

JANUARY 2024

FULFILLING OUR PROMISE TO

LEARNERS



SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Vision & 5-Year Strategic Plan



FAMILIES, STAFF, STUDENTS, & COMMUNITY PARTNERS,



On behalf of our entire school community, I am proud to share the SSFUSD Strategic Plan. This is a product shaped by hundreds of members of our community — students, families, staff, and partners. Over the last 18 months, we met in classrooms and community centers. We broke down barriers to participation, ensuring every voice was heard. We visited school districts we wanted to learn from. And we asked bold questions about the future and shared our dreams for our children.

This strategic plan is our roadmap for navigating toward those dreams.

100% of our students deserve a world-class education, with educators and families who love them, hold them to high expectations, and refuse to accept failure as a final result. As a district, it is our job to prepare students for the future they will navigate as adults.

That means providing them with skills beyond academic proficiency. As you will read, the foundation of our plan is our Portrait of a Graduate, a promise to our students that describes the abilities they will have when they leave our doors: the ability to thrive, learn, navigate the future, and have a lasting impact on their communities.

It is an ambitious vision for where we are heading, and it is one that we take seriously. This plan honors the strengths of our community, while prioritizing the concrete actions we will take to bring it to life over the next five years. We know that enduring change takes time. More than that, it will take all of us.

I cannot wait to work with you to deliver on this vision.



In partnership,

DR. SHAWNTERRA MOORE

SUPERINTENDENT

OUR PROCESS

How has our community worked together to define this plan?

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OUR PROCESS

We listened to thousands of community members over the last year and a half to understand what is true in our district today, define where we want to go, and lay out a plan to make that vision a reality. At every step, we worked to ensure all members of our community had an opportunity to co-create our vision.



3,700 people answered our survey, sharing what they see as the district's strengths and growth areas, as well as their dreams for students



We also talked directly with more than 400 people — at PTA meetings, School Site Council meetings, and focus groups with students, staff, and families



We enlisted an external partner to visit schools, meet with leaders, and assess our strengths and opportunities for growth.

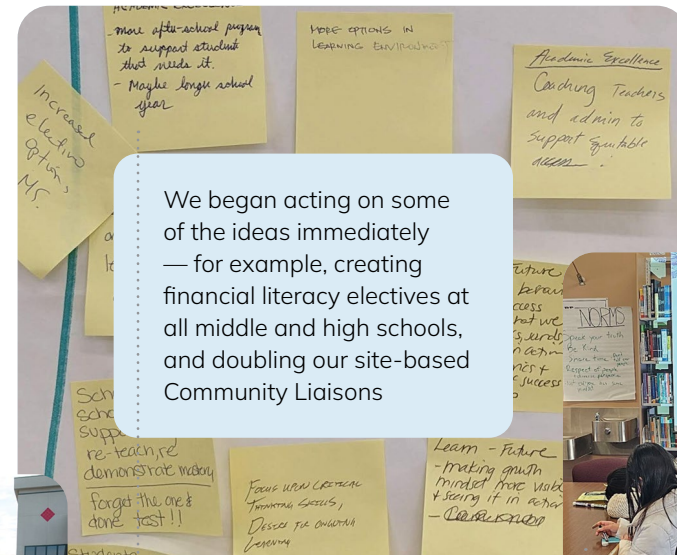
WHAT IS OUR CURRENT REALITY?

FALL 2022

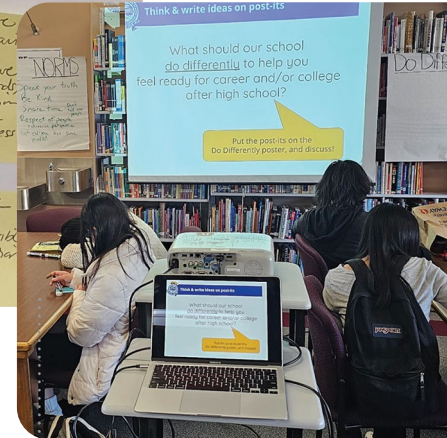
We began our journey by deeply engaging with our community about what is currently true and what we hope to be true for students, educators, and families in SSFUSD



More than 1,100 people gave us feedback through a survey



We began acting on some of the ideas immediately — for example, creating financial literacy electives at all middle and high schools, and doubling our site-based Community Liaisons



More than 2,000 staff, families, and students shared their recommendations in person and via a survey



21 parents, staff, and partners established a visioning team to define what we want for our students



We hosted bilingual Community Conversations that were attended by more than 200 people



We brought 25 community members to visit a school system that has transformed itself, to learn from their experience



Staff at every school met to discuss our strengths and areas for improvement, and share what the district and schools should focus on.

WHAT DO WE WANT TO BE TRUE FOR OUR GRADUATES?

SPRING 2023

We refined our district's mission and crafted our Portrait of a Graduate to describe the abilities we want every student to have

HOW WILL WE BRING THIS VISION TO LIFE?

