

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
AGENDA AND ORDER OF BUSINESS
Special Meeting/Board Study Session, Monday, May 8, 2023**

**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.

The Board meeting will be streamed live and you can view it by visiting this web page streaming link: <https://www.ssfusd.org/apps/pages/onlineboardmeeting>
(The link will be active shortly before 5:30 p.m. on May 8)

Translation: For in-person attendees, a Spanish language translation will be provided if requested through the Superintendent's office, 650-877-8705, no later than 48 hours prior to the start of the meeting.

Traducción: La oficina de la superintendente, 650-877-8705, les proveerá una traducción en español a los asistentes si la piden 48 horas antes de empezar la reunión.

This meeting will include closed captions which require the Board to provide a break, for the captioner'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/equitynetworksession582023> beginning at 3:00 p.m. on Wednesday, May 3, until 3:00 p.m. on Monday, May 8. These comments will be read by all Board members and posted on the District website's 2022-23 Board meetings at: <https://www.ssfusd.org/apps/pages/meetings>

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.
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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, and brainstorm ideas for systematic action steps to consider.

INFORMATION/DISCUSSION

1. ADMINISTRATION

**a. 2022-23 Effective Governance with an Equity Lens 3.0
Session #1**

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

Documents:

Agenda

BP 0415: Equity

PAGE

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ADJOURNMENT

Pursuant to Government Code 54954.2, Individuals who need special assistance or a disability-related modification or accommodation (including auxiliary aids or services) to participate in this meeting, should contact Nalani Allen-Cantley, Senior Executive Assistant to the Superintendent, at least three working days prior to the meeting at (650) 877-8705. Notification in advance of this meeting will enable the District to make reasonable arrangements to ensure accessibility.

The agenda is available for review at the District’s website: www.ssfusd.org (Click on *Board, Meetings*).

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

South San Francisco Unified School District
Study Session Agenda
“Effective Governance with an Equity Lens 3.0”
Session 1 of 2

May 8, 2023 5:30-7:30pm

Facilitator(s):

Nicole Anderson and Associates Consulting, LLC (Nicole Anderson)
Write Keys 2 Consulting, LLC
(Deborah Keys Write)

Agenda Purpose:

- *Governance team will engage in discussion around effective governance practices through a governance evaluation tool*
- *Governance team will review and monitor the impact of its equity policy*
- *Governance team will revisit concepts learned around effective governance practices within the Governance Core book, systems change, and educational equity.*

Pre-work:

- Review [equity policy](#) in preparation for discussion for application and monitoring
- Complete the [board evaluation tool](#) in preparation for discussion around effective governance practices
- Review [google folder](#) containing documents from past study sessions

Agenda Topic(s)	Notes
Session Overview: (10 min) <ul style="list-style-type: none"> • Welcome/introductions • Purpose/outcomes for study session • Organizational Work Plan overview • Building safe space: 4 agreements 	Handout Reference:
Role of Governance Team: (60 min) <ul style="list-style-type: none"> • New member check in • Governance Core book study recap • Effective governance practices (board eval. tool) • Role of Board and Superintendent 	Handout Reference: <ul style="list-style-type: none"> • Governance Handbook • Board evaluation Tool • Governance Core book
Self Care break: (10 min)	

<p>Equity Impact Action Planning : (45 min)</p> <ul style="list-style-type: none"> • Systems approach to equity driven governance • Aligning, monitoring the Equity policy • Leveraging the Equity task force • Governance Equity Action Plan overview 	<p>Handout references:</p> <ul style="list-style-type: none"> • Waters of Systems Change article • Equity policy 0415 • Governance equity action plan template
<p>Next Steps: (5 min)</p> <ul style="list-style-type: none"> • 1 board Study Session (June 14) • Application and monitoring of equity policy • Governance Core book study recommended • Leverage DEI Task Force to make recommendations and monitor equity policy actions • Supt/Staff leverage Admin. Regulation(s) to guide equity work across the district (I.e. staff PD, principal coaching, site equity team work, equity walks, etc.) 	

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 8, 2023

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

Ed Glossary: www.edglossary.com

Cambridge Dictionary: www.dictionary.cambridge.org

National Education Association Diversity Toolkit Introduction: www.nea.org
