

Board Meeting 10/09/2025

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

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

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Your Comment:

I've been following recent board meeting comments, and several have brought up concerns about technology — concerns I wholeheartedly share. Our district is clearly behind when it comes to supporting educators with reliable, up-to-date technology.

For example, many of us are still using MacBook Airs from 2020 that are now failing or completely nonfunctional. There seems to be no clear process for how teachers are supposed to receive replacement devices, and in some cases, we're waiting months for a new laptop.

What are teachers supposed to do in the meantime? Teaching and learning don't pause just because our tools stop working — yet we're expected to continue delivering an online curriculum without access to the necessary technology.

Why don't we have a refresh cycle in place? Why aren't there backup devices readily available so teachers can keep teaching without disruption? This lack of planning shows a concerning absence of foresight and a disconnect from the day-to-day realities educators face.

It's time for the district to implement concrete policies and proactive systems that ensure teachers have the tools they need when they need them — not months later.

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Your Comment:

Before any further decision is made to extend or increase the superintendent's contract another year into the future, the board owes it to this community to ask one simple question: What work has actually been done to justify it?

Leadership means more than showing up to meetings and giving presentations. It means listening, acting, and delivering results. From the outside, it appears much of the real work — supporting schools, fixing issues, addressing equity concerns — is either being ignored or pushed off. Rewarding leadership that isn't working undermines trust in the entire system.

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Your Comment:

I would like to respond to CTA President Shari Giusti's letter and comments regarding anonymous feedback about the TOSAs.

The reason I chose to remain anonymous is because, during the math curriculum pilot, I experienced firsthand what happened when I voiced dissent. I don't believe I was ever disrespectful or negative to anyone on the team - I only disagreed with what I think are best teaching practices and the fact that I didn't think this curriculum was the best for everyone. I don't believe this is bullying to state my opinion and stand up for what I believe, but apparently now I am labeled a resistor or accused of writing comments that are untrue.

It's important to remember that when the staff initially voted no on the pilot, only a select group of teachers were invited to participate in the second round—and they were offered stipends. If we want to talk about data, let's look at how many teachers who voted "no" in the first pilot were included in that second group. That information speaks volumes.

Math should be grounded in data. Let's use that data to evaluate what actually happened, rather than accepting the TOSAs' rewritten version of events being shared with the cabinet and the board, especially now when they're claiming to be bullied by anonymous comments.

Calling this comment "bullying" is a way to silence valid concerns. I'm not spreading misinformation—I'm sharing facts and experiences that some would prefer to dismiss or bury by mislabeling them. How is it bullying to say that teachers voted against the curriculum and are upset with how the pilot was handled?

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Your Comment:

Raises and contract extensions should be tied to results. But what results are we seeing? The district is falling further behind in so many areas - test scores, wellbeing, technology, facilities. Educators and students are lacking the tools they need, and there's no evidence of a plan to fix it.

Meanwhile, the people on the ground — the teachers, the staff, the students — are doing everything they can with minimal support. If the superintendent is not actively solving these problems, why are we even talking about a raise or a contract extension? Let's hold our leaders accountable the same way we're held accountable in the classroom.

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Your Comment:

There is a classroom at one of our Title I schools that waited over an entire school year for student iPads. How is this equitable? If we are truly a one-to-one district, why was this Title I classroom unable to receive iPads despite multiple documented requests from the teacher, the CTI, the principal, and the Tech TOSAs? We recognize that the Technology Department has faced staffing shortages, and that issue certainly needs to be addressed. However, it's deeply concerning that secondary math teachers were able to receive brand-new iPads during this time, while a full class of students in a high-needs school went without essential learning tools for an entire year.

This disparity is unacceptable and raises serious questions about how resources are prioritized and distributed in our district.

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Your Comment:

I'd like to suggest the board implement an informal or anonymous staff evaluation of the superintendent — something that gives all levels of employees a voice. The recent contract extension raises concerns, especially since so many staff members feel disconnected or frustrated with current leadership decisions. Listening to teachers, aides, office staff, and facilities workers could provide a fuller picture of what's really happening in our district. These voices matter, and I hope the board starts to consider them in leadership evaluations.

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Your Comment:

I am writing to express concern about the ever growing number of consultants being hired by the district and the lack of transparency surrounding these decisions. While outside expertise can sometimes be beneficial, the community deserves to understand why these consultants are being brought in, how they are being selected, and what measurable outcomes are expected from their work.

At a time when resources are limited and educators and students continue to face unmet needs, it's troubling to see increasing funds allocated to external contractors without clear communication or justification. The public deserves a transparent process that includes open discussion, competitive selection, and detailed reporting on both costs and results.

I urge the Board to adopt a more transparent and accountable process for consultant hiring going forward. Taxpayers, families, and staff have a right to know how and why these decisions are being made.

