

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
AGENDA AND ORDER OF BUSINESS
Special Meeting/Board Workshop, Saturday, May 10, 2025**

**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.

OPEN SESSION - 7:30 a.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**

To comment prior to the meeting:

Public comments may be submitted in advance of the meeting through the following link: <https://bit.ly/specialboardmeeting05102025> beginning at 3:00 p.m. on Wednesday, May 7, until 3:00 p.m. on Friday, May 9. These comments will be read by all Board members and posted on the District website's 2024-25 Board meetings at: <https://www.ssfusd.org/apps/pages/meetings>

Special Meeting comments in-person during the meeting:

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

INFORMATION/DISCUSSION

1. ADMINISTRATION

a. Board/Superintendent Workshop

The Board and Superintendent will participate in a Good Beginnings Workshop facilitated by California School Boards Association consultant Luan Burman Rivera. The workshop’s goal is to foster a culture of trust by clarifying the shared purpose, roles and responsibilities, and the norms and protocols that the governance team commits to upholding. It also focuses on the four key elements of effective teamwork: collaboration, communication, commitment, and celebration.

	<u>PAGE</u>
Documents:	
Good Beginnings Workshop Agenda	1
Meeting Guidelines	2
Survey	3
Governance Working Styles	4 – 9
Governance Calendar	10 – 11

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 Joanna Marcelino, 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 and can be found via YouTube at: <https://www.youtube.com/@ssfusdmeetings>

Good Beginnings Workshop

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

May 10, 2025, | 7:30 AM – 1:00 PM

Luan Burman Rivera, CSBA Senior Governance Educator/Consultant

Goals of the governance conversation:

- Agree on Unity of Purpose
- Reach an Understanding of Roles & Responsibilities of the Board & Superintendent
- Review/Revise/Develop Norms for Sustaining a Positive Culture
- Review/Revise/Develop Protocols for Effective Governance

Individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilization work.” — Vince Lombardi

7:30 – 8:30 AM

- Welcome/Introductions/Overview/Meeting Objectives
- Review/Revise/Develop Meeting Guidelines

8:30 – 11:30 AM

- Discuss Unity of Purpose
- Reach a Common Understanding of Roles & Responsibilities - Discussion about Board Bylaws
- Review/Revise/Develop Norms for Sustaining a Positive Governance Culture

(Lunch 11:30 AM – 12:00 PM)

“Everyone in a complex system has a slightly different interpretation. The more interpretations we gather, the easier it becomes to gain a sense of the whole.” — Margaret J. Wheatley

**11:30 AM –
12:45 PM**

- Review/Revise/Develop Protocols
- Working Styles

12:45 – 1:00 PM

- Recap of Workshop & Next Steps
- Evaluation of Workshop/Adjourn Meeting

“The behavior that is modeled by the leadership profoundly shapes the culture of an organization.” — Dr. Carol Roberts



Sample Meeting Guidelines

- We will keep our focus on the best interest of our students.
- We will listen actively to all ideas. / We will listen openly without preparing responses.
- Everyone's opinions count. / We will be open to the ideas of others.
- We will wait to speak until a team member has finished talking. / We will keep our remarks brief and to the point so that all opinions can be expressed.
- Anyone can call a “time out” if s/he feels the need for a break.
- We will communicate openly and honestly with each other.
- We will respect differences. / We will show respect – never dismiss or devalue others.
- We will be supportive rather than judgmental.
- We will give helpful feedback directly and openly.
- All team members will offer their ideas and resources.
- We will build upon the ideas of others and look for common ground. / We will paraphrase for understanding.
- Each member will take responsibility for the work of the team. / We will each be responsible for the success of the meeting – participate equally – address concerns.
- We will respect team meeting times: start on time, return from breaks promptly, avoid unnecessary interruptions.
- We will stay focused on our goals and avoid getting sidetracked.
- When we have a difference of opinion, we will debate the facts of the situation and avoid personalities. / We will address process -- not personalities.
- We will all work to make sure there are no hidden agendas and that all issues and concerns can be dealt with openly by all members.
- We will work toward the future – learning from the past.

