



Regular Board Meeting-Governance Development

08/25/2022 06:00 PM

819 West Iowa Avenue, Sunnyvale, CA 94086

Zoom: [https://sesd-org.zoom.us/j/98928300314?](https://sesd-org.zoom.us/j/98928300314?pwd=YzBja2VPVG1ZZTBjTXM1b2hIZzhiUT09)

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AGENDA

Our Mission

Sunnyvale School District provides every student with a strong foundation of academic, behavioral, and social-emotional skills to prepare them for success in a diverse, challenging, and changing world.

- *Agenda materials are available online and in the Superintendent's Office upon request.*
- *Individuals requiring special accommodation should contact the Superintendent's Office at least two working days before the meeting date.*

STREAM LIVE: CLICK HERE(<https://simbli.eboardsolutions.com/SU/DokslshdCZWTMG6vqwXoW5pxA==>)



1. OPENING OF MEETING BY BOARD PRESIDENT

The Board President shall announce that a recording is being made at the direction of the Board and that the recording may capture sounds of those attending the meeting.

- A. Roll Call
- B. Pledge of Allegiance

2. APPROVAL OF AGENDA

3. REVIEW AND DISCUSSION

- A. Study Session: Antiracist Course for Educators (ACE)  4
- B. Review of the Governance Handbook  6
- C. Review of CSBA Leadership Institute by Trustee Jubes-Flamerich 54

4. FUTURE MEETINGS/ADJOURNMENT

Thursday, September 8, 2022 at 6:00 PM 55
Sunnyvale School District Office



3. REVIEW AND DISCUSSION

3. A. Study Session: Antiracist Course for Educators (ACE)

Contact Person

Ana Bendas, Director of ELA & Humanities from Quetzal Counseling

Description

Ana Bendas, Humanities Director of Quetzal Education Consulting will present an overview of The Antiracist Course for Educators (ACE). The presentation will breakdown the five differentiated modules. The Board will learn about the pre-course survey and the modules that can be taken. Each module comes with nine learning experiences to be completed once a month. A highlight of the learning experience will be provided that includes the following structure:

1. Personal Reflection- Asks participants to engage reflectively in the concept or text provided. Sometimes this activity requires quiet reflection, sometimes it allows for discussion.
2. Community Engagement - Comes in the form of a discussion or activity which will either happen online or in person with others.
3. Engaging the Larger Space- Asks participants to engage with the concepts as they relate to the space where they teach.
4. Theory in Action- Will ask participants to implement and put the concepts into practice for at least the remainder of the month.

The board will learn about the affinity spaces and about issues of race outside the course. The goal is to build brave and safe spaces.

Recommendation

The Board of Education will have a Study Session on Antiracist Course for Educators (ACE).

Supporting Documents



ACE Course Preview.Agenda



ACE Course Preview

For the Board of Sunnyvale School District

- 6:00 Check in Question
- 6:10 Intentions for the Day
- 6:15 About the ACE Course
- Introduction to the ACE Course
- 6:20 Preview ACE Learning Experience
- Pre-course survey for educators of Color
 - Pre-course survey for white educators
- 7:45 Collective Debrief
- 8:00 Closing

3. B. Review of the Governance Handbook


Contact Person

Bridget Watson, Board President

Recommendation

The Board of Education will review the updates of the Governance Handbook.

Supporting Documents

 DRAFT SSD Governance Handbook rev08252022



Governance Handbook

May 2022

Board of Education

Jeffrey Arnett

Isabel Jubes-Flamerich

Michelle Maginot

Nancy Newkirk

Bridget Watson

Superintendent

Michael Gallagher, Ed.D.

**Question: Do we want to add an
annual or adoption date
signature page?**

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MISSION STATEMENT

Sunnyvale School District provides every student with a strong foundation of academic, behavioral, and social-emotional skills to prepare them for success in a diverse, challenging and changing world.

VISION STATEMENT

Each school in the Sunnyvale School District will be known for developing global-minded learners by providing an exemplary education for every student, building on individual strengths, embracing diversity, and fostering community responsibility.

EQUITY STATEMENT

In Sunnyvale School District, we believe that equity leads to learning without limits.

We commit to:

- Working together with families, staff, students, and the community to address the individual supports that each student requires in order to flourish.
- Mitigating structural barriers and bias that hinder students' ability to thrive and creating a system where success is not determined by identity factors.
- Engaging in reflective practices, including two-way communication with all community members, evaluation of resource allocation, and examination of policy and practice.
- Empowering all learners by recognizing the cultural assets that students and communities hold in order to provide a tailored education with supports, access, and opportunities so they reach their full, unique potential.

UNITY OF PURPOSE

The Governance Team consists of the Board of Education and the Superintendent.

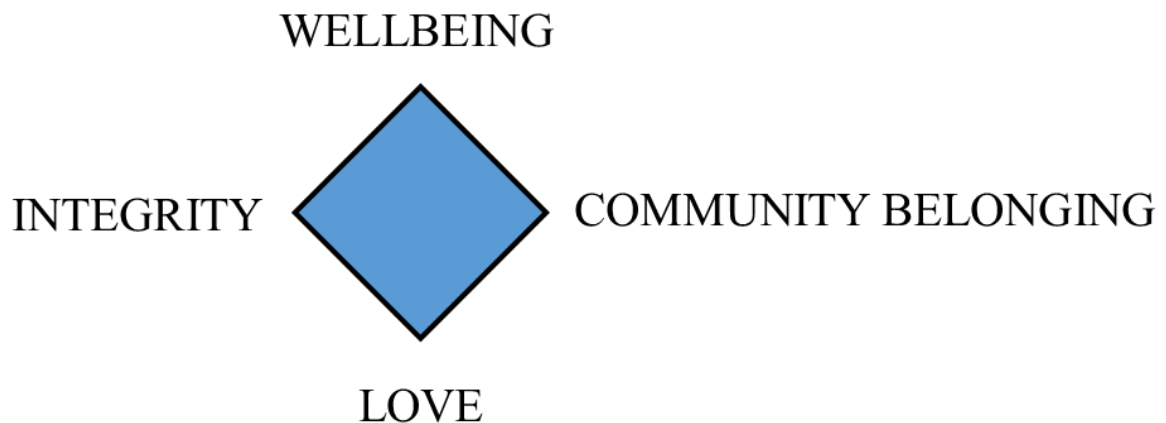
Unity of purpose is a common focus, superordinate goals, and the core values and beliefs governance team members share in common about children, the district, and public education. Unity of Purpose helps us transcend our differences to fulfill a greater purpose.

The purpose of the Board of Education is, through deepening understanding and commitment to, to set the direction of learning for the entire district. We partner with, represent, and are accountable to the community for the wellbeing of the whole child.

CORE VALUES



(Suggest replacing the blue diamond shape with an apple, heart, star, etc.), perhaps take out word "community" (implied w/belonging). If we add a star, we could add Joy.



BELIEFS

We believe that:

- The **J**ourney of learning has value and beauty in its imperfections.
- A safe, healthy, nurturing environment supports learning.
- Equity is central to our work.
- We must be a team to achieve the mission of the district.
- Learning is a lifelong process that should be full of joy and creativity.
- Students must have access and agency in their own learning.
- Public schools reflect community values.
- Education is a shared right and responsibility of everyone in our district.
- Change can be created and managed for continuous improvement.
- Diversity is a source of strength.
- Everyone has inherent value and something to contribute.
- Everyone can learn at high levels.
- Without risk there is no innovation.

We will not:

- Tolerate prejudicial discrimination or intimidation.
- Deny or hide poor performance for any reason.

GOVERNANCE TEAM NORMS (RULES)

Organizational culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten (implicit) or written (explicit) agreements about how they will behave with each other and others. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

To optimize the effectiveness of our Governance Team, WE WILL:

- Communicate in a timely manner (no secrets, no surprises).
- Prepare: read the materials, ask questions, and gather additional information as needed.
- Build one-on-one relationships with other team members.
- Appreciate and respect each other's styles, strengths, and skills.
- Help each other to stay on track and maintain a positive culture.
- Resolve conflicts with other team members in a timely manner.
- Model and support ~~the~~ Board policy, decisions and Governance Handbook processes.
- Perform our duties with integrity.
- Focus on the needs of the ~~full~~ whole District.
- Listen with our hearts and minds.

