



Temple City Unified School District

A District of Educational Excellence and Award Winning Schools

Governance Handbook

2021-2022

Board of Education

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REVISED: January 3, 2022

(Board Approved July 28, 2021)



TEMPLE CITY UNIFIED SCHOOL DISTRICT SCHOOL BOARD GOVERNANCE HANDBOOK TABLE OF CONTENTS

VISION AND MISSION

Temple City Unified - Vision and Mission Statement	1
TCUSD 2019-2020 Vision, Mission, Core Values and Beliefs Summary	2
Temple City Unified – Governance Team Priorities	3

EFFECTIVE GOVERNANCE

A Step-By-Step Guide for School District Governance Teams	4-5
Professional Governance Standards	6-7
CSBA Effective Governance System Diagram	8
CSBA’s Defining Governance Series	9
Temple City Unified Code of Ethics	10
Temple City Unified Code of Ethics Agreement	11

NORMS

Governance Norms	12
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PROTOCOLS

Board and Superintendent Operating Procedures	13
Board Member Protocols	14-15
Superintendent Protocols	16

ROLES and RESPONSIBILITIES

Board Bylaws – BB 9000 Role of the Board, BB 9005 Governance Standards, Board Bylaw 9200 Board Members’ Authority and Responsibility	17-24
---	-------

GOVERNANCE CALENDAR	25-27
----------------------------	-------

WHAT EVERY BOARD MEMBER NEEDS TO KNOW	28-32
--	-------

BROWN ACT SUMMARY	33-40
--------------------------	-------

APPENDICES

District Office Quick Reference Guide	42
Onboarding Checklist	43
CSBA What It Takes to Lead	44-49
Governing to Achieve CSBA	50-72
Links and Resources	73
Acronyms and Initialisms	74-82



Temple City Unified School District

Our Vision

Working collaboratively to empower students toward their educational goals, creating the model citizens of tomorrow – today

Our Mission

Temple City Unified School District will provide a rigorous comprehensive education in a nurturing environment that embraces the diversity of students

Overarching Goal

Promote trust through service, integrity, honor, honesty and collaboration

Premise

In all decision making, do what is right for our students

Core Values

Integrity
Service
Respect

Meeting Norms

- Be willing to compromise
- Listen actively to each member's ideas
- Act by building on the thought of a fellow governance team member
- Be open to new ideas
- Disagree agreeably
- Recognize the positive
- Acknowledge each member's point of view
- Respect each other's opinions
- Make a commitment to effective deliberation, each listening openly while everyone is allowed to express their point of view

STAKEHOLDER GROUP(S)	VISION	MISSION	CORE VALUES	BELIEF STATEMENTS
ALL Board Leadership School Sites Parent/Community	<p>Temple City Unified School District, in partnership with our surrounding community, provides meaningful opportunities to all students while maintaining a nurturing and safe learning environment in which we embrace diversity and collaboration.</p>	<p>We are student centered. We offer all of our students the opportunity to develop the critical thinking and conflict resolution skills they need to become productive contributors to our society through...</p> <ul style="list-style-type: none"> a. rigorous and relevant curriculum enhanced by innovation and creativity. b. safe learning environments, which promote educational, emotional and physical whole child development. c. college and career readiness programs. d. positive community engagement. <p>We prioritize the development of the whole child by ...</p> <ul style="list-style-type: none"> a. providing character education to all students. b. instilling respect for others and ownership of work product. c. promoting collaborative teamwork through academics, arts, activities, and athletics. <p>We support a transparent and collaborative culture where various stakeholders participate in the shared decision-making process.</p>	<ul style="list-style-type: none"> • Integrity • Service • Respect 	<ol style="list-style-type: none"> 1. Each student is unique and capable of learning. 2. Our staff continuously improves their knowledge and engages in activities that enhance their effectiveness as educators. 3. We will seek to develop innovative and creative strategies that enhance the educational climate. 4. Schools are welcoming places which provide a nurturing, healthy and safe learning environment that ensures the educational, emotional, and physical development of all of our students. 5. Self-esteem and self-respect are derived through positive academic, artistic, athletic, and extra-curricular experiences. 6. We believe students are our first priority. 7. We believe in integrity, diversity, and respect for all. 8. We believe students need a positive, nurturing environment. 9. We believe student, family, and community engagement are critical for our success. 10. We believe in a truly collaborative environment where staff members work together.



TEMPLE CITY USD GOVERNANCE TEAM PRIORITIES

A District of Educational Excellence and Award Winning Schools

Effective Governance

Communication/Community Relations

Educational Leadership, Equity and Advocacy

Business, Fiscal Responsibility and Facilities

Personal/Professional Development



A Step-By-Step Guide for School District Governance Teams

Exceptional boards add significant value to their school districts. Good governance requires the board to balance its responsibility of providing visionary, strategic leadership with its responsibility as an oversight body charged with holding the district accountable to the community. The difference between acceptable and exceptional boards lies in thoughtfulness and intent, action and engagement, knowledge and communication.

There are four dimensions to the effective governance of any organization. Based upon common understandings and agreements within these four dimensions, a governance handbook documents how the board and superintendent agree to provide governance leadership in support of enhanced student learning and achievement as defined by the beliefs, mission, vision, priorities and goals of the district.

The four dimensions to document in a governance handbook are:

1. Governing as a Unified Team with a Common Purpose

The foundation of effective governance for any organization is the common focus shared by governing board members, a focus that transcends their individual differences in order to fulfill a greater purpose. Unity of purpose in a school district is a collective focus: the core values, beliefs, and overarching goals governance team members hold in common about children, learning, the school district and public education. Unity of purpose exists when the commitment to achieving these goals becomes the guiding principle of all trustees and the superintendent.

2. Roles and Responsibilities-The Board and Superintendent

The second essential element of effective governance is defining roles and responsibilities and working with commitment, passion, and leadership within those agreed upon roles. Exceptional governance teams value and respect their essential roles, reach mutual agreement on the roles and responsibilities of the board and superintendent, and strive to operate within them. A sound, cohesive partnership between the board and superintendent results in a powerful strategic leadership team that builds a positive school district environment focused on enhancing student learning and achievement while earning the respect and support of the staff and community.

3. Norms to Create and Sustain a Positive Governance Culture

Effective boards develop a set of 'governance norms' that outline the behavioral expectations for participation. These norms support a climate within which differences of

opinion are reached. A positive governance culture is one that is participatory, consensus oriented, accountable, transparent, responsive, effective, efficient, equitable, and inclusive. Each governance team should decide on the norms that will be most helpful for them.

Some common norm topics are:

- Operating in a climate of trust and respect
- Maintaining honest and open communication
- Carrying out effective deliberation
- Implementing sound decision-making
- Managing conflict among team members

4. Protocols to Facilitate Governance Leadership

Perhaps the most important governance principle is agreement on the procedures that the board and superintendent will utilize to govern the district. Exceptional boards make governance intentional and invest in structures and practices that can be thoughtfully adapted to changing circumstances. Protocols are tools grounded in mutual understanding of respective roles and responsibilities, and strengthen the capacity of the board to engage in constructive relationships with staff and the community in support of students and learning. Explicit protocols, agreed to and upheld by the board and superintendent, provide transparency and stability in the governance relationship as the board carries out its role and responsibilities.

Although protocol needs will vary from district to district, some common protocol topics are:

- Adding items to the board meeting agenda
- Obtaining answers to questions on board meeting agenda items
- Bringing up new ideas
- Communication among governance team members
- Visiting schools
- Responding to community concerns or complaints
- Responding to staff concerns or complaints
- Orientation of school board candidates
- Welcoming new board members

A governance handbook is an important tool for creating a framework within which your governance team can operate effectively. A thoughtfully developed, maintained and mutually endorsed governance handbook will promote continuity and consistency for a board and support exceptional leadership.

PUBLIC OVERSIGHT OF LOCAL GOVERNMENT IS THE FOUNDATION OF AMERICAN DEMOCRACY.

Nowhere is this more evident than in our public schools, where local boards of education are entrusted by their diverse communities to uphold the Constitution, protect the public interest in schools and ensure that a high quality education is provided to each student. To maximize the public's confidence in local government, our local boards must govern responsibly and effectively.



CSBA
PROFESSIONAL GOVERNANCE STANDARDS

for School Boards

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06/2019



THE CALIFORNIA SCHOOL BOARDS ASSOCIATION (CSBA), representing nearly 1,000 local school districts and county boards of education, recognizes there are certain fundamental principles involved in governing responsibly and effectively. These principles — or Professional Governance Standards — reflect consensus among hundreds of board members, superintendents and other educational leaders throughout the state.

These Professional Governance Standards describe the three components vital to effective school governance:

- 1 the attributes of an effective **individual trustee**,
- 2 the attributes of an effective governing **board**, and
- 3 the **specific jobs** the board performs in its governance role.

The intent of these standards is to enhance the public's understanding about the critical responsibilities of local boards and to support boards in their efforts to govern effectively.

1 THE INDIVIDUAL TRUSTEE

In California's public education system, a trustee is a person elected or appointed to serve on a school district or county board of education. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

TO BE EFFECTIVE, AN INDIVIDUAL TRUSTEE:

- » Keeps learning and achievement for *all* students as the primary focus.
- » Values, supports and advocates for public education.
- » Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
- » Acts with dignity, and understands the implications of demeanor and behavior.
- » Keeps confidential matters confidential.
- » Participates in professional development and commits the time and energy necessary to be an informed and effective leader.
- » Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.
- » Understands that authority rests with the board as a whole and not with individuals.

2 THE BOARD

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a "governance team." This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

TO OPERATE EFFECTIVELY, THE BOARD MUST HAVE A UNITY OF PURPOSE AND:

- » Keep the district focused on learning and achievement for all students.
- » Communicate a common vision.
- » Operate openly, with trust and integrity.
- » Govern in a dignified and professional manner, treating everyone with civility and respect.
- » Govern within board-adopted policies and procedures.
- » Take collective responsibility for the board's performance.
- » Periodically evaluate its own effectiveness.
- » Ensure opportunities for the diverse range of views in the community to inform board deliberations.

3 THE BOARD'S JOBS

The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out.

