

Effective Governance with “Our” Equity Lens

South San Francisco Usd
Board Study Session 3 of 4
3.22.21

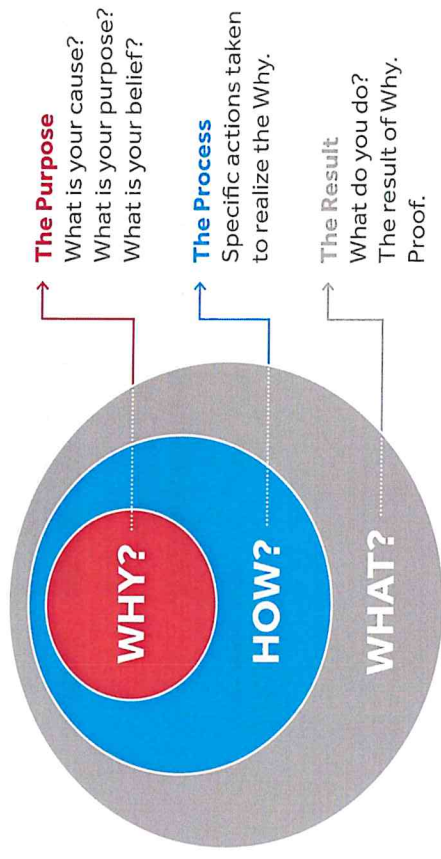
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Recentering Our Equity Driven Governance Work

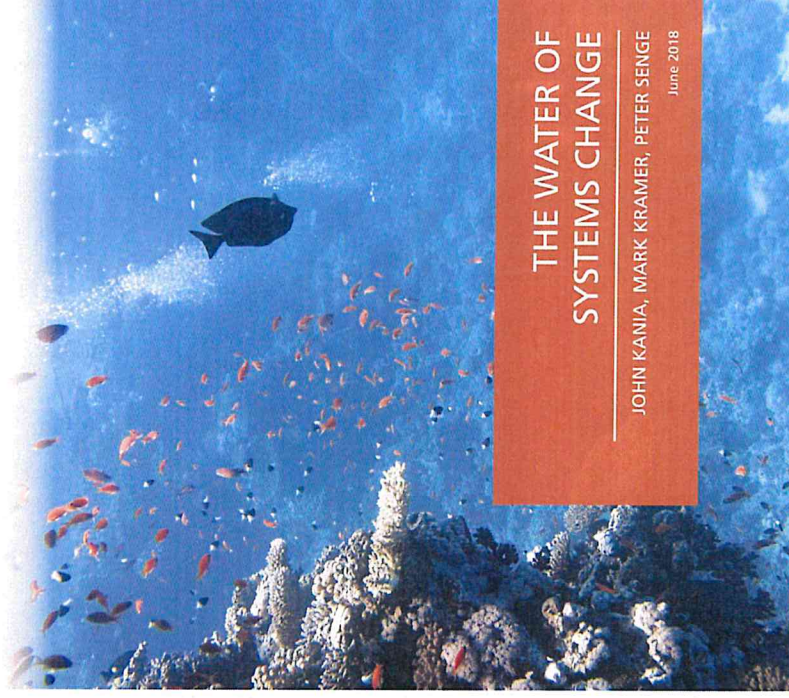
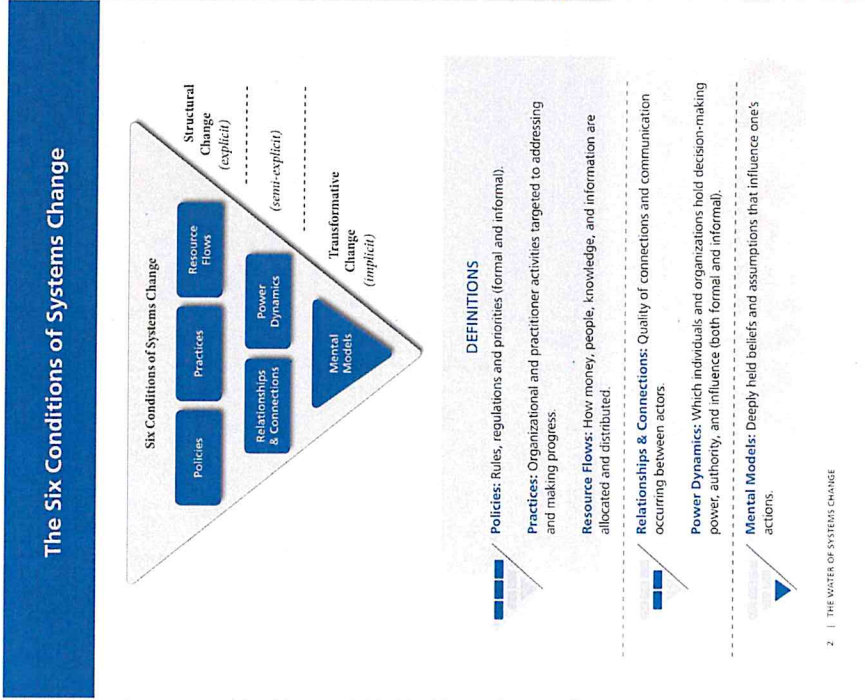
- **Why:** Equity Statement
- **How:** Norms, Protocols, Roles, Practices
- **What:** Equity Policy, Priorities, Plan

