

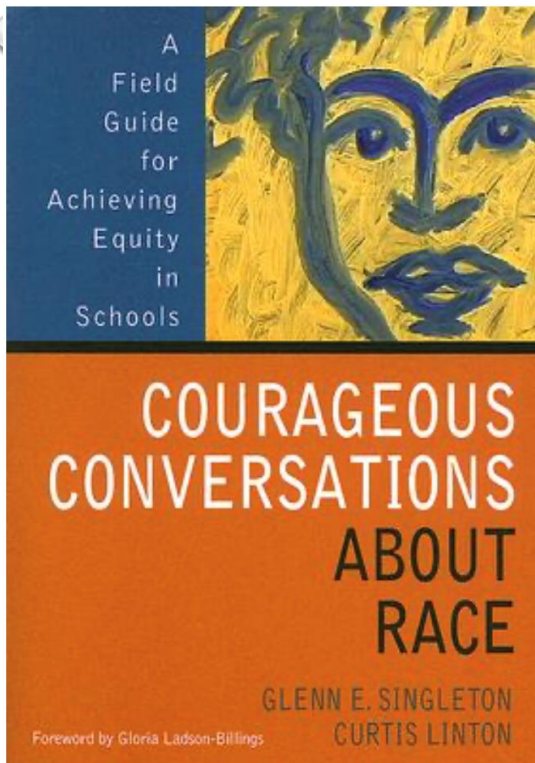


Effective Governance with an Equity Lens 2.0

South San Francisco USD
Board Study Session I of 4
11.10.21

“Moving from Safe to Brave Space”

-Dr. Tyrone Howard, UCLA-



Four Agreements

1. Stay Engaged

2. Experience Discomfort

3. Speak Your Truth

4. Expect/Accept Non-Closure

Effective Governance Practices

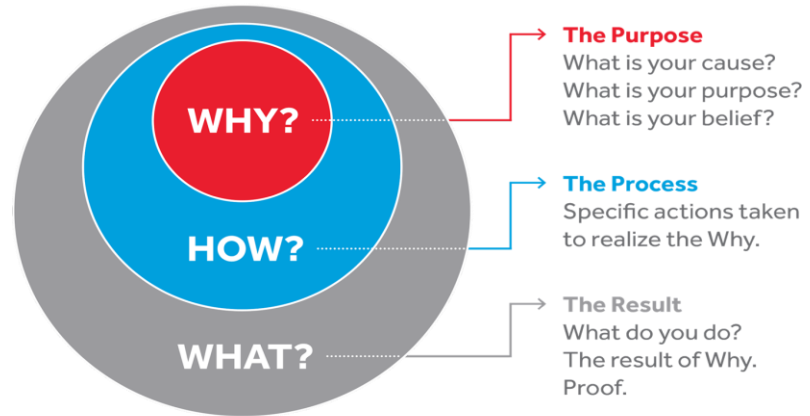
- **Redefining Student Success through Data**
- **Board Assessment**
- **Role of Board/Supt**
- **Equity Statement Application**
- **Priority Alignment**
- **Equity Policy Application**
- **Leveraging the Equity Task Force**



Recentering Our Equity Driven Governance Work

- ❑ **Why:** Equity Statement (
- ❑ **How:** Norms, Protocols, Roles, Practices (handbook)
- ❑ **What:** Equity Policy, Priorities, Plan