SUMMER - FALL 2023

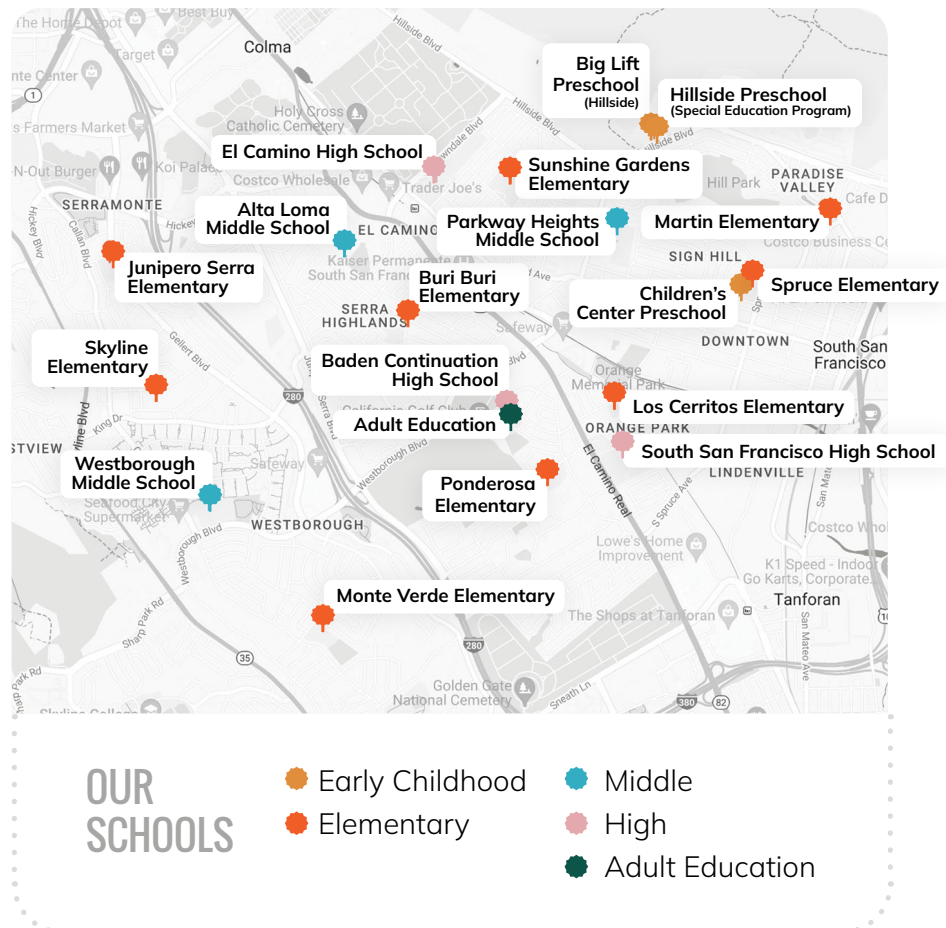
We identified the priorities and initiatives that will bring our vision to life over the next five years

WE ARE A DIVERSE, VIBRANT COMMUNITY



 **7,783**
total number of students*

 **1,027**
total number of employees*



STUDENT BREAKDOWN:



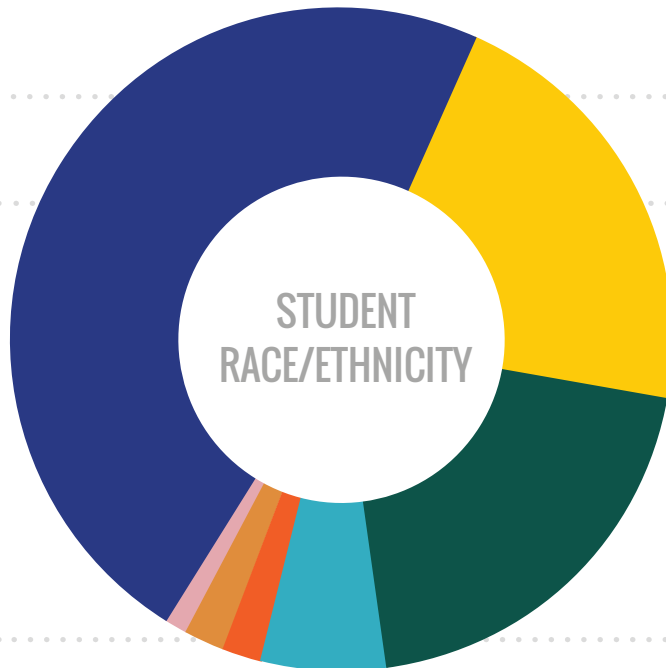
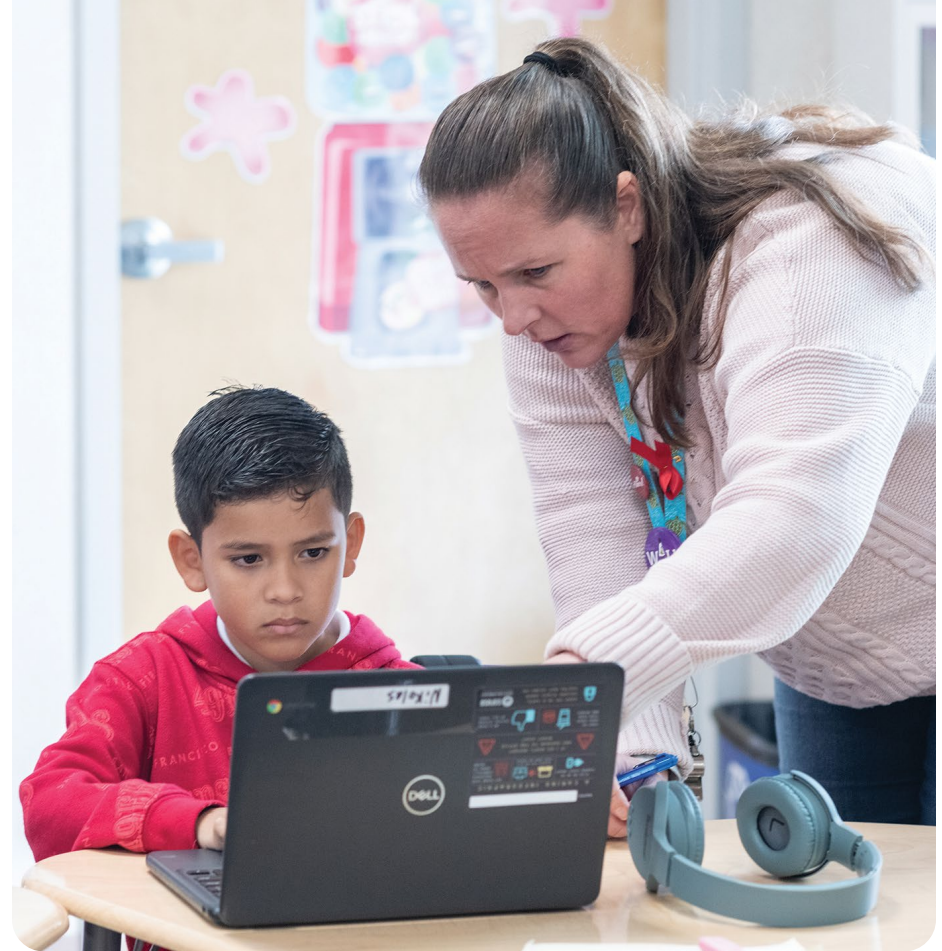
• **23%**
English learners