Thank you for your attention to this matter.

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Your Comment:

I am writing to raise serious concerns about the ongoing lack of support from the district's technology department. For many staff members, the experience of submitting a tech ticket leads to no resolution — some tickets go unanswered for months or even over a year. Inconsistent responses and solutions vary widely depending on who you speak to, and attempts to escalate issues often go nowhere, as the Technology Director remains unresponsive.

Meanwhile, staff are trying to do their jobs with failing equipment. Many of us are using outdated MacBook Airs that regularly crash or restart multiple times per day. Teachers have waited months for a replacement device — sometimes continuing to teach with a laptop that is barely functioning — all while receiving no clear guidance on how or when a replacement will come.

This is unacceptable in a district that claims to value instructional technology and digital learning. We cannot deliver high-quality education if the tools we rely on are broken, outdated, or simply unavailable.

We need to know: What systems are in place to ensure timely tech support? What is the plan for device replacement and lifecycle management? How are tech needs being anticipated and addressed proactively, rather than patched with short-term fixes that leave students and teachers waiting?

I urge the Board to investigate these issues, require greater accountability from the technology department, and commit to long-term planning that ensures our staff and students have the tools they need to succeed in a modern classroom.

Thank you.

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math update
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Your Comment:

The deeper I get into the Imagine Learning curriculum, the more it seems to minimize students' exposure to math. It almost feels like the goal is to avoid discomfort rather than build confidence. While the approach is well-intentioned, it ultimately provides very little support for math mastery. This continues to risk widening learning gaps instead of closing them.
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Name:

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

Parent

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

Family webinar math

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Your Comment:

I left the family webinar for math feeling more confused. The session focused a lot on the curriculum's structure and how it progresses, but didn't really address what many of us were hoping for: practical tips or fun ways to help our kids.

What really stood out to me was that teachers are expected to follow the curriculum exactly as it is, without adding anything extra. That's where I got concerned, what happens if my kids don't get it the first time around? Not every student learns at the same pace, and it's worrying that there doesn't seem to be any room to adjust or provide extra support when they need it. I trust my kids' teacher, but I'm not sure how this restrictive approach is going to work for everyone.

I also found it kind of odd that they brought in a curriculum representative to lead the session. It felt a little impersonal, like we were getting a sales pitch instead of having a real conversation about our concerns. In contrast, the family tech webinar we had earlier was led by a district staff member, and it felt much more engaging. They answered our questions, and even stuck around afterward to help out some parents. Why couldn't the math session have been more like that?

I'm also trying to wrap my head around the bigger picture of the math program. If we want our kids to improve, they need to practice, just like with anything else. Teachers always tell my kids, "The more you read, the better you get!" So why don't we apply the same logic to math?

And honestly, I'd love to see more data to back up how well this new curriculum is working, especially at the high school level. I'm not convinced that internal assessments are the best way to measure success. It'd be helpful to see some standardized test data to get a clearer picture.

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

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

Belonging
.....

Your Comment:

The rise of anonymous comments didn’t happen in a vacuum, it’s a direct response to feeling silenced, ignored, and pressured to conform. If we truly want unity, we need to address the root causes of this division, not just the visible symptoms.
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A Voice to be heard

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

Staff Community

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

"Belonging"

Your Comment:

Hello Board Members, At the last meeting, there was discussion about anonymous comments. I want to speak to the value of those comments. They exist because people care deeply and want to be heard. Anonymous feedback allows staff and community members to express concerns honestly, without fear of retaliation. If we want to build trust, we must create spaces where people feel safe to speak up. Silencing those voices only pushes people further away. Right now, there's a lot of talk about consultants, the superintendent's contract, and our math program, but there's no true outlet for open dialogue. People are sharing what they hear not to stir conflict, but in hopes that our elected officials will listen and understand. The truth is, people are starting to leave for other opportunities. And it is often said that people do not leave their jobs they leave their leaders. Many of us enjoy our work, our students, and this community. But when leadership does not listen or demonstrate the qualities that inspire confidence, it takes a toll on morale and commitment. Please do not silence our voices. Listen with empathy, rebuild trust, and show through action that you value the people who keep this district moving forward every day. Thank you.

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Name:

Jace Marzan

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

Staff

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

Your Comment:

I am unable to attend tonight's meeting as I am currently away at the PBIS Conference. I'll be there in spirit as the LCES Cub Counselor & plan to watch the livestream this evening as Los Cerritos Elementary has their T&L presentation.