GOVERNANCE TEAM PARAMETERS (BOUNDARIES)

- We encourage the efforts of the Governance Team to resolve interpersonal challenges.
- We will align our activities to support ~~the~~ District ~~G~~goals.
- We will work proactively with our school community, staff, and parents.
- We will maintain a sense of hope, optimism, and humor in working together.
- We will ~~be-accepting~~ ~~accept~~ of divergent points of view as part of our decision-making process.
- We make and support decisions through the established processes.



1. **Develop positive climate, vision, goals and beliefs**
 - Seek to understand the interests of our diverse community
 - Lead the direction of the community's educational goals and values
 - Establish direction for education in the district
 - Develop effective board-superintendent governance team
 - Set high expectations for ourselves, staff, students, and the community
 - Model high character standards of ethical and moral behavior
 - **Attend school site and District community events**

2. **Assess progress towards educational excellence**
 - Encompass, Empower, Support and Assess the performance of the Superintendent as the person towards the success of our students
 - Support adjustments to improve student outcomes to meet district standards
 - Participate in annual Board evaluations
 - Participate in annual Superintendent evaluation

3. **Advocate on behalf of students, schools, and the district**
 - Provide community leadership
 - Advocate the value of public education and equity for all students
 - Promote community involvement and participation in education
 - Encourage Community engagement with the Board and District
 - Collaborate with public and private agencies
 - Advocate on behalf of students at the State and Federal levels
 - Advocate on behalf of Sunnyvale students as they continue at Fremont Union High School District
 - Support improved conditions for children
 - Support process for District, State, and Federal recognition for SSD.

4. **Adopt curriculum, budget, contracts, policies and organizational structure in support of the vision**
 - Employ and support success of the superintendent
 - Serve as a judicial and appeals body
 - Review board packet
 - i. Submit questions to the Superintendent.
 - ii. If there are no questions, respond accordingly

5. **Continuous Improvement**
 - Attend annual CSBA Conference
 - Receive Brown Act, Masters In Governance, and Equity Statement trainings
 - Attend local SCCSBA offerings and activities
 - **Attend District management retreats and training as appropriate.**

BOARD PRESIDENT DUTIES

MEETINGS

- Call such meetings of the Board as she/he/**they** may deem necessary, giving notice as prescribed by law
- Consult with superintendent ~~on~~ **to develop** the Board's agenda
- Run all open and closed session meetings of the Board in accordance with Board policies relating to the order of business and conduct of meetings
- Put motions to a vote, stating definitely and clearly the vote and restating the result of decisions and action items
- Summarize Board opinion and direction to staff
- Adhere to Brown Act regulations regarding meetings
- Bring members' questions or concerns to the attention of the superintendent and staff; coordinate response.

COMMUNICATIONS

- Act as spokesperson for the Board (verbal and written)
- Respond and/or delegate to public comment requests
- Be the liaison between the Board and the superintendent for superintendent evaluation
- Confer with the superintendent or designees on crucial matters which may occur between Board meetings
- Recognize staff as appropriate
- **Sign all instruments, acts, and orders necessary to carry out state requirements and the will of the Board**

RESPONSIBILITIES AND CONTINUOUS IMPROVEMENT

- Participate in CSBA President workshop
- Monitor and upgrade Board meetings, including facilitation of annual review of meetings
- Coordinate Board development activities
- Conduct annual Board self-evaluation
- Review Annual Governance Handbook
- President can delegate responsibilities as needed

COMMUNITY RELATIONS

- Speak at promotion
- Attend community events on behalf of the Board

BOARD VICE PRESIDENT DUTIES

MEETINGS

- Serve in the absence of the president
- Consult with superintendent and Board president in packet review

COMMUNICATIONS

- Serve as spokesperson in the absence of the president

RESPONSIBILITIES AND CONTINUOUS IMPROVEMENT

- May participate in CSBA President workshop

OTHER

- Perform tasks as delegated by the president
- Recognize out-going president and members of the board
- Speak at promotion

BOARD CLERK DUTIES

MEETINGS

- Serve in the absence of the president and vice president

COMMUNICATIONS

- Sign all instruments, acts, and orders necessary to carry out state requirements and the will of the Board
- Notify Board members and members-elect of the date and time for the annual organizational meeting

RESPONSIBILITIES AND CONTINUOUS IMPROVEMENT

- May participate in CSBA President workshop

BOARD SECRETARY

- Superintendent

Self-Monitoring of Governance Team

- Annually, during April/May, the Board shall conduct a Board Self-Evaluation.
- Sample Board Self-Evaluation worksheet can be found in Appendix A.

Organizational Meeting

- To facilitate communication, the Board will annually set a calendar for regularly scheduled meetings.

SUPERINTENDENT'S DUTIES

General Duties: The Superintendent shall be the Chief Executive Officer of the District and shall serve as Secretary to the Board. The Superintendent shall perform duties of ~~his~~ **their** office as prescribed by law, ~~this~~ **their** ~~€~~ contract, and a job description which may be adopted and/or amended by the Board at any time. All powers and duties which may lawfully be delegated to the Superintendent are to be executed in accordance with the policies adopted by the Board. Such acts which may require ratification by the Board shall be referred to the Board at the earliest possible opportunity by the Superintendent. The Board, individually and collectively, shall channel criticisms, complaints and suggestions called to the Board's attention which, in the opinion of the Board may require action, to the Superintendent for study and recommendation.

Personnel Matters: The Superintendent shall have authority to organize, reorganize and assign administrative and supervisory staff which in his judgment best serves the District, subject to the approval of the Board. The responsibility for selection of personnel shall be vested in the Superintendent and his staff, subject to approval of employment by the Board. Placement of non-administrative and non-supervisory personnel shall be vested in the Superintendent and his staff.

Administrative Functions: The administration of instruction and business affairs shall be lodged with the Superintendent and administered by him with the assistance of his staff. The duties of the Superintendent as Chief Executive Officer shall include, but not be limited to the following:

1. Review, supervise and execute all policies adopted by the Board and make appropriate policy recommendations to the Board;
2. Assure that all regulations related to evaluation of District employees are enforced;
3. Advise the Board about financial and budgetary issues, including sources of funds that might be available to implement present or contemplated District programs;
4. Assume responsibility for making and maintaining records and reports required by law;
5. Endeavor to maintain and improve professional competence by all available means, including membership in appropriate professional associations and attendance at professional meetings, as approved by the Board;
6. Establish and maintain positive community, staff and Board relations;
7. Recommend to the Board District goals and objectives;
8. Serve as liaison to the Board with respect to all matters of employer/employee relations and make recommendations to the Board concerning these matters;
9. Perform such duties as are conferred upon, or delegated to, Superintendents under the Education Code of California;
10. Unless unavoidably detained, attend all regular, special, and closed session meetings of the Board.

SUPERINTENDENT CORE COMPETENCIES

(Unique skills, knowledge and experience brought to this job)

- Visioning ability
- Successful leadership background in education, elementary through graduate school

- Sound understanding of state, national trends in education, i.e., curriculum, assessment, staff development, accountability and restructuring
- Knowledgeable of educational programs which serve the special needs of multicultural, limited English Proficient students
- Demonstrated skills in long range planning
- Understanding of California laws, regulations and procedures governing education
- Strong management style involving problem solving processes, collaborative decision making, and evaluation of objectives
- Skilled in written and oral communications; expresses ideas with clarity and logic
- Understands budget preparation as the support of the educational program

PROTOCOLS - FORMAL STRUCTURES AND PROCESSES

Effective governance teams discuss and agree on the formal structures and processes used by the board and the superintendent in their functioning as a team (e.g., processes or structures for agenda setting, set-up of board room and table, agenda structure, handling complaints or concerns from the community, bringing up a new idea); how governance teams operate, how they do business. These formal agreements about how groups operate are often called protocols.