• **17%**
Students with disabilities



• **42%**
Socioeconomically disadvantaged



• **48%**
Hispanic / Latinx

• **20%**
Asian

• **2%**
Pacific Islander / Native Hawaiian

• **1%**
Native American Indian / Alaska Natives

• **21%**
Filipino

• **6%**
White

• **2%**
African American / Black

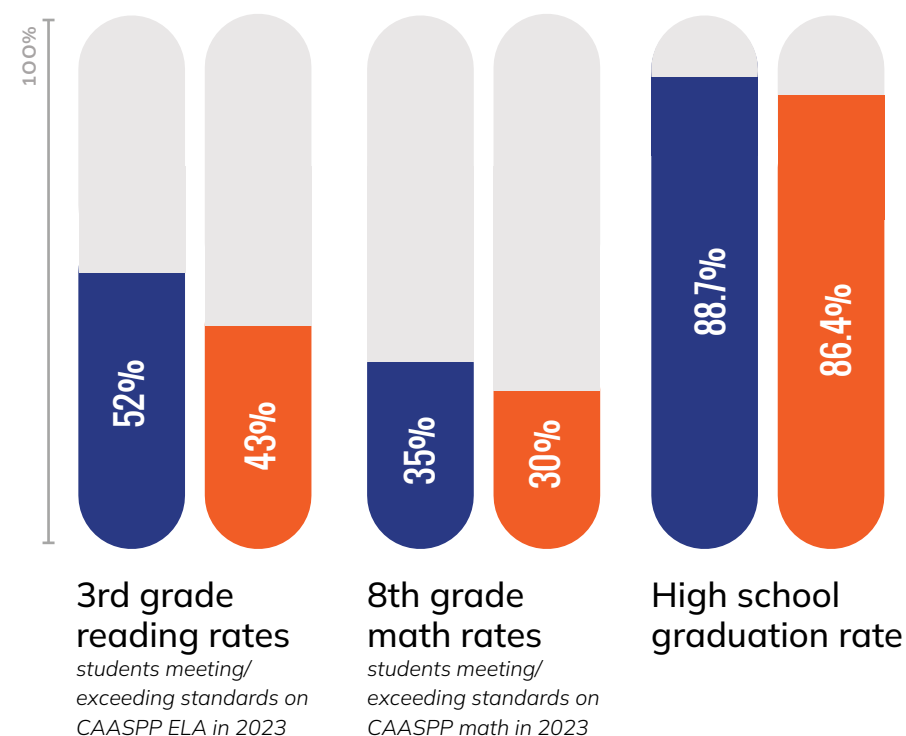
WE HAVE A LOT TO BE PROUD OF...

SSFUSD is a strong community. We take pride in our diversity, and our commitment to all of our children. While our student outcomes have improved and our overall performance is often better than the statewide average, big gaps tied to income and race/ethnicity remain. We have a lot to be proud of, but we also recognize that we are not yet meeting the needs of many of our students.



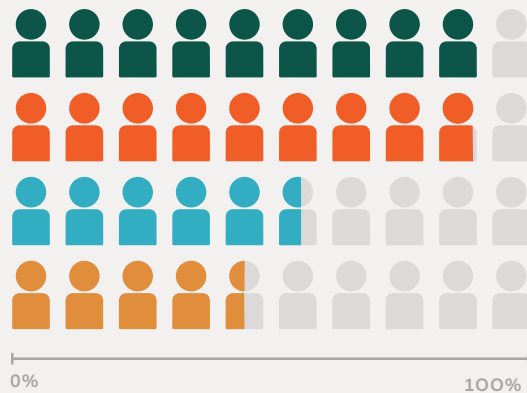
SSFUSD OUTPERFORMS THE STATE

SSFUSD VS. STATE



...BUT WE ARE NOT YET MEETING THE NEEDS OF ALL OUR STUDENTS

We are not yet preparing all students to succeed, particularly our lower-income students.

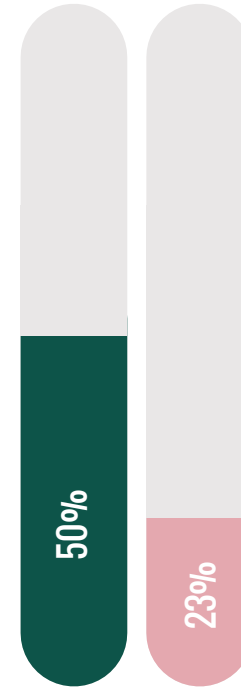


OF SSFUSD STUDENTS:

- 90% want to go to college*
- 89% graduate high school within 5 years
- 56% of students graduate prepared for college & career**
- 45% of socioeconomically disadvantaged (SED) students prepared for college & career**

*Oct 2023 survey of nearly 1,000 SSFUSD middle and high school students **2023 State & SSFUSD CDE Dashboard"

100%



50% of non-SED students met or exceeded standards in math on the 2023 CAASPP test

VERSUS

23% of socioeconomically disadvantaged (SED) students met or exceeded standards in math on the 2023 CAASPP test

"MY TEACHERS ENCOURAGE ME TO ALWAYS DO MY BEST."

- ECHS STUDENT



OUR COMMUNITY TOLD US THEY WANT...

1

Strong academics for all students

- Staff, families, and students want differentiated instruction and support that meets the needs of all learners
- Constituents said we need higher academic expectations, aligned and consistent curriculum and materials, and instruction that engages students in grade-level content and tasks

2

Support for student wellbeing

- Families & students want schools to have a safe, supportive culture, where students are excited to come to school, and don't experience bullying
- Constituents are seeing unprecedented levels of mental health challenges in the wake of the pandemic, and want support to help students thrive

*"I HAVE TAUGHT AT SEVERAL
OF OUR SCHOOLS. THERE ARE
DIFFERENT NEEDS. WE NEED TO
DO A LOT OF LEARNING AROUND
EQUITY AND WHAT IT MEANS TO
SERVE OUR VARIED STUDENTS.*

— EDUCATOR

3

Partnerships with our community

- 95% of families feel welcome in their school community and have good relationships and communication with school staff
- Families want to be partners in their child's education, but many say they don't know where to begin



4

Equitable resources

- Constituents praise SSFUSD's diversity, sense of community, and explicit commitment to equity
- However, some say resources (people, time, money, facilities) don't seem equitable across all schools

"WE NEED TO ESTABLISH A VISION, AND CREATE A LONG-TERM PLAN TO ACHIEVE THAT VISION. HELP US HELP YOU MAKE SSFUSD THE BEST IT CAN BE!"

