

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES  
AGENDA AND ORDER OF BUSINESS  
Special Meeting/Board Study Session, Wednesday, May 18, 2022**

**South San Francisco Unified School District  
Board Room  
398 B Street, South San Francisco**

The Board of Trustees invites the community to participate in this meeting in-person. **It is strongly recommended that in-person attendees continue to wear a mask or face covering during the meeting.**

The Board meeting will be streamed live and you can view it by visiting this web page for the Board meeting streaming link: <http://www.ssfusd.org/onlineboardmeeting>.  
*(The link will be active shortly before 5:30 p.m. on May 18)*

This meeting will include closed captions which require the Board to provide a break, for the stenographer's benefit, after approximately every 90 minutes.

**OPEN SESSION - 5:30 p.m.**

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. LAND ACKNOWLEDGEMENT STATEMENT**

We acknowledge that the South San Francisco Unified School District is located on the unceded ancestral homeland of the Ramaytush Ohlone peoples who are the original inhabitants of the San Francisco Peninsula.

We wish to pay our respects by acknowledging the Ancestors, Elders, and relatives of the Ramaytush Community and by affirming their sovereign rights as First Peoples.

**E. PUBLIC COMMENTS**

**For Items Not On The Agenda:**

Public comment for items not on the agenda should not exceed 30 minutes. Public comments are limited to a maximum of three minutes per individual (per Board Bylaw 9323). In order to accommodate more speakers, the Board President may, at their discretion, limit the individual time per speaker to one or two minutes each if there are more than ten expected speakers.

**To comment prior to the meeting:**

Public comments may be submitted in advance of the meeting through the following link: <https://bit.ly/equitynetworkmay18> beginning at 3:00 p.m. on

Monday, May 16, until 3:00 p.m. on Wednesday, May 18. These comments will be read by all Board members and posted on the District website's 2021-22 Board meetings page [www.ssfusd.org/20212022boardmeetings](http://www.ssfusd.org/20212022boardmeetings) prior to the meeting.

**To comment in-person during the meeting:**

Public comments are limited to one to three minutes per individual (per Board Bylaw 9323). Name/address cards are placed in the back of the room to be completed and given to the secretary. The Board President will call upon individuals in random order who have requested to speak. Each person may only speak once, and is required to address the Board from the podium. The meeting is recorded and streamed live. Individuals may address the Board concerning school business not on the agenda, but public comment cannot be acted upon or discussed by the Board unless placed on the agenda at a subsequent meeting, in accordance with the law, the Brown Act. The Board may request staff to respond orally at the meeting or in writing at a future time.

**Special Meeting Comments:**

**In accordance with the law, the Brown Act, during special meetings, public comments are limited to only those items on the agenda.**

The meeting is recorded and streamed live. Individuals may address the Board concerning school business not on the agenda, but public comment cannot be acted upon or discussed by the Board unless placed on the agenda at a subsequent meeting, in accordance with the law, the Brown Act. The Board may request staff to respond orally at the meeting or in writing at a future time.

**F. PRESENTATION**

**1. ADMINISTRATION**

**a. Equity Network**

The Board of Trustees and Superintendent will discuss educational equity and excellence in the District through the Board policy/Administrative regulation, brainstorm ideas for systematic action steps to consider, and receive department updates.

**INFORMATION/DISCUSSION**

**1. ADMINISTRATION**

**a. 2021-22 Effective Governance with an Equity Lens 2.0  
Session #4**

The Board and Superintendent are participating in quarterly meetings this year with a focus on leading through the lens of educational equity in SSFUSD.

	<b><u>PAGE</u></b>
<b>Documents:</b>	
Agenda	1
BP 0415: Equity	2 - 5
Equity Action Plan	6 - 11

## **ADJOURNMENT**

The agenda is available for review at the District's website: [www.ssfusd.org](http://www.ssfusd.org) (Click on *Board Meeting Agendas and Minutes*).