EFFECTIVE BOARDS:

- » Involve the community, parents, students and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students.
- » Adopt, evaluate and update policies consistent with the law and the district's vision and goals.
- » Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.
- » Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.
- » Conduct regular and timely evaluations of the superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable.
- » Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.
- » Ensure that a safe and appropriate educational environment is provided to all students.
- » Establish a framework for the district's collective bargaining process and adopt responsible agreements.
- » Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.

CSBA Effective Governance System



I. THE TRUSTEE - INDIVIDUAL'S ATTITUDE

- I keep learning and achievement for all students as the primary focus.
- I value, support and advocate for public education.
- I respect differences of perspective and style on the board and among staff, students, parents and the community.
- I understand that manner and behavior make a difference.
- I keep confidential information confidential.
- I commit the time and energy necessary to be an informed and effective leader.
- I understand the role and responsibilities of the board.
- I understand that authority rests with the board as a whole.
- I work hard to build and sustain an effective governance team.

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ACSA Superintendent's Governance Standards

II. THE GOVERNANCE TEAM - AT THE BOARD TABLE

Unity of Purpose

Role

Culture

Structure & Process

- We keep the district focused on learning and achievement for all students.
- We communicate a common vision.
- We are focused, remain on task and are consistent.
- We operate openly, with trust and integrity.
- We govern in a dignified and professional manner, treating everyone with civility and respect.
- We govern within board-adopted policies and procedures
- We take collective responsibility for the board's performance.
- We periodically evaluate our own effectiveness.
- We ensure opportunities for the diverse range of views in the community to inform board deliberations.

III. THE BOARD'S RESPONSIBILITIES

- We set the direction.
- We establish the structure.
- We provide support.
- We ensure accountability.
- We act as community leaders.

**Job
Areas**

- Setting the District's Direction
- Student Learning and Achievement
- Finance and Facilities
- Human Resources
- Policy and Judicial Review
- Collective Bargaining
- Community Relations and Advocacy

STUDENT LEARNING AND ACHIEVEMENT

Current Trends and Issues in Public Education System

CSBA's Defining Governance Series

The purpose of the Defining Governance series is to summarize the attributes and practices of effective school boards identified in school governance research and literature for board members, educators, and local communities. The series explores the definition of School Governance and the four domains of effective governance that emerged from a review of governance research and literature. The full text of each of these documents may be found in the Appendix.

1) Defining School Governance

School boards ensure success for all students by making decisions that fulfill legal mandates and align district systems and resources to ensure the long-term fiscal stability of the district. Boards must act collectively and openly, be guided by community interests, and informed by recommendations of the superintendent and professional staff.

2) Establishing Governance Agreements

Effective school boards establish governance commitments in three key areas: 1) They embrace a common set of core beliefs. 2) They are intentional about building and sustaining productive partnerships. 3) They have clear agreements regarding board values, norms and protocols. Reaching clarity around these issues is foundational to working effectively as a governing board. These agreements should be committed to in writing, referred to regularly and reviewed periodically. This level of clarity creates the conditions for the smooth and effective functioning of the board, freeing the board to focus all its energy on the most critical matters facing the district.

3) Engaging in Effective Governance Practices

Effective boards are intentional about developing their own capacity to govern through practices specifically designed to focus their attention on improving their board skills. These practices include board development and monitoring, and evaluating board performance.

4) Setting Direction, Aligning the Organization and Ensuring Accountability

Effective boards set direction by making student achievement a high priority, prioritizing all district improvement efforts and clarifying the board's expectations for performance. They align all district resources and policies to ensure that the improvement efforts are supported. Effective boards also establish a comprehensive framework for accountability that includes board, superintendent and district performance and they review accountability results as a regular activity at board meetings. Finally, effective boards ensure that the district accountability system involves and is responsive to the needs and interests of parents and community members.

5) Characteristics and Practices of Effective School Boards

Effective school boards build and maintain strong relationships in their local communities by clarifying the purpose of community engagement, and ensuring that engagement processes are strategic, systemic, and structured. Through the engagement process, effective boards build a sense of urgency for reform, and involve stakeholders in establishing a vision and long-term plan. Effective boards also create structures and processes for establishing and maintaining partnerships, and build the capacity of the community to support district reform through transitions in leadership as well as to attract future leaders to the work of school governance.

TEMPLE CITY UNIFIED SCHOOL DISTRICT CODE OF ETHICS

A Board member should honor the high responsibility which their membership demands:

- By thinking always in terms of “children first”.
- By providing for every educable child. Each should have the amount and kind of education that will make them useful to themselves and others according to the principles of providing the maximum opportunity for every student.
- By understanding that the basic function of the Board member is “policymaking” and not “administrative” and by accepting the responsibility of learning to distinguish intelligently between these two functions.
- By accepting the responsibility, along with their fellow Board members, of seeing that the maximum of facilities and resources is provided for the proper functioning of the schools.
- By refusing to “play politics” to either the traditional partisan or in any petty sense.
- By representing the entire school community at all times.
- By accepting the responsibility of becoming well informed concerning the duties of Board members and the proper functions of public schools.
- By recognizing responsibility as a State official to seek the improvement of education throughout the State.



GOVERNANCE NORMS

We agree to—

- To show respect
- Keep from taking disagreements personally (individuality is embraced and respected)
- Make a commitment to effective deliberation, each listening openly while everyone is allowed to express their point of view
- Make a commitment to open communication, honesty, no surprises
- Commit the time necessary to govern effectively. This means being there, being knowledgeable, participating, understanding the full scope of being a board member and being willing to take on all the responsibilities involved
- Be collaborative
- Maintain confidentiality
- Look upon history as lessons learned; focus on the present and the future

And—above all—

- Focus on students' best interests—on what's best for all kids!



BOARD MEMBER CODE of ETHICS

As a member of this Board of Trustees, I will:

- Represent the interest of all people served by this organization.
- Not use the organization or my service on this board for my own advantage or for the individual advantage of my friends or supporters.
- Keep confidential information confidential.
- Approach all board issues with an open mind, prepared to make the best decision for the whole organization.
- Do nothing to violate the trust of those who elected me to the board or of those we serve, which is the broader community and not just those who elected me.
- Focus my efforts on the mission of the organization and not on my personal goals.
- Never exercise authority as a board member except when action in a meeting with the full board or as I am delegated by the board.

Signature

Print Name

Date



Protocols: Board and Superintendent Operating Procedures

Purpose

The Board of Education is the educational policymaking body for the District. To meet the District's challenges effectively, the Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective operating procedures or protocols must be in place. There are general protocols and those that are specific for the Board and Superintendent.

General – The Board and Superintendent will:

1. Keep learning and achievement for all students as the primary focus.*
2. Value, support, and advocate for public education.*
3. Operate openly with trust and integrity.*
4. Govern in a dignified and professional manner, treating everyone with civility, dignity and respect*, while honoring the right to disagree with each other.
5. Define and respect the difference between administration and policy-making and respect the roles of each.
6. Always treat others with dignity and respect.
7. Keep confidential matters confidential.* Uphold the legal requirements for confidentiality on all matters arising from Board Meeting Executive Sessions; will keep all conversations taking place in Closed Session absolutely confidential.

*CSBA Governance Standards

BOARD MEMBER PROTOCOLS

Board Members will:

Work with members of the Board and the Superintendent to become a team devoted to students.

Focus on policymaking, planning, and evaluation for student success.

Recognize that the Board makes decisions as a whole only at properly scheduled meetings and that individual members have no authority to take individual action in policy or District and campus administrative matters.

Support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.

Attend regularly scheduled Board meetings unless a situation occurs that makes attendance impossible.

Cooperate in scheduling special meetings and/or work sessions for planning and training purposes.

Acknowledge that two Board Members must agree before an item is placed on a meeting agenda; individual requests for reports, projects, etc., will be directed only to the Superintendent.

Uphold the legal requirement for confidentiality on all matters arising from Board meeting closed sessions; will keep all conversations taking place in closed session absolutely confidential.

Recognize and respect the Superintendent's responsibility to manage the District and to direct employees in District and campus matters.

Understand the Superintendent's role to make personnel recommendations and changes in consultation with the Board.

Participate in establishing annual expectations and goals for the Superintendent.

Objectively evaluate the Superintendent's performance and provide appropriate feedback.

Participate in self-assessment of the Board's performance.

Communicate directly with the Superintendent when staff, students, parents, or community members raise a question or concern.

Communicate directly with the Superintendent prior to Board meetings to address questions and/or concerns about agenda items; honor the "no surprises" rule.

Communicate one-on-one with the Superintendent when an individual concern arises; will not allow a matter to fester.

Board Member Protocols – continued

Cast a vote on all matters except when a conflict of interest arises.

Recognize the individual role of constituents and special interest groups, while understanding the importance of using one's best judgment to represent all members of the community.

As time permits, visit school sites and attend school functions but avoid interrupting instruction or interrupting employees at work.

Represent the District, when possible, by attending community functions.



SUPERINTENDENT PROTOCOLS

The Superintendent will:

Work toward creating a team with the Board dedicated to students.

Respect and acknowledge the Board's role in setting policy and overseeing the performance of the Superintendent.

Work with the Board to establish a clear vision for the District.

Prepare preliminary goals annually for the Board's consideration.

Provide data to the Board members so data-driven decisions can be made.

Have a working knowledge of all legal and local policies.

Make personnel recommendations and changes in consultation with the Board.

Inform the Board prior to critical information becoming public.

Distribute information fully and equally to all Board members.

Communicate with Board members promptly and effectively.

Distribute the Board Agenda in a timely fashion and with enough time for Board study; clarify information prior to scheduled meetings.

Respect the confidentiality requirement of Board meeting closed sessions; keep all conversations taking place in closed session strictly confidential.

Treat all Board members professionally.

Communicate with individual Board members to determine if concerns exist prior to a possible problem developing.

Conduct a self-assessment prior to the Board's evaluation of the Superintendent's job performance.

Complete the Board's self-assessment instrument.

Bring to the attention of the Board matters that impact relationships.

Visit school campuses regularly.

Represent the District by being visible in the community.



ROLES AND RESPONSIBILITIES

There are important distinctions to be made between the board's role and that of the superintendent and staff. Boards and superintendents must team together to ensure a district has effective leadership. Effective teams value and respect their essential roles, reach mutual agreement on the roles of the board and superintendent, and strive to operate within them.