— EDUCATOR



5

Clarity, focus, and follow-through

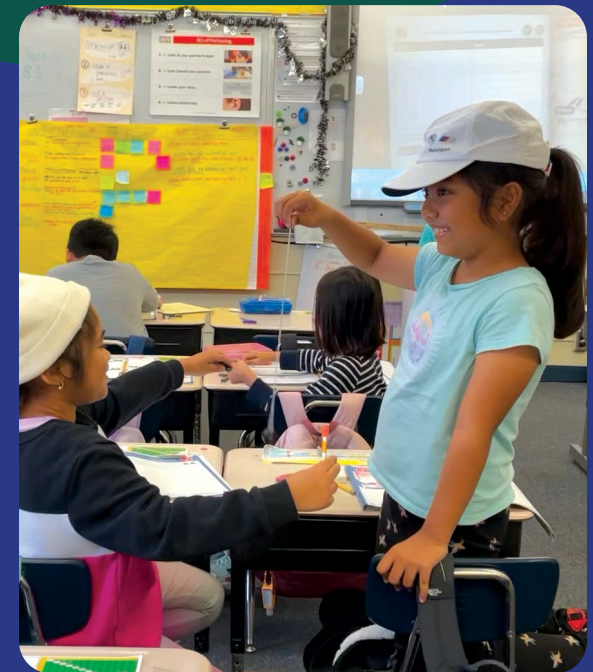
- Staff want a clear, compelling district-wide vision that everyone can align around
- They want to see SSFUSD focus on doing a few things really well
- Site and district leaders suggested ways to improve our HR and other systems so that we can follow through on our plans

"SSFUSD SHOULD ADDRESS THE MENTAL HEALTH STRUGGLES OF SSFUSD STUDENTS. STUDENTS AT ALL LEVELS HAVE BEEN SO NEGATIVELY IMPACTED BY THE PANDEMIC. WE CAN'T APPROACH ISSUES THE WAY WE DID BEFORE."

— PARENT

"SSFUSD SHOULD SET A HIGHER BAR. WHEN YOU SET A HIGHER STANDARD, YOU'LL BE SURPRISED HOW OUR KIDS WILL MEET IT."

— PARENT



OUR SHARED VISION

Based on what we heard from our community – about the lived reality today and the aspirations for tomorrow – we refined our north stars as a district, which take the form of our mission, core values, and graduate profile.



OUR MISSION:

In partnership with our community, South San Francisco Unified School District (SSFUSD) will provide exceptional instruction, engaging experiences, and equitable and accessible opportunities and resources to further support our diverse student body so that students are equipped to learn, thrive, navigate their future with purpose, and impact their community.

OUR CORE VALUES

As we work toward this vision, we commit to operating in alignment with these values:

C

Community is our strength. We recognize that our success relies on collective agency. Thus, we empower students and staff to set growth goals and actively involve families in the educational journey. We value everyone's voice, and we ensure that perspectives are heard and respected in decision-making processes. By fostering a sense of purpose and engagement, we enable all members of our community to feel empowered and inspired.

A

Authentic relationships matter. We value authenticity and provide an environment where people can be their true selves. We acknowledge and respect different cultures and identities, and also strive to build cultural competence within our community. We recognize that relationships are crucial for growth and belonging. We foster empathy, mentorship, connection, a sense of belonging, love, and care within our community.

R

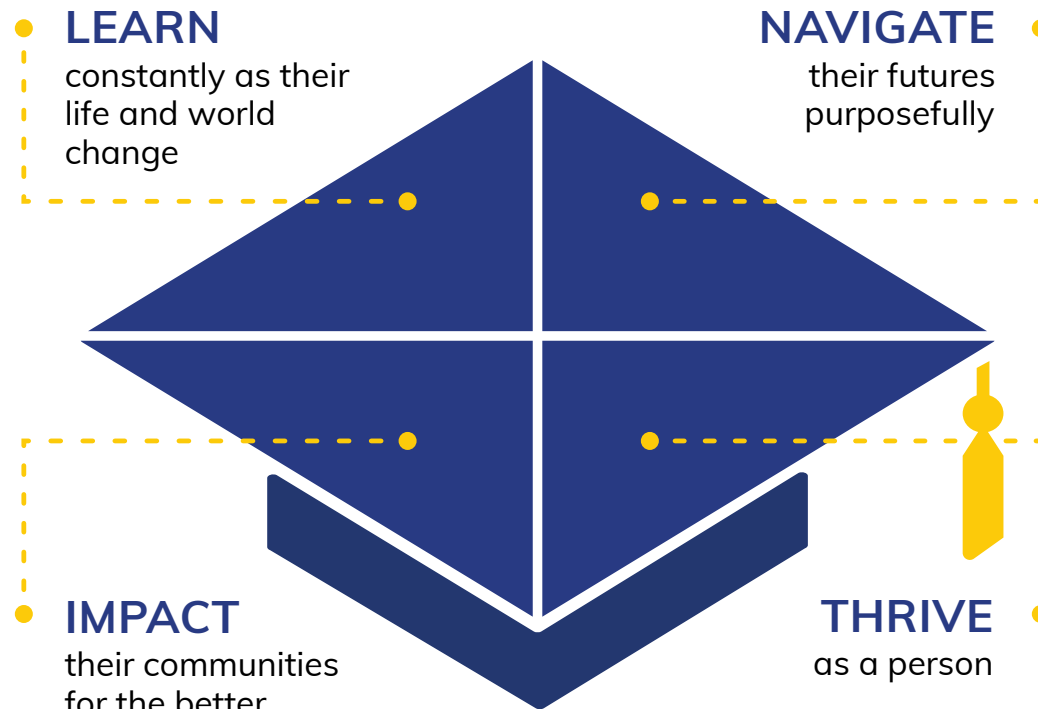
Resilience propels us forward. We believe that students, staff, and families must cultivate resilience and perseverance. Holding ourselves accountable, we practice continuous improvement, maintain positive attitudes, and nurture a growth mindset. We understand the significance of experiencing both comfort and productive struggle as we navigate change in the face of adversity. We learn from mistakes and embrace imperfection.