A recording is made of the Open Session of each meeting. Telephone--(650) 877-8705, Fax--(650) 588-8113 or e-mail: [ncantley@ssfusd.org](mailto:ncantley@ssfusd.org)

**South San Francisco Unified School District  
Board Study Session Agenda  
“Effective Governance with an Equity Lens 2.0”  
Session 4 of 4**

**May 18, 2022  
5:30-8:30pm**

**Facilitator(s):  
Nicole Anderson and Associates Consulting, LLC  
The Write Keys 2 Consulting, LLC**

**Agenda Purpose:**

- *Governance team will reflect on effective governance practices through the Governance Core Book Study*
- *Governance team will discuss equity action steps to advance equity work through the 8 characteristics of effective governance teams research*

**Pre-work for May Study Session:**

1. *Read chapters 7-9 of Governance Book*
  - a. *Chapter 7: Workbook activity on page 79*
  - b. *Chapter 8: Workbook activity on page 91*
  - c. *Chapter 9: Workbook activity on page 112*
2. *Review your current equity policy and be prepared to discuss how to apply and monitor its impact through board questions and discussion with Superintendent and Cabinet*
3. *Prepare for discussion around how the Superintendent will develop ARs to support the implementation of the equity policy.*

Agenda Topic(s)	Notes
<b>Session Opening:</b> <ul style="list-style-type: none"> <li>○ Call to order, roll call, pledge, public comments</li> <li>○ District Equity work update</li> <li>○ Session recap/overview</li> <li>○ Revisiting the 4 agreements</li> <li>○ “Equity glows/grows” activity</li> </ul>	President/Superintendent Nicole Anderson
<b>Effective Governance Practices:</b> <ul style="list-style-type: none"> <li>○ The Governance Core book study</li> </ul>	Deborah Keys Write  Book reference: <ul style="list-style-type: none"> <li>● The Governance Core (Ch.7-9)</li> </ul>
<b>Prioritizing Governance and Equity Work:</b> <ul style="list-style-type: none"> <li>○ 8 Characteristics of Effective Boards: Board assessment recap               <ul style="list-style-type: none"> <li>○ focus on #5: data savvy boards</li> </ul> </li> </ul>	Deborah/Nicole  Superintendent/Exec Cabinet
<b>Equity Action Planning:</b> <ul style="list-style-type: none"> <li>● Role of Board/Supt reflection</li> <li>● Governance equity action plan review (8 characteristics of effective governance teams)</li> <li>● Leveraging the work of the Equity Task Force/Administrative Regulations to support implementation of equity policy</li> </ul>	Nicole Anderson Deborah Keys Write  Handout reference: <ul style="list-style-type: none"> <li>● <a href="#">Governance equity action plan</a></li> </ul>
<b>Next Steps:</b> <ul style="list-style-type: none"> <li>○ Utilize governance equity action plan to guide effective governance practices</li> <li>○ Meeting adjournment</li> </ul>	Nicole Anderson President
May 18, 2022	Page 1 Information/Discussion

**Policy 0415: Equity**

Status: ADOPTED

Original Adopted Date: 04/26/2018 | Last Revised Date: 08/12/2021 | Last Reviewed Date: 08/12/2021

**Equity**

**Students**

Proposed – it is our obligation to eliminate practices that perpetuate negative impacts on student learning. The Board acknowledges educational equity is integral to the District’s overall mission and core values.

(cf. 0200 - Philosophy, Goals, Objectives and Comprehensive Plans)

(cf. 0460 - Local Control and Accountability Plan)

**Statement & Definition**

**It is unacceptable that the educational outcomes of students in our district are overwhelmingly predictable based on students’ race, socioeconomic, ethnicity or learning differences.**

**In South San Francisco Unified School District, equity is a means to ensure equal access to educational opportunity for all students by dismantling inequitable systems in order to minimize or eliminate the impact of disparities, available resources to prepare and study, and socio-cultural differences in achievement and performance so that all students may perform at optimum levels.**

**Definition: Equity, in SSFUSD, is defined as giving students what they need, when they need it to fulfill their potential.**

The South San Francisco Unified School District is strongly committed to maintaining high expectations for all of its students and to eliminate historical barriers, persistent disparities in achievement, performance and socio-emotional adjustment among subgroups based on race, ethnicity, language, national origin, gender, sexual orientation, gender identity, gender expression, socio-economic status or disability.