Developing Board Candidates

- Host informational meeting for potential Board candidates.
- Advertise Santa Clara County Office of Education meeting for potential Board candidates.
- Assign board members to meet with ~~C~~candidates to get to know them and inform them of board expectations (especially supporting majority opinions of the board and Packet Review procedure)
- Maintain and facilitate a Parent Advisory Council to meet with Superintendent about community concerns (~~also works as breeding ground for Group~~ may provide potential future board members)
- Reach out to community leaders who participate in our school communities

New Board Member Orientation

- District Office Tour: Superintendent will provide a tour of the District Office and introduce new Board members to key staff. Arrange brief one-on-ones with key staff to introduce areas of expertise
- Encourage new members to attend:
 - CSBA's New Board Member Institute
 - CSBA's Masters in Governance
- Superintendent will regularly check in with new Board members
- Identify a veteran Board member to mentor each new Board member
- Have a board development meeting soon after election to cover Governance Handbook, and to evolve/develop new or renewed board culture.
- Encourage new Board members to visit school sites and classrooms
- Veteran Board members should model behavior for new Board members
- Manage consent calendar to avoid overwhelm until new Board members are up to speed
- Review Packet Review procedure
- Provide Governance Handbook, Brown Act and Call To Order Books
- Provide "What Every New Board Member Needs to Know" packet

Continuing Education

- Board members may request to attend a workshop or conference during Board development.
- The board will invite discussion about the relevance of this meeting for the Board's goals and/or the strategic plan and budget accordingly.
- When out of state travel is involved, the approval will take place in the same manner as for other employees. If opportunities arise at other times members may note it during Board comments.
- Further discussion may transpire between the Board president and the member to see if there is alignment with goals and budget to support it.

Engaging with School Communities

- Visiting schools is intended to be a learning experience and not meant as an evaluation.
- Notify the superintendent before scheduling any private meetings with staff or principals.
- Abstain from directing staff, principals, or teachers if visiting classrooms (gathering information and asking questions is fine. Any ideas for direction can be brought to the full board at a meeting or discussed with the superintendent.)
- Any board member is welcome to visit school principals. A schedule should be developed at the beginning of the school year so board members who would like to participate can work together to choose schools and partners for the year.
- Visiting each school and meeting with the principal and/or assistant principal(s) is acceptable and should

be limited to one visit per school year and no more than two board members during a visit.

- All board members are welcome to attend public school events such as walkathons, open houses, performances, science fairs, etc. If they'd like to attend an event targeted towards a smaller more specific audience, they should let the principal know in advance that they will be present.
- If community concerns are brought up to a board member during a visit, the board member should inform the superintendent.

Communications

- Each Board member will declare how they wish to be notified of need for special meetings or changes in the date or time of previously scheduled meetings i.e. email or by phone.
- They will state how they wish to receive agendas for special meetings either electronically, at the meeting, or if there is sufficient time if they may be delivered in the weekly packet or by public mail.
- If the board member's primary means of communication is temporarily unavailable or if email address or phone numbers change, it is the board members responsibility to notify the board president and the superintendent's office as soon they are aware
- Use of **digital communications and social media** must not violate the Brown Act
- Email and cell phones are not confidential

HOW TO MANAGE DISSENTING VOTES (Board to discuss the title)

We believe:

- We are the elected representatives of the community.
- We have been entrusted with the responsible management of the District.
- We represent the many views and opinions within our community.

Explaining Dissenting Votes

- As representatives, we have a responsibility to the public to communicate, prior to a vote, our thought processes and opinions in decisions contrary to the District's recommendation and Board's proposed direction.
- Such discussions allow the Board, as a whole, to better understand all arguments involved with a vote, and accommodate a better understanding of the issue for each Board member, individually.
- Such communication/expressions of opinion allow members of the community to gauge what arguments and ideas have been considered before the vote.
- Without such discussion, Board members voting with the majority may feel they have overlooked an important issue, and a divide between Board members, (through lack of communication), may develop.
- Without such discussion, the Board member in opposition to the majority may have lost an opportunity to further their own understanding of the issue at hand, or to amend the issue to better address their concerns.

We agree to:

- Consider arguments for and against action items before each meeting.
- Prepare and deliver questions to Staff before the meeting to allow further understanding for ourselves, and prepare Staff for the difference in opinion. This may include meeting with Staff before the Board meeting to ensure our concerns are accurately represented.
- Vote to affirm or oppose unless abstaining for the reasons listed below. Abstention may not be used in other cases.
- Abstain from voting when there is a direct conflict of interest (e.g. financial, business, family). Board members must abstain in this case.
- Abstain from voting (in the case of meeting minutes approval, etc.) when the board member was not present at the meeting in question. Board members may choose to abstain in this case.
- Vote according to our own conscience – to what we believe to be the most responsible decision in the management of the District.
- Identify when such a vote may not be with the Board majority, and prepare comments and persuasive arguments prior to the meeting.
- Deliver comments and persuasive arguments at the appropriate time; during the opportunity for discussion prior to the vote.
- Acknowledge and accept any difference in opinion among the other Board members, and support the majority vote of the Board.

BOARD OF EDUCATION PROFESSIONAL DEVELOPMENT AND ENGAGEMENT OPPORTUNITIES (Being reviewed by Cabinet)

Principles of Boardmanship: Each trustee of the Sunnyvale School District Board brings different assets and interests to the board. This list reflects some opportunities for professional development and engagement as a board member.

Community Engagement Opportunities/ Events:

- Challenge Team (monthly except July)
- SRTS advisory group (monthly except June July August)
- Sunnyvale Education Foundation (monthly)
- CFSCPTA Luncheons (Fall, Winter, Spring)
- First Friday Luncheon with SCCSBA (monthly)
- SSD Site PTSA Site Council and ELAC meetings (monthly)
- SSD School concerts and fundraiser events (monthly)
- Fremont and/or Homestead High Schools activities (monthly)
- Reclassification events (3x/year ?)
- SSD Opening Day (Aug)
- Annual Teacher Back to School Social (Sep?)
- Sunnyvale Annual State of the City (Sep)
- SSD Site Back to School Nights (Sep)
- Sunnyvale Community Services Annual Holiday Auction (Nov)
- SCC Backpack (Aug)and Holiday Activities (Dec)
- Sunnyvale Rotary Crab Feed (Jan)
- CTA/ School Board Member Dinner (Feb)
- Santa Clara County Board of Supervisors State of the County event (Feb)
- Assets Champions Breakfast (March)
- Fremont High School District Education Foundation Annual Fundraiser (Spring Fling) (March)
- SSD Site Open Houses (Mar, Apr, May)
- Sunnyvale Education Foundation fundraiser (April)
- Every Student Succeeds (Award ceremony) (April)
- Our Kids Our Community fundraiser (May)
- SEA Retirement Party (May)
- SSD Employee of the Year Celebration (May)
- CFSCPTA Service Awards (May)
- Volunteer in any community activity
- Volunteer in any SSD school
- Meet with a board member of CUSD, FUHSD or COE
- Visit First 5 Family Resource Center at San Miguel
- Read school site newsletters and Peach Jar pushouts

Both Engagement and PD may have assigned* or elected members:**

- Wellness Committee⁸
- Citizens Finance and Bond Oversight Committee*
- Santa Clara County School Board Association** (monthly meeting and events)
- County Committee on School District Organization meeting

Read/Watch/Subscribe

- Superintendent weekly memo
- CSBA webinars, publications
- Professional journal articles, education publications and education articles in national media
- EdSource
- District Articles in Bridge

- Meeting of another school board
- SSD Websites, Newsletters, Peachjar publications

Committee Work/Professional Development

- Attend CSBA AEC (Dec)
- Complete CSBA's Masters of Governance
- **Attend** Capital Advisors Budget Workshop
- **Participate in** CSBA Legislative Action **Day** Week in Sacramento (March)
- **Participate in** Schools for Sound Finance activities
- **Attend** SCCOE activities and trainings
- **Meet with** Superintendent one on one
- (Via Superintendent) meet with key district staff for building competencies on understanding key education topics
- Attend Inclusion Collaborative of Santa Clara County meeting or conference