Sinek's Golden Circle



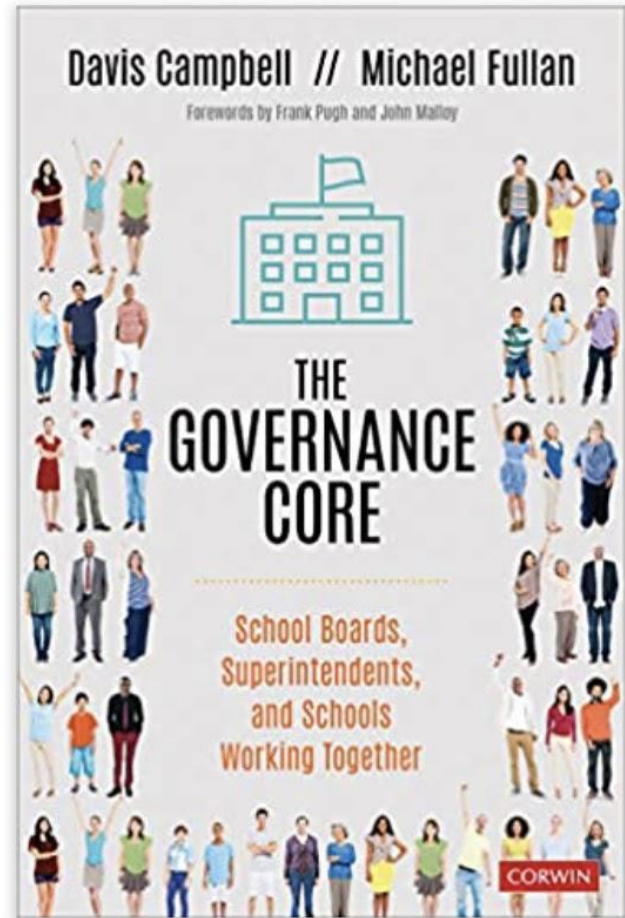
Source: Simon Sinek, author of Start With Why

Book Study

Jan. 5: Ch. 1-3

March 16: Ch. 4-6

May 22: Ch. 7-9



”The key to effectively addressing educational equity gaps starts with highly effective governance practices”

