

Board Meeting 06/12/2025

This survey will be turned off at 3:00 PM 06/12/2025, no late entries will be accepted.

Please Read Before Submitting:

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- **Online public comments will not be read aloud during the Board meeting.**
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Name:

Troy Pesutich

Affiliation (e.g., parent, staff, community member, or school site):

Staff

Please specify the agenda item or general topic you are commenting on.

Math Adoption

Your Comment:

Indeed it is a very sad day in SSFUSD. A board with an agenda and a vision that disregards its teachers yet desires them to carry out this vision. Top heavy secondary minded administration, consultants and a philanthropic organization are no match for this classroom teacher. Y'all win.

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Your Comment:

I hope the board considers the very first online comment for the May 8 board meeting. The comments were spot on and the board should be transparent about their behind the scenes affiliations and motives.

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K-12 math implementation

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Your Comment:

Thank you, President Anthony, for reminding us of your four guiding principles for students. These principles are just as relevant when adapted for the both math tosas and anyone who supports teachers.

1. Teachers are not fully equipped to succeed in math instruction.
2. They deserve access to high-quality professional development and instructional resources.
3. The focus must remain on improving teacher effectiveness and student achievement.
4. Belief in teachers' potential must be backed by the right tools, resources, and ongoing support.

By reframing these principles for teachers, we can provide clearer guidance for both math tosas to help address gaps in trust, training, and curriculum. However, it's concerning to see that the fixed mindsets both math tosas claim teachers hold, similar to the fixed mindsets they criticize teachers for having about students, seem to reflect the very same mentality that limits progress. This is not only hypocritical but also deeply problematic.

Looking ahead to the priorities for 2025-2026, what is the superintendent doing to address and shift this mindset, along with the broader culture it perpetuates within the district office? How can teachers feel like we belong?

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Affiliation (e.g., parent, staff, community member, or school site):

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Your Comment:

Over the past two years, both elementary and secondary teachers have consistently voiced concerns—at board meetings, directly to Ed Services, and to the TOSAs—about the lack of rigor and resources in the Illustrative Mathematics (IM) curriculum. K–2 teachers were explicitly told they would not be part of the pilot this past year, largely because they expressed strong reservations that IM was not developmentally appropriate for early learners. This gave the impression that an alternative pilot might be considered for K–2 in the future.

Despite ongoing feedback from grades 3–12 over the last two years—much of it pointing to IM not being the best fit—it's clear that a decision had already been made behind the scenes. Many of us feel that this process was not a genuine pilot but rather a slow rollout of a predetermined curriculum based on what the TOSAs wanted all along. The overwhelming teacher feedback, including multiple votes and formal comments, suggested a desire to explore other options, yet those concerns appear to have been ignored or postponed only to find out now that because 2 years were wasted not listening to teachers, we will now all be forced to adopt something the majority of us did not want. Despite what the TOSAs shared, consensus is not a vote and so there was no "50% of us wanted to this".

It's deeply disappointing that the outcome is now a K–12 adoption of a curriculum that many educators feel does not meet the diverse needs of our students—especially after being told for years that teacher voice would be central to the process. The narrative that teachers had input in this decision feels disingenuous, and I know I'm not alone in this sentiment. There is no one-size-fits-all curriculum that can fix math scores, and forcing a district-wide adoption of IM, despite broad concerns, is a missed opportunity to make real, collaborative progress in math instruction. I will never engage in another pilot after the complete mess that this district continues to make of the piloting process. Just have TOSAs or Ed Services mandate the one they want instead of wasting everyones time for 2 years pretending to give teachers a voice.

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Name:

Elaine Yee

Affiliation (e.g., parent, staff, community member, or school site):

Teacher

Please specify the agenda item or general topic you are commenting on.

Math Adoption

Your Comment:

To the Members of the Board of Education,

I hope this message finds you well. I am writing to express a concern regarding the adoption of the new instructional program currently under consideration. While I understand and appreciate the intent to support teachers and enhance student learning, I worry that this program may ultimately end up collecting dust on teachers' cabinets — not due to lack of goodwill or effort, but because there have been few opportunities for teachers to understand the instructional shifts we need right now.

I recently completed training with the Silicon Valley Mathematics Initiative (SVMI), and I left the experience deeply inspired and re-energized. The approach promoted by SVMI aligns strongly with the kind of deep thinking, student-centered instruction, and professional collaboration that I believe will make a real and lasting impact in our classrooms. It challenges both students and teachers to engage in meaningful problem solving, rich discourse, and authentic learning — exactly the direction our district needs to pursue. Before committing to a new program that risks becoming underutilized, I urge the district to more fully explore and invest in the professional learning and instructional strategies that SVMI provides.

Strengthening our foundation through this kind of work may help ensure that any future curriculum adoption is successful and sustainable. I'm not asking you to decline adoption of this program, I am, however, urging you to reconsider the timeline of the adoption roll out. Creating a foundational understanding for teachers before having them teach this new curriculum is vital for teacher and student success. I understand the need for a new program, however, the need for professional development is far greater and would benefit the teachers and students more.

Thank you for your time and thoughtful consideration. I am more than happy to discuss this further if needed.

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Name:

Theresa Nealon

Affiliation (e.g., parent, staff, community member, or school site):

Teacher - PHMS

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New Contract Language

Your Comment:

I am pleased about the ratification of the new contract that includes accepting ALL of an educator's previous teaching experience for placement on the salary scale. HOWEVER, as a second year, probationary teacher, with 30+ years of experience, I am very disheartened that this stipulation will only apply to new hires from 2025 on. Consequently, the SSFUSD will continue to only recognize 12 of my 30 years for a second year in a row on the salary scale. Excluding myself and other teachers -who have already demonstrated a commitment to the SSFUSD- from this provision in the contract is demoralizing. Please reconsider this exclusion. Personally, this will weigh heavily on my decision to stay with this district beyond this next school year.

Thank you for your attention!

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