I want to take a moment to recognize Principal Hong in honor of National Principals Month. I'm grateful for her encouragement to attend this conference and also support me in gaining more professional development as this is a new role, position, and program. I am learning so much that will directly benefit our students and school community from this conference, other professional developments I've been to, and just integrating myself with the community and building authentic relationships. This year is difficult but I know resilience propels us forward and as long as I keep the path towards equity I will be okay.

shout out MTSS coordinator, Dr. T, for organizing this whole trip to the PBIS conference and bringing a team. MTSS and PBIS are very aligned with the strategic plan, our portrait of a graduate, core values, and priorities. More on that later! I know Dr. T is leading that work and trust that he will continue his strategic and systemic implementation of these frameworks! Next week, is the week of the school administrator and the MTSS coordinator position should be highlighted, thank you Dr. T!

I truly appreciate the district's support and investment in professional development. During my early years as a counselor, I often hesitated to attend conferences or trainings because I felt there was so much dependence on me, as if the school might fall apart without me (even though it was probably fine!). Over time, I've learned to let go of that mindset, and I'm thankful to now be in an environment and mindset where I feel encouraged to grow and supported in doing so. I was supported last year as well and it's my growth of becoming and being an empowered educator!

That sense of trust and empowerment allows me to return to campus with new tools and ideas to better serve our students, staff, and families. It's a reflection of what it means to be an empowered educator and truly aligns with our district's strategic plan and priority. I am seeing it come to life since we started to roll it out and really embodying it!

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Jace Marzan

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

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MTSS

Your Comment:

Multi-Tiered System of Supports, or MTSS, aligns with the district's new strategic plan. MTSS is not just another initiative as it is the framework that helps us bring our values, our Portrait of a Graduate, and our strategic priorities to life.

At the core of our values, MTSS demonstrates that community is our strength. It requires collaboration among teachers, counselors, administrators, families, and community partners, ensuring that no student falls through the cracks. By building authentic relationships, we are better able to know our students, meet them where they are, and provide the supports they need to thrive. Most importantly, MTSS is an equity-centered approach: it ensures resources and interventions are distributed based on student need, so every learner has the opportunity to succeed.

When we look at the Portrait of a Graduate, MTSS helps our students Learn by giving them access to rigorous, differentiated instruction. It allows them to Thrive by embedding social-emotional learning and wellness supports at every level. It helps them Navigate their path forward by keeping them on track academically, socially, and behaviorally. And it empowers them to Impact their community by fostering agency, resilience, and responsibility.

MTSS is directly connected to our five strategic priorities. It supports Exceptional Instruction through universal design and intervention. It builds Engaged Students by fostering belonging and motivation. It strengthens Purposeful Partnerships by connecting schools with families and community resources. It Empowers Educators by giving staff the tools and training to act collectively rather than in silos. And at its core, it creates Equity-Centered Systems by addressing disproportionality and ensuring every student receives the support they need.

Positive Behavioral Interventions and Supports, or PBIS, is a proactive, relationship centered approach that creates the conditions for students to learn, thrive, and belong. PBIS is under the umbrella of MTSS and I will elaborate more on PBIS as I was able to attend the CA PBIS conference.

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Jace Marzan

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LCES WC

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PBIS

Your Comment:

I am so lucky to have been able to go to the CA PBIS conference in Sacramento. I went to a PBIS PD w/ SMCOE and initially gave myself a 3/5 for a self assessment for PBIS knowledge. I learned so much in that session, and I'm learning so much at this conference. I would give myself a 2/5 in PBIS knowledge after this conference as the more I learned about PBIS, the more I realized I don't know. I am so excited to continue to apply PBIS principles in LCES within SSFUSD.

PBIS embodies our core values. It shows that community is our strength by creating shared language and expectations across classrooms, playgrounds, and offices. It builds authentic relationships by focusing on teaching, recognizing, and reinforcing positive behaviors rather than simply responding to missteps. PBIS is also equity-centered: it reduces disproportionality in discipline by emphasizing data-driven reflection, restorative practices, and early intervention.

When we connect PBIS to our PoG, the alignment becomes clear. PBIS helps students Learn by fostering safe and predictable environments where instruction can flourish. It supports students to Thrive by teaching self-management, empathy, and resilience. It empowers them to Navigate challenges with problem-solving and emotional regulation skills. And it allows them to Impact their school community by making positive contributions and modeling our shared values.

PBIS also reinforces each of our five strategic priorities. It strengthens Exceptional Instruction by ensuring classrooms are emotionally safe and conducive to learning. It cultivates Engaged Students through recognition systems that celebrate effort, kindness, and responsibility. It promotes Purposeful Partnerships as staff, families, and students work together to sustain a positive school climate. It Empowers Educators by providing consistent tools, data, and professional learning that make behavior support a shared responsibility. And most importantly, it advances Equity by reducing exclusionary discipline and affirming that every student belongs.

PBIS is not a separate, it's the foundation our strategic plan envisions: places where students feel seen, supported, and capable of becoming the compassionate, resilient, and community-minded graduates described in PoG

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