E

Equity is our north star. We have an unwavering belief in our students' potential to learn and excel, and we hold all students to high expectations. We recognize the importance of adapting to their individual needs, acknowledging that a one-size-fits-all approach falls short. We continually analyze and reflect on our systems to identify and break down barriers that hinder our ability to support all students. We remain flexible and take calculated risks in pursuit of excellence, particularly in addressing the needs of our most marginalized students.

OUR PORTRAIT OF A GRADUATE

If we are successful, our students will leave their time in SSFUSD prepared to:



THIS IS OUR PROMISE TO EACH SSFUSD STUDENT



As an educational community united in our commitment to equity, we work together to build relationships and ensure that every graduate has the essential academic and social-emotional skills, knowledge, and habits to:

GRADUATE AIM	CHARACTERISTIC	DESCRIPTION
LEARN constantly as their life and world change	Intellectual curiosity and critical thinking Academic excellence Creativity and resourcefulness	<ul style="list-style-type: none">• Embraces a growth mindset and love of learning by seeking understanding, asking questions, and using data and evidence• Demonstrates mastery of all academic disciplines needed for post-secondary success• Explores their creativity and finds new and innovative ways to solve problems
THRIVE as a person	Self-awareness Wellness Real-world readiness	<ul style="list-style-type: none">• Confidently embraces their identities and understands their values, intentions, and impact on others• Lives a healthy lifestyle that promotes their physical, mental, and emotional well-being• Uses life skills including time management, goal setting, self-discipline, motivation, and self-advocacy to navigate day-to-day responsibilities, overcome obstacles, and feel successful
NAVIGATE their future purposefully	Career and/or college readiness Technology skills Financial literacy	<ul style="list-style-type: none">• Understands their options after high school (education, careers, entrepreneurship), and is prepared for success in whatever path they choose• Uses current technologies fluently to meet their needs and solve problems• Understands the importance of money management and has the skills to make informed short and long-term financial decisions
IMPACT their community for the better	Collaboration Community service and engagement	<ul style="list-style-type: none">• Demonstrates empathy, compassion, kindness, teamwork, effective communication, and respect to collaborate effectively toward a common goal• Finds opportunities to support others and be involved in their communities

WHAT WILL WE DO TO ACCOMPLISH OUR VISION?

With our ultimate vision in mind, we asked ourselves how we could bring it to life. In doing so, we defined **five priorities** that will guide our work.



“PEOPLE TEND TO OVERESTIMATE WHAT CAN BE DONE IN ONE YEAR, AND UNDERESTIMATE WHAT CAN BE DONE IN FIVE YEARS.”



PRIORITIES AT A GLANCE



Exceptional Instruction

Every student experiences exceptional instruction that is aligned with our Portrait of a Graduate



Engaged Students

Every student is a holistically-supported, self-directed learner.



Purposeful Partnerships

Every student benefits from trusting, high-impact partnerships with families and community in support of realizing our Portrait of a Graduate



Empowered Educators

SSFUSD is the Bay Area's leading organization for mission-driven educators



Equity-Centered Systems

Our decisions, actions, and resources reflect SSFUSD's commitment to equity



Exceptional Instruction

Every student experiences exceptional instruction that is aligned with our Portrait of a Graduate



Exceptional instruction is the foundation that our students need to learn, thrive as people, navigate their future, and impact our society. If we want to see great instruction in every SSFUSD classroom, we need to take a multi-pronged approach. We will strengthen our instructional foundations, including: clarifying our instructional vision, adopting high-quality curriculum, and investing in teachers’ professional learning, so they can implement research-based instructional strategies. We will act intentionally to meet the needs of historically-underserved and marginalized students, including English learners and students with disabilities. And we will test and grow innovative, engaging new learning experiences so students can develop the abilities we describe in our Portrait of a Graduate.

ILLUSTRATIVE

MEASURES OF SUCCESS BY 2029

STUDENT OUTCOMES*

- 80% proficient/advanced on 3rd grade ELA, math, and science
- 80% proficient/advanced 8th grade ELA, math, and science
- 80% proficient/advanced 11th grade ELA, math, and science
- 80% of graduates eligible for UC/CSU
- 10% reduction in number of long-term English learners (LTELs)

STUDENT EXPERIENCE

- 100% of students have internalized the Portrait of a Graduate and are using it to drive learning and reflection
- 90% of high school students report understanding their options after high school
- 90% of high school students report they are prepared for success after high school

EDUCATOR EXPERIENCE

- 80% of teachers report that they have the support and resources they need to be successful
- 80% of classroom observations reflect instruction aligned with our new instructional vision
- 80% of educators use common rubrics or scoring criteria to ensure all students are engaged in complex, rigorous work

*these include English learners, students with disabilities, African American/Black, Latinx, and Pacific Islander students

TO GET THERE, WE WILL:

ALIGN + ARTICULATE OUR INSTRUCTIONAL FOUNDATIONS:

- A.** Co-create an instructional vision*
 - In partnership with students and educators, co-create a vision of what exceptional instruction looks, feels, and sounds like at SSFUSD. This vision will align with our Portrait of a Graduate, and will inform decisions about curriculum, professional learning, etc.
- B.** Adopt high-quality, culturally- and linguistically-responsive curriculum and assessments, and provide systematic support to implement them*
 - This will promote inclusivity, increase engagement, and help bridge educational gaps by acknowledging and incorporating various cultural perspectives. Additionally, a well-implemented curriculum can enhance the overall educational experience, fostering a more equitable and effective learning environment.
- C.** Create and train educators to use highly-effective instructional strategies to support historically-underserved and marginalized students*
 - Tailoring teaching methods to the specific needs of these students helps close achievement gaps, promotes inclusivity, and ensures that every learner has access to a high-quality education.
 - It also develops a shared understanding of what equity looks like in instruction, which is also central to Priority 5 (Equity-Centered Systems)
- D.** Strengthen instructional leadership at district and all school sites
 - Ensure that each site and the district office provide the instructional leadership necessary to narrow the achievement gap for our underserved populations.