Educational equity is a means of ensuring the decisions, policies and practices in our system are culturally sensitive and provide all students with access, opportunity, resources and support to: meet students’ individual needs to learn, grow, and develop in a safe and healthy environment; support all stakeholders in advocating for fairness; and ensure the ultimate outcome of all students becoming college, career and life ready.

The Board understands that:

1. Generalizing and stereotyping any group of people devalues their contributions to the District and community as a whole.
2. Achievement and opportunity gaps and disparate discipline that exists amongst student groups construct barriers that prevent students from realizing their fullest potential and is unacceptable.

Therefore, the Board shall make decisions with a deliberate awareness of impediments to learning faced by students of color and/or diverse cultural, linguistic, or socio-economic backgrounds. To ensure that equity is the intentional basis of district decisions, the Board shall consider whether its decisions address the needs of

**EDUCATIONAL EQUITY (continued)**

students from racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of students. All policies and practices will reflect the goals of eliminating gaps in access to educational opportunities for all of our students to ensure that they achieve academic success through their educational journeys.

1. The District will advance these goals by creating a culturally competent staff, maintaining uniformly high expectations for all, promoting rigorous curricula, promoting systems of curriculum, instruction, and assessment and professional learning opportunities, differentiating instruction and maximizing access for all

students to high-level educational opportunities. Given the urgency of this mission, the district is committed to emphasizing culturally responsive service delivery and consistently examining and monitoring policies, programs, practices, and written documents to ensure that they are consistent with these goals. Policies, programs and procedures are:

- a. In the Board's section (move) Fair, consistent and prohibitive of actual or perceived inequitable or discriminatory acts based on disability, ethnicity, gender, gender expression, gender identity, immigration status, language, culture, ethnicity, parental status, race, religion, sexual orientation, socioeconomic status or association with a person or group with one or more of these actual or perceived characteristics; and
- b. Aligned with long-term plans for implementing, reviewing and revising policies, programs and procedures that promote equity in the District in an effort to identify and remove systemic barriers that prevent students, staff and other stakeholders' full participation or access and benefits of District programs, services and activities.

Therefore, the Superintendent or designee shall ensure:

2. Financial and human resources are provided to support the work of staff, students, families and community groups in promoting equity and inclusion in our District. This includes analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district. Such resources include access to highly-qualified administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.
3. An active approach to recruit, develop and retain District staff, administrators and teachers will be utilized, so that the District reflects the cultural and ethnic background of students and the community.
4. District discipline policies shall be designed to mitigate disproportionality in exclusionary practices, suspensions and expulsions amongst all student groups based on disability, ethnicity, gender, gender expression, gender identity, immigration status, language, culture, ethnicity, parental status, race, religion, sexual orientation, socioeconomic status, cultural awareness, or association with a person or group with one or more of these actual or perceived characteristics.
5. District stakeholders are provided with fair and effective processes for resolving concerns and have the opportunity to challenge alleged inequitable practices with the expectation of remedy without fear of retribution. (cf. 1312.3 - Uniform Complaint Procedure)

#### **EDUCATIONAL EQUITY (continued)**

6. Enabling and encouraging students to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other student activities
7. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups.

culturally responsive instructional practices.

(cf. 4100 - Certificated Personnel) (cf. 4131 - Staff Development)  
(cf. 4200 - Classified Personnel)  
(cf. 4222 - Teacher Aides/Paraprofessionals)  
(cf. 4300 - Administrative and Supervisory Personnel) (cf. 4331 - Staff Development)  
(cf. 6173 - Education for Homeless Children)  
(cf. 6174 - Education for English Language Learners) (cf. 6175 - Migrant Education Program)  
(cf. 9240 - Board Development) **Legal References: EDUCATION CODES**  
200 Educational Equity Purpose  
201 Legislative Declarations and Intent (A-G)  
210 Article 2. Definitions  
220 Prohibition of Discrimination  
234 - 234.5 Safe Place to Learn Act  
32280 - 32289 School Safety Plans  
51000 - 51009 George Miller, Jr. Education Act of 1968  
51019 Definition of Philosophy  
51020 Definition of Goal  
51500 Prohibition of Instruction or Activity  
51513 Personal Beliefs  
52060 - 52077 Adoption of Local Control and Accountability Plan  
60040 Portrayal of Cultural and Racial Diversity  
60044 Prohibited Instructional Materials