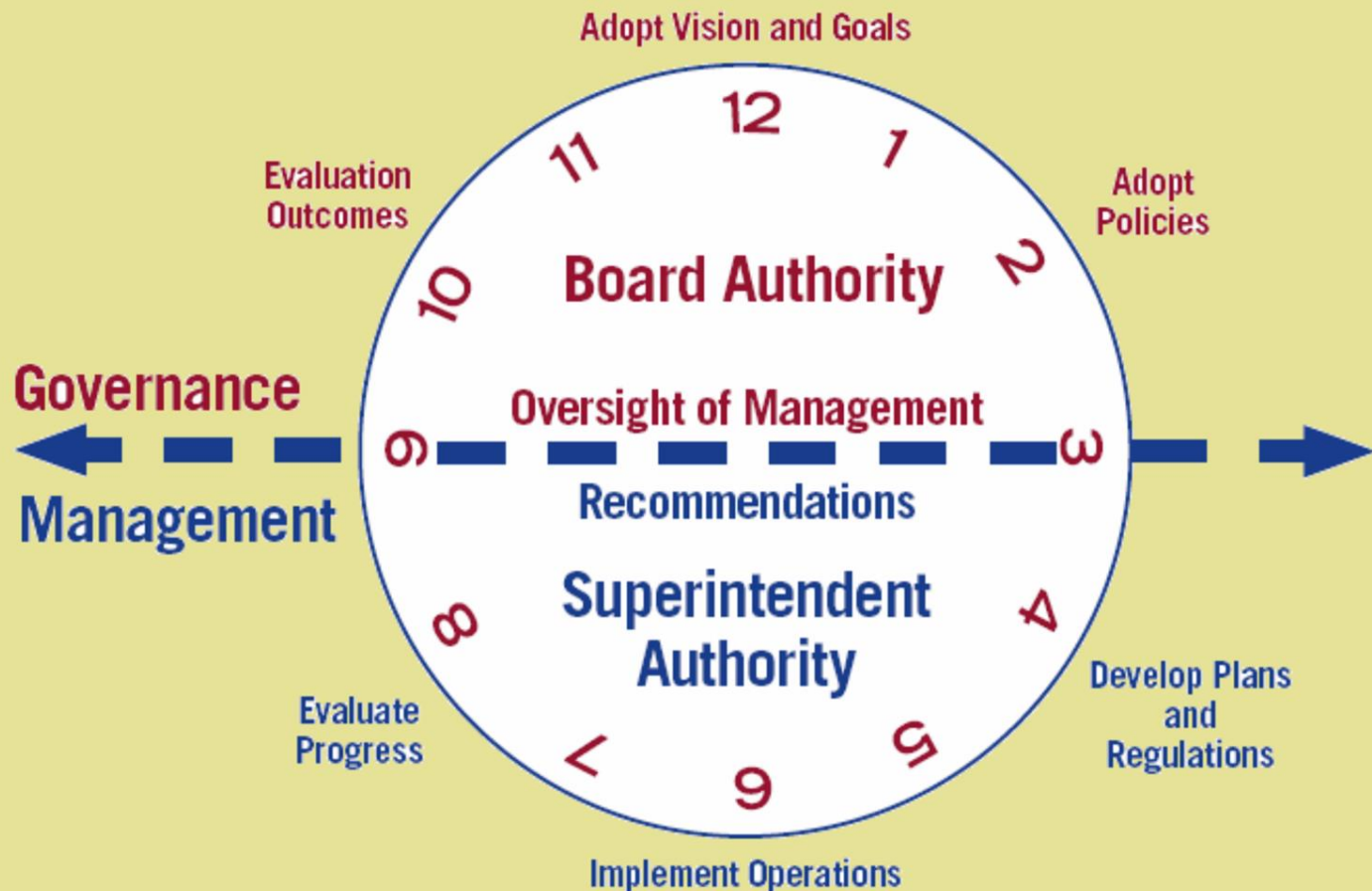


SCHOOL BOARD Governance with Equity Lens Self Assessment

According to the Center for Public Education Report in 2011, there are eight characteristics of effective school boards. School board members are encouraged to embrace each of these characteristics with an equity lens in addition to three board actions to guide equity work. Please complete with fellow board members to assess the basic functioning of your governance team as a precursor to the examination, revision, and creation of equity focused policy and practice.

To what extent does your school board effectively demonstrate the following characteristic?	Not Effective	Seldom effective	Somewhat effective	Effective	Very Effective
1. Our school board commits to a vision for equity through: <ul style="list-style-type: none"> o high expectations for student achievement and quality instruction o defining clear goals toward that vision 					
2. Our school board has strong shared beliefs and values about equity for: <ul style="list-style-type: none"> o students and their ability to learn o the school system's ability to teach all children at high levels 					
3. Our school board has collaborative relationships with the Superintendent, staff, as well as the community through: <ul style="list-style-type: none"> o a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals around equity. 					
4. Our school board is accountability driven: <ul style="list-style-type: none"> o spending less time on operational issues o spending more time focused on policies and priorities to close equity gaps 					
5. Our school board is data savvy through: <ul style="list-style-type: none"> o embracing and monitoring quantitative and qualitative data, even when the information is negative o using data to drive continuous improvement to close equity gaps 					
6. Our school board aligns, monitors, and sustains resources, such as: <ul style="list-style-type: none"> o equity focused professional development to meet district goals o establishing metrics to measure the impact of resources 					
7. Our school board leads as a united team with the superintendent through: <ul style="list-style-type: none"> o establishing mutual trust within the respective roles of the team o engaging in strong equity focused collaboration 					
8. Our school board participates in team development and equity focused training, with our superintendent to build: <ul style="list-style-type: none"> o shared knowledge of equity focused concepts o core values as principles to guide equity work o norms to guide board culture o protocols to guide board operations o commitments to equity work o self-assessment of governance practices 					
To what extent has the school board developed and implemented the following:	Not drafted	Not adopted	Drafted	Adopted	Implemented/ applied
9. Our school board has developed an equity statement					
10. Our school board has developed an equity policy					
11. Our school board has developed an equity impact action plan to strategically address and measure the impact of the district's equity policies and practices on closing equity gaps					

Adapted by Nicole Anderson and Associates Consulting, L.L.C. 2021



Our New Equity Policy

Components:

- Background
- Vision/Purpose of Board
- Equity Statement
- Board direction/guidance (BP)
- Superintendent direction/guidance (AR)
- Goals/Priorities
- Monitoring/Evaluation
- Policy/Bylaw alignment

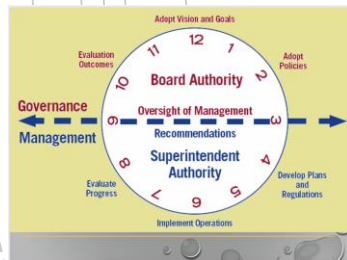


Practical Application:

- Guides all governance practices
- Evaluation of progress
- Board questions to Supt/Staff
- Agenda building
- Decision making
- Prioritizing work
- Reference as a recentering of governance work (why, what, how)