NARROW THE OPPORTUNITY GAP FOR ENGLISH LEARNERS (EL) AND STUDENTS WITH DISABILITIES (SWD)

- E.** Implement and train teachers on a multilingual, multi-sensory, accessible approach and curriculum
- F.** Strengthen intervention supports in high-needs schools to support English language learners and students with disabilities, including developing a program of multi-tiered systems of support (MTSS)
- G.** Provide access and instructional supports for EL and SWD students to increase the number of students who graduate eligible for UC/CSUs

DESIGN AND SCALE NEW, INNOVATIVE STUDENT EXPERIENCES

- H.** Establish an innovation strategy to test and scale promising new student experiences that develop the abilities described in our Portrait of a Graduate (*ex: district-wide externship program to create real-world readiness*)
- I.** Offer opportunities for students at all grades to explore what they may do after graduation, and increase the relevance of learning in school every day (for example: career exploration, STEM and practical life skills, career and technical education, and community service)

* focus for 24-25

PRIORITY
2

Engaged Students

Every student is a holistically-supported, self-directed learner



Students must be present, emotionally-prepared, and eager to engage with exceptional instruction. Deep learning begins with students feeling seen, safe, and connected. Fostering student well-being, a positive school culture, growth mindsets, and an unwavering belief that all students can learn at high levels is crucial for their academic progress and future success.

Our focus includes providing resources to ensure all students feel a sense of belonging and a desire to engage in learning every day. We are committed to preparing students to be self-directed learners, responsible citizens, and future leaders.



ILLUSTRATIVE

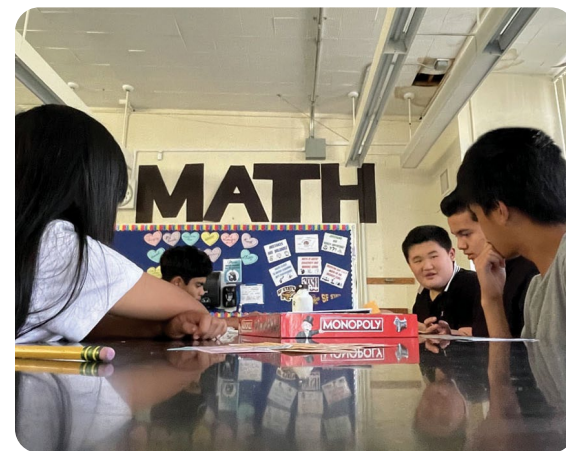
MEASURES OF SUCCESS BY 2029

- 90% of middle & high school students report feeling welcome & part of their community
- 90% of students report having a caring adult on campus
- 10% annual increase in students' positive reporting on school climate & safety, pupil engagement, student supports, bullying, and substance abuse
- 10% annual decrease in chronic absenteeism for focus student groups*
- 10% annual increase in school attendance for focus student groups
- 10% annual decrease in suspension rates for focus student groups

KEY INITIATIVES

TO GET THERE, WE WILL:

- A. Engage students to co-create a vision for welcoming, self-affirming, and inclusive learning environments. This includes conducting focus group and student interviews about absenteeism, discipline, and school climate to identify and revamp policies and practices that contribute to a safe, affirming, inclusive school culture**
- B. Based on this vision, support staff to take actions that foster a welcoming, inclusive learning environment. These may include:
 - a. Showcasing and celebrate evidence of student and staff success
 - b. Building capacity of all adults on campus to use positive behavioral interventions and supports and model effective behaviors
 - c. Training on how to support student social-emotional needs and incorporate that into instruction in any subject
 - d. Reviewing and/or update our social-emotional learning curriculum/models
- C. Bolster awareness and access to socio-emotional, physical, and mental health supports for students at all campuses through increased programs, staffing, and/or family and community partnerships
- D. Promote academic and career goal-setting beginning in elementary school by explicitly teaching habits of mind like reflection, planning, and self-regulation



*these include English learners, students with disabilities, African American/Black, Latinx, and Pacific Islander students. ** focus for 24-25

PRIORITY
3

Purposeful Partnerships

Every student benefits from trusting, high-impact partnerships with families and community in support of realizing our Portrait of a Graduate



The power of our school system extends well beyond the school walls. Realizing our vision will require working hand-in-hand with families who are the utmost experts on their children. In the coming years, we will ensure there are transparent systems that give families a rich understanding of their students'

progress, and empower them to work alongside schools to support their children. We will also leverage the broader community assets of South San Francisco and the Bay Area to provide catalytic experiences that leave students fired up and ready for the real world that awaits them.

ILLUSTRATIVE

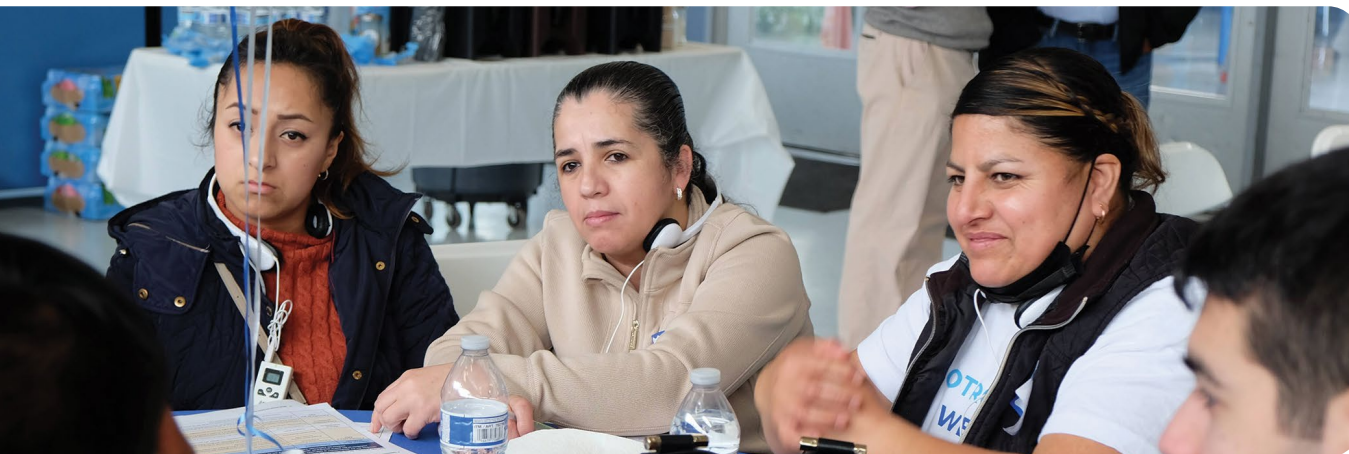
MEASURES OF SUCCESS BY 2029

- 90% of families agree they feel welcome and part of the school community
- 90% of families agree they have good relationships and communication with school staff
- 90% of families agree they understand their student's progress, goals, and how to support their learning
- 90% of families agree they are able to work with school staff to support their child if they are struggling socially or emotionally