BOARD BYLAW 9000, ROLE OF THE BOARD

The Governing Board has been elected by the community to provide leadership and citizen oversight of the District. The Board shall ensure that the District is responsive to the values, beliefs, and priorities of the community.

The Board shall work with the Superintendent to fulfill its major responsibilities, which include:

1. Setting the direction for the District through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

2. Establishing an effective and efficient organizational structure for the District by
 - a. Employing the Superintendent and setting policy for hiring of other personnel

(cf. 2110 - Superintendent Responsibilities and Duties)

(cf. 2120 - Superintendent Recruitment and Selection)

(cf. 2121 - Superintendent's Contract)

(cf. 4000 - Concepts and Roles)

(cf. 4111 - Recruitment and Selection)

(cf. 4211 - Recruitment and Selection)

(cf. 4311 - Recruitment and Selection)

- b. Overseeing the development and adoption of policies

(cf. 9310 - Board Policies)

- c. Establishing academic expectations and adopting the curriculum and instructional materials

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

- d. Establishing budget priorities and adopting the budget

(cf. 3000 - Concepts and Roles)

(cf. 3100 - Budget)

(cf. 3312 - Contracts)

- e. Providing safe, adequate facilities that support the District's instructional program

(cf. 3517 - Facilities Inspection)

(cf. 7110 - Facilities Master Plan)

(cf. 7150 - Site Selection and Development)

(cf. 7210 - Facilities Financing)

- f. Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

- 3. Providing support to the Superintendent and staff as they carry out the Board's direction by:

- a. Establishing and adhering to standards of responsible governance

(cf. 9005 - Governance Standards)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

(cf. 9200 - Limits of Board Member Authority)

(cf. 9270 - Conflict of Interest)

- b. Making decisions and providing resources that support District priorities and goals
- c. Upholding Board Policies
- d. Being knowledgeable about District programs and efforts in order to serve as effective spokespersons

BOARD BYLAW 9000, ROLE OF THE BOARD

(cf. 9240 - Board Development)
(cf. 9400 - Board Self-Evaluation)

4. Ensuring accountability to the public for the performance of the District's schools by:

a. Evaluating the Superintendent and setting policy for the evaluation of other personnel

(cf. 2140- Evaluation of the Superintendent)
(cf. 4115 - Evaluation/Supervision)
(cf. 4215 - Evaluation/Supervision)
(cf. 4315 - Evaluation/Supervision)

b. Monitoring and evaluating the effectiveness of policies

c. Serving as a judicial (hearing) and appeals body in accordance with law, Board Policies, and negotiated agreements

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 4117.3 - Personnel Reduction)
(cf. 4117.4 - Dismissal)
(cf. 4144/4244/4344 - Complaints)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5117 - Interdistrict Attendance)
(cf. 5119 - Students Expelled from Other Districts)
(cf. 5125.3 - Challenging Student Records)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

d. Monitoring student achievement and program effectiveness and requiring program changes as necessary

(cf. 0500 - Accountability)
(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)
(cf. 6190 - Evaluation of the Instructional Program)

e. Monitoring and adjusting District finances

(cf. 3460 - Financial Reports and Accountability)

f. Monitoring the collective bargaining process

BOARD BYLAW 9000, ROLE OF THE BOARD

5. Providing community leadership and advocacy on behalf of students, the District's educational program, and public education in order to build support within the local community and at the State and national levels

(cf. 0510 - School Accountability Report Card)

(cf. 1020 - Youth Services)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1160 - Political Processes)

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations between Private Industry and the Schools)

(cf. 9010 - Public Statements)

The Board is authorized to establish and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. (Education Code 35160)

Legal Reference:

EDUCATION CODE

5304 Duties of governing board (re school district elections)

12400-12405 Authority to participate in federal programs

17565-17592 Board duties re property maintenance and control

33319.5 Implementation of authority of local agencies

35000 District name

35010 Control of district; prescription and enforcement of rules

35020-35046 Officers and agents

35100-35351 Governing boards, especially:

35160-35185 Powers and duties

35291 Rules

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance

Professional Governance Standards, November 2000

School Board Leadership: The Role and Function of California's School Boards, 1996

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

The Key Work of School Boards, 2000

WEB SITES

CSBA: <http://www.csba.org>

CSBA Governance Institute: <http://www.csba.org/gi>

National School Boards Association: <http://www.nsba.org>

Bylaw
adopted: 1-27-07

TEMPLE CITY UNIFIED SCHOOL DISTRICT
Temple City, California

BOARD BYLAW 9005, GOVERNANCE STANDARDS

Note: This bylaw is based on CSBA's Professional Governance Standards adopted by the CSBA Delegate Assembly in November 2000.

The Governing Board believes that its primary responsibility is to act in the best interests of every student in the District. The Board also has major commitments to parents/guardians, all members of the community, employees, the State of California, laws pertaining to public education, and established policies of the District. To maximize Board effectiveness and public confidence in District governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

(cf. 9000 - Role of the Board)

(cf. 9270 - Conflict of Interest)

The Board expects its members to work with each other and the Superintendent to ensure that a high-quality education is provided to each student. Each individual Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support and advocate for public education

(cf. 9010 - Public Statements)

3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents and the community
4. Act with dignity, and understand the implications of demeanor and behavior
5. Keep confidential matters confidential

(cf. 9011 - Disclosure of Confidential/Privileged Information)

6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader

(cf. 9240 - Board Development)

7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff

(cf. 2110 – Superintendent Responsibilities and Duties)

8. Understand that authority rests with the Board as a whole and not with individuals

(cf. 9200 – Limits of Board Member Authority)

Board members also shall assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

BOARD BYLAW 9005, GOVERNANCE STANDARDS

1. Keep the District focused on learning and achievement for all students
2. Communicate a common vision
(cf. 0000 - Vision)
(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
3. Operate openly, with trust and integrity
4. Govern in a dignified and professional manner, treating everyone with civility and respect
5. Govern within Board-adopted policies and procedures
(cf. 9310 - Board Policies)
6. Take collective responsibility for the Board's performance
7. Periodically evaluate its own effectiveness
(cf. 9400 - Board Self-Evaluation)
8. Ensure opportunities for the diverse range of views in the community to inform Board deliberations
(cf. 1220 - Citizen Advisory Committees)
(cf. 9323 - Meeting Conduct)

Legal Reference:

EDUCATION CODE

35010 Power of governing board to adopt rules for its own governance

35160 Board authority to act in any manner not conflicting with law

35164 Actions by majority vote

GOVERNMENT CODE

1090 Financial interest in contract

1098 Disclosure of confidential information

1125-1129 Incompatible activities

54950-54963 The Ralph M. Brown Act

87300-87313 Conflict of interest code

Management Resources:

CSBA PUBLICATIONS

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardsmanship, 1996

WEB SITE

CSBA: www.csba.org

Bylaw
adopted: 9-8-04

TEMPLE CITY UNIFIED SCHOOL DISTRICT
Temple City, California

BOARD BYLAW 9200, BOARD MEMBERS' AUTHORITY AND RESPONSIBILITIES

The Governing Board recognizes that the Board is the unit of authority over the District and that a Board member has no individual authority. Board members shall hold the education of students above any partisan principle, group interest, or personal interest.

(cf. 1160 – Political Processes)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9270 - Conflict of Interest)

(cf. 9323 – Meeting Conduct)

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent. At his/her discretion, the Superintendent may refer the request to the entire Board for consideration. If approved, the Superintendent or designee shall perform any necessary research associated with the request and report to the Board at a future meeting. Board members shall refer Board-related correspondence to the Superintendent for forwarding to the Board or for placement on the Board's agenda, as appropriate.

(cf. 1340 - Access to District Records)

(cf. 4112.6/4212.6/4312.6 – Personnel Files)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

(cf. 9322 – Agenda/Meeting Materials)

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Superintendent or designee so that the problem may receive proper consideration and be handled through the appropriate District process.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3320 - Claims and Actions Against the District)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

Board Member Responsibilities

Board members should understand their role and the programs offered by the District. They should study all agenda materials before the meeting, participate in the discussion of items which come before the Board, vote on motions and resolutions, and abstain only for compelling reasons.

(cf. 9240 - Board Development)

(cf. 9271 - Code of Ethics)

(cf. 9320 - Meetings and Notices)

BOARD BYLAW 9200, BOARD MEMBERS' AUTHORITY AND RESPONSIBILITIES

A Board member whose child is attending a District school should be aware of his/her role as a Board member when interacting with District employees about his/her child because his/her position as a Board member may inhibit the performance of school personnel.

(cf. [1240](#) - *Volunteer Assistance*)

(cf. [5020](#) - *Parent Rights and Responsibilities*)

(cf. [6020](#) - *Parent Involvement*)

Board members should understand their responsibilities under the State's open meeting laws. Each Board member and anyone who is elected to the Board, but has not yet assumed office shall be provided a copy of the State's open meeting laws by the Superintendent. Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act. (Government Code [54952.1](#))

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination*

7054 *Use of district property*

35010 *Control of district; prescription and enforcement of rules*

35100-35351 *Governing boards - esp.*

35160-35184 *Powers and duties*

35291 *Rules*

35292 *Visits to schools (Board members)*

51101 *Rights of parents/guardians*

GOVERNMENT CODE

54950-54962 *The Ralph M. Brown Act, especially:*

54952.1 *Member of a legislative body of a local agency*

54952.7 *Copies of chapter to members of legislative body*

Management Resources:

CSBA PUBLICATIONS

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardsmanship, 1996

WEB SITES

CSBA: <http://www.csba.org>

Bylaw
adopted: 2-11-15

TEMPLE CITY UNIFIED SCHOOL DISTRICT
Temple City, California



Temple City Unified School District Governance Calendar

Bold Black items are legal timelines.