#### CODE OF REGULATIONS, TITLE 5

5 CCR 3940 Maintenance of Effort

#### UNITED STATES CODES

20 U.S.C. 1400 et seq. Individuals with Disabilities in Education Act  
20 U.S.C. 1681 et seq. Patsy Takemoto Equal Opportunity in Education Act  
20 U.S.C. 2301 et seq. Carl D. Perkins Career and Technical Education Act of 2006  
20 U.S.C. 5801 et seq. Education Flexibility Partnership Act of 1999  
20 U.S.C. 6801 et seq. Technology for Education Act of 1994  
29 U.S.C. 794 Nondiscrimination under Federal Grants and Programs

#### EDUCATIONAL EQUITY (continued)

42 U.S.C. 2000d Section 1-101, Section 1-102 et seq. Title VI, Civil Rights Act of 1964  
42 U.S.C. 2000d-7 Civil rights remedies equalization  
42 U.S.C. 12101-12213 Americans with Disabilities Act of 1990

#### CODE OF FEDERAL REGULATIONS

28 C.F.R. 35.101 Americans with Disabilities Act  
34 C.F.R. 100-110 Chapter 1-Office for Civil Rights, Department of Education

#### OTHER PROFESSIONAL REFERENCES

Cincinnati PS Board Policy 2255 Equity and Excellence in Education (4/11/2016) Minneapolis PS Policy 1304 Equity and Diversity (10/08/2013)  
San Jose USD Equity Board Policy 0210 Philosophy, Goals, Objectives and Comprehensive Plans (5/13/2010)  
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS: Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014  
May 18, 2022

CSBA PUBLICATIONS: Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Lindsey, R.P., Robins, K. N., & Terrell, R.D. (2009). *Cultural proficiency: A manual for school leaders*. (3rd Ed). Thousand Oaks, CA: Corwin.

#### WEB SITES

CSBA: <http://www.csba.org> (<https://simbli.eboardsolutions.com/SU/endNqaxyiGQAmOk5HoBoUw==>)

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Gamut Online: <http://www.gamutonline.net/district/elkgrove/>

(<https://simbli.eboardsolutions.com/SU/v9dBVlqsn9tCC4wAmEeUUA==>) APA: [www.apa.org](http://www.apa.org)

Ed Glossary: [www.edglossary.com](http://www.edglossary.com)

Cambridge Dictionary: [www.dictionary.cambridge.org](http://www.dictionary.cambridge.org)

National Education Association Diversity Toolkit Introduction: [www.nea.org](http://www.nea.org)

---

# SSFUSD Usd Governance Team Equity Action Plan

## May 2022 (updated 5.2.22)

In order to close equity gaps seen in schools, it is essential that governance teams and educational leaders build capacity and shift the paradigm of a school system that was not designed to yield successful outcomes for all students. Structures are needed to support educational leaders and teams from all educational levels to assist in the development of deep belief systems and understanding of diversity that empowers them to be proactive and responsive to the diverse needs of the communities they serve. Governance teams play a vital role in leading for equity through policy by demonstrating the 8 characteristics of effective governance teams that support the implementation of the vision for equity.

The following equity action plan will guide the governance team on the equity leadership journey as it strategically works to create the conditions for sustainably addressing and closing educational equity gaps in schools.