Sinek's Golden Circle



Source: Simon Sinek, author of Start With Why

Addressing Equity Gaps with a Systems Approach



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Educational Equity Sample

Educational equity means that each child receive what they need to develop to their full academic or social potential.

Working towards equity involves:

- o Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor
- o Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children
- o Discovering and cultivating the unique gifts, talents, and interests that every human possesses.

National Equity Project

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Avoiding Racial Equity Detours



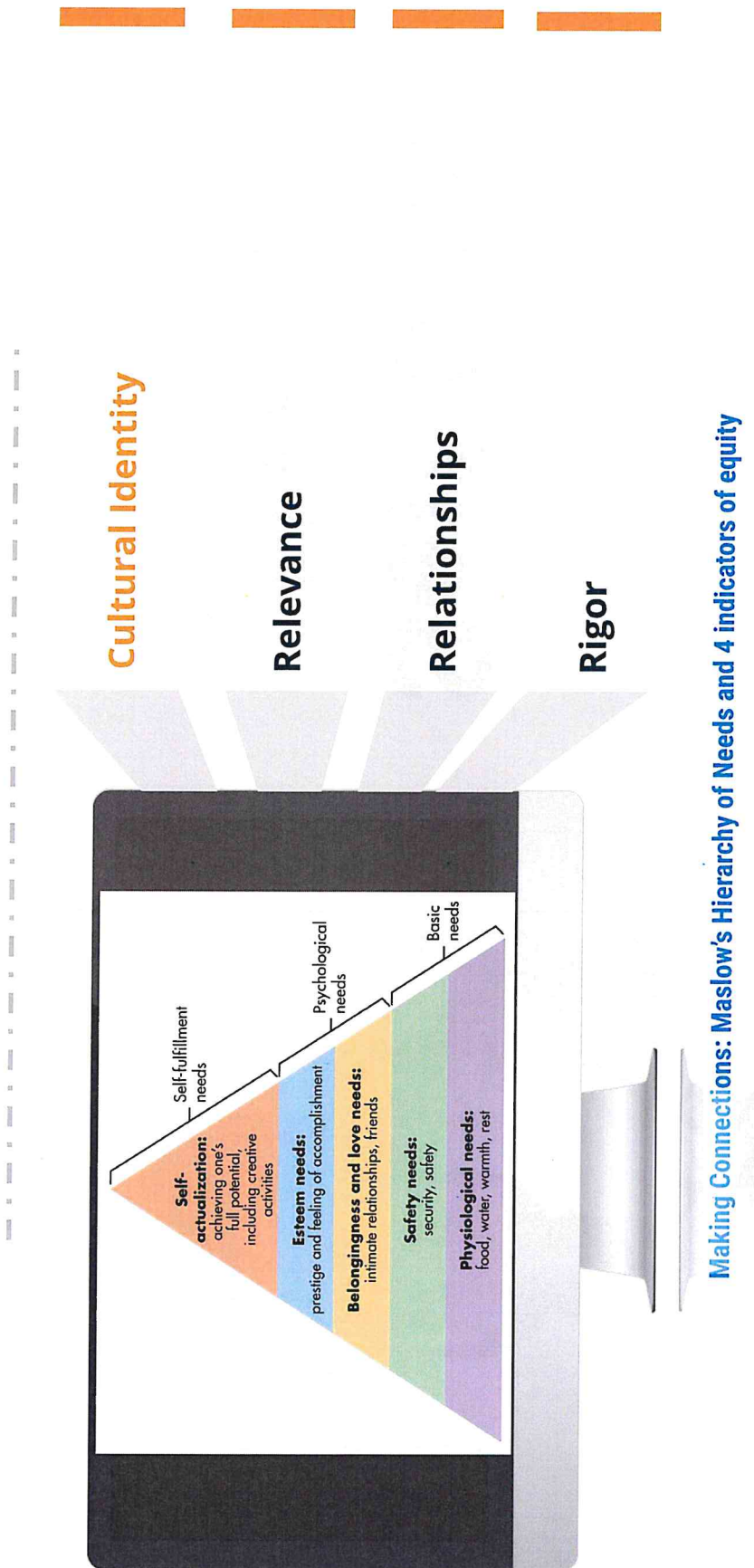
equity while cementing, or even exacerbating, inequity. They can be more devastating than explicit racism because they do racism's work while consuming resources ostensibly earmarked for racial equity. They are the *anti-anti-racism*.