APPENDIX A: CHEAT SHEET FOR REGULAR BOARD MEETING

1. **Call to order** this regular meeting of the Sunnyvale School District Board of Education
Notify public: Open session portions of board meetings are audio taped.
Roll call of Trustees in attendance
Flag Salute (may be moved to after closed session announcements)
2. **Motion** for approval of agenda; vote
3. **Public comments for Closed Session**
4. **Announce move to Closed Session**
5. **Convene** to closed session.
6. **Reconvene** this regular meeting of the Board of Education
7. **Closed Session Announcements:** The Board met in closed session to discuss the items as listed in the agenda.
8. **Comments from Board and superintendent**
9. **Comments from the Sunnyvale Education Association (SEA)**
10. **Comments from the California School Employees Association (CSEA)**
11. **Comments from the public** (read paragraph if anyone wants to comment, allow translation time)
12. **Presentations** (if any)
13. **Review and Discussion Items**
Read item description, call on staff member listed
Staff presents background information
Questions or comments from the public?
Any discussion from the Board?
Summarize direction to the Superintendent
14. **Review and Action Items**
Read item description, call on staff member listed
Staff presents background information
Questions or comments from the public?
Action item: need a motion from board [board members must help move the meeting along with motions and “seconds”. When making a motion, say “I move to approve... [title and recommendation.]” To second a motion, simply state “I second.” Only then can the item be discussed. If no one makes a second, the chair would state that the motion is considered “dead” for lack of a second. The chair will ask for another motion. Any board member has the opportunity to make another motion which has a different recommendation.*
Any discussion from the board?
At the end of discussion, **call for a vote.**
Summarize: the Board has approved
15. **Consent Agenda:** (Items of routine business)
Would the board or public like any item pulled for separate consideration and vote?
******If yes, pull that item** ask for a motion on amended Consent Agenda
Action item: need motion from board and a **second**
Call for a vote.
Summarize: Board has approved routine business items for the district.
******If separate item,** does any member of the public have a question/comment?
Action item: need motion from board
Any discussion from the board?
At the end of discussion, **call for a vote.**
Summarize: the Board has approved
16. **Information Items**
Read topics; check to see if anyone has any questions / comments after each topic is read.
17. **Future Meetings Notice/ Adjourn Meeting**

*** Difficult Discussions:**

Note that for difficult and controversial topics brought to the board as a first-time action, it may be hard to start a discussion, especially when a large group of the public is present. The board needs to be able to discuss the item with freedom to hear what other board members think. It may be hard to separate board discussion from the recommended action so that the public feels they have been heard.

1. A board member may state, “For the purposes of allowing the board to have a full discussion on this agenda item I need to make a motion. I move to...”
2. In order to de-escalate strong feelings following tense public testimony, any board member may make a motion just to discuss the topic first. Following the discussion, a second motion may be made by any board member to bring the board to be able to vote on that item.

BOARD PRESIDENT: BEGINNING OF MEETING STATEMENT / ONLINE (STREAMING SERVICES/ZOOM)

Preamble(s)

Longer Version: Preamble

Per our Board Bylaw 9323, the Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. With that understanding, as a school community, we strive to model what good citizenship looks like for our students. We endeavor to create an environment in which it is safe to explore and disagree on important topics. During public comment, we encourage speakers to discuss issues with civility, to treat people whose opinions differ from their own with respect, and to focus on ideas, policies and values.

Shorter Version: Preamble

Per our Board Bylaw 9323, the Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. During public comment, we encourage speakers to discuss issues with civility, to treat people whose opinions differ from their own with respect, and to focus on ideas, policies and values.

Postamble(s)

If Attacks Occur (Postamble)

*If there **are** personal attacks on board members (including but not limited to targeted hostility, name-calling, stereotyping, and slurs):*

Public comment is closed (or whatever we usually say). Thank you everyone for participating. We would like to thank those members of the public who participated using civil discourse.

- Consider a 5-10 minute recess if there were attacks.

If NO Attacks Occur (Postamble)

Public comment is closed (or whatever we usually say). Thank you everyone for participating. Furthermore, we would like to thank everyone who spoke tonight for using civil discourse.

APPENDIX B: THE PACKET REVIEW

1. Board President and Superintendent set agenda
2. Staff prepares documents and presentations for meeting
3. Agenda and all supporting documentation sent to board members for review and questions approx. 1 week prior to meeting (usually the Friday before the meeting).
4. Board members review all materials and send questions to the Superintendent before 8am Monday.
5. The Superintendent meets with the cabinet to answer the board members' questions. Questions regarding school presentations are compiled and sent to the presenting administrators. Board members can expect these questions to be answered in the presentations.
6. The Superintendent meets with the Board President and Vice President (or other board member) to go over the agenda, the questions and answers prior to the meeting. They discuss the items and also the flow of the meeting – where to expect more discussion, etc.
7. Responses (other than those from site presentations) are sent to board members, usually 2 days prior to a board meeting.
8. Board members review all questions and responses prior to meeting. They may send clarifying questions to the Superintendent before the meeting as well. If they do so, the Superintendent provides the question and response to all board members prior to the meeting if possible.

Appendix D: What Every Board Member Needs to Know

What Every New Board Member Needs To Know

– About The District –

Need to Know:

1. Name of school district: SUNNYVALE SCHOOL DISTRICT
2. School district address: 819 West Iowa Avenue, Sunnyvale, CA 94086
3. Main district phone number: 408-522-8200

4. Superintendent:	Phone:	Cell Phone:	E-mail:
Michael Gallagher, Ed.D.	408-522-8200 x1002	408-823-1520	michael.gallagher@sesd.org

5. Administrative Asst. to the Superintendent:	Phone:	FAX:	E-mail:
Jesus Romero	408-522-8200 x1002	408-522-8338	jesus.romero@sesd.org

6. Board Members:	Cell Phone	Trustee Area	E-mail:
Jeffrey Arnett	408-507-0127	3	jeffrey.arnett@sesd.org
Isabel Jubes-Flamerich	408-431-9283	2	isabel.jubes-flamerich@sesd.org
Michelle Maginot	408-306-5568	3	michelle.maginot@sesd.org
Nancy Newkirk	408-393-4651	4	nancy.newkirk@sesd.org
Bridget Watson	408-540-8598	1	bridget.watson@sesd.org

7. Communities served by the district: portions of the City of Sunnyvale

8. Number of employees in district: Certificated *390 Classified *370

- **Certificated:** Includes certificated management
- **Classified:** includes classified management, confidential, and noon aides

9. What bargaining units are in place? Sunnyvale Education Association President Wendi Smith
 CA School Employees Association President Oscar Jauregui

10. Grade levels served by the district: Preschool through 8th Grade

11. Number of students enrolled: Total: 5612
 Pre-school 132 Elementary school 3896 Middle school 1584

(As of 2021-2022 - Source CDE Dataquest)

Need to Know:

12. STUDENT POPULATION (As of 2021-2022 - Source CDE Dataquest):

Ethnic Groups by Percentage:
 American Indian/Alaska Native 1.6%; Asian 28.1%;
 Pacific Islander 0.7%; Filipino 5.4; Hispanic 33.8%; Black 1.2%; White 19.9%;
 Two or More 0.8% ; Not Reported 0.9%
 Percentage of English Language Learners: 29.5%
 Primary languages spoken at home other than English: Spanish
 Percentage of students receiving free or reduced lunch: 24.2%

13. Number of square miles the district covers: 10 square miles
 14. Home to school transportation: District operated for Regular Ed – minimal (safety & long distance); SpEd – Contracted to Student Transportation of America (STA)
 15. Number of schools: Total: 10 + 9 preschool classrooms (with AM and PM half-day programs)
 Pre-schools: 2 sites Elementary schools: 8 Middle schools 2
 Charter schools: 1 (Summit – Authorizer: SCCOE)

District Office Departments:	Title & Name of Department Head:	Phone Number:
Superintendent	Michael Gallagher, Ed.D., Superintendent	408-522-8200 x1002
Business Services & Student Nutrition	Lori van Gogh, Chief Business Officer	408-522-8200 x1007
Teaching and Learning	Tasha Dean, Chief Teaching & Learning Officer	408-522-8200 x1005
	Christina Ballantyne, Director of Curriculum, Instruction, and Assessment	408-522-8200 x1086
	Linda Van Mouwerik, Director of Special Education	408-522-8200 x1008
	Paul Slayton, Director of Student Services	408-522-8200 x1071
Human Resources, Information Technology, and Student Information	Jeremy Nishihara, Assistant Superintendent, Human Resources and Information Services	408-522-8200 x1010
	Mary Beth Allmann, Director of Human Resources	408-522-8200 x1006
Operational Services	Jeff Engel, Manager of Operational Services	408-522-8200 x1055
Facility Modernization	Brandt Burns, Director of Operations	408-522-8200 x 1009

WE SUGGEST Making this a list with the staff member responsible only.