8 characteristics of effective governance teams	Governance Team Equity Action Plan	Governance Core Book Study Alignment
<p>1. Our school board <b>commits to a vision for equity</b> through:</p> <ul style="list-style-type: none"> <li>○ high expectations for student achievement and quality instruction</li> <li>○ defining clear goals toward that vision</li> </ul>	<ul style="list-style-type: none"> <li>● Develop and adopt an equity statement focused on student outcomes</li> <li>● Identify 4 board priorities that will guide the work of the governance team (i.e Budget, Human Resources, Teaching/Learning, and School Climate)</li> <li>● Align the 4 priorities with Superintendent goals/objectives</li> <li>● Align the 4 priorities with the board agendas, board questions, staff presentations, as well as communication with the community.</li> </ul>	<ul style="list-style-type: none"> <li>● Ch.</li> </ul>
<p>2. Our school board has <b>strong shared beliefs and values about equity</b> for:</p> <ul style="list-style-type: none"> <li>○ students and their ability to learn</li> <li>○ the school system’s ability to teach all children at high levels</li> </ul>	<ul style="list-style-type: none"> <li>● Set high expectations of staff by investing in a balanced and comprehensive professional development program that is frontloaded, ongoing, as well as followed up through coaching/support</li> <li>● Establish and revisit board goals and equity statement (quarterly/biannually) in alignment with the 4 priorities</li> <li>● Identity a systems change approach to addressing the complex work of closing equity gaps for students (i.e. 6 conditions for change, equity leadership structures)</li> <li>● Align the equity statement with the district’s vision/mission</li> </ul>	
<p>3. Our school board has <b>collaborative relationships</b> with the Superintendent, staff, as well as the community through:</p> <ul style="list-style-type: none"> <li>○ a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals around equity.</li> </ul>	<ul style="list-style-type: none"> <li>● Foster a transparent governance culture where all governance team members receive consistent information from multiple platforms/staff</li> <li>● Communicate goals, priorities, and actions to stakeholders</li> <li>● Communicate the equity statement through multiple communication platforms (i.e. Student friendly version, image that illustrates equity statement, video display that includes multiple stakeholder groups)</li> <li>● Provide direction on the development or evolution of a district communication plan to message the equity (include talking points-why, how, what; language during board/supt reports)</li> <li>● Establish a protocol/culture with the Superintendent on effective implementation of decisions made by the board</li> <li>● Leverage an equity task force to gather feedback on the equity statement from diverse stakeholder groups</li> <li>● Leverage community partners to advance equity policy (i.e. 2x2 with city council, etc.)</li> </ul>	

# SSFUSD Usd Governance Team Equity Action Plan

## May 2022 (updated 5.2.22)

	<ul style="list-style-type: none"> <li>● Conduct listening sessions to provide a safe space for community stakeholders to discuss challenges and successes associated with equity work</li> </ul>	
<p>4. Our school board is <b>accountability driven</b>:</p> <ul style="list-style-type: none"> <li>○ spending less time on operational issues</li> <li>○ spending more time focused on policies and priorities to close equity gaps</li> </ul>	<ul style="list-style-type: none"> <li>● Develop policies that support the 4 board priorities</li> <li>● Develop/revise/amend the equity policy</li> <li>● Apply the equity policy to guide:             <ul style="list-style-type: none"> <li>● All policy work</li> <li>● Questions to the Superintendent/Staff</li> <li>● Agenda building</li> <li>● Decision making (voting)</li> <li>● Prioritization of governance work</li> <li>● Measure/evaluate the impact of action steps</li> </ul> </li> <li>● Superintendent develop administrative regulations that support the implementation of the equity policy as well as guide the work of the staff focused on 4 board priorities</li> <li>● Provide direction/approval of key plans, agreements, contracts, and framework with an equity lens (apply equity statement as lens)             <ul style="list-style-type: none"> <li>● Collective bargaining, facilities, transportation, food services , etc.</li> </ul> </li> <li>● Provide direction on the personnel framework/policy             <ul style="list-style-type: none"> <li>● Recruitment, hiring, retention practices</li> <li>● Process for effectively recognizing and responding to cultural conflict/differences (i.e. personnel incidents, complaints, etc.)</li> </ul> </li> <li>● Provide direction on the hiring of contractors who support district work             <ul style="list-style-type: none"> <li>● Alignment with equity priorities</li> <li>● Research based</li> <li>● Metrics for success</li> <li>● Sample client work/references</li> </ul> </li> <li>● Review policy that impact the 4 board priorities (policy committee)             <ul style="list-style-type: none"> <li>● Human Resources</li> <li>● Budget</li> <li>● Teaching and Learning</li> <li>● School Climate/Safety</li> </ul> </li> <li>● Policy driven questions:             <ul style="list-style-type: none"> <li>● What is the overarching purpose of the policy/practice? (What does it seek to accomplish? Will it reduce/eliminate disparities in student outcomes)</li> <li>● Is the policy/practice resourced to guarantee full implementation and monitoring?</li> <li>● Which target student group could be inequitably affected by this policy/practice? How?</li> <li>● Which stakeholder groups may have the most concerns with this policy/practice? Why?</li> <li>● What adverse impacts or unintended consequences could result from the policy/practice? (For any student groups)</li> <li>● Have stakeholders been reasonably informed by this decision, been</li> </ul> </li> </ul>	