BOARD POLICY COMPONENTS

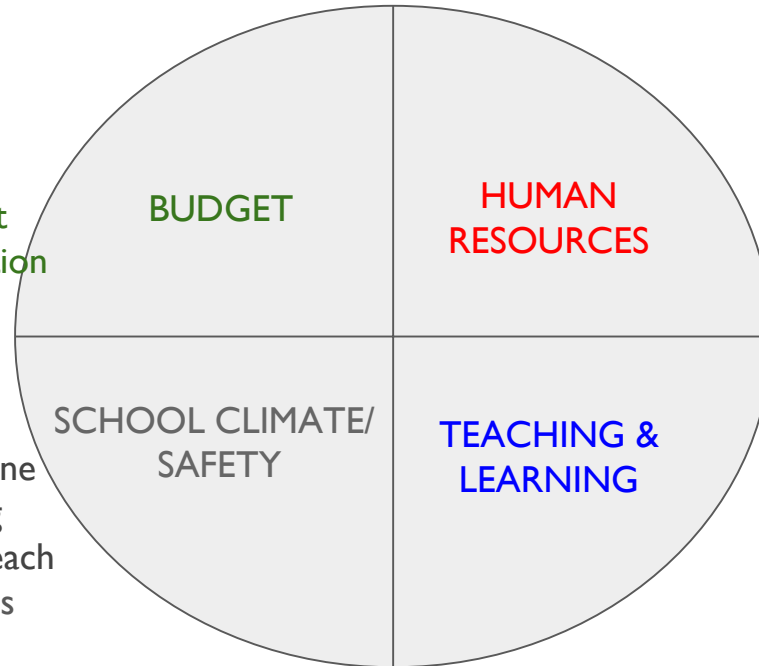
- **Boards must understand the important function of developing and maintaining education policy.**
- **(BP) The board adopts policies to provide guidance for school boards and district staff in making important decisions on education matters for effectively operation the district.**
- **(AR) District Administration develops and approves Administrative Regulations through establishing procedural action steps for directly carrying out the board policy.**



ALIGNING PRIORITIES WITH EQUITY POLICY

- Salary disparities/benefits
- School Facilities/Bond
- Professional Development
- Equitable resource allocation
- Grants/Ed Foundations

- Police in schools
- Disproportionate discipline
- Social-emotional learning
- Family engagement/outreach
- Student/Staff relationships



- Recruitment
- Hiring
- Retention
- Negotiations

- Culturally relevant instruction
- Curriculum adoption
- Ethnic studies
- Rigor
- Grading/Assessment
- Course access



Effectively Leveraging the Equity Task Force

Purpose

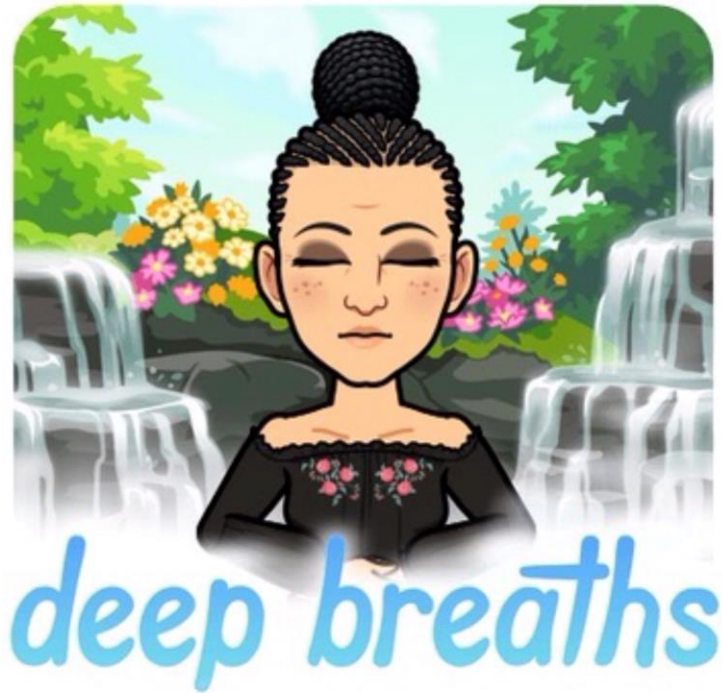
- Collaboration of diverse perspectives about equity priorities
- Research/analyze data
- Make recommendations to Supt
- Inform Admin Regulations

Process/Timelines

- Build safe/brave space
- Build capacity/content knowledge
- Sub committees
- Monthly meetings
- Quarterly board updates
- Annual Equity Impact Action Plan update

Outcomes

- Equity impact action plan developed with systems lens
- Provide input to board/district leadership on equity work
- Host community listening sessions to gather student/community voice



Self Care Break

- Breathe
- Stretch
- Relieve

EQUITY IN EDUCATION RECAP

What Does Equity Mean?