KEY INITIATIVES

TO GET THERE, WE WILL:

- A.** Work with families and the community to define a vision for purposeful partnership aligned with our Portrait of a Graduate, then create and implement a cohesive community partnership strategy. The strategy would include 1) building rituals and routines that bring the community together to solve major issues and breathe life into the Portrait of a Graduate; and 2) inviting various philanthropic and community partners to support the Portrait of a Graduate*
- B.** Envision and pilot a Family Resource Center (FRC), a one-stop-shop to meet families' needs, including basic items as well as support with enrollment, student services, etc. Gather regular feedback from families about how the FRC can best meet their needs*
- C.** Strengthen two-way communication with all families and create a great customer service experience by 1) developing and implementing a playbook to increase two-way family engagement; and 2) providing customer service training for office and district staff so families feel respected and are treated as assets
- D.** Explore whether the community schools model is the right fit for our community



* focus for 24-25

PRIORITY
4

Empowered Educators

SSFUSD is the Bay Area's leading organization for mission-driven educators



We see every employee in SSFUSD as an educator. We believe our people are the fabric of our community—woven together by our diverse backgrounds, identities, and experiences. Our collective impact is bound by our shared commitment to ensure educational equity and excellence for each of our students.

We cultivate and sustain an organizational culture that values our people and our profession. We support our people to be their best professional selves. We evolve through continuous improvement, and we embrace change through innovation. We ultimately understand that our students thrive when our educators thrive.



ILLUSTRATIVE

MEASURES OF SUCCESS BY 2029

- 90% of educators are engaged and satisfied
- 10% increase in the number of educators who reflect the diversity of our community
- 10% decrease in turnover of educators who reflect the diversity of our community
- 90% of open positions filled by June 1
- <5% of positions open on the first day of school

KEY INITIATIVES TO GET THERE, WE WILL:

- A.** Create a “Portrait of an Educator” that defines the knowledge, skills, abilities, and traits of our educators, as well as the benefits of a career at SSFUSD, which we will use to attract, develop, and retain mission-driven educators*
- B.** Ensure that all educators can access training and/or coaching that meets their needs, in alignment with our Exceptional Instruction priority*
- C.** Develop and implement best-in-class talent policies, processes, and systems to address shortages and ensure that all positions are filled with a high-quality, diverse team (e.g., recruiting, hiring, and onboarding system, HR help desk)
- D.** Cultivate teacher and leader pipeline programs with local universities, and build career pathways to grow our own talent from students to professional educators
- E.** Refine and implement strategies to retain educators, and make SSFUSD a sustainable place to work



* focus for 24-25



Equity-Centered Systems

Our decisions, actions, and resources reflect SSFUSD's commitment to equity



Transformational change will only happen if we are willing to move away from business as usual. This plan is rooted in our district's core values, including a deep commitment to advancing equity within and across our schools, as defined in our [SSFUSD Board Equity Policy](#).

To live these values, we must be willing to look critically at how we do things across the district, work with partners who have experience and expertise in this area, and make changes to keep equity at the center of our decision-making, including centering our efforts on the needs of students who have been historically marginalized or less successful.

We will build a shared understanding of what equity looks like in practice, and allocate our resources (people, time, facilities, and money) equitably and sustainably to our students and schools, in alignment with the priorities in this plan. That includes being transparent about our decision-making, our progress, and our outcomes. And it means being clear about what success looks like, gathering data and reflecting regularly to check our progress, and adjusting course to ensure we achieve our shared goals.



ILLUSTRATIVE

MEASURES OF SUCCESS BY 2029

- 90% of site leaders agree that the annual planning, staffing, and budgeting process is transparent, and decisions are aligned with our Equity Policy and district priorities
- 90% of school-based staffing and section allocations align with staffing ratios as defined by our Equity Policy and district priorities
- 90% of students & staff agree their site is a healthy, safe environment for learning and/or working
- 90% of site and district leaders use a progress monitoring system to regularly assess, and guide improvement efforts

KEY INITIATIVES

TO GET THERE, WE WILL:

- A. Building on our district's Equity Policy, develop a shared understanding of what equity means and looks like in our classrooms, schools, and work district-wide (implemented through Exceptional Instruction & Empowered Educators initiatives)*
- B. Implement a focused, transparent annual planning process that allocates resources (people, time, money) equitably, sustainably, and in support of our strategic priorities*
- C. Implement an equity-centered school facilities plan to meet the needs of all students and staff*
- D. Define what our Portrait of a Graduate looks like at all grade levels, with an equity lens, and align our resources to realize this promise for all students*
- E. Make data-driven decisions based on a variety of types of data, and develop a progress monitoring system to support this*

* focus for 24-25

WHAT'S NEXT?

LAY A STRONG FOUNDATION FOR THE NEXT FIVE YEARS

SPRING 2024

- Revamp how we allocate resources (staff, time, money, facilities) to support our priorities
- Significantly improve how we hire and onboard new staff
- Partner with students and educators to co-create a new vision for exceptional instruction
- Prepare to align all our professional development in school year 2024-25 around a common focus

FOCUS ON EXCEPTIONAL SCIENCE & MATH INSTRUCTION AT ALL GRADE LEVELS

SCHOOL YEAR 2024-25

To do that, we'll weave together several initiatives with a focus on science and math:

- Roll out new science and math curricula, and train leaders and staff on what exceptional instruction looks like using these curricula
- Build a bank of high-quality instructional strategies
- Continue our Collaborative Inquiry Cycles at schools, so we can reflect on what is working instructionally, and where/how we can adjust
- Strengthen instructional leadership & coaching at our schools

APPROACH AND DESIGN ALL OF THIS WORK IN PARTNERSHIP WITH OUR FAMILIES, STUDENTS, AND STAFF,
just like we've done throughout our visioning and strategic planning process

LET'S FULFILL OUR PROMISE TOGETHER.