17. Standing Advisory Committees,

Panels or Commissions:	Staff Member Responsible:	Board Representation:
Citizens Bond and Parcel Tax Oversight	Rob Smiley	Bridget Watson Michelle Maginot
District English Language Acquisition Committee (DELAC)	Mala Ahuja	
SELPA (Special Education Local Plan Agency)	Tasha Dean	
Sunnyvale Challenge Team	Benjamin Picard	
Instructional Technology Leadership Team	Mala Ahuja	
Elementary and Middle School English Learner Action Teams	Mala Ahuja	
Elementary and Middle School Math Leadership Teams	Mala Ahuja	
Elementary and Middle School Literacy Leadership Teams	Mala Ahuja	
Elementary and Middle School Science Leadership Teams	Mala Ahuja	
Health & Wellness Leadership Team	Mala Ahuja	Bridget Watson
Columbia Neighborhood Center Joint Task Force	Benjamin Picard	
Community Health and Awareness Council (CHAC)	Tasha Dean	

18. DISTRICT DOCUMENTS:

Setting Direction Documents: Leadership Goals, Local Control Accountability Plan (LCAP), Board governance manual

(Might include some or all of the following: Core Values and Beliefs / Vision Statement / Mission Statement / Motto / Logo/ Strategic Goals / Annual Goals/ District Objectives)

General Fund Budget = \$122,300,000

Policy Book: [Board Policies](#)

[Administrative Calendar](#)

[Collective Bargaining Agreements](#)

[Long Range Facilities Plan](#): Yes, **b**Board approved

19. CURRENT DISTRICT ISSUES:

STATUS OF THE ISSUE:

Increase and deepen community engagement	
Align instruction and assessment to the CA Common Core Standards Continue development of an Equity Action Plan	
Ensure that the school and classroom environments promote social-emotional well-being	

Improve student learning results with a focus on under achievement at all levels by improving instructional and intervention practices.	
--	--

Maintain and improve district finances and facilities	
Integrate instructional technology to support student learning	

[ADD] Continue innovation in the areas of coherence/ reorganization, UPK implementation and planning, Co-Teaching/ Full Inclusion, Child Nutrition Services, Middle School alignment and pursuit of best practices for student supports and services, home to school transportation, collaborate with FUHSD to track LTEL's and Hispanic and Latinx students.

Need to Know:

20. DISTRICT SCHOOLS:

Name of School:	Grade Levels:	Principal:	Phone Number:
Bishop	K-5	Tara Lubrano	408-522-8229
Cherry Chase	K-5	Gloria Marchant	408-522-8241
Columbia Middle School	6-8	Daniel Poo	408-522-8247
Cumberland	K-5	Laurie Carlson	408-522-8255
Ellis	K-5	Stephanie Fischer	408-522-8260
Fairwood	K-5	Rachelle Romander	408-523-4870
Lakewood	K-5	Carly Sturm	408-522-8272
San Miguel	K-5	Esteban Ybarra	408-522-8278
Sunnyvale Middle School	6-8	Vince Iwasaki	408-522-8288
Vargas	K-5	Kathryn Armstrong	408-522-8267

– About Governance Team Operations –

Need to Know:

1. Board meeting dates and times: Regular – on 1st-and/or 3rd-Thursdays of each month, except July

Board Officers: (2022)	Role:
President: Bridget Watson	See BB 9121
Vice-President: Nancy Newkirk	BB 9121
Clerk: Isabel Jubes-Flamerich	BB 9123
Secretary: Michael Gallagher	BB 9121
Other:	

3. Order of items on the board meeting agenda: (Closed Session may change in order of position)

1. Open Session	6. Public Comments	11. Information
2. Approval of Agenda	7. Presentations	12. Adjournment
3. Closed Session	8. Review & Discussion	13.

4. Board & Superintendent comments	9. Review & Action	14.
5. Comments from associations	10. Consent	15.

4. The purpose of the Public Comment section of the board meeting: Brief public expression on items to be addressed that are not on the agenda. Gives the Board public input from citizens.
-
5. The purpose of the Board Comment section of the board meeting: Share information with fellow Board members and the public. Alert Board and staff of future agenda items of interest.
-

6. GOVERNANCE NORMS – How we behave toward members of the governance team and others:

1. Communicate in a timely manner (no secrets, no surprises)	5. Help each other to stay on track
2. Prepare: read the materials, gather additional information as needed	6. Resolve conflicts with other Board members in a timely manner
3. Build one-on-one relationships with other Board members	7. Model and support the Board policy and governance handbook (formerly “white book”)
4. Appreciate each other’s styles, strengths and skills	8. Perform our duties with integrity

7. GOVERNANCE PROTOCOLS – How we do business: *Most, if not all, of the governance protocols are within the Board governance manual.*

How the board meeting agenda is developed and reviewed and by whom:	Developed by staff after following annual legislated timelines with input from the Board president or other board members to the Board president or added from suggestions coming from prior board meetings.
Placing items on the board meeting agenda:	Board member presents the item to the president, who meets with the superintendent OR to the Superintendent (if doing so to the president would create a Brown Act violation) OR introduces idea during Board comment section of the Board meeting.
Obtaining additional information/answers to questions about board meeting agenda items before the meeting:	Board members communicate with the Superintendent. The questions are summarized and shared with the staff. A pre-board meeting clarification session is held between Cabinet staff members, the board president and vice-president.
Alerting the board president of the desire to speak on a particular agenda item:	Contact the Board president
Introducing new ideas for the board’s consideration:	During Board comment period or to the Board president or Superintendent for discussion at Board meeting
Responding to staff or community complaints or concerns at board meetings:	See the Brown Act

<p>Communications between and among the board, board members and the superintendent:</p>	<p>See Brown Act. Clarifying questions and expressions between board members is permitted. However, any board discussion is limited to the public meeting. No serial discussion should take place. Board members may communicate with the superintendent at any time. The board president should be informed of any significant discussions.</p>
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Communications between the board and other staff:	Through the superintendent
Responding to community or staff complaints or concerns outside of board meetings:	Board president serves as the spokesperson for the Board. The issue is shared with the superintendent and may be addressed by the superintendent. See the governance manual.
How, when and whom to notify about visiting school sites or participating in district activities:	Follow the sign-in procedures for the school and notify the principal.
Individual board member requests for information from staff:	The Board president to the superintendent or as president desires, or through the superintendent if the request involves a different board member (Brown Act).
Board member participation on district committees and in district activities:	Board members do not typically participate in district committees. The Board is responsible for policy. District activities, such as social events, fundraisers, walkathons, are open to everyone.
When and how the board conducts a self-evaluation:	April-May
When and how the board evaluates the superintendent:	<p>August: Superintendent goal setting with Board.</p> <p>January: Midyear progress report</p> <p>April-May: Annual Superintendent evaluation</p> <p>June: Governance Team priority area setting for District</p>

8. GOVERNANCE DOCUMENTS:

District Policies @ website:

Board Policies

The Brown Act : *website provided to each candidate and copy maintained at district office.*

ag.ca.gov/publications/2003_Main_BrownAct.pdf

District Setting Direction Documents
Leadership Goals; capital facilities plan;

Annual Governance Calendar: *Board action calendar maintained in superintendent's office*

= Yes

Board Bylaws – (9000 Series of Policies)

CSBA Professional Governance Standards:
available though district has own governance manual

District Budget Development Calendar:
shared annually

Governance Handbook:
maintained in superintendent's office

9. BOARD MEMBER BENEFITS:

Stipend:	\$307/month, less missed meetings
Health Benefits:	Available. Board member pays costs

Attending conferences / educational meetings / community events:	yes
Making reservations for conferences / workshops / district business trips:	self or district office staff
Travel Expenses and Reimbursements:	yes

NOTES:



Appendix E: Community Partners **Highlights here = Question: Are these still true?**