For example, people who study equity initiatives in schools have tracked educational leaders' tendencies, in the name of equity, either to implement deficit-oriented strategies, such as "gap" initiatives that obscure inequity (Kohn, 2014) or, worse, to build equity efforts around debunked approaches that create more inequity, like the "mindset of poverty." Some educational leaders inexplicably continue to embrace the "mindset of poverty" even

Article Discussion Activity

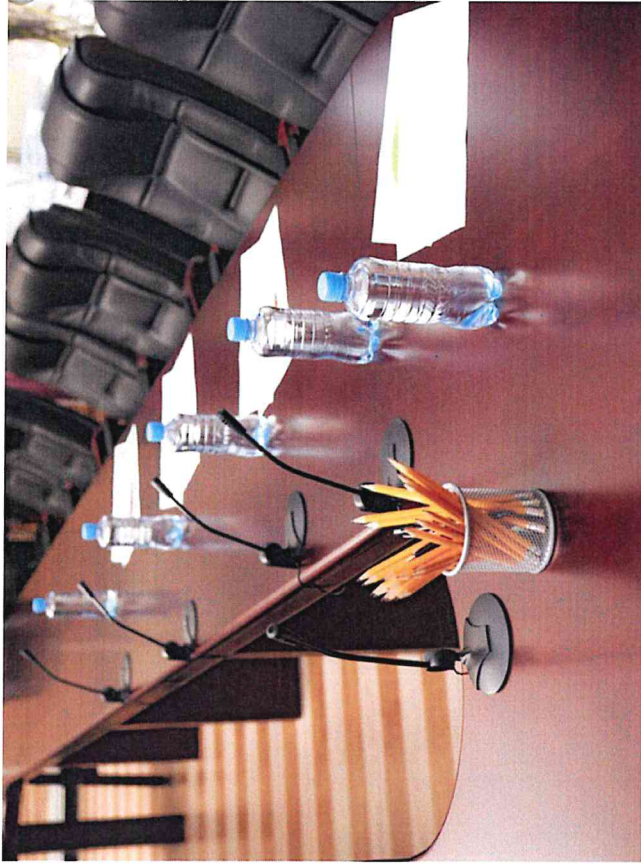
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Redefining Student Success with an Equity Lens