Job Area	January	February	March	April	May	June	July	August	September	October	November	December
Effective Governance	<ul style="list-style-type: none">Annual study session to review governance team norms & protocols; develop governance calendar	<ul style="list-style-type: none">CSBA The Brown ActCSBA Board President's WorkshopCSBA New Board Member Institute		<ul style="list-style-type: none">Board self-evaluationSuperintendent Evaluation Update (every three months)				<ul style="list-style-type: none">Orientation for Board candidates*	<ul style="list-style-type: none">CSBA Masters in Governance		<ul style="list-style-type: none">Orientation for new Board members*	<ul style="list-style-type: none">CSBA Annual ConferenceNew Board members sworn in*
Setting Direction	<ul style="list-style-type: none">Supt's mid-year progress report on goals to the Board	<ul style="list-style-type: none">Report progress on goals to the community	<ul style="list-style-type: none">Every 2--3 years review District vision using an inclusive process			<ul style="list-style-type: none">Finalize goals and success indicators for coming year				<ul style="list-style-type: none">Discuss priorities and preliminary goals for following year	<ul style="list-style-type: none">Report progress on goals to the community	
Student Learning and Achievement	<ul style="list-style-type: none">CELDT results	<ul style="list-style-type: none">Approve School Site Plans						<ul style="list-style-type: none">Accountability reports/CAASPP, local multiple measures report		<ul style="list-style-type: none">Review site plans for student achievement to align w/LCAP	<ul style="list-style-type: none">API reportSummer School planning	
	<ul style="list-style-type: none">Consolidated applicationEducational Services updateLCAP mtgs w/bargaining units, stakeholders, parent/ community survey					<ul style="list-style-type: none">Consolidated application reviewLocal Education Agency Plan			<ul style="list-style-type: none">Opening of school reportCAASPP resultsPublic hearing adoption of Resolution declaring sufficient K-8 textbooks and instructional materials (MUST BE WITHIN 8 weeks of the first day of School)			
	<ul style="list-style-type: none">Approve SARCs due 2/1					<ul style="list-style-type: none">Attend graduations/ promotions			<ul style="list-style-type: none">Pending receipt of test results, schedule study session for review.Schedule study session on topics related to student learning and achievement so Board members are current on this important topic			
	<ul style="list-style-type: none">Curriculum implementation (continued)							<ul style="list-style-type: none">Curriculum implementation				

*Election Years Only

Page 1 of 3

Revised May 2021



Temple City Unified School District Governance Calendar

Job Area	January	February	March	April	May	June	July	August	September	October	November	December
	• Professional development implementation (continued)							• Professional development implementation →				
Finance	<ul style="list-style-type: none">• Governor proposes State budget• CSBA Forecast Conference• Board sets budget priorities• Review District initiatives, specific activities for targeted students (ELD, At-risk, Foster)	<ul style="list-style-type: none">▪ Staff concludes staffing level study▪ Schedule budget study sessions as necessary▪ Preliminary site & department budgets prepared based on January 31 closing▪ Ed Services & Business work on LCAP and budget▪ Staff projects next year's revenues & expenses	<ul style="list-style-type: none">• 2nd Interim Report; due 3/15• Ed Services & Business work on LCAP and budget	<ul style="list-style-type: none">• Schedule budget study sessions as necessary• Ed Services & Business work on LCAP and budget• Sites & department budgets submitted to Business	<ul style="list-style-type: none">• Governor's May Revise Budget• Schedule budget study sessions as necessary• Declaration of Indefinite Salaries• Preliminary budget report to Board• Conduct Public Hearings for LCAP and Budget	<ul style="list-style-type: none">• Schedule budget study sessions as necessary• Revise budget as needed based on Governor's May Revise• Approve LCAP & budget due 6/30• Submit LCAP & budget to LACOE due 7/1	<ul style="list-style-type: none">• Implement LCAP	<ul style="list-style-type: none">• Staff closes books; defines actuals; determines ending balance; due to LACOE 9/15• Report to the Board			<ul style="list-style-type: none">• Receive Prior Year Audit Report; Due to LACOE 12/15• Approve 1st Interim Report; Due to LACOE 12/15• Update on LCFF/LCAP progress ←• Staff projects next year's revenue and expenses	
								<ul style="list-style-type: none">• 45-Day Revised Budget (if State Budget)	<ul style="list-style-type: none">• Unaudited Actuals due 9/15• General Fund transfer to Deferred Maintenance	<ul style="list-style-type: none">• Adopt Gann Limit• Accept Actual Attendance		
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 policies on a regular basis and revise as necessary.											

*Election Years Only

Page 2 of 3

Revised May 2021



Temple City Unified School District Governance Calendar

Job Area	January	February	March	April	May	June	July	August	September	October	November	December
Judicial Review	Maintain confidentiality on issues that may come before the Board - Hold hearings and decide appeals to the Board as necessary.											
Human Resources		<ul style="list-style-type: none">• Every several years review hiring & evaluation policies	<ul style="list-style-type: none">• Prelim. layoff notices to certificated staff by 3/15		<ul style="list-style-type: none">• Final layoff notices to certificated staff by 5/15	<ul style="list-style-type: none">• Honor retirees				<ul style="list-style-type: none">▪ Provide ongoing climate of support for staff▪ Honor Certificated and Classified Employees of the Year		
Collective Bargaining	Be familiar with the District's bargaining process as defined in Board Policy. Establish parameters for negotiations. Receive reports on negotiations. Approve negotiated contracts.											
Community Relations	<ul style="list-style-type: none">• Involvement/attendance at school and community events• Development and dissemination of key messages about important District topics & issues, including progress on District goals• Parent Advisory Group (PAG) Meeting/ DAC/DELAC (administrators, teachers, parents), LCFF/LCAP• Seek input on 8 areas, set goals, funding, student programs & prioritize possible activities, review LCAP metrics• Meet with student groups			<ul style="list-style-type: none">• Attend Open House events (April/May)• LCFF/LCAP Draft	<ul style="list-style-type: none">• Ensure there is a plan in place for communicating with and engaging the community (internal and external) in the schools• Involvement and/or attendance at school and community events• Development and dissemination of key messages about important District topics and issues, including the budget• LCAP-Public Hearing #1-May• LCAP-Public Hearing #2-June			<ul style="list-style-type: none">• Attend Back to School Nights	<ul style="list-style-type: none">• Sites to work with School Site Councils to monitor/ refine Single Plans for Student Achievement plans to align with LCAP	<ul style="list-style-type: none">• Involvement/attendance at school and community events• Development and dissemination of key messages about important District topics & issues, including test results• PAG formed-DAC/DELAC (administrators, teachers, parents)• Review LCFF/LCAP & role of PAG		
Advocacy		<ul style="list-style-type: none">• Follow ongoing bill development in legislature• Implement advocacy plan, as needed			<ul style="list-style-type: none">• CSBA Legislative Action Conference							

*Election Years Only

Page 3 of 3

Revised May 2021

What Every New Board Member Needs to Know

– About Governance Team Operations –

1. Governance Protocols – How we do business:

How the board meeting agenda is developed and reviewed and by whom:	The Board Agenda is developed by the Superintendent and Executive Cabinet in accordance with the Governance Calendar and reviewed by the Board President and Vice President prior to posting.
Placing items on the board meeting agenda:	Individual board members may bring up a new idea or request a future agenda item by explanation during “Board Member Comments” at the end of the meeting. At least two Board Members must approve before an item is placed on a meeting agenda.
Obtaining additional information about board meeting before the meeting:	Board members have an opportunity to communicate with the Superintendent for any additional information needed before the board meeting.
Obtaining answers to questions about board meeting agenda items before the meeting:	Board members have an opportunity to communicate with the Superintendent, one-on-one, before the Board meeting to discuss comments/questions on the agenda. Within Brown Act guidelines and to the extent possible, Board members should attempt to have the Superintendent answer questions and resolve concerns with items in the proposed agenda at this meeting in order to save time at the subsequent public meeting. Board members will let the Superintendent and staff members know ahead of time when a request for information will be made in public, so that staff can be prepared to provide a thorough and accurate answer.
Alerting the board president of the desire to speak on a particular agenda item:	After a motion and a second the Board President will open item for questions or discussion and board members would be able to speak on the item.
Introducing new ideas for the board’s consideration:	New items for the Boards consideration are presented during Discussion portion of the meeting.

Responding to staff or community complaints or concerns at board meetings:	The Board President will direct complaints or concerns to the Superintendent.
Communications between and among the board, board members and the superintendent:	Communications between the board and the superintendent will be governed by the following practices: exercise honesty in all written and interpersonal interaction; demonstrate respect for the opinions and comments of each other; maintain focus on common goals. Members of the board shall refer all personal appeals, applications, complaints, and other communications concerning the administration of the school district to the superintendent or designee for investigation and report to board member.
Communications between the board and other staff:	The board and its members shall not issue directives to staff except through the superintendent or designee.
Responding to community or staff complaints or concerns outside of board meetings:	<ul style="list-style-type: none"> • When someone complains to us, we will listen carefully, remembering we are only hearing one side of the story, and then we will direct that person to the staff member in the district most appropriate and able to help them resolve their concern. • We will make sure they understand the appropriate order of whom to contact (teacher, then principal, then district staff) and are aware of any formal forms or policies that might assist them (e.g., written complaint form). • This will ensure everyone is treated fairly, equally and expeditiously and that the processes and procedures of the district are upheld. • It will also clarify that one board member has no individual authority to fix a problem. • As a representative of the public, it is important that the board member invite the person with the complaint to ultimately get back to them if the issue is not resolved.
How, when and whom to notify about visiting school sites or participating in district activities:	<ul style="list-style-type: none"> • Board member visits to school sites are encouraged. • As a professional courtesy, trustees will call the principal ahead of time to arrange the visit.

Governance Protocols – continued:

Individual board member requests for information from staff:	Board members shall not request from the superintendent or staff the preparation of a report or compilation of materials not readily available and involving significant staff time. At least two Board Members must approve request prior to preparation by district staff.
Board member participation on district committees and in district activities:	Board Members will be appointed to committees during the Annual Reorganization meeting
When and how the board conducts a self-evaluation:	The Board will conduct the CSBA Board Self-evaluation annually.
When and how the board evaluates the superintendent:	The Board shall evaluate the Superintendent annually.

2. When and how the board evaluates the superintendent: The board will evaluate the superintendent in a Special Closed Session Meeting.
3. When and how the board conducts a self-evaluation: The board will first conduct a self-evaluation through CSBA. After the results are received the board will hold a Special Board Meeting to discuss results and create goals as a team.