- Equity is not equality
- Giving people what they need when they need it
- Some need more than others
- Student success is demonstrated in diverse ways
- Intentional shifts in mindset, policy, and practice that prioritize the interruption of systemic inequities.

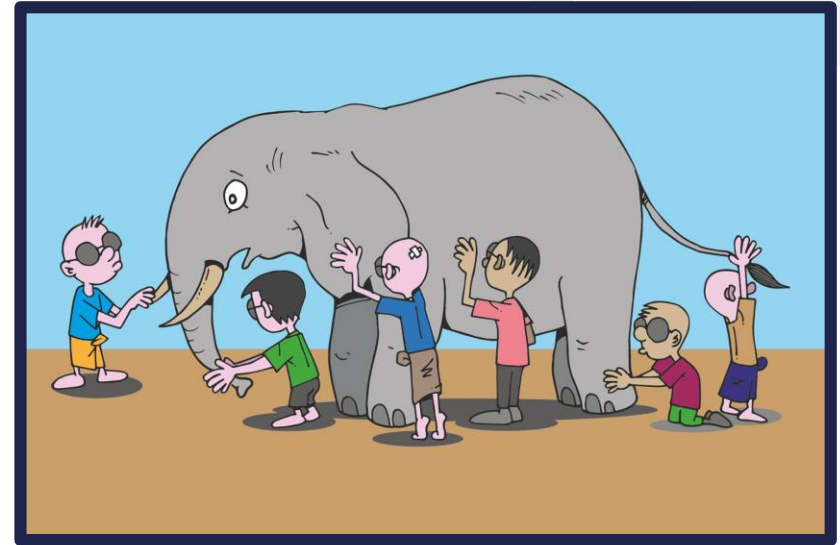
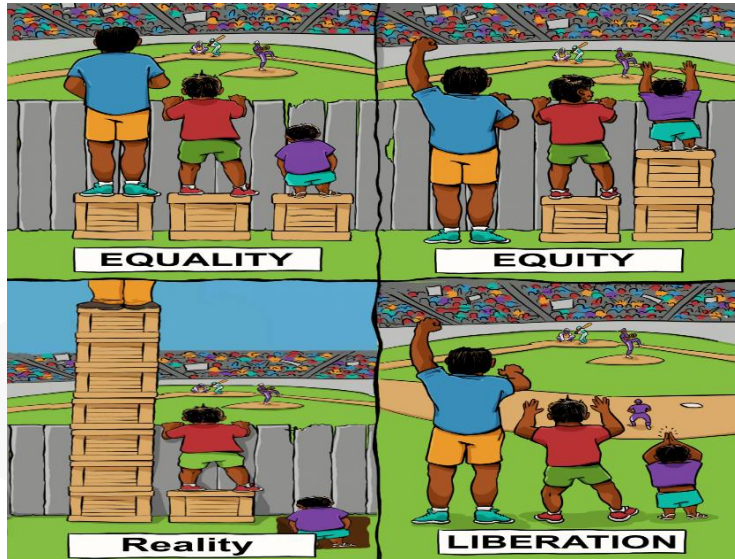
What are the challenges to Equity?

- Historical inequities
- Resistance to change
- Privilege/Entitlement of those who have the potential to oppress
- **Implicit bias**
- **Stereotypes**
- Institutional Racism

What actions create Equity?

- **Changing policy and practice that provide access and opportunity**
- Shifting resources to those who need more
- Building positive relationships amongst all stakeholders
- Empowering marginalized stakeholders
- **Shifting mental models**

What Does Equity Mean?