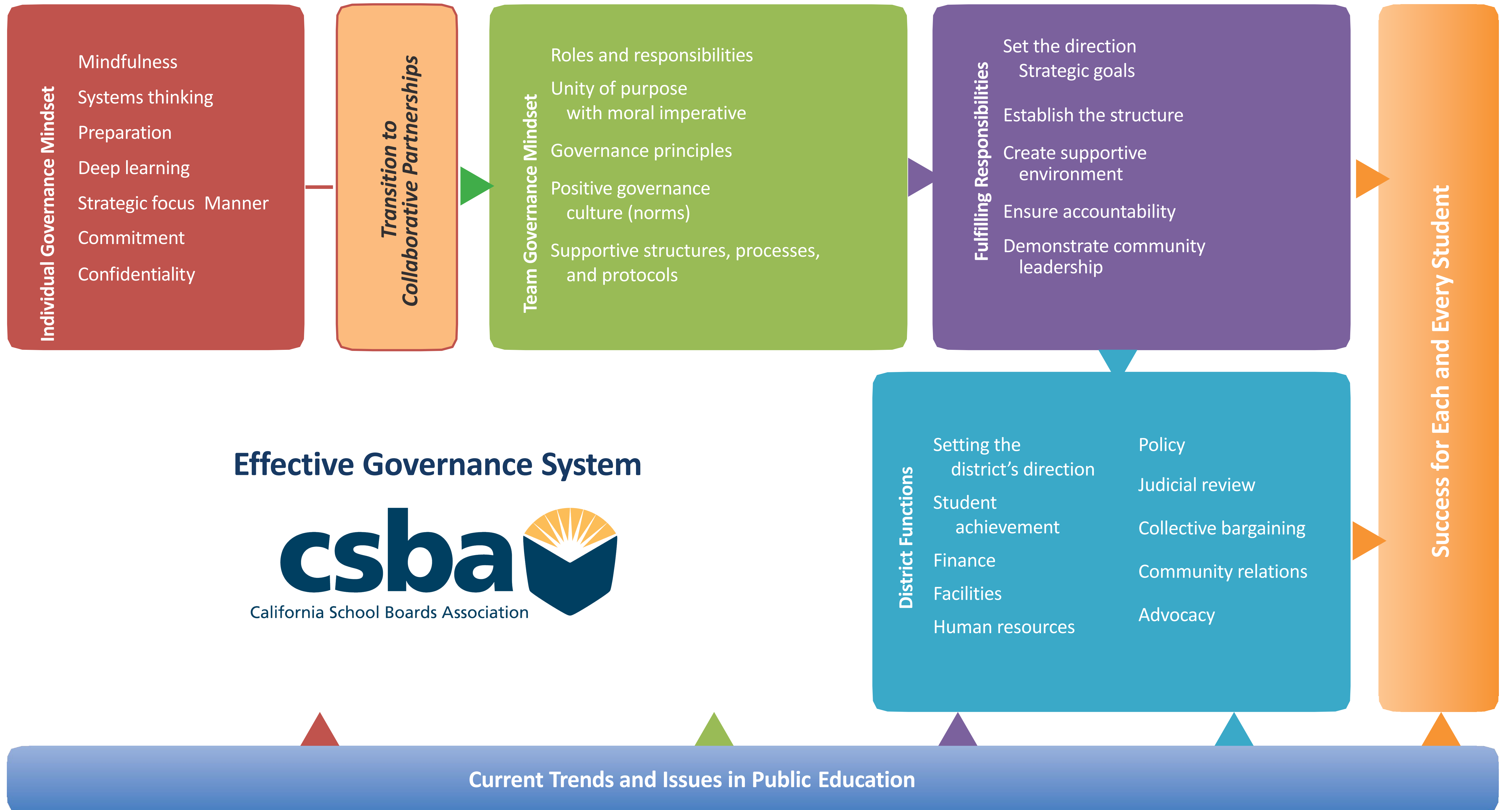


Workshop Evaluation
Please provide feedback on today's session



Your feedback contributes to the success of our programs.