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



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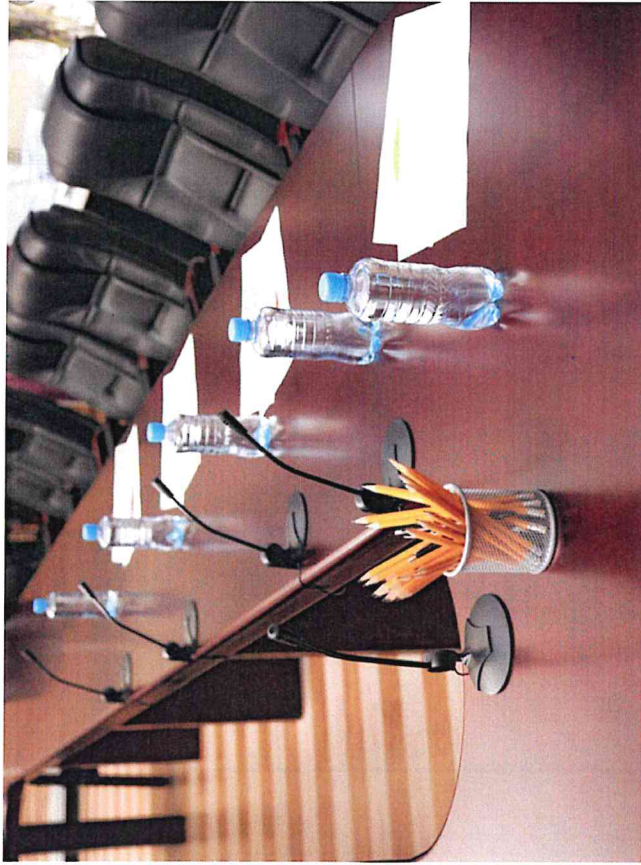
School Board Equity Assessment

According to the Center for Public Education Report in 2011, there are eight characteristics of an effective school board. School board members are encouraged to embrace each of these characteristics with an equity lens in addition to three board actions to guide the work. Please complete with fellow board members to assess the basic functioning of your governance board 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 characteristics?	Not Effective	Somewhat Effective	Very Effective
1. Our school board commits to a vision for equity through high expectations for student achievement and quality instruction and define clear goals toward that vision.			
2. Our school board has strong shared beliefs and values about equity for students and their ability to learn, and of the system and its ability to teach all children at high levels.			
3. Our school board has a collaborative relationship with staff and the community and establish 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, spending less time on operational issues and more time focused on equity and policies to improve student achievement.			
5. Our school board is data savvy; we embrace and monitor quantitative and qualitative data, even when the information is negative, and use it to drive continuous improvement to close equity gaps.			
6. Our school board aligns, monitors, and sustains resources, such as equity focused professional development, to meet district goals.			
7. Our school board leads as a unified team with the superintendent, each from our respective roles, with mutual trust and strong equity focused collaboration.			
8. Our school board takes part in team development and equity focused training, sometimes with our superintendent, to build shared knowledge, values and commitments for our equity efforts.			
To what extent has the school board developed and implemented the following:	Not drafted/adopted	Drafted	Adopted
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 for target student group achievement.			

Adapted by Nicole Anderson and Associates Consulting, LLC, 2020

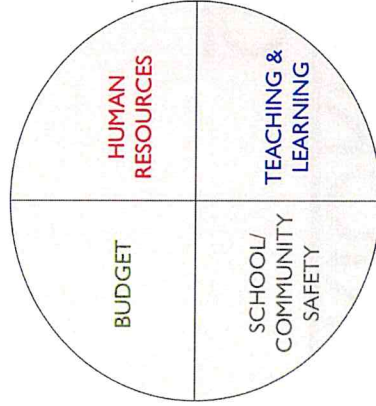
“Establishing our Governance Culture”