4. Governance Documents:

☐ District Policies

☐ The Brown Act

☐ Annual Governance Calendar

☐ Board Bylaws – (9000 Series of Policy Book)

☐ CSBA Professional Governance Standards

☐ Governance Handbook



5. Board Member Benefits:

Stipend:	TCUSD's Board members receive a monthly compensation of \$240.
Health Benefits:	District pays \$9,000 towards the cost of health and welfare benefits for Board members. <i>benefit contribution; unused monies are returned to the District's unrestricted General Fund</i>
Attending conferences / educational meetings / community events:	Board Members are encouraged to Attend CSBA's Master's in Governance Program, Governors Budget Meetings Jan/May and CSBA AEC Annual Conference as well as various events throughout the community.
Making reservations for conferences / workshops / district business trips:	The Executive Assistant to the Superintendent and Board will make all reservations for workshops, conferences and hotel accommodations.
Travel Expenses and Reimbursements:	Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the District. Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for District personnel and at the same rate of reimbursement. <i>Not all Board members take full advantage of the District's Reimbursement Policy</i>

NOTES:

[illegible]

Summary of the Major Provisions and Requirements of the Ralph M. Brown Act

The Ralph M. Brown Act is California's "sunshine" law for local government. It is found in the California Government Code beginning at Section 54950. In a nutshell, it requires local government business to be conducted at open and public meetings, except in certain limited situations. The Brown Act is based upon state policy that the people must be informed so they can keep control over their government.

A. Application of the Brown Act to "Legislative Bodies"

The requirements of the Brown Act apply to "legislative bodies" of local governmental agencies. The term "legislative body" is defined to include the governing body of a local agency (e.g., the city council) and any commission, committee, board or other body of the local agency, whether permanent or temporary, decision-making or advisory, that is created by formal action of a legislative body (Section 54952).

Standing committees of a legislative body, which consist solely of less than a quorum of the body, are subject to the requirements of the Act. Some common examples include the finance, personnel, or similar policy subcommittees of the city council or other city legislative body that have either some "continuing subject matter jurisdiction" or a meeting schedule fixed by formal action of the legislative body. Standing committees exist to make routine and regular recommendations on a specific subject matter, they survive resolution of any one issue or matter, and are a regular part of the governmental structure.

The Brown Act does not apply to *ad hoc* committees consisting solely of less than a quorum of the legislative body, provided they are composed solely of members of the legislative body and provided that these *ad hoc* committees do not have some "continuing subject matter jurisdiction," and do not have a meeting schedule fixed by formal action of a legislative body. Thus, *ad hoc* committees would generally serve only a limited or single purpose, they are not perpetual and they are dissolved when their specific task is completed.

Standing committees may, but are not required to, have regular meeting schedules. Even if such a committee does not have a regular meeting schedule, its agendas should be posted at least 72 hours in advance of the meeting (Section 54954.2). If this is done, the meeting is considered to be a regular meeting for all purposes. If not, the meeting must be treated as a special meeting, and all of the limitations and requirements for special meetings apply.

The governing boards of private entities are subject to the Brown Act if either of the following applies: (i) the private entity is created by an elected legislative body to exercise lawfully delegated authority of the public agency, or (ii) the private entity receives funds from the local agency and the private entity's governing body includes a member of the legislative body who was appointed by the legislative body (Section 54952).

The Brown Act also applies to persons who are elected to serve as members of a legislative body of a local agency who have not yet assumed the duties of office (Section 54952.1). Under this provision, the Brown Act is applicable to newly elected, but not-yet-sworn-in councilmembers.

B. Meetings

The central provision of the Brown Act requires that all "meetings" of a legislative body be open and public. The Brown Act definition of the term "meeting" (Section 54952.2) is a very broad definition that encompasses almost every gathering of a majority of Council members and includes:

"Any congregation of a majority of members of a legislative body at the same time and place to hear, discuss, or deliberate upon any item that is within the subject matter jurisdiction of the legislative body or the local agency to which it pertains."

In plain English, this means that a meeting is any gathering of a majority of members to hear *or* discuss any item of city business or potential city business.

There are six specific types of gatherings that are *not* subject to the Brown Act. We refer to the exceptions as: (1) the individual contact exception; (2) the seminar and conference exception; (3) the community meeting exception; (4) the other legislative body exception; (5) the social or ceremonial occasion exception; and (6) the standing committee exception.

Unless a gathering of a majority of members falls within one of the exceptions discussed below, if a majority of members are in the same room and *merely listen* to a discussion of city business, then they will be participating in a Brown Act meeting that requires notice, an agenda, and a period for public comment.

1. The individual contact exception

Conversations, whether in person, by telephone or other means, between a member of a legislative body and any other person do not constitute a meeting (Section 54952.2(c)(1)). However, such contacts may constitute a “serial meeting” in violation of the Brown Act if the individual also makes a series of individual contacts with other members of the legislative body serving as an intermediary among them. An explanation of what constitutes a “serial meeting” follows below.

2. The seminar and conference exception

The attendance by a majority of members at a seminar or conference or similar educational gathering is also generally exempt from Brown Act requirements (Section 54952.2 (c)(2)). This exception, for example, would apply to attendance at a California League of Cities seminar. However, in order to qualify under this exception, the seminar or conference must be open to the public and be limited to issues of general interest to the public or to cities. Finally, this exception will not apply to a conference or seminar if a majority of members discuss among themselves items of specific business relating to their own city, except as part of the program.

3. The community meeting exception

The community meeting exception allows members to attend neighborhood meetings, town hall forums, chamber of commerce lunches or other community meetings sponsored by an organization other than the city at which issues of local interest are discussed (Section 54952.2(c)(3)). However, members must observe several rules that limit this exception.

First, in order to fall within this exception, the community meeting must be “open and publicized.” Therefore, for example, attendance by a majority of a body at a homeowners association meeting that is limited to the residents of a particular development and only publicized among members of that development would not qualify for this exemption. Also, as with the other exceptions, a majority of members cannot discuss among themselves items of city business, except as part of the program.

4. The other legislative body exception

This exception allows a majority of members of any legislative body to attend meetings of other legislative bodies of the city or of another jurisdiction (such as the county or another city) without treating such attendance as a meeting of the body (Section 54952.2(c)(4)). Of course, as with other meeting exceptions, the members are prohibited from discussing city business among themselves except as part of the scheduled meeting.

5. The social or ceremonial occasion exception

As has always been the case, Brown Act requirements do not apply to attendance by a majority of members at a purely social or ceremonial occasion provided that a majority of members do not discuss among themselves matters of public business (Section 54942.2(c)(5)).

6. The standing committee exception

This exception allows members of a legislative body, who are not members of a standing committee of that body, to attend an open and noticed meeting of the standing committee without making the gathering a meeting of the full legislative body itself. The exception is only applicable if the attendance of the members of the legislative body who are not standing committee members would create a gathering of a majority of the legislative body; if not, then there is no “meeting.” If their attendance does establish a quorum of the parent legislative body, the members of the legislative body who are not members of the standing committee may only attend as “observers” (Section 54952.2(c)(6)). This means that members of the legislative body who are not members of the standing committee should not speak at the meeting, sit in their usual seat on the dais or otherwise participate in the standing committee's meeting.

With a very few exceptions, all meetings of a legislative body must occur within the boundaries of the local governmental agency (Section 54954). Exceptions to this rule which allow the City Council to meet outside the City include meeting outside the jurisdiction to comply with a court order or attend a judicial proceeding, to inspect real or personal property, to attend a meeting with another legislative body in that other body's jurisdiction, to meet with a state or federal representative to discuss issues affecting the local agency over which the other officials have jurisdiction, to meet in a facility outside of, but owned by, the local agency, or to visit the office of the local agency's legal counsel for an authorized closed session. These are meetings and in all other respects must comply with agenda and notice requirements.

“Teleconferencing” may be used as a method for conducting meetings whereby members of the body may be counted towards a

quorum and participate fully in the meeting from remote locations (Section 54953(b)). The following requirements apply: the remote locations may be connected to the main meeting location by telephone, video or both; the notice and agenda of the meeting must identify the remote locations; the remote locations must be posted and accessible to the public; all votes must be by roll call; and the meeting must in all respects comply with the Act, including participation by members of the public present in remote locations. A quorum of the legislative body must participate from locations within the jurisdiction, but other members may participate from outside the jurisdiction. No person can compel the legislative body to allow remote participation. The teleconferencing rules only apply to members of the legislative body; they do not apply to staff members, attorneys or consultants who can participate remotely without following the posting and public access requirements.

All actions taken by the legislative body in open session and the vote of each member thereon must be disclosed to the public at the time the action is taken. (Section 54953(c)(2)).

C. Serial Meetings

In addition to regulating all gatherings of a majority of members of a legislative body, the Brown Act also addresses some contacts between individual members of legislative bodies. On the one hand, the Brown Act specifically states that nothing in the Act is intended to impose Brown Act requirements on individual contacts or conversations between a member of a legislative body and any other person (Section 54952.2(c)(1)). However, the Brown Act also prohibits a series of such individual contacts if they result in a “serial meeting” (Section 54952.2(b)).

Section 54952.2(b)(1) prohibits a majority of members of a legislative body outside of a lawful meeting from directly or indirectly using a series of meetings to discuss, deliberate or take action on any item of business within the subject matter jurisdiction of the body. Paragraph (b)(2) expressly provides that substantive briefings of members of a legislative body by staff are permissible, as long as staff does not communicate the comments or positions of members to any other members.

A serial meeting is a series of meetings or communications between individuals in which ideas are exchanged among a majority of a legislative body (i.e., three council members) through either one or more persons acting as intermediaries or through use of a technological device (such as a telephone answering machine, or e-mail or voice mail), even though a majority of members never gather in a room at the same time. Serial meetings commonly occur in one of two ways; either a staff member, a member of the body, or some other person individually contacts a majority of members of a body and shares ideas among the majority (“I’ve talked to Councilmembers A and B and they will vote ‘yes.’ Will you?”) or, without the involvement of a third person, member A calls member B, who then calls member C, and so on, until a majority of the body has reached a collective concurrence on a matter.

We recommend the following guidelines be followed to avoid inadvertent violation of the serial meeting rule. These rules of conduct apply **only** when a majority of a legislative body is involved in a series of contacts or communications. The types of contacts considered include contacts with local agency staff members, constituents, developers, lobbyists and other members of the legislative body.