Thank you for participating



GOVERNANCE WORKING STYLES QUESTIONNAIRE*

The purpose of this exercise is to get an idea of your dominate governance working style. In answering, place yourself in a governance team situation. Rank order the responses below 1, 2, 3, 4, 5 with a **1 indicating the response that best describes you** and **5 for the response that least describes you using all five numbers**. You may find that you like all five answers, but you must rank each of the answers. There are no right or wrong answers.

1. When performing a task with my governance team, it is most important to me to:
 - A. _____ Take time to do things right.
 - B. _____ Work quickly and efficiently.
 - C. _____ Do things in harmony with others.
 - D. _____ Envision how the task fits into the big picture.
 - E. _____ Find out what has been tried in the past.
2. The most enjoyable part of working with my governance team for me is:
 - A. _____ Finding the information that we need.
 - B. _____ When the decision gets made.
 - C. _____ Working with the people.
 - D. _____ Serving as a catalyst for change.
 - E. _____ Reflecting on past experiences that could be re-considered.
3. When there are several decision options on my governance team, I usually:
 - A. _____ Look at the data and real numbers.
 - B. _____ Pick the best option quickly.
 - C. _____ Listen to my colleague's discussion points.
 - D. _____ Attempt to inspire others on the team to believe in my decision.
 - E. _____ Explain to my teammates why options have failed in the past.
4. When working on a Standing Committee that has a long-term task, it is important to me to:
 - A. _____ Present a logical process for completing the task.
 - B. _____ Create a list and check-off tasks as they are completed.
 - C. _____ Follow a process that respects the children and families we serve.
 - D. _____ Work to integrate and synthesize disparate ideas of team members.
 - E. _____ Encourage dialogue that shapes strategies.
5. I am willing to take a risky action with my governance team if:
 - A. _____ We solve a complex problem.
 - B. _____ We make a decision and move forward.
 - C. _____ Our expressions and emotions are honored in the action.
 - D. _____ The action supports our vision for the future.
 - E. _____ The action acknowledges past actions in the district.

*Inspired by CSBA Working Styles Questionnaire and Campbell, D. et. al (2021). *The Taking Action Guide for the Governance Core*.

GOVERNANCE WORKING STYLES SCORING GRID

Transfer the numbers from your governance working styles questionnaire to the scoring grid by entering the number rank for each letter going across the page. Next add up columns and record the answer in the space provided for Totals. **The lowest score is your dominate style.** In the case of a tied score, pick the working style that is more like you.