Article discussion

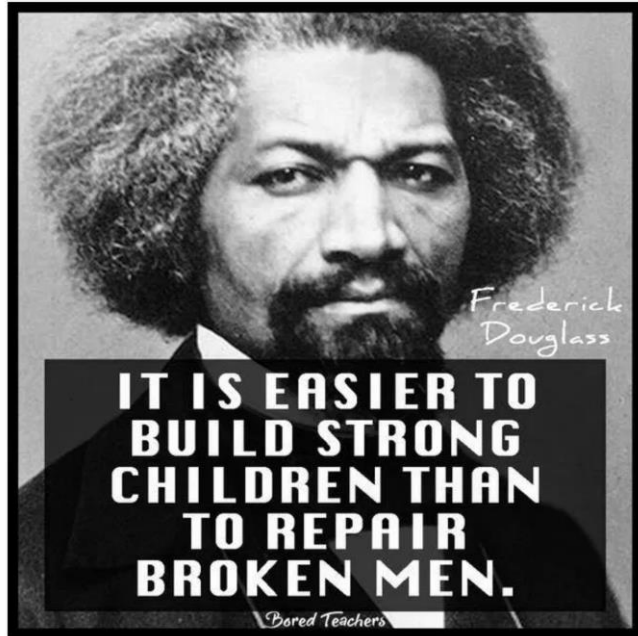


The Curb-Cut Effect

‘Laws and programs designed to benefit vulnerable groups, such as the disabled or people of color, often end up benefiting all of society.’

By Angela Glover Blackwell Winter 2017

Long Term Impact on Communities Miseducated/Underserved Youth



Nicole Anderson and Associates Consulting, LLC

Data/Evidence:

- Glass ceiling/unemployment
- Over-policing/high incarceration
- High crime/exploitation
- Gentrification/Housing disparities/Homelessness
- Wealth disparities/Generational poverty
- Social capital/network disparities
- Poor mental/physical health
- High mortality/low birth rates
- Lack of family stability/high divorce
- Negative self identity/hopelessness
- Racial disparities across and within all institutions

The Write Keys 2 Consulting, LLC

SSFUSD Equity Statement

Board adopted Equity Policy August 2021

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.

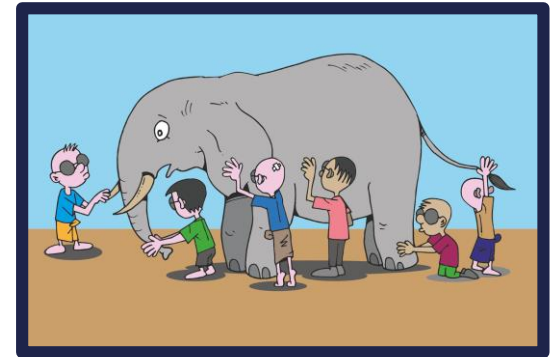
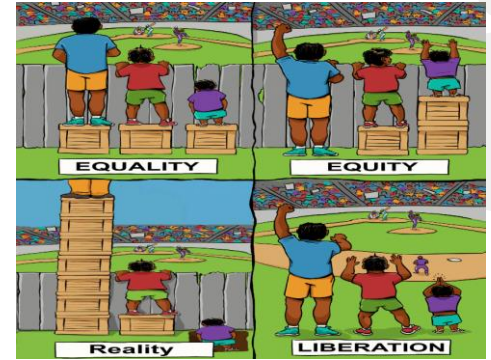
Educational equity is a means of ensuring the decisions, policies and practices in our system are culturally sensitive and provide all students with access, opportunity, resources and support to: meet students' individual needs to learn, grow, and develop in a safe and healthy environment; support all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

The Board understands that:

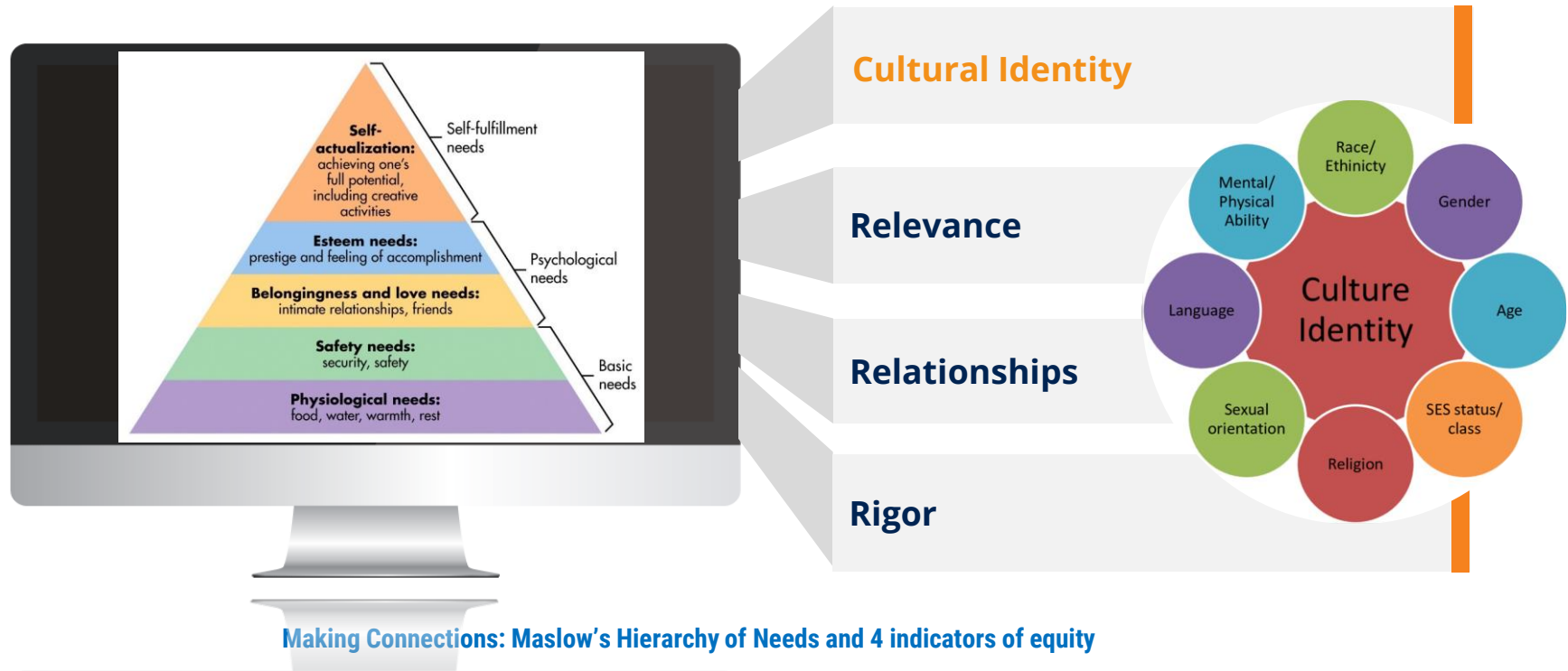
1. Generalizing and stereotyping any group of people devalues their contributions to the District and community as a whole.
2. Achievement and opportunity gaps and disparate discipline that exists amongst student groups construct barriers that prevent students from realizing their fullest potential and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

Developing An Equity Statement

- **Communicates clear and common language about equity as a lens for all district policy work**
- **A component of the equity policy**
- **Student centered**
- **Explicitly calls out inequities in the data**
- **Is measurable and associated with data**
- **Language aligns with your vision and mission of the district**
- **Includes stakeholder voices in the process**



Redefining Student Success through Data

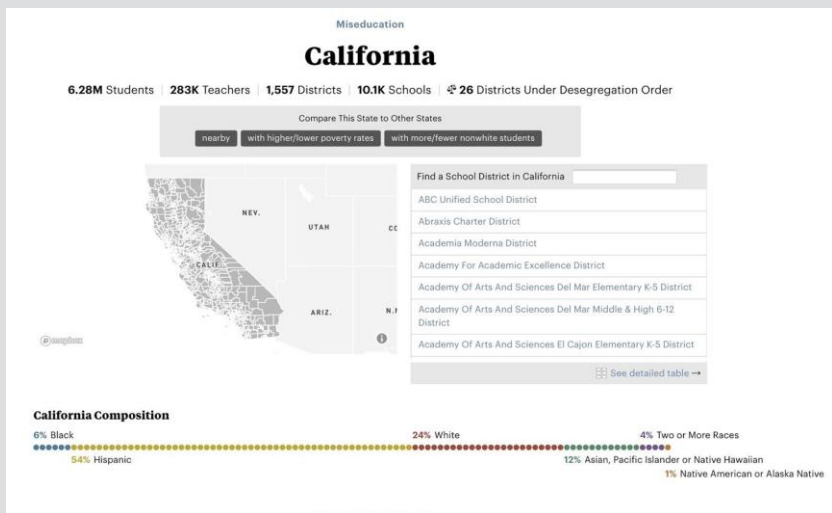


Making Connections: Maslow's Hierarchy of Needs and 4 indicators of equity



What educational equity gaps exist in your district/school?