Sunnyvale School District Partners	Partnership Description
SkoolCare	Provides dental services to students and families. Dental exams and cleanings occur during the school day and parents are provided with medical or dental insurance information. If parents cannot afford dental care, Skoolcare provides services for free.
Playworks	Provides a Playworks coach to schools. The coach facilitates class game time for all classrooms, teaches students new games at recess, opens before school recess time, teaches students conflict resolution skills, coaches 4-5 grades to be junior coaches, and coaches after school sports for 4-5 grades.
Community Health Awareness Council	CHAC provides counseling interns to the campus for individual and group therapy, and also hosts social groups for student skill building. Students receive services during the school day, about once a week for 30 minutes.
EMQ	Provides a counselor to campuses for individual therapy, family therapy and wrap around services. Students receive services during the school day and at home, 1-3 hours weekly.
Reading Partners	Provides a Reading Partners coordinator to the site. Coordinator organizes and trains volunteers to work with students on a 1:1 basis on developing reading skills. Students work with their Reading Partners volunteer twice a week for 30 minutes, during and after the school day.
First 5—Family Resource Center	Located on the San Miguel Elementary School campus, the FRC provides free programming for parents and their children. Art enrichment activities for the children. Information on community resources. Parent workshops and seminars. Child language and literacy development.
Sunnyvale Rotary	Supports early childhood literacy, book donations and the performing arts.
Wells Fargo	Has provided grants in the past to support fifth grade students attending Science Camp.
The King’s Academy	High school students come to San Miguel once a week during the school day to teach Project Cornerstone lessons in classrooms.
Project Cornerstone	Asset Builders Champion (ABC) Program –Volunteers read selected books and lead discussions and activities about respect, tolerance, honesty, peaceful conflict resolution, taking a stand against bullying, etc.
Fremont High School National Honor Society	Volunteers support after school social events, help restock the library, and provide tutoring during KLAS.
Sunnyvale Public Safety	Neighborhood Resource Officer (NRO) comes onto campuses regularly to build positive relations with students. NRO, EMTs, and fire do presentations to classrooms and contribute during safety drills.
Sunnyvale Challenge Team	Creates a network of organizations and resources in Sunnyvale with a focus on supporting students and families.
Sunnyvale Wrestling Club	Provides an after school wrestling club for third-fifth graders for eight weeks at no charge to families.
US Soccer	Provides an after school soccer program for students on Friday after school dismisses. Fee associated. (all campuses? some campuses?)
Euphrat Art Museum	Provides an after school art program for students on Tuesday after school dismisses. No charge to families.
KLAS—Kids Learning After School	An after school program for students in second-fifth grade. Components include homework support, active play, and enrichment activities like Lego builds. Small fee associated.
Gardner Family Center & Starlight Family Services	Provides wrap around services to students and families within the school day and at home.

Safe Routes to Schools	Provides education and incentives for students and families to safely “walk and roll” to school.
Palo Alto Medical Foundation	Provides education to parents on 5210: 5 fruits and vegetables a day, 2 hours or less of screen time, 1 hour of active play, 0 sugary drinks. Hosts a “Strong Start” eating program to help parents learn to cook healthy at home. No cost to families.
Family Engagement Institute – Stretch to Kindergarten	Provides parenting workshops and also Stretch to Kindergarten, a summer program designed for incoming kindergarten students who have not participated in preschool.
Starting Arts	Provides a variety of art classes over the course of the school year including visual art, music, theater, and dance. Students also learn choir songs with their grade level in six week time period and each grade level has an evening performance once a year.
Math Masters	Provides 1:1 support to students struggling with basic math skills during the school day.
San Jose State University—Collaborative for Teaching and Reaching the Whole Child	Student teachers are placed with our teachers on site, known as collaborating teachers. Collaborating teachers receive professional development on Social-Emotional Learning (SEL) and integrating SEL within the classroom and content.
Santa Clara University	Student teachers are placed with our teachers at school sites.
Stanford University	Partnership with the Stanford Teacher Education Program (STEP) provides student teachers placed with our teachers in the classroom during summer school .
Sunnyvale Community Services	Support services to families around housing, food services, school supplies. Provides backpacks and shoe vouchers for students in need. Weekend food program provides a bag of non-perishable items for families in need that are picked up at KLAS. Is the weekend food still available? At all KLAS locations?
Kaiser	Provides assemblies, class workshops, and a family night focused on topics like bullying and being an upstander or eating healthy, exercising and limiting screen time.
College Day	Provides materials to families about the process of applying and funding college. Schedules a field trip for fifth graders to visit a college campus. Past visits include Stanford and Foothill College.
Kids Club—New Hope International Church	Provides a Christian after school program for K-3 students on Fridays until 2:15 p.m. No cost to families.
Columbia Neighborhood Center	Provides programs for families off site. Examples include School break camps, Festival of Lights tickets and transportation, La Posadas. Small or no fee to families.
Chicana Foundation—Technology Fair	Family event in the evening focused on bridging the technology divide. Sign-ups for reduced rate internet, hands-on coding for students and parents, NASA projects for students, parent information on cyber safety, raffles for tablet and netbooks. No fee to families.
New Teacher Center	New teacher mentoring, principal mentoring.
Ashoka Changemaker	Provides forums to discuss creating a change maker climate at San Miguel. Ashoka Changemaker Schools enable all students to become changemakers—young people who have the skills and confidence to change the world for the good of all.
Gatorade/49er Camp	San Miguel 4-5 graders participate in the 49er Junior Camp during one of their PE times. The 49ers hold free football camps through the season and offseason. The training camps offer children the opportunity to learn football skills such as passing, and ball carrying while also learning about proper hydration.
YMCA	Offers childcare services, enrichment programs, physical education programs, and preschool classes.

Google—CS First	CS First is a free program that increases student access and exposure to computer science (CS) education through after-school, in-school, and summer programs. All clubs are run by teachers and/or volunteers.
Silicon Valley Education Foundation	Provides advocacy, programs and resources to help students reach their full potential in science, technology, engineering and math (STEM).
El Camino Healthcare District	Funds support two full-time nurses, mental health services through CHAC, and fitness and nutrition education through Playworks, and GoNoodle. ECHD also partners with PAMF to promote healthy living through the 5210 initiative.
Vision to Learn	Vision To Learn provides free eye exams and free eyeglasses to children in low-income communities throughout the United States.
San Jose Sharks Foundation	Information missing?
Golden State Warriors Community Foundation	<p>The Warriors Community Foundation supports education and youth development to promote thriving students, schools and communities.</p> <p>Read to Achieve presented by Ross Stores and the Warriors Community Foundation is an early literacy program conducted in partnership with Reading Partners and local public libraries. Exciting literacy activities, assemblies and experiences offered year-round help young Bay Area students develop a love for reading.</p>
Wildlife Associates	Wildlife Associates is a non-profit that cares for non-releasable animals, who then teach in our Bay Area wildlife education & school assembly programs.
Palo Alto Junior Museum and Zoo	The JMZ offers a full range of science experiences for children ages 3-11, including many “parent and me classes” through the JMZ Catalog and Enjoy! Catalog; self-guided field trips; standards-based elementary school programs at the museum, in schools and in local open spaces; and interpretive programs for preschools and community groups.
Sunnyvale Sister City Association	The Student Exchange Program offers two exchange opportunities for students (7th-12th): Sunnyvale to Iizuka, Japan (S2I) and Iizuka to Sunnyvale (I2S).
Acknowledge Alliance	Acknowledge Alliance, formerly The Cleo Eulau Center (CEC), is focused on creating classrooms where students want to learn and teachers want to teach. The group accomplishes this by partnering with educators and other caring adults in school settings to support the social and emotional needs of youth.
Bay Area Women’s Sports Initiative	<p>In 2013, the Bay Area Women’s Initiative (BAWSI) joined the Sunnyvale School District supporting our title 1 schools, serving girls only in grades 2nd-5th grade. The Bay Area Women’s Sports Initiative (BAWSI, pronounced “bossy”) is a nonprofit organization that mobilizes the women’s sports community to engage, inspire and empower the children who need us most. BAWSI was founded by Olympic and World Cup soccer stars Brandi Chastain and Julie Foudy, and Marlene Bjornsrud, former general manager of the San Jose Cyber Rays women’s professional soccer team. The BAWSI Rollers program provides fun, adaptive physical activities for girls and boys with physical, cognitive and hearing disabilities.</p> <p>Through a fun and active curriculum that includes games such as basketball, soccer, and sharks and minnows, the BAWSI Rollers program helps participants develop hand-eye coordination, strength, confidence and a sense of independence.</p> <p>Weekly sessions include activities focused on goal setting, teamwork, and healthy competition, as well as spirited conversations about self-respect, responsibility, and leadership.</p>
Sunnyvale Education Foundation	It is the mission of the Sunnyvale Education Foundation (SEF) to facilitate community support in collaboration with the Sunnyvale School District for an

	enriched, high quality education at all schools in the district. SEF works towards its vision of a secure future for a wide variety of academic and enrichment initiatives across all district schools through corporate donations, community partnerships, fund raising events, and public outreach.
Marine Science Institute	The Marine Science Institute provides engaging and interactive hands-on adventures with San Francisco Bay Area marine life. Led by a team of expert marine science educators, these experiences impact students of all ages, inspiring respect and stewardship for the marine environment.
Northrop Grumman	As part of national Manufacturing Day (sponsored by the U.S. Department of Commerce), Northrop Grumman Marine Systems hosts students from Columbia Middle School's robotics and advanced math programs in October. Students spent the day learning about technology and manufacturing careers directly from Northrop Grumman engineers, managers, and manufacturing personnel.