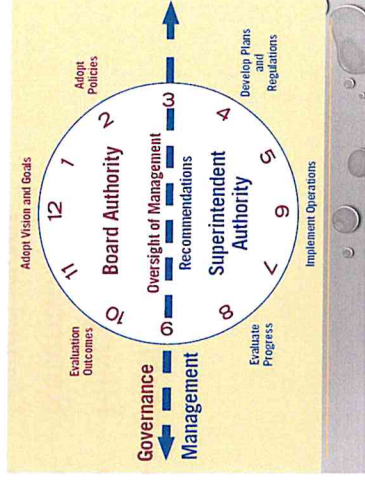
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Prioritizing Equity Work

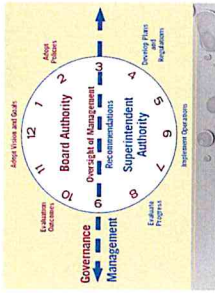
Board/Staff Priorities



Decision Making Process/Ti melines



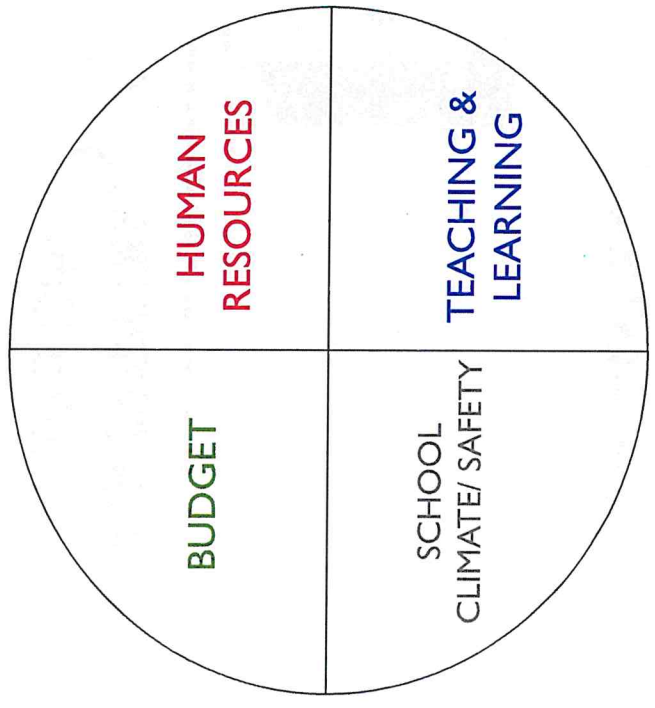
Communication /Outreach

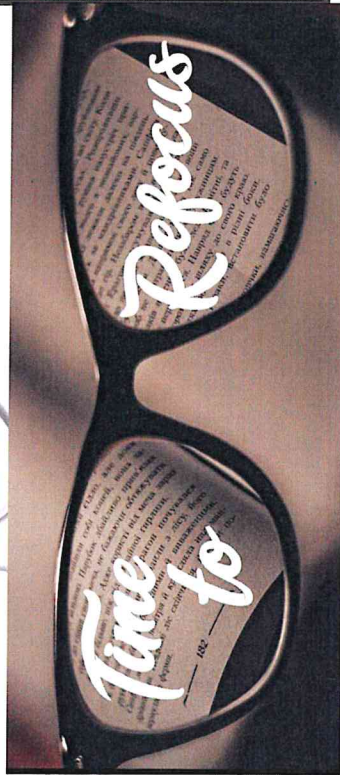


STAFF ROLE/QUESTIONS

“ALIGN WITH BOARD GOALS/PRIORITIES”

- How do our priorities align with our **LCAP**?
- How does this practice align with our **equity** statement and policy?
- What **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?
- How are we **communicating/outreaching** to our diverse community stakeholders?





Effectively Leveraging the Equity Task Force

Purpose

- Collaboration of diverse perspectives about equity priorities
- Research/analyze data
- Make recommendations to board
- Task force vs. Focus group
- Leverage student voice

Process/Timelines

- Build safe space
- Build capacity/content knowledge /brave space
- 3 Sub committees (including SRO/Safety)
- Monthly meetings
- Quarterly board updates
- Annual Equity Impact Action Plan update

Outcomes

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