Though this strategic plan is the culmination of enormous effort from the entire school community, it is just the beginning of our work to provide every SSFUSD student with a world-class education. Change is hard in any institution, particularly one with so many passionate constituents and historical problems to solve. To realize our desired future, we are committed to finding the roots of our problems and creating equitable, long-lasting solutions. The stakes are high, but the potential return is even higher. Five years from now, we will have the experience and the roadmap to name any problem or goal, come together as a team, do the work, and deliver the best, most equitable solution for all SSFUSD students, families, and educators.

Now is the time to ensure that we truly see, hear, and serve every SSFUSD student as if they were our own child.

Let's create a community and culture where we will run through walls to ensure our students get the education they deserve! I am so grateful to the entire school community for the passion and commitment you have provided so far, and I look forward to working alongside you to deliver on the promise that we have made to every student in the school system. Together, we will realize a brighter future for all of our students.



Onward!

DR. SHAWNTERRA MOORE

SUPERINTENDENT



DAINA LUJAN,
PRESIDENT
dlujan@ssfusd.org

Ms. Lujan was appointed as a trustee in February 2016 and elected to the Board in November 2016. She was selected to serve as the 2023-2024 Board President. She has served as Vice President and President and was selected to be Board Clerk in December 2021. Ms. Lujan has lived in South San Francisco since 2009 and is the mother of one child. She is a former planning commissioner for the City of South San Francisco and also currently serves on the Transportation Authority's citizens advisory committee and the City/County Association of Government's bicycle/pedestrian advisory committee. Ms. Lujan is a graduate of the California School Board Association's Masters in Governance program. Term expires 2024.



AMANDA ANTHONY
VICE PRESIDENT
aanthony@ssfusd.org

Ms. Anthony won election to the Board in November 2022 and was sworn in on December 15, 2022. She was selected to serve as the 2023-2024 Board Vice President. She previously worked as a performance management consultant for the Chicago Public Schools from 2008 to 2011, analyzing data to improve program effectiveness. She also lived in Poland for 10 years, where she taught English as a second language (ESL) from 2011 to 2015 and ran her own business from 2015 to 2020. She is currently a program manager at the Renaissance Entrepreneurship Center, which helps individuals open small businesses to achieve financial self-sufficiency. Ms. Anthony holds a bachelor's of science in chemistry and a bachelor's of arts in political science from Purdue University and a master's degree in public policy from the University of Chicago. Ms. Anthony is a graduate of the California School Board Association's Masters in Governance program. Term expires 2026.



CHIALIN HSIEH
CLERK
chsieh@ssfusd.org

Dr. Hsieh was appointed to the Board on March 25, 2021. On December 14, 2023, she was selected to serve as the 2023-2024 Board Clerk. On December 15, 2022, she was selected to be the 2022-2023 Board President. She has worked in the education field for the last 21 years and is currently a Interim Vice President of Instruction at Cañada College. She and her family have lived in South San Francisco for the last 12 years. Her son attended SSFUSD schools and graduated from El Camino High School in 2020. Dr. Hsieh has been involved in school site councils at both Alta Loma Middle School and ECHS. She wants to use her enthusiasm for education and collaborative spirit to keep the SSFUSD moving forward to benefit the students. She is a graduate of the California School Board Association's Masters in Governance program. Term expires 2026.



PATRICIA MURRAY,
BOARD MEMBER
pmurray@ssfusd.org

Mrs. Murray was elected to the Board in November 2016. She was selected to be Vice President in December 2018. In December 2019, she began serving as Board president for the 2019-2020 school year. On December 15, 2022, she was selected to be the 2022-2023 Board Vice President. She has served on various SSFUSD committees and was a PTA parent volunteer for 20 years. Mrs. Murray said she is working to make SSFUSD the best it can be. She is a graduate of the California School Board Association's Masters in Governance program. Term expires 2024.



MINA A. RICHARDSON,
BOARD MEMBER
mrichardson@ssfusd.org

Mrs. Richardson was elected to the Board in November 2018. She has served the last two years as the Board Vice President. On December 15, 2022, she was selected to be the 2022-2023 Board Clerk. In 2022 she was voted Member of the San Mateo County Committee on District Organization. She is a 40-year resident and the mother of three sons who attended SSFUSD schools. She had a career as an Allied Health imaging professional (AS degree) and was a music major at Sacramento State University (piano). Mrs. Richardson was a member of Children and Adults with Attention Deficit Disorder (CHAADD), and worked as a fundraiser and group donor to the Child Care Center in Westborough Park. She is a community activist and opposes government-imposed taxes that impact working families. Mrs. Richardson is bilingual in Spanish. Her goal is to promote SSFUSD's excellent schools and programs which have much to offer our youth in South San Francisco Community. She is a graduate of the California School Board Association's Masters in Governance program. Term expires 2026.

**SOUTH SAN FRANCISCO
UNIFIED SCHOOL DISTRICT
BOARD
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Maria Diaz
Maria Gonzalez
Maria Lopez

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PARTNERS WHO SUPPORTED THE PROCESS & PLANNING

Bay Ed Fund
Attuned Education Partners (especially Marie
Kawase Huxley and Neo Nanna)
Rob Strain at Lemon Battery
Ann Waterman Roy

STAFF, FAMILIES & STUDENTS FOR ENGAGING IN THIS PROCESS WITH US

Thank you to the thousands of people who took part in creating this plan. Special thanks to the powerful student speakers at our March 2023 Community Conversations: Donna Guerra (Baden HS), Eza Vedar (ECHS), Jamie Wong (ECHS), and Neveah Montoya (SSFHS). Special thanks also to Phuong Nguyen and her incredible students at Baden High School for their insight.





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