Appendix F: Organizational Chart

[2021-2022 SSD Organizational Chart](#)

Needs updating 2021-22 Org Chart

**Appendix G: Historical Board Goals
Board of Education Expected Results and Measures**

Expected Results	Success Indicators
Responsibility #1: Assess progress towards educational excellence	
Curriculum (the work) improves. Instruction (the learning) improves	<ul style="list-style-type: none"> ● Curriculum assessment; comparison to frameworks; number of offerings; parent/high school teacher opinion survey ● Instruction assessment; average number of teachers participating in staff development/number and types of staff development offerings; parent/high school teacher opinion survey
Student outcomes (the knowledge) improve.	<ul style="list-style-type: none"> ● High school teacher opinion survey ● Student test scores – longitudinal and latitudinal – improve ● Real estate listings highlight Sunnyvale schools ● Increased number of external requests to transfer into district ● Decreased number of requests to transfer out due to educational reasons ● Student suspensions/detentions decrease ● Student attendance improves
Responsibility #2: Develop positive climate, vision, goals and beliefs	
Collective education vision, purpose, goals and objectives developed by all stakeholders, including parents and community at large	<ul style="list-style-type: none"> ● Collective vision articulated and published ● Parent/community requests and comments demonstrate awareness of vision ● Incumbent board members re-elected
Community believes issues and concerns are fairly represented	<ul style="list-style-type: none"> ● Number of parent and community complaint letters reduced ● Community Survey results ● Incumbent board members re-elected
Responsibility #3: Advocate on behalf of students, schools and the district	
Parent and community involvement increases	<ul style="list-style-type: none"> ● Increased number of candidates (especially minorities) for board ● Increased participation of community/parents in board meetings ● Board meetings known for efficiency, high level of discussion (audience survey/length of discussion) ● Student suspensions/detentions decrease ● Student attendance improves
Business support increases	<ul style="list-style-type: none"> ● Businesses for long-term partnerships with district/schools ● Additional businesses seek to be involved with districts/schools
Improved community-wide conditions for children and overall support for education	<ul style="list-style-type: none"> ● Increased services to students/families through the schools ● Incumbent board members re-elected ● Board meetings known for efficiency, high level of discussion (audience survey/length of discussion) ● Student suspensions/detentions decrease ● Student attendance improves

Board of Education Expected Results and Measures (continued)

Responsibility #4: Adopt curriculum, budget, contracts, policies and organizational structure in support of the vision	
Alignment of efforts and expenditures towards vision, purpose, goals and objectives by staff	<ul style="list-style-type: none"> Staff recommendations support vision and purpose
Board and superintendent teamwork improves; better decisions are made	<ul style="list-style-type: none"> Board/governance team evaluations show continued satisfaction by governance team, staff, and parents/community Board meetings known for efficiency, high level of discussion (audience survey/length of discussion)
Superintendent is successful as leader; district is educationally and organizationally sound	<ul style="list-style-type: none"> Superintendent evaluation Superintendent requested to speak to parent, community and business groups, and/or participate in community events
Employee motivation and capabilities improve	<ul style="list-style-type: none"> Staff surveys show increased satisfaction; decrease in grievances Competition for employee organization leadership Qualified candidates available in-district for promotion Increased interest in staff development by employees
All Responsibilities	
	<ul style="list-style-type: none"> Benchmarking with other districts, other businesses Parent, business and community opinion survey results and district-wide report card demonstrate support and agreement Board self-evaluation

Appendix C: Board Self-Evaluation Worksheet

Reflection on my Role as an Individual

1. What do I do and how much time do I spend on average to prepare for a school board meeting?

2. How much time do I spend on average per month in related board activities like school events, responding to calls from community, attending workshops, or collateral assignment meetings?

As an Individual member, I:

	Always	Often	Rarely	Never	Unsure
Have learning and achievement for all students as a primary focus for my decision making					
Advocate for public education					

Recognize and respect differences among my fellow board members				
Participate in professional development				
Model the premise that authority rests with the board as a whole and not with an individual				
Demonstrate the distinction between board and staff roles				
Communicate using the governance handbook practices				
Support our collective decisions				
Follow up with Collateral assignments				

Personal Reflection Comments

Reflection on the Performance of the Board

As a Board, we	Always	Often	Rarely	Never	Unsure
Communicated a common vision					
Adopted a fiscally responsible budget					
Established a framework for collective bargaining					
Adopted responsible agreements with employees					
Provided a safe and appropriate learning environment for students and staff					
Provided community leadership on educational issues					
Advocated on behalf on students at local, state and national levels					
Maintained accountability for student learning through adopting curriculum and monitoring student progress					
Encouraged opportunities for professional development					
Provided opportunities for diverse range of views within the community to inform board					

Personal Reflection Comments

Reflection on our Effectiveness as a Governance Team

As a Governance team, we

	Always	Often	Rarely	Never	Unsure
Received enough information to make decisions					
Have given clear direction to the superintendent					
Supported the district by the process of our strategic plan					
Taken the time to build collegial relationships with one another					

As an overall assessment of our governance team, please list What are our strengths?

What are our weaknesses?

What was our biggest challenge during the year?

What suggestions do you have for improvements or future goals?

Personal Reflection Comments

Note: Although all measurements are a reflection of how well the board is operating, bolded measures are those with direct board involvement.

*****Please add in Goals for Board year 2018 and 2019**

Board Interest Statement for 2019-2020

Examine all of our practices through an equity lens

Sharpen our focus on Social Emotional Learning by:

- Learning to recognize bias
- Embracing diversity and developing a shared understanding of equity among all stakeholders
- Developing culturally responsive teaching in every classroom
- Developing alignment/clarity of expectations in every classroom centered on:
 - Assessment
 - Teaching practices
 - Student outcomes
 - Inclusivity

Identify root causes of low performance and create a sense of urgency in support of:

- Academic achievement with a focus on the following subgroups:
 - Low Socio-Economic Status
 - English Learners
 - Hispanic
 - African American
 - Students with Disabilities
 - Newcomers
 - Student groups and their families
- A focus on Early Childhood Education

- Every student a reader by second grade

Develop and implement a Technology Plan that clarifies and ensures the meaningful use of instructional technology across grade levels

- Identify student outcomes
- Adopt technology grade level standards
 - Review ISTE standards (International Society for Technology in Education)
 - State adopted standards
 - Long Beach Unified standards)
- Digital safety

To Do Projects:

- Pictures in Board Room
- Defining Key Words in the Mission Statement
- Study funding of Science Camp
- Evaluation of policies re. balancing school north-south populations via Program of Choice offerings for elementary schools and middle schools
- Study feasibility of middle school Yosemite Trip

Goals for Board Year 2017

On 2/16/17, topics for in-depth discussion in future study sessions were identified as follows:

- Address the **Opportunity Gap** by **expanding early childhood education** targeting underserved students with early literacy support and establishing **a goal of all students a reader by grade 2**. Increase access to the state preschool program and increase the age span of Transitional Kindergarten for students needing support and service.
- Focus programs and services to **increase our capacity to serve students and families** in all schools.
- Use demographic projections and existing school capacity data to develop **a long term facilities plan to support student enrollments** across the District.
- Develop a **menu for parent volunteering** across the school district.
- Increase **parent education offerings**, including Next Generation Science Standards (NGSS) topics centered on technology, social emotional learning, and English language development.
- Continue work on **Cultural Proficiency** and align this work with **Social Emotional Learning** practices. Continue professional development to increase awareness of possible bias that may exist within our schools and District and identify possible actions to serve the whole child better in all schools.

Goals for Board Year 2016

Areas of Study for Future Focus and Consideration (2/11/16) with #1, #2, and #3 as Top Priority

1. Address the **Opportunity Gap** by **expanding early childhood education** targeting underserved students with early literacy support and establishing **a goal of all students a reader by grade 2**. Increase access to the state preschool program and increase the age span of Transitional Kindergarten for students needing support and service.
2. Enhance programs and services to **increase our capacity to serve students and families** in all schools and with special support of San Miguel and Lakewood schools. Considerations include teacher on special assignment serving as an Intervention Specialist for Early Literacy, case manager to provide direct support to Tier 3 students, and Bilingual Outreach Liaison to support parent engagement.
3. **Expand the music curriculum** into the primary grades to support language development and an appreciation for music.
4. Use demographic projections and existing school capacity data to develop **a long term facilities plan to support student enrollments** across the District.
5. Develop a **menu for parent volunteering** across the school district.