1. Contacts with staff

Staff can inadvertently become a conduit among a majority of a legislative body in the course of providing briefings on items of local agency business. To avoid an illegal serial meeting through a staff briefing:

- a. Individual briefings of a majority of members of a legislative body should be “unidirectional,” in that information should flow from staff to the member and the member’s participation should be limited to asking questions and acquiring information. Otherwise, multiple members could separately give staff direction thereby causing staff to shape or modify its ultimate recommendations in order to reconcile the views of the various members, resulting in an action outside a meeting.
- b. Members should not ask staff to describe the views of other members of the body, and staff should not volunteer those views if known.
- c. Staff may present its viewpoint to the member, but should not ask for the member’s views and the member should avoid providing his or her views unless it is absolutely clear that the staff member is not discussing the matter with a quorum of the legislative body.

2. Contacts with constituents, developers and lobbyists

As with staff, a constituent or lobbyist can also inadvertently become an intermediary who causes an illegal serial meeting. Constituents’ unfamiliarity with the requirements of the Act aggravate this potential problem because they may expect a member of a legislative body to be willing to commit to a position in a private conversation in advance of a meeting. To avoid serial meetings via constituent conversations:

a. First, state the ground rules “up front.” Ask if the constituent has or intends to talk with other members of the body about the same subject; if so, make it clear that the constituent should not disclose the views of other members during the conversation.

b. Explain to the constituent that you will not make a final decision on a matter prior to the meeting. For example: “State law prevents me from giving you a commitment outside a meeting. I will listen to what you have to say and give it consideration as I make up my mind.”

c. Do more listening and asking questions than expressing opinions.

d. If you disclose your thoughts about a matter, counsel the constituent not to share them with other members of the legislative body.

3. Contacts with fellow members of the same legislative body

Direct contacts concerning local agency business with fellow members of the same legislative body, whether through face-to-face or telephonic conversations, notes or letters, electronic mail or staff members, are the most obvious means by which an illegal serial meeting can occur. This is not to say that a member of a legislative body is precluded from discussing items of agency business with another member of the body outside of a meeting; as long as the communication does not involve a quorum of the body, no “meeting” has occurred. There is, however, always the risk that one participant in the communication will disclose the views of the other participant to a third or fourth member, creating an illegal serial meeting. Therefore, we recommend you avoid discussing local agency business with a quorum of the body or communicating the views of other members outside a meeting.

These suggested rules of conduct may seem unduly restrictive and impractical, and may make acquisition of important information more difficult or time-consuming. Nevertheless, following them will help assure that your conduct comports with the Brown Act's goal of achieving open government. If you have questions about compliance with the Act in any given situation, please ask for advice.

D. Notice and Agenda Requirements

Two key provisions of the Brown Act that ensure that the public's business is conducted openly are the requirements that legislative bodies post agendas prior to their meetings (Sections 54954.2, 54955 and 54956) and that no action or discussion may occur on items or subjects not listed on the posted agenda (Section 54954.2(a)(2)). Limited exceptions to the rule against discussing or taking action on an item not on a posted agenda are discussed below.

Legislative bodies, except advisory committees and standing committees, are required to establish a time and place for holding regular meetings (Section 54954(a)). Meeting agendas must contain a brief general description of each item of business to be transacted or discussed at the meeting (Section 54954.2(a)). The description need not exceed 20 words. Each agenda must be posted in a place that is freely accessible to the public and must be posted on the agency's website, if it has one. After January 1, 2019, additional online posting requirements apply. Agenda posting requirements differ depending on the type of meeting to be conducted.

If the meeting is a “regular meeting” of the legislative body (i.e., occurs on the body's regular meeting day, without a special meeting call), the agenda must be posted 72 hours in advance of the meeting (Section 54954.2(a)). For “special meetings,” the “call” of the meeting and the agenda (which are typically one and the same) must be posted at least 24 hours prior to the meeting (Section 54956). Each member of the legislative body must personally receive written notice of the special meeting either by personal delivery or by “any other means” (such as fax, electronic mail or U.S. mail) at least 24 hours before the time of the special meeting, unless they have previously waived receipt of written notice. Members of the press (including radio and television stations) and other members of the public can also request written notice of special meetings and if they have, that notice must be given at the same time notice is provided to members of the legislative body. A special meeting may not be held to discuss salaries, salary schedules or compensation paid in the form of fringe benefits of a local agency “executive” as defined in Government Code section 3511(d). However, the budget may be discussed in a special meeting. Section 54956(b).

Both regular and special meetings may be adjourned to another time. Notices of adjourned meetings must be posted on the door of the meeting chambers where the meeting occurred within 24 hours after the meeting is adjourned (Section 54955). If the adjourned meeting occurs more than five days after the prior meeting, a new agenda for that adjourned meeting must be posted 72 hours in advance of the adjourned meeting (Section 54954.2(b)(3)).

The Brown Act requires the local agency to mail the agenda or the full agenda packet to any person making a written request no later than the time the agenda is posted or is delivered to the members of the body, whichever is earlier. The agency may charge a fee to recover its costs of copying and mailing. Any person may make a standing request to receive these materials, in which event the request must be renewed annually. Failure by any requestor to receive the agenda does not constitute grounds to invalidate any

action taken at a meeting (Section 54954.1).

If materials pertaining to a meeting are distributed less than 72 hours before the meeting, they must be made available to the public as soon as they are distributed to the members of the legislative body. Further, the agenda for every meeting of a legislative body must state where a person may obtain copies of materials pertaining to an agenda item delivered to the legislative body within 72 hours of the meeting. (Section 54957.5).

A legislative body that has convened a meeting and whose membership is a quorum of another legislative body (for example, a city council that also serves as the governing board of a housing authority) may convene a meeting of that other legislative body, concurrently or in serial order, only after an oral announcement of the amount of compensation or stipend, if any, that each member will receive as a result of convening the second body. No announcement need be made if the compensation is set by statute or if no additional compensation is paid to the members. (Section 54952.3(a)).

E. Public Participation

1. Regular Meetings

The Brown Act mandates that agendas for regular meetings allow for two types of public comment periods. The first is a general audience comment period, which is the part of the meeting where the public can comment on any item of interest that is within the subject matter jurisdiction of the local agency. This general audience comment period may come at any time during a meeting (Section 54954.3).

The second type of public comment period is the specific comment period pertaining to items on the agenda. The Brown Act requires the legislative body to allow these specific comment periods on agenda items to occur prior to or during the City Council's consideration of that item (Section 54954.3).

Some public entities accomplish both requirements by placing a general audience comment period at the beginning of the agenda where the public can comment on agenda and non-agenda items. Other public entities provide public comment periods as each item or group of items comes up on the agenda, and then leave the general public comment period to the end of the agenda. Either method is permissible, though public comment on *public hearing* items must be taken during the hearing. Caution should also be taken with consent calendars. The body should have a public comment period for consent calendar items before the body acts on the consent calendar, unless it permits members of the audience to "pull" items from the calendar.

The Brown Act allows a body to preclude public comments on an agenda item in one situation, where the item was considered by a committee of the body which held a meeting where public comments on that item were allowed. So, if the body has standing committees (which are required to have agendaized and open meetings with an opportunity for the public to comment on items on that committee's agenda) and the committee has previously considered an item, then at the time the item comes before the full body, the body may choose not to take additional public comments on that item.

However, if the version presented to the body is different from the version presented to, and considered by, the committee, the public must be given another opportunity to speak on that item at the meeting of the full body (Section 54954.3).

2. Public Comments at Special Meetings

The Brown Act requires that agendas for special meetings provide an opportunity for members of the public to address the body concerning any item listed on the agenda prior to the body's consideration of that item (Section 54954.3). Unlike regular meetings, in a special meeting the body does not have to allow public comment on any non-agenda matter.

3. Limitations on the Length and Content of the Public's Comments

A legislative body may adopt reasonable regulations limiting the total amount of time allocated to each person for public testimony. For example, typical time limits restrict speakers to three or five minutes. A legislative body may also adopt reasonable regulations limiting the total amount of time allocated for public testimony on legislative matters, such as a zoning ordinance or other regulatory ordinance (Section 54954.3(b)). However, we do not recommend setting total time limits per item for any quasi-judicial matter such as a land use application or business license or permit application hearing. Application of a total time limit to a quasi-judicial matter could result in a violation of the due process rights of those who were not able to speak to the body during the time allotted.

The Act precludes the body from prohibiting public criticism of the policies, procedures, programs, or services of the agency or the acts or omissions of the city council (Section 54954.3 (c)). This does not mean that a member of the public may say anything. If the topic of the public's comments is not within the subject matter jurisdiction of the agency, the member of the public can be cut off.

The body also may adopt reasonable rules of decorum for its meetings which preclude a speaker from disrupting, disturbing or

otherwise impeding the orderly conduct of public meetings. Also, the right to publicly criticize a public official does not include the right to slander that official, though the line between criticism and slander is often difficult to determine in the heat of the moment. Care must be given to avoid violating the speech rights of speakers by suppressing opinions relevant to the business of the body.

The use of profanity may be a basis for stopping a speaker. However, it will depend upon what profane words or comments are made and the context of those comments in determining whether it rises to the level of impeding the orderly conduct of a meeting. While terms such as “damn” and “hell” may have been disrupting words thirty years ago, today's standards seem to accept a stronger range of foul language. Therefore, if the chair is going to rule someone out of order for profanity, the chair should make sure the language is truly objectionable *and* that it causes a disturbance or disruption in the proceeding before the chair cuts off the speaker.

4. Discussion of Non-Agenda Items

A body may not *take action or discuss* any item that does not appear on the posted agenda (Section 54954.2).

There are two exceptions to this rule. The first is if the body determines by majority vote that an emergency situation exists. The term “emergency” is limited to work stoppages or crippling disasters (Section 54956.5). The second exception is if the body finds by a two-thirds vote of those present, or if less than two-thirds of the body is present, by unanimous vote, that there is a need to take immediate action on an item and the need for action came to the attention of the local agency subsequent to the posting of the agenda (Section 54954.2 (b)). This means that if four members of a five-member body are present, three votes are required to add the item; if only three are present, a unanimous vote is required.