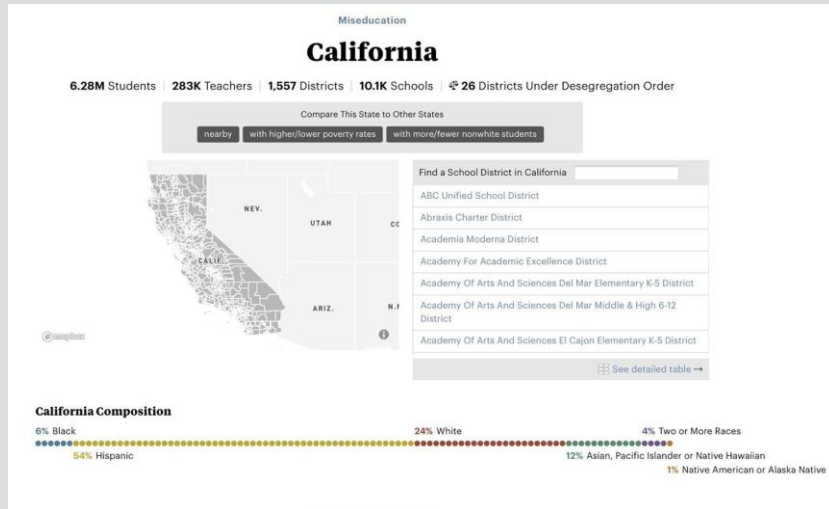
- **Achievement**
(academic/test scores)
- **Disproportionality**
(discipline/suspensions/expulsions)
- **Access**
(AP/Honors-GATE Courses/Quality-Experienced Teachers)
- **Opportunity**
(English Learner core class/A-G graduation)





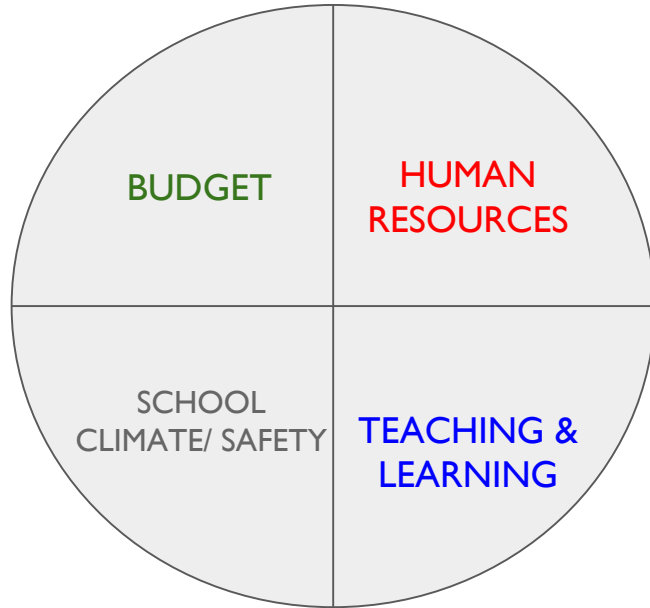
Why do these educational equity gaps exist in your district/school?

- **Achievement**
(academic/test scores)
- **Disproportionality**
(discipline/suspensions/expulsions)
- **Access**
(AP/Honors-GATE Courses/Quality-Experienced Teachers)
- **Opportunity**
(English Learner core class/A-G graduation)



STAFF ROLE/BOARD QUESTIONS

“ALIGN WITH BOARD GOALS/PRIORITIES TO MEASURE IMPACT OF EQUITY POLICY”



- How does this practice align with our priorities and **LCAP/Strategic Plan**?
- How does this practice align with our **equity statement and policy**?
- What **quantitative/qualitative data** do we have/need to identify the equity gaps that exists?
- How can we **measure the impact** of this practice/policy?
- What **barriers** exist for student success as we consider this practice?
- How are we **communicating/outreaching** to our diverse community stakeholders?
- How can the board be of support to staff in **efforts to address this equity gap**?



NEXT STEPS FOR THE GOVERNANCE TEAM

- **Future board workshops/study sessions focused on goals/priorities**
- **Governance Core Book Study**
- **Develop equity impact action plan/admin regs in alignment with priorities through work of the Equity Task Force**
- **Application of equity statement/policy**
- **Equity Walk**
- **Board meeting observations**
- **Board member coaching**



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