

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**  
**Minutes of the Board of Trustees' Special Meeting of January 23, 2020**

**OPEN SESSION**

**A. CALL TO ORDER – 5:03 p.m.**

**B. ROLL CALL**

Board Members:                    Mr. John Baker - Present  
   Mr. Eddie Flores - Present  
   Ms. Daina Lujan - Absent  
   Mrs. Patricia Murray - Present  
   Mrs. Mina Richardson - Present

Cabinet Members:                Dr. Shawnterra Moore, Superintendent - Present  
   Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present  
   Mr. Ted O, Assistant Superintendent, Business Services - Present  
   Dr. Jay Spaulding, Assistant Superintendent, Human Resources and Student Services - Present

**C. PLEDGE OF ALLEGIANCE**

**D. COMMUNICATIONS - None**

**INFORMATION/DISCUSSION**

**1. ADMINISTRATION**

**a. Equity Network**

Trustees John Baker, Eddie Flores, and Daina Lujan, along with Cabinet members Superintendent Shawnterra Moore, and Assistant Superintendent Keith Irish have attended the SMCSBA Equity Network meetings. This study session enabled the Board and Cabinet to discuss what has been learned thus far about equity, potential next steps in the District, and topics for future discussion at the Equity Network meetings.

Board Study Session Outcomes

- To provide information that establishes a shared understanding of

the focus in the Equity Network meetings.

- To unpack and then establish a common and shared understanding of how SSFUSD defines equity.
- To discuss current steps staff has taken related to equity and possibly determine or solidify next steps.

Each Board and Cabinet member was asked to write their own definition of educational equity. They all shared their thoughts with the group and noted commonalities.

Dr. Moore said educational equity is in line with the District’s Vision of the Four E’s: Experience, Explore, Embrace, and Excel. Students will be engaged in thoughtful and meaningful ways. In order to get to the equitable outcomes, there are some shifts adults need to make to set the system up to support students to be successful. Equity ties the District’s LCAP goals together and creates partnerships with families and communities. She referenced the District’s Communication, Achievement, and Relationships (CAR), which is the path of academic success for all students on the road to equity. If any car component is not working well, the entire car which will not function well. It is important to consider the whole system and what we can do differently and what we can do better. Through the lens of equity, we need to look at instruction and whether we are utilizing engaging strategies for all different types of learners. Dr. Moore stated that we need to examine curriculum, if staff reflects the demographics of the student population, hiring practices, master schedules, etc. Are our current systems equitable? Some are and some need to be overhauled.

A video clip, “Why Equity Matters in Education” was presented that spoke of equal treatment not always producing equal results. The Superintendent said districts need to consider the individual needs of students and focus on equitable treatment by providing resources and support to meet them, so all students can thrive in school and life.

SSFUSD 2019 End of the Year State Assessment Scores

	<u>ELA</u>	<u>Math</u>
<b>District</b>	<b>52%</b>	<b>44%</b>
Economically Disadvantaged	38%	29%
English Learners	20%	20%
Students with disabilities	19%	19%

2018-2019 CAASPP Data by School Site

- Dips are noticed in Title 1 schools

AP Classes

The group reviewed the breakdown of high school students taking AP courses by ethnicity.

- **AP Calculus**
  - 34% Chinese of 759 students
  - 31% Filipino of 2,290 students
  - 16% Hispanic/Latino of 3,606 students
  - 9% Other Asian of 179 students
  - 6% White of 797 students
  - 1% American Indian/Alaska Native of 84 students
  - 1% Cambodian of 9 students
  - 2% Unidentified of 77 students
  
- **AP Language and Composition**
  - 43% Filipino of 2,290 students
  - 20% Hispanic/Latino of 3,606 students
  - 14% Chinese of 759 students
  - 10% White of 797 students
  - 5% Other Asian of 179 students
  - 2% Japanese of 43 students
  - 1% Vietnamese of 58 students
  - 1% Cambodian of 9 students
  - 1% Asian Indian of 105 students
  - 1% Other Pacific Islander of 122 students
  - 1% Unidentified of 77 students

2017-18 Suspensions by Race/Ethnicity (Secondary sites)

The subgroups with the highest percentages of suspensions are:

- Hawaii at 42.11% (8 students) or .09% of total students enrolled
- Black or African American at 31.02% (58 students) or .68% of total students enrolled
- Cambodian at 11.11% (1 student) or .01% of total students enrolled
- Hispanic/Latino at 10.98% (396 students) or 4.67% of total students enrolled
- American Indian/Alaskan Native at 10.71% (9 students) or .11% of total students enrolled

Last year there were 644 students suspended or 7.60% of total students enrolled.

2018-19 Suspensions by Race/Ethnicity (Secondary sites)

The subgroups with the highest percentages of suspensions are:

- Black or African American at 25.75% (43 students) or .51% of total students enrolled
- Hawaii at 17.65% (3 students) or .04% of total students enrolled
- Samoan at 16.49% (16 students) or .19% of total students enrolled
- Hispanic/Latino at 10.36% (372 students) or 4.44% of total students enrolled
- American Indian /Alaska Native at 10.00% (8 students) or .10% of total students enrolled

This year there were 620 students suspended or 7.40% of all students enrolled.

Superintendent Moore said the data shows a disproportion number of student suspensions within certain ethnic categories. Overall, the District has seen a positive decline in suspensions and expulsions. There were 1,499 suspensions in 2008-09 down to 620 in 2018-19 and 78 expulsions in 2008-09 down to 6 in 2018-19.

Trustee Mina Richardson asked about the cultural component with the higher percentages of expulsions within subgroups. Dr. Moore said the team has developed the student expectations for success for a handbook that tries to be consistent, but there is still some subjectivity. The cultural aspect was not been delved into deeply, but will be a next step to consider.