In addition to these exceptions, there are several *limited* exceptions to the no discussion on non-agenda items rule. Those exceptions are:

- Members of the legislative body or staff may briefly respond to statements made or questions posed by persons during public comment periods;
- Members or staff may ask questions for clarification and provide a reference to staff or other resources for factual information;
- Members or staff may make a brief announcement, ask a question or make a brief report on his or her own activities;
- Members may, subject to the procedural rules of the legislative body, request staff to report back to the legislative body at a subsequent meeting concerning any matter; and
- The legislative body may itself as a body, subject to the rules of procedures of the legislative body, take action to direct staff to place a matter of business on a future agenda.

The body may not discuss non-agenda items to any significant degree under these exceptions. The comments *must* be brief. These exceptions do not allow long or wide-ranging question and answer sessions between the public and city council or between legislative body and staff.

When the body is considering whether to direct staff to add an item to a subsequent agenda, these exceptions do not allow the body to discuss the merits of the matter or to engage in a debate about the underlying issue.

To protect the body from problems in this area, legislative bodies may wish to adopt a rule that any one member may request an item to be placed on a subsequent agenda, so that discussion of the merits of the issue can be easily avoided. If the legislative body does not wish to adopt this rule, then the body's consideration and vote on the matter must take place with virtually no discussion.

It is important to follow these exceptions carefully and interpret them narrowly because the city would not want to have an important and complex action tainted by a non-agendized discussion of the item.

5. The public's right to photograph, videotape, tape-record and broadcast open meetings

The public has the right to videotape or broadcast a public meeting or to make a motion picture or still camera record of such meeting (Section 54953.5). However, a body may prohibit or limit recording of a meeting if the body finds that the recording cannot continue without noise, illumination, or obstruction of a view that constitutes, or would constitute, a disruption of the proceedings (Section 54953.5). These grounds would appear to preclude a finding based on nonphysical grounds such as breach of decorum or mental disturbance.

Any audio or video tape record of an open and public meeting that is made, for whatever purpose, by or at the direction of the city is a public record and is subject to inspection by the public consistent with the requirements of the Public Records Act. The city must not destroy the tape or film record of the open and public meeting for at least 30 days following the date of the taping or recording. Inspection of the audiotape or videotape must be made available to the public for free on equipment provided by the city (Section 54953.5).

If a member of the public requests a duplicate of the audio or videotape, the city must provide such copy. If the city has an audiotape or videotape duplication machine, the city must provide the copy on its own machine. If the city does not have such a machine, the city must send it out to a business that can make a copy. The city may charge a fee to cover the cost of duplication.

The Brown Act requires written material distributed to a majority of the body by *any person* to be provided to the public without delay. If the material is distributed during the meeting and prepared by the local agency, it must be available for public inspection at the meeting. If it is distributed during the meeting by a member of the public, it must be made available for public inspection after the meeting (Section 54957.5).

One problem in applying this rule arises when written materials are distributed directly to a majority of the body without knowledge of City staff, or even without the members knowing that a majority has received it. The law still requires these materials to be treated as public records. Thus, it is a good idea for at least one member of the body to ensure that staff gets a copy of the document so that copies can be made for the city's records and for members of the public who request a copy.

F. Closed Sessions

The Brown Act allows a legislative body during a meeting to convene a closed session in order to meet privately with its advisors on specifically enumerated topics. Sometimes people refer to closed sessions as "executive sessions," a holdover term from the Brown Act's early days. Examples of business which may be conducted in closed session include personnel evaluations or labor negotiations, pending litigation, and real estate negotiations (See Sections 54956.7 through 54957 and Sections 54957.6 and 54957.8). Political sensitivity of an item is not a lawful reason for a closed session discussion.

The Brown Act requires that closed session business be described on the public agenda. And, there is a "bonus" of sorts for using prescribed language to describe litigation closed sessions in that legal challenges to the adequacy of the description are precluded (Section 54954.5). This so-called "safe harbor" encourages cities to use a very similar agenda format. The legislative body must identify the City's negotiator in open session before going into closed session to discuss either real estate negotiations or labor negotiations.

The legislative body must reconvene the public meeting after a closed session and publicly report specified closed session actions and the vote taken on those actions (Section 54957.1). There are limited exceptions for certain kinds of litigation decisions, and to protect the victims of sexual misconduct or child abuse.

Contracts, settlement agreements or other documents that are finally approved or adopted in closed session must be provided at the time the closed session ends to any person who has made a standing request for all documentation in connection with a request for notice of meetings (typically members of the media) and to any person who makes a request within 24 hours of the posting of the agenda, if the requestor is present when the closed session ends (Section 54957.1).

The Brown Act also includes detailed requirements describing when litigation is considered "pending" for the purposes of a closed session (Section 54956.9). These requirements involve detailed factual determinations that will probably be made in the first instance by the City Attorney.

Roberts v. City of Palmdale, 5 Cal.4th 363 (1993), a California Supreme case, affirms the confidentiality of attorney-client memoranda. See also Section 54956.9(b)(3)(F) with respect to privileged communications regarding pending litigation.

Closed sessions may be started in a location different from the usual meeting place as long as the location is noted on the agenda and the public can be present when the meeting first begins. Moreover, public comment on closed session items must be allowed before convening the closed session.

One perennial area of confusion is whether a body may discuss salary and benefits of an individual employee (such as a city manager) as part of an evaluation session under Section 54957. It may not. However, the body may designate a negotiator to negotiate with that employee and meet with its negotiator in closed session under Section 54957.6 to provide directions. The employee in question may not be present in such a closed session.

G. Enforcement

There are both civil remedies and criminal misdemeanor penalties for Brown Act violations. The civil remedies include injunctions against further violations, orders nullifying any unlawful action, and orders determining the validity of any rule to penalize or discourage the expression of a member of the legislative body (Section 54960.1). The provision relating to efforts to penalize expression may come up in the context of measures by the legislative body to censure or penalize one of its members for breaching confidentiality or other violations. This area of law is charged with difficult free speech and attorney-client privilege issues. The tape recording of closed sessions is not required unless the court orders such taping after finding a closed session violation (Section 54960).

Prior to filing suit to invalidate an action taken in violation of the Brown Act, the complaining party must make a written demand

on the legislative body to cure or correct the alleged violation. The written demand must be made within 90 days after the challenged action was taken in open session unless the violation involves the agenda requirements under Section 54954.2, in which case the written demand must be made within 30 days. The legislative body is required to cure or correct the challenged action and inform the party who filed the demand of its correcting actions, or its decision not to cure or correct, within 30 days. A suit must be filed by the complaining party within 15 days after receipt of the written notice from the legislative body, or if there is no written response, within 15 days after the 30-day cure period expires.

Any person may also seek declaratory and injunctive relief to find a past practice of a legislative body to constitute a violation of the Brown Act (Section 54960). In order to do so, the person must first send a “cease and desist” letter to the local agency, requesting that the practice cease. If the agency replies within a designated time, and disavows the practice, no lawsuit may be initiated. However, if the agency fails to reply or declares its intent to continue the practice, the lawsuit seeking to declare the practice a violation of the Brown Act may be filed, and attorney fees will be granted in the event the practice is found to violate the Act.

A member of a legislative body will not be criminally liable for a violation of the Brown Act unless the member intends to deprive the public of information to which the member knows or has reason to know the public is entitled under the Brown Act (Section 54959). This standard became effective in 1994 and is a different standard from most criminal standards. Until it is applied and interpreted by a court, it is not clear what type of evidence will be necessary to prosecute a Brown Act violation.

Under Section 54963, it is a violation of the Brown Act for any person to disclose confidential information acquired in a closed session. This section enumerates several nonexclusive remedies available to punish persons making such disclosures and to prevent future disclosures.

H. Conclusion

The Brown Act contains many rules and some ambiguities; it can be confusing and compliance can be difficult. In the event that you have any questions regarding any provision of the law, you should contact your City Attorney.

APPENDICES



District Office Quick Reference Guide

District Office Staff:

Dr. Kimberly Fricker	Superintendent	kfricker@tcusd.net
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Ms. Connie Wu	Assistant Superintendent Business Services	cwu@tcusd.net
Juris Burgos	Director of Human Resource Services	jburos@tcusd.net
Marie Montero	Executive Assistant III	mmontero@tcusd.net
Vera Latreille	Executive Assistant II	vlatreille@tcusd.net

Site:

Cloverly Elementary School	5476 Cloverly Avenue Temple City, CA 91780	626-548-5092	cloverly@tcusd.net
Emperor Elementary School	6415 Muscatel Avenue San Gabriel, CA 91775	626-548-5084	emperor@tcusd.net
La Rosa Elementary School	9301 La Rosa Drive Temple City, CA 91780	626-548-5076	larosa@tcusd.net
Longden Elementary School	9501 Wendon Street Temple City, CA 91780	626-548-5075	longden@tcusd.net
Oak Avenue Intermediate School	6623 Oak Avenue Temple City, CA 91780	626-548-5060	oak@tcusd.net
Temple City High School	9501 Lemon Avenue Temple City, CA 91780	626-548-5040	tchs@tcusd.net
TC Virtual Academy	9700 Las Tunas Drive Temple City, CA 91780	626-548-5000	tcvirtualacademy@tcusd.net
Dr. Doug Sears Learning Center/Adult School	9501 Lemon Avenue Temple City, CA 91780	626-548-5113	ddslc@tcusd.net

Board of Education:

Melissa Espinoza	President	mespinoza@tcusd.net
Donna Georgino	Vice President	dgeorgino@tcusd.net
Mary Sneed	Clerk	msneed@tcusd.net
Matt W. Smith	Member	msmith@tcusd.net
Mike Lin	Member	mclin@tcusd.net



Onboarding Checklist

Item		Department
<input type="checkbox"/>	Fingerprinting	Personnel Services
<input type="checkbox"/>	Benefits	Personnel Services
<input type="checkbox"/>	Badge	Personnel Services
<input type="checkbox"/>	Email address	Superintendent's Office
<input type="checkbox"/>	Business Cards	Superintendent's Office
<input type="checkbox"/>	Name Plate	Superintendent's Office
<input type="checkbox"/>	Directory	Superintendent's Office
<input type="checkbox"/>	W4 Form	Business Services
<input type="checkbox"/>	Photo for Website	Board Member
<input type="checkbox"/>	Bio for Website	Board Member
<input type="checkbox"/>	Personal Information	Board Member
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

What It Takes To Lead

The role and function of California's school boards



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What It Takes To Lead

The role and function of California's school boards

This guide by the California School Boards Association provides answers to frequently asked questions about school board service. In particular, it may assist those:

- › seeking a better understanding of school board members' responsibilities;
- › seeking a better understanding of how public schools are overseen by school boards acting on behalf of the public;
- › considering whom to encourage to run for the school board;
- › considering whom to vote for in a school board election; or
- › considering whether to run for the school board themselves.

