability to do our jobs without the constant stress of financial instability or the pain of being overlooked by the very system we work tirelessly to uphold.

If you truly believe in the future of our students, then invest in the people who make that future possible.

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Comments:

I have read the repetitive comments regarding South City's new principal, Mr. Lothschutz, and I feel that it's time to speak up. It seems that some of the comments have become petty and are approaching the line of bullying, from what looks like, a small number of staff. I hope the Board can see through this.

We all have an important role in supporting the success of our principals and school administration. In my experience as a parent, He has been visible, positive, and approachable and he deserves a chance and authentic communication. If there are legitimate concerns, we can address them professionally and constructively with the leadership team not through anonymous public comments, which are neither positive nor helpful. Let's focus on building a supportive and collaborative environment where we encourage one another and work together as a team to help everyone succeed.

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Name:

Aristel de la Cruz

Address/Affiliation:

SSFHS

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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.)

Comments:

Good Evening Board of Trustees,

I am providing comment in support of myself and my colleagues in ensuring that we are compensated fairly and with consideration to the rising cost of living in the Bay Area. I enjoy working with my colleagues and do not want them to leave to another district. Likewise, I, too, wish to remain in a district that can pay its staff wages that will allow them to, one day, buy a home. I have over ten years in this district and have gotten to really understand the students and their community. This connection is important to maintain as it informs my teaching and in making curriculum relevant to the students. Responsive educators are critical to achieving equity and all the core elements of the Portrait of the Graduate. Please keep this in mind when coming to a contractual agreement that will ensure SSFUSD retains quality staff.

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Ssfusd

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Comments:

Please approve a contract that is respectful to all the hard work of school staff. There is a teacher shortage nationwide and retaining well trained and experienced teachers is of the utmost importance.

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Comments:

I support the teachers. They work hard everyday. Pay them what they are worth.

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Name:

Lauren Allard

Address/Affiliation:

Westborough

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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.)

I taught adapted physical education and filed a grievance with the union because I was not getting a prep period. The union has been asking for nearly 2 years now if I can get paid retroactively for 1.2 given the schedule and workload documentation I provided. I have never heard progress on the situation and the district had to hire 2 people to fill my previous position. I would like an update on my case and would like to be paid for the time I put in.

Comments:

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Name:

Nayeli Molina

Address/Affiliation:

Ms.

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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.)

Salary placement

Comments:

I have been a math teacher in this district for 5 years. When I was hired, Paula Campbell explained to me how salary placement was calculated. She said we take ALL my post B.A units and subtract 30 for the credential, and the remaining units would be counted towards salary placement. I submitted a total of 66 units when I was hired, 36 of which were counted towards salary placement. I was 9 units short of being placed on F since it required 45 units after subtracting the 30 for the credential. Since then, I have completed and PAID for 16 induction units, and 2 AP seminar units. After submitting my transcripts, I was told by Jennifer Smith and Mr. Hannon via email that I was still 24 units short of advancing to column F. Jennifer Smith stated that out of my 44 units from my USF credential/masters program, only 3 units would be used for salary placement since they are the only 3 dated after the date on my credential. WHY IS THERE A CHANGE IN HOW UNITS ARE BEING COUNTED SINCE 2019 WHEN I WAS HIRED? Why did Paula Campbell interpret it one way and now her and Mr. Spaulding's replacements interpreting it a completely different way. NO OTHER NEIGHBORING DISTRICTS INTERPRETS UNITS THS WAY. All of my classmates from my credential program are properly placed in both San Mateo Union and SFUSD and they are all in their last column. My sister, who is only a second year teacher and graduated from the same program has a base salary that is \$6,706 higher in a neighboring district than mine as a 5th year teacher in this district. I have a total of 77 post B.A. units, why on earth would I return to school full time for 2 semesters and complete 24 additional units to move up to F, when I could apply to one of the 11 math openings (as of today) in our neighboring districts with my current 77 units and get automatically placed in the highest column. The language on other districts is clear and consistent, they define salary placement units as "Units post BA: the salary schedule is determined by the number of semester units earned beyond a bachelor's degree." Why is this the ONLY district around interpreting units as only units dated AFTER the credential date and why is it only NOW being interpreted in this way?

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Negotiations

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Comments:

If the board is moving forward with restructuring and making tough decisions regarding staffing, it's crucial to ensure that accountability is applied across the board. There are individuals who have been part of the district for unusually long, including the superintendent, and unfortunately, student outcomes and district climate have only gotten worse under their leadership. Addressing this would truly help justify the restructuring and demonstrate a genuine commitment to improving the district for students. Especially during a time of negotiation, it's important to recognize that a single high-level position can equate to the cost of several teacher salaries. Holding all roles to the same high standards, not just teachers, will be key in ensuring the changes truly serve students and the broader school community.

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