6. Increase **parent education offerings**, including topics centered on technology, social emotional learning and English language development.
7. Continue work on **Cultural Proficiency** and align this work with **Social Emotional Learning** practices. Continue professional development to increase awareness of possible bias that may exist within our schools and District and identify possible actions to serve the whole child better in all schools.

Goals for Board Year 2014

Goal	Success Indicator
Study Sessions: <ol style="list-style-type: none"> 1. Programs of choice 2. Math Pathways 	Agenda
Open session discussion of current topics	Agenda item added 2-6-14
Community outreach <ol style="list-style-type: none"> 1. PTA/PTO presentations with Superintendent 2. Promotional flyer: district/board 3. Website: review board section 4. Meeting with the City Council 5. Candidate forum 	<ol style="list-style-type: none"> 1. Board members assigned to schools: <ol style="list-style-type: none"> a. Anita: SMS, Vargas b. Sandy: Cherry Chase, Ellis c. Jeff: Ellis, Lakewood d. Reid: Cumberland, CMS e. Nancy: Bishop, Fairwood

Board of Education Core Competencies

- Visioning ability - looks towards future; doesn't dwell on past
- Can look at reality; understands "where we are"
- Positive outlook
- Models life-long learning and continuous improvement
- Open to new ideas
- Familiar with current educational practices and issues
- Regularly attend all meetings of the Board of Education
- Prepares thoroughly for meetings
- Knowledgeable about community interests and concerns
- Familiar with community structure (relationship chart)
- Demonstrates effective communication techniques
- Knowledgeable about decision-making processes
- Understands the authority of the board

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Goals for Board Year 2008

- Assign a Board member to attend Project HELP board meetings. Participate as a non voting member of the Project HELP board. (Ms. Hermann will attend and the activity will be included among board member assignments distributed at the annual reorganization).

Evaluation: Summer of 2009; "Was each of the 10 schools visited by at least one board member who presented information on the role of the board and information about becoming politically active with legislators in the State?"

- Meet with the Fremont Union High School Board and examine student data for those entering from Sunnyvale School District to determine their successes and needs. (Ms. Castagna is coordinating with the assistant superintendent of the FUHSD to determine the data to be collected—dates for 3 years of the FUHSD and SSD board meetings will be selected following their determination of the "best time" so that appropriate data will be available.

Evaluation: Meeting between the FUHSD board and SSD board. And, “was their discussion of data that will inform the board(s) to develop meaningful policy that leads to further student improvement?” “What policy(ies) is/are being considered?” “What will show that the policy is making a difference?”

- Select a superintendent to begin approximately February 1, 2009, and support a positive transition. (Leadership Associates has been employed as a consultant to facilitate the search).

Evaluation: “Was the superintendent contracted during the winter of 2009?” “Were short term goals, objectives, activities and indicators developed to be evaluated during the summer of 2009?” “Have 2009-2010 goals, objectives, activities and success indicators been developed for formative evaluation mid-year 2009-2010 and summative end of year evaluation by summer 2010?”

- Board members to visit school sites to describe the “role of the school board” and to help the public better understand the need to be politically involved at the State level (Ms. Newkirk will draft the presentation prompts).

Evaluation: “Was a presentation developed?” “Did at least one board member visit each school and present the information?” “Is anyone from the schools showing an interest in becoming politically involved with their legislator(s)?”

Goals for Board Year 2006:

Goals for the B of E (Areas of Focus)

- Increase understanding of how the whole system works *
- Advocate for positive change
- Contact with community *
- Contact with parents
- Legislative action ***
- Finances, raising money
- Increase the capacity of parents to become involved (PTS’s) *****
- Acknowledge recognition of people in the system

Goals and Action Plans:

Goal #1:

Know the High School success of Sunnyvale students

Action Plan:

1. Create questions
 - Draft letter from B of E (from staff to B of E by June 20)
 - B of E finish by August
2. Deliver to FUHSD in September
3. Answers back, analyze, evaluate, draw conclusions (by end of Nov)
4. Action plan for SSD to improve student performance (by Jan 2007)

Goal #2:

Discover the Board’s role in parent involvement at the school sites.

Action Plans:

1. Each Board member visit two schools
 - Present the B of E role
 - My experience
 - Q & A

2. Superintendent to request each principal to include parent participation in their presentations to the Board
-

Goals for Board Year 2005

Community Activism

- o Recruit candidates for November 2005 election
- o Orientation for potential board candidates

Continuous Board Development

- o Quarterly board development meetings
- o Continue CSBA training, e.g. Masters in Governance program
- o Annual Board self-evaluation

Legislative Activism

- o Tri-district committee

Board of Education Goals/Measures for the Year 2004

INCREASE INTERACTION WITH SCHOOLS

- o **Board member will visit each school's PTA/PTO/SSC**
 - Sign-ups on attached schedule *done*
 - Member gives a 10 minute presentation (*Linda will write script done*)
 - Provide "*Where to Go for Answers*" handouts for attendees *in sup's office*

INVESTIGATE INCREASED FUNDING

- o **Awaiting outcome of state's March election on Props. 57 & 58**

LEGISLATIVE ACTION

- o **Tri-district Legislative Action Committee formed**
 - **Goals:**
 - Tri-districts will speak with one voice to legislators
 - Tri-districts agree on legislation (i.e., class-size flexibility, workers comp, local control, contracting out, universal health care)
 - Legislators ask us for our position
 - **Steps:**
 - Letters out to tri-district boards of education (Jeff)
 - Nancy meets with other presidents
 - Jeff calls a meeting, designs and runs it; Jeff emerges as leader

- o **JOINT MEETINGS WITH CITY COUNCIL**

- **Goals:**
 - Build new relationships
 - Identify partnership areas
 - Common understanding of development impact on students' education
- **Steps:**
 - Plan two joint meetings
 - o Facilities
 - o Partnerships

RECRUIT BOARD CANDIDATES

- o **Goals:**
 - Provide some financial support for ballot statements
 - Develop a list of at least 16 potential candidates
 - List will contain at least:
 - 8 parents
 - 8 Hispanics
 - 3 Asians
 - 3 Pilipino

Board of Education Goals and Measures for Board Year 2001

I. Community Activism

- Recruit candidates for November 2001 election
 - *Board members speak at PTA/SSC meetings at each school site:*
 - *Bob: Cherry Chase, San Miguel (completed 3/01)*
 - *Linda: Cumberland, Ellis (completed 3/01)*
 - *Ray: CMS, Vargas (completed 3/01)*
 - *Nancy: Bishop, Fairwood - will do in April*
 - *Jessica: Lakewood, SMS - will do in April*
- **Orientation for potential board candidates**
 - *Jessica, Nancy present in spring to interested persons Joe will also participate; set for May 10 (3/01)*

II. Continuous Board Development

- Quarterly board development meetings
 - *Refine Board, superintendent Responsibilities, Results, Measures in White Book*
- Continue CSBA training, e.g. Masters in Governance program
 - *Nancy, Jessica continue MGP - almost complete 3/01*
 - *Ray attend Board President and Spokesperson workshops unable to do*
 - *Entire new board and superintendent attend CSBA conference in December 2001*
- **Annual Board self-evaluation**
 - *Linda and Joe will find models, develop (3/2001)*

III. Legislative Activism

- Tri-District Committee
 - *Ray will be our liaison; arrange meetings with 1 –2 board members from other districts (3/01)*

Appendix H: Governance Calendar

Governance Calendar

(If needed, please contact the Administrative Assistant to the Superintendent at 408-522-8200 extension 1002 or jesus.romero@sesd.org)



3. C. Review of CSBA Leadership Institute by Trustee Jubes-Flamerich

Contact Person

Isabel Jubes-Flamerich, Board Clerk

Recommendation

The Board of Trustees will review CSBA Leadership Institute information from Trustee Jubes-Flamerich for consideration in policy development and Governance Team Development.



4. FUTURE MEETINGS/ADJOURNMENT

Quick Summary / Abstract

Thursday, September 8, 2022 at 6:00 PM
Sunnyvale School District Office