# SSFUSD Usd Governance Team Equity Action Plan

## May 2022 (updated 5.2.22)

	<p>meaningfully informed or involved discussion of the policy/practice? What type of feedback was given? (I.e. Equity Task Force, Focus Groups, Student/parent forums, etc.)</p> <ul style="list-style-type: none"> <li>● What factors may be producing or perpetuating inequities associated with this issue? Does this policy/practice deepen these issues or improve them?</li> <li>● What positive impact could result from this policy/practice? What groups could benefit? Are there further ways to maximize equitable opportunities and impacts?</li> <li>● Who is the main driver responsible for improving equity for this particular policy/practice? (I.e. individual staff, department/team, etc.)</li> </ul>	
<p>5. Our school board is <b>data savvy</b> through:</p> <ul style="list-style-type: none"> <li>○ embracing and monitoring quantitative and qualitative data, even when the information is negative</li> <li>○ using data to drive continuous improvement to close equity gaps</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in study sessions that focus on student achievement gaps</li> <li>● Discuss trends in the qualitative/quantitative data that is presented by staff on a monthly/quarterly basis <ul style="list-style-type: none"> <li>● Quantitative data includes: Achievement, attendance, discipline, access, opportunity (outcomes)</li> <li>● Qualitative data includes: Surveys, interviews, observations, forums, listening sessions (experiences/perceptions)</li> </ul> </li> <li>● Participate in equity walks in collaboration with the Superintendent /Staff</li> <li>● Develop board goals/metrics-indicators to monitor the closure of equity gaps</li> </ul>	
<p>6. Our school board <b>aligns, monitors, and sustains resources</b>, such as:</p> <ul style="list-style-type: none"> <li>○ equity focused professional development to meet district goals</li> <li>○ establishing metrics to measure the impact of resources</li> </ul>	<ul style="list-style-type: none"> <li>● Maintain high standards and a focus on board priorities in the midst of budget challenges</li> <li>● Consider allocation of resources (time, people, funds) in order to improve student outcomes</li> <li>● Invest in a comprehensive professional development plan for all classified and certificated staff that is frontloaded, ongoing, and supported through coaching</li> <li>● Support the hiring or appointment of an equity officer/liaison who will be responsible for “holding/bridging” the work along the equity leadership journey</li> <li>● Pose questions that inform the progress towards goals and priorities as well as measure the impact of policy</li> <li>● Provide the direction to the Superintendent to leverage an equity task force/site level equity teams that will develop an equity impact action plan to strategically address and measure the impact of the district’s equity policies and practices on closing equity gaps</li> <li>● Celebrate board progress in student learning while identifying lack of progress as an area of concern and action</li> </ul>	