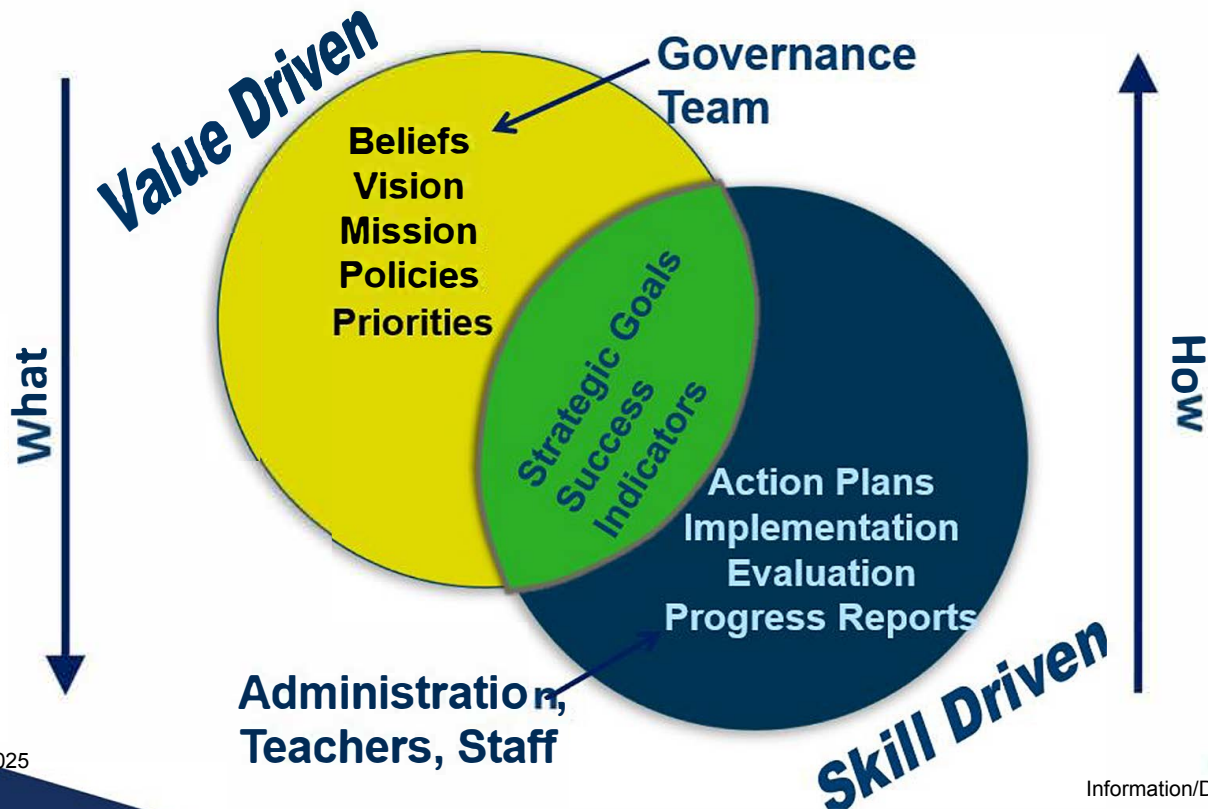
	A	B	C	D	E
Question 1.					
Question 2.					
Question 3.					
Question 4.					
Question 5.					
TOTALS					
	Data Driven	Bottom Line	Relationship	Visionary	Historian

WHAT EACH GOVERNANCE WORKING STYLES BRINGS TO THE TEAM

	GOVERNANCE WORKING STYLE	DESCRIPTION	BEHAVIORS
A	Data Driven	Data driven people like hard data and real numbers. Strengths are in analyzing data, logical processing, and solving complex problems.	Preferred Question: What? Known for: I think. Primary focus: Evidence based. Wants to take time to do things right.
B	Bottom Line	Bottom line people want to see tasks completed, lists checked, and projects tackled. They are action oriented, wanting to make a decision and move forward.	Preferred Question: How? Known for: I will. Primary focus: Works quickly and efficiently.
C	Relationship	Relationship people define an issue according to its impact on children and families. They care about the process. They are supportive, expressive, and emotionally oriented.	Preferred Question: How? Known for: I feel. Primary focus: Processes need to be done harmoniously.
D	Visionary	Visionaries are “big picture,” idea oriented in their approach. They serve as a catalyst for change, inventing solutions to problems, and integrating and synthesizing disparate ideas. They often create the vision and inspire others to believe in it.	Preferred Question: What if? Known for: I want. Primary focus: Everything weighed within the context of the “big picture.”
E	Historian	Historians’ views are formed by past experiences in the district. Their dialogue is often shaped by strategies and efforts that did or did not work in the past.	Preferred Question: When? Known for: I remember. Primary focus: Reflection on past practices.