SSFUSD Demographics

<b>Ethnicity</b>	<b>% of students</b>	<b>% of teachers</b>
Hispanic/Latino	<b>43.66%</b>	9.20%
Filipino	25.77%	6.00%
All Asian	14.44%	8.68%
White	9.53%	<b>65.00%</b>
Black of African Amer.	2.17%	2.40%
American Indian or Alaska Native	0.96%	0.97%

**Gender Breakdown**

75% of teachers are female and 25% are male. Equity is also considered through the people the District hires.

Trustee Baker asked about State-wide data concerning demographics. Dr. Moore replied that SSFUSD is not unique and the demographics are consistent with other districts. Dr. Spaulding referenced an article which reviewed the diversity of teachers graduating from colleges. He stated that there is not much diversity and SSFUSD is better than most districts. Trustee Richardson said when students have a mentor or teacher who is culturally the same as them, they can relate better. President Murray stated that kids with teachers who look like them do better. Dr. Moore said much of the inequity has been institutionalized and the Equity Network is focused on self-biases, prejudices, and thought processes. Schools were not designed to insure high levels of learning for all students, but to sort kids.

Equity Network Reporting Out

Assistant Superintendent Irish said that with the Equity Network, he is

trying to gain awareness and to look at what Educational Services is doing through the equity lens. This includes analyzing current policies for AP placement. Discussion at the high schools on what they are doing is followed by showing staff data to recognize the disparity between AP students' ethnicity not matching school or District demographics. He is also trying to get a common understanding of what equity looks like as a leadership team. Mr. Irish said that as the work begins, the Board will receive a lot of communication from sites and staff on practices and why hard changes are being made.

Trustee Baker said the education system, from the start, has been designed to separate out certain types of students. It is not that the system is not working as designed, it was just not designed for certain students.

Vice President Flores said equity is a mindset that reaches beyond the District and into our personal lives. One needs to look through the equity lens, then push for change. He stated that "Our educational system was intentional in its inequity." By identifying available resources, the District can accommodate some groups of students at times when they need it, which may not be throughout the school year.

Trustee Baker said the Equity Network has been good with examples of how cultural upbringings by some Board members, in other districts, have played into their decisions.

Vice President Flores said a San Rafael school, with predominately English Language Learners, had a handmade sign placed on their marquee reading "Got English?" He sees the equity effort as timely, and if something like that were to happen in SSFUSD, parents would ask how the District is fixing it.

President Murray noted that State Superintendent Tony Thurmond is working at the State level and is creating a pipeline for black males to become teachers.

#### Equity Defined

The Board and Cabinet were divided into small groups and challenged to create a statement on what equity is and what it means in SSFUSD. Each team presented their statement and together the group agreed with the following definition:

"SSFUSD recognizes that educational excellence requires a commitment to equity. We believe that educational equity means that each student receives what they need, when they need it, to develop to their full potential."

#### Current and previous actions taken in SSFUSD

- Revamped the principal evaluation system – building a system that

is equitable and providing tiered levels of supports for principals, based on need.

- Working with HCG to develop and deliver a coaching cohort for all principals and for EDS department; they are also supporting Dr. Spaulding and Dr. Moore in developing systems for the district in our respective departments.
- Aligned our SPSAs to LCAP to have a clear line that provides coherence and alignment and focuses goals/actions on all students but those most in need.
- Board adopted an equity board policy and goals with a focus on equity.
- Board initiated a community forum on homework to ensure equitable practices.
- Districtwide, leaders have taken an assessment on the systems (programs, practices, policies, processes (protocols) and people) that we believe need to be more equitable.
- Exploring the possibility of initiating an equity, inclusion, and diversity team/committee (sent surveys out to gauge interest).
- Cabinet has met with Mr. Hotep from Skyline College to determine how he can support our work as a Cabinet, with all District leaders and possibly develop an equity and inclusivity committee. .
- Each department has identified a system in which we want to develop a more equitable processes/protocol/practice.

An email was sent to District employees asking if they wanted to join the Equity, Inclusion, and Diversity Team. Vice President Flores asked to whom the surveys were sent and what the response rate was. Dr. Moore replied the invitation link went to all 975 employees and resulted in nine people who expressed interest. President Murray asked how many members would be on the committee. Superintendent Moore said it would be kept to ten to fifteen stakeholders, including students. Vice President Flores questioned when the email was sent. Dr. Moore replied it was included in her Monday Morning communication before the Winter Break and she would have it resent. Mr. Irish confirmed the invitation to join will be shared with AAPAC, DELAC, etc.

Vice President Flores asked if the term “equality” is keeping up with the times. Dr. Moore said they are working towards equity. He noted the title of Director of Inclusion is being used in some businesses. She will look into this.

Superintendent Moore said the Equity Network advised spending time on oneself, your own story, and who you surround yourself with to understand your own lens. Vice President Flores noted the actions are a great bullet list which the District can continue to build on and after a year, share with parents. Mr. Irish said that the last bullet is verbatim from the LCAP. Dr. Moore noted that equity discussions take place in

Cabinet meetings and collectively they will start speaking the same language.

Review of Adopted SSFUSD Board Policy

Dr. Moore said the Board policy on equity will be revisited and she will walk through the policies review process with Vice President Flores and Trustee Richardson, who are the District's Board Bylaws and Policies Committee members.

Superintendent Moore said the legacy model becomes the equity model of the school organization with students at the center. Adjustments will be made based on the students' needs. This shift will be difficult and some people will be upset while others will champion it. The Board can now understand the mindset behind the changes.

**ADJOURNMENT – 6:36 p.m.**