# SSFUSD Usd Governance Team Equity Action Plan

## May 2022 (updated 5.2.22)

<p>7. Our school board <b>leads as a united team</b> with the superintendent through:</p> <ul style="list-style-type: none"> <li>○ establishing mutual trust within the respective roles of the team</li> <li>○ engaging in strong equity focused collaboration</li> </ul>	<ul style="list-style-type: none"> <li>● Establish a culture of effective communication between the Superintendent, Board President, and Board members</li> <li>● Create conditions and organizational structures that allow the Superintendent to function as the educational leader (operations, instruction, facilities, etc.)</li> <li>● Review the governance handbook on a quarterly basis; focusing on effectiveness of key protocols that impact equity work (i.e. communication with board/supt/staff/community, response to public comment, agenda building, meeting discussion, etc.</li> <li>● Stand by decisions made by the board</li> </ul>	
<p>8. Our school board <b>participates in team development and equity focused training</b>, with our superintendent to build:</p> <ul style="list-style-type: none"> <li>○ shared knowledge of equity focused concepts</li> <li>○ core values as principles to guide equity work</li> <li>○ norms to guide board culture</li> <li>○ protocols to guide board operations</li> <li>○ commitments to equity work</li> <li>○ self-assessment of governance practices</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in quarterly study sessions that focus on effective governance (i.e. #3, 4, 5 of the board assessment and 4 priorities)</li> <li>● Participate in a book study focused on The Governance Core book to maintain a culture of effective governance as the equity work evolves as well as new board members join the governance team</li> <li>● Participate in CSBA training (i.e. MIG training modules, conferences, equity network, etc.)</li> </ul>	

### Board Goals/Priorities Alignment Template

Recommended Priorities/Alignment	Goals	Objectives (Indicators/metrics)	Policy(ies) Alignment
<p>Priority 1: Budget Priority 2: Teaching/learning Priority 3: School climate/community engagement Priority 4: Human Resources</p>	<p>Goal 1:</p>		
<p>Priority 1: Budget Priority 2: Teaching/learning</p>	<p>Goal 2:</p>		

# SSFUSD Usd Governance Team Equity Action Plan

## May 2022 (updated 5.2.22)

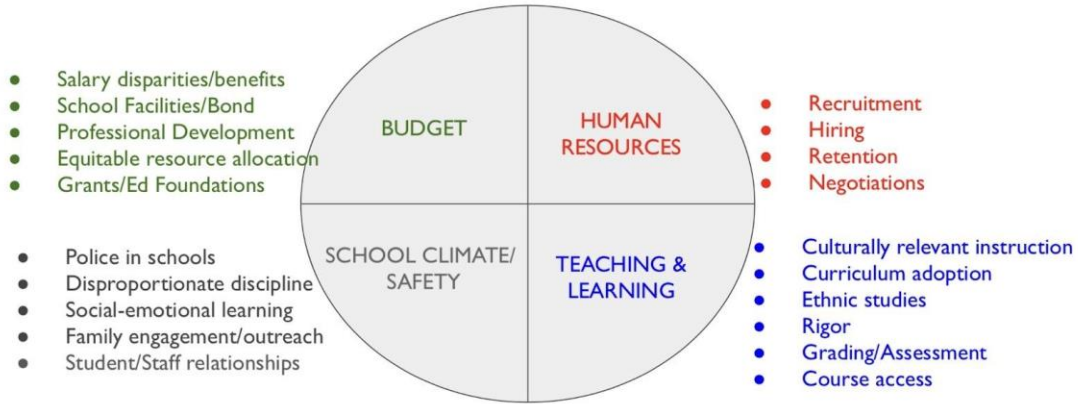
<i>Priority 3: School climate/community engagement</i> <i>Priority 4: Human Resources</i>			
<i>Priority 1: Budget</i> <i>Priority 2: Teaching/learning</i> <i>Priority 3: School climate/community engagement</i> <i>Priority 4: Human Resources</i>	Goal 3:		
<i>Priority 1: Budget</i> <i>Priority 2: Teaching/learning</i> <i>Priority 3: School climate/community engagement</i> <i>Priority 4: Human Resources</i>	Goal 4:		

References:

- Governance Core book (Campbell & Fullan)
- 8 Characteristics of Effective Governance Teams Self Assessment (Center for Public Education Report 2011)
- Racial Equity Analysis Protocol/Racial Equity Impact Assessment Guide (Race Forward)
- Strategic Learning Self-Assessment (FSG Engaging Boards and Trustees in Strategic Learning)

**SSFUSD Usd Governance Team Equity Action Plan**  
**May 2022** (updated 5.2.22)

**PRIORITIZING OUR EQUITY DRIVEN**  
**GOVERNANCE WORK**



**Roles of the Governance Team**