Your Governance Working Style with Other Team Members

YOUR STYLE 	A. Data Driven	B. Bottom Line	C. Relationship	D. Visionary	E. Historian
OTHER'S STYLE 					
A. Data Driven	Do not join one another in demanding so much data that it delays the decision-making process and frustrates team members.	Take a deep breath, relax, and slow down while explaining that you have considered all data and options before moving ahead.	Provide information and data on the emotional impact of a decision on the students and their families.	Translate your vision into specific tasks or goals while explaining evidence for developing details or a plan of action.	Admit the value of current data and evidence before reminding others of past experiences.
B. Bottom Line	Organize your communications that begin with conclusions followed by supporting data and analysis	Do not join one another to push for a quick decision-making before other team members are ready.	Express your interest in getting results in supportive and expressive ways that support relationships in the district.	Acknowledge the objectives, action steps, and timelines as they apply to the vision of the decision before the team.	Appreciate an action orientation and deadlines before pointing out similar past unsuccessful efforts.
C. Relationship	Start your communications with the impact on children and families before reporting the data.	Spend time up front gaining trust and confidence and mention specific deadlines even when it seems obvious.	Do not join one another to push so hard for team harmony that team decision-making is stalled.	Express how important the team concept is to making the vision become a reality while listening to ideas for building teamwork.	Mention harmony and relationships in past efforts to solve the problem under discussion.
D. Visionary	Communicate the “big picture” and inspiring vision before mentioning the data analysis.	Be patient and try to use a visual (screen or chart) to harness creative ideas. Introduce timelines and due dates to keep the process moving.	Mention your appreciation for the vision and creativity expressed in the decision being made on behalf of children.	Do not become disappointed if other team members are not as inspired to adopt changes according to your common vision.	Start with the current vision of the team before relating it to past visions.
E. Historian	Communicate the past practices that are similar to the proposal on the table before explaining the data.	Appreciate memories of past experiences before encouraging moving forward with current decisions.	Acknowledge past unsuccessful efforts while supporting the current proposal's impact on relationships.	Accept past events that have worked and not worked while emphasizing the vision for the future.	Do not dwell so much in the past that present challenges expressed by other team members, especially younger ones, are not acknowledged.



CSBA Sample School District Governance Calendar

Other than legally required dates, each governance team should develop its own calendar. Timing of tasks and scheduling of special events depends on the culture and priorities of each district. What is important is that governance team members ensure they are fulfilling their governance responsibilities in a logical sequence (e.g. setting annual goals before setting budget priorities).

Bold items are legal timelines in California.

Job Area	July	August	September	October	November	December	January	February	March	April	May	June	
Effective Governance	Conduct board self-evaluation and develop action plan for improvement.	Orientation for board candidates Conduct board self-evaluation and develop action plan for improvement.	CSBA events: • Masters in Governance	Orientation for board candidates		CSBA events: • Annual Education Conference • Orientation for New Board Members • Board Presidents Workshop	Annual Board study session to: • Review governance team principles, norms and protocols • Update Governance Handbook/Board Planning Calendar Attend CSBA events: • The Brown Act • Board Presidents Workshop • Institute for New and First-term Board Members • Masters in Governance					Conduct board self-evaluation and develop action plan for improvement	
			• Orientation for board candidates						Conduct board self-evaluation and develop action plan for improvement				
Setting Direction for the District		Communicate mission/vision/objectives		Discuss priorities and preliminary goals for following year			Supt.’s mid-year progress report on goals to the board	Report progress on goals to the community	Every 2-3 years review district vision/mission using an inclusive process Review Local Control Accountability Plan (LCAP)	Draft LCAP	Approve LCAP Finalize goals and success indicators for coming year and submit to COE by June 30		
					Report progress on goals to the community								
Student Learning & Achievement	Deadline for adoption of budget and LCAP (July 1)		LCAP Goal setting Identify desired outcomes for students: all student groups	Program Planning Study Session • Based on goals, identify needs • Approve coordinated program budgets • Engage stakeholders • Revise/draft LCAP		LCAP Public Budget Forum	LCAP report to board		LCAP report to board	LCAP board study session/public input	LCAP final draft LCAP presented to board	Approve LCAP	
		Assessment and accountability reports – SMART Balanced (California Assessment of Student Performance and Progress [CAASPP]), local multiple measures			Report on district allocations for State and Federal funds		Educational services progress monitoring update Instructional materials adoption cycle/process		Summer school plan Review CalPads enrollment data	Instructional materials adoption recommendations		Approve consolidated application and local education agency plan	
	Align district mission/vision and student learning and achievement goals	Opening of school report CAASPP results Public hearing resolution/adoption of sufficient instructional materials		Site plans for student achievement				Schedule study sessions on topics related to student learning and achievement					
		Schedule study sessions to review recommendations from the Supt. regarding district response to test results				English Language Proficiency Test Results (ELPAC)							
	Schedule presentations and progress reports regarding student results on local assessment measures, curriculum implementation, and professional development												

CSBA Sample School District Governance Calendar

Other than legally required dates, each governance team should develop its own calendar. Timing of tasks and scheduling of special events depends on the culture and priorities of each district. What is important is that governance team members ensure they are fulfilling their governance responsibilities in a logical sequence (e.g. setting annual goals before setting budget priorities).

Bold items are legal timelines in California.

Job Area	July	August	September	October	November	December	January	February	March	April	May	June
Finance	LCAP and district budget to COE	Letter from COE (re: budget and LCAP)	Approve Unaudited Actuals	LCAP – COE to SPI	Estimate funding	LCAP revisions Receive audit Approve and certify 1 st interim report	Governor proposes state budget CSBA Forecast webcast Staff projects next year’s revenues/ expenses that align with LCAP goals Report P-1 ADA	Board sets budget year priorities	Approve and certify 2 nd interim report	Select independent auditor, as required	Draft/Revise LCAP Governor’s May budget revise Report to the board	LCAP update /approval Adopt the budget Legislative budget adoption deadline 6/15
		Staff closes books; defines actuals; determines ending balance Report to the board (Local Control Funding Formula [LCFF] funding estimate) COE approves/disapproves school district budget Report on class-size reduction (K-3; active enrollment count)				Staff projects next year’s revenue/ expenses	Staff concludes staffing level study					
		Schedule budget study sessions as necessary										
Facilities	Be familiar and current with the district’s facilities plan – approve actions as necessary – monitor, review and revise facilities plan as necessary											
Policy	Develop and adopt new policies as necessary or required – review newly adopted policies to determine if having the intended results – review all policies on a regular basis and revise as necessary											
			CSBA Policy Update			CSBA Policy Update	CSBA Policies in Review		CSBA Policy Update	Approve CSBA Policy services		CSBA Policy Update
Judicial Review	Maintain confidentiality on issues that may come before the board – hold hearing and decide appeals to the board as necessary											
Human Resources	Finalize superintendent goals and success indicators		Welcome staff back to school				Superintendent’s mid-year progress report on goals	Every several years review hiring/evaluation polices	Lay-off notification to staff by March 15	Staff recognition Evaluate the superintendent		
		Summer layoff deadline August 15								Final layoff deadline May 15	Approve superintendents’ contract	
	Provide ongoing climate of support and recognition for superintendent and staff, maintaining confidentiality regarding personnel matters											
Collective Bargaining	Determine implications of LCFF, class size reduction, and the collective bargaining agreement on the district’s ability to meet student learning and achievement goals											
	Be familiar with the district’s bargaining process as defined in board policy – - maintain confidentiality - establish parameters for negotiations – receive reports on negotiations – approve negotiated contracts											
Community Relations	LCAP on website	Develop key messages on LCAP	Attend Back to School Nights Plan to solicit input from parents, students, and community on LCAP			Report/Action to form parent advisory groups	Develop and disseminate key messages about important district topics and issues including progress on LCAP Notice for public input on LCAP (May/June)		Attend Open House Nights at schools	Supt. meets with parent advisory groups Ensure there is a plan in place for communicating with and engaging the community (internal and external) in schools (e.g., LCAP public hearings) Involvement and/or attendance at school and community events (i.e., graduation ceremonies) Develop and disseminate key messages about important district topics and issues including progress on LCAP and the budget		
	Involvement and/or attendance at school and community events.											
Advocacy	Follow bill development in legislature Implement advocacy plan		Study session to begin development of advocacy plan for the coming year Develop advocacy plan for the following year Finalize advocacy plan by the end of the year				Follow bill development in legislature Implement advocacy plan			CSBA Federal Legislative Action	Follow bill development in legislature Implement advocacy plan	
				Advocate for each and every student year-round.			NSBA Federal Relations Network		CSBA State Legislative Action			
	Work with your CSBA Public Affairs and Community Engagement Representative (PACER) and your local elected officials											