Who are school board members?

School board members are locally elected public officials entrusted with governing public schools in the community. While school board members are elected as individuals, they serve as part of a governance team — one which includes each board member and the superintendent.

Why do we have school boards?

Citizen oversight of local government is the cornerstone of democracy in the United States. It's the foundation that has lasted through the turbulent centuries since our nation came into being. In the book, *Time for Curriculum*, Henry Brickell and Regina Paul note that we use citizen control for "...cities, counties, states, regions, the nation. We use it for sewers, police, roads, firefighting, rivers, libraries, airplanes, prisons, forests, the military — every government function; all staffed by experts, without exception; and all governed by civilians."

It's appropriate, then, that we entrust the governance of our schools to citizens elected by their communities to oversee both school districts and county offices of education. Today, nearly 100,000 citizens serve local communities throughout the nation as school board members, the largest category of elected public officials in the United States. School boards provide direction and oversight for the professionals who manage the day-to-day operations of the schools. They also provide accountability to the community.

What's unique about California's schools?

In California, the public schools serve more than six million students — a collective student body larger than the total population of many other states. Over 5,000 school board members govern the nearly 1,000 school districts and county offices of education in our state. Ours is the largest public school system in the nation, with the most diverse student body. While approximately 40 percent of the state general fund goes to support PreK-14 public education California still lags most other states in per-pupil funding, spending almost \$2,000 less than the national average per pupil and ranking 41st in the nation when considering the cost of living and doing business in California. The state spends less of its overall economy (called effort) relative to the rest of the states.

California school districts vary widely, from isolated rural districts with fewer than 20 students to the largest urban district with over 700,000 students. There are "elementary districts" with grades kindergarten through 6 or 8, "high school districts" with grades 9 through 12 and "unified districts" with grades Pre-K through 12 — all overseen by local boards of education.

The school districts and county offices of education for which board members are responsible are multi-million dollar enterprises. Often they are the largest employer in a community, have the largest transportation and food service operations, and have the greatest number of facilities to maintain.

Serving as a school board member

What is the school board's role and what are its responsibilities?

It's easy to say that school boards "govern" their schools. But what does that mean in everyday practice? The role of the board is to be responsive to the values, beliefs and priorities of its community.

A note regarding county boards of education

Each of the 58 counties in California has a county office of education (COE) that provides valuable services and support to the districts and directly to students in their county. County boards of education and county superintendents are established as a shared governance model. Board responsibilities and the board–superintendent relationship differ between school districts and county offices. For example, the majority of county superintendents are elected, while five are appointed, whereas district superintendents are hired by the school board. Also, there are seven counties in the state that operate as both a county office and a school district. The laws that govern board meetings, however, are generally similar.

The board has five major governing responsibilities:

1. Setting the direction for public schools in the community

Of all the responsibilities of governing boards, none is more central to the purpose of local governance than ensuring that a long-term vision is established for the school system. The vision reflects the consensus of the entire board, the superintendent and district staff, and the community as to what the students need in order to achieve their highest potential. The vision should set a clear direction for the school district/COE, driving every aspect of the district's/COE's program.

2. Establishing an effective and efficient structure

The board is responsible for establishing and maintaining an organizational structure that supports the district's/COE's vision and empowers the professional staff. Although the board doesn't implement policies or programs, the board is responsible for:

- › employing the superintendent and setting policy for hiring other personnel*;
- › overseeing the development and adoption of bylaws and policies;
- › setting a direction for and approving adoption of the curriculum;

- › establishing budget priorities*, adopting the budget and Local Control and Accountability Plan, and overseeing facilities issues*; and
- › providing direction for and adopting collective bargaining agreements*.

3. Providing support

Through its behavior and actions, the board has a responsibility to support the superintendent and staff as they implement the established vision. This involves:

- › acting with a professional demeanor that models the district's/COE's beliefs and vision;
- › making decisions and providing resources that support mutually agreed upon priorities and goals;
- › upholding district/COE bylaws and policies the board has approved;
- › ensuring a positive personnel climate exists*; and
- › being knowledgeable enough about district/COE efforts to explain them to the public.

4. Ensuring accountability to the public

The board represents the community and is accountable to the public for the performance of the schools in the community. The board establishes systems and processes to monitor results, evaluates the school system's progress toward accomplishing the district's vision and communicates that progress to the local community. In order to ensure personnel, program and fiscal accountability, the board is responsible for:

- › evaluating the superintendent and setting policy for the evaluation of other personnel*;
- › monitoring, reviewing and revising policies;
- › serving as a judicial and appeals body;
- › monitoring student achievement and program effectiveness and requiring program changes as indicated;
- › monitoring and adjusting district finances*;
- › monitoring the collective bargaining process*; and
- › evaluating its own effectiveness through board self-evaluation.

5. Demonstrating community leadership

As the only locally elected officials chosen solely to represent the interests of students, board members have

* Area where county board responsibilities may differ from school board responsibilities.

a responsibility to speak out on behalf of children. Board members are advocates for students, the district's/COE's educational programs and public education. They build support within their communities and at the state and national levels.

The board has a responsibility to involve the community in appropriate, meaningful ways and to communicate clear information to the community about district/COE policies, educational programs, fiscal condition and progress on goals. Governing boards must also ensure that the community and stakeholders have engaged in the LCAP development process. These five responsibilities are so fundamental to a school system's accountability to the public in our democratic society that they can only be performed by an elected governing body. Board members fulfill these roles by working together as a governance team with the superintendent to make decisions that will best serve all the students in the community.

What makes an effective school board member?

How board members perform their role is as important as the role itself. Board members' relationships with each other, with the superintendent and other staff, and with the public have a profound impact on a board's effectiveness. These boardsmanship skills affect the board's ability to come to consensus about the direction of the school system, advocate with credibility, and establish a positive climate that encourages the best from staff.

While there is no ideal model of a board member, and while each serves with a unique style, background and perspective, there are some basic characteristics which effective board members have in common. Many of these qualities are acquired through experience and all are important to consider. Fundamental principles of effective governance are reflected in a series of Professional Governance Standards developed with input from board members and superintendents throughout California. Following adoption by the California School Boards Association's Delegate Assembly, the standards have been adopted locally by hundreds of district and county boards across the state. These standards recognize that to be an effective trustee, an individual board member:

- › keeps learning and achievement for all students as the primary focus;
- › values, supports and advocates for public education;

- › recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community;
- › acts with dignity, and understands the implications of demeanor and behavior;
- › keeps confidential matters confidential;
- › participates in professional development and commits the time and energy necessary to be an informed and effective leader;
- › understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff; and
- › understands that authority rests with the board as a whole and not with individuals.

Furthermore, working with the superintendent as a "governance team," the board must have a unity of purpose and must:

- › keep the district/COE focused on learning and achievement for all students;
- › communicate a common vision;
- › operate openly, with trust and integrity;
- › govern in a dignified and professional manner, treating everyone with civility and respect;
- › govern within board-adopted bylaws, policies and procedures;
- › take collective responsibility for the board's performance;
- › periodically evaluate its own effectiveness; and
- › ensure opportunities for the diverse range of views in the community to inform board deliberations.

Finally, effective board members focus on closing opportunity gaps. Given persistent gaps that have denied opportunity to many students based on their economic status, race and other factors, board members that are focused on closing these gaps can help to ensure that public schools truly serve all students. Effective board members look at all decisions through an equity lens, meaning that they are focused on allocating resources to students based on their needs and constantly consider how board actions can help to close or widen access to opportunity.

It is vitally important that voters carefully choose the citizens to oversee their schools to whom they entrust their children and their tax dollars. It is equally important that school board

candidates understand the depth of commitment required to effectively fulfill the school board role.

For example, school districts and COEs are governed by boards, not by individual trustees. Understanding the collective decision-making process is an important step in becoming an effective board member. Optional Board Bylaw 9230, Orientation, provides guidance on how newly elected board members will be oriented to their role on the board.

Becoming a school board member

How does someone become a school board member?

The vast majority of California school board members are locally elected. In only one case are county board members appointed by the county board of supervisors.

When a vacancy occurs on a board, the remaining members of the school board may order an election or appoint a board member to serve until the next regularly scheduled election in accordance with law. If the vacancy occurs within four months of the end of the board member's term, the board does not fill the vacancy.

Who is eligible to serve on a school board?

School boards are nonpartisan. Candidates for boards are not required to belong to a political party. In California, you may be elected or appointed to a governing board of a school district if you are:

- › 18 years of age or older;
- › a citizen of the state;
- › a resident of the school district (or county for COE members)
- › a registered voter; and
- › not disqualified by the constitution or laws of the state from holding a civil office.

An employee of a school district may not be sworn into office as an elected or appointed member of that school district's governing board unless and until he or she resigns as an employee. If the employee does not resign, the employment automatically terminates upon being sworn into office.

Any registered voter is eligible to be a member of the county board of education except the county superintendent of schools, any member of his or her staff, or any employee of a school district that is within the jurisdiction of that county board.

How many people serve on a school board?

While boards may consist of three, five or seven members, the majority of California school boards are composed of five members.

How long are school board terms?

School board members serve for terms of four years. Terms are usually staggered so there will be openings every two years.

When are elections held?

Most school board elections are held in conjunction with November general elections in even-numbered years. The best way to find out the date of the next election is to call the office of the superintendent of the local school district or county office of education.

How are board members elected?

Board members are elected in one of three ways:

- › **At large:** Board members can live anywhere in the district and are elected by all the voters in the district.
- › **By trustee area:** Board members have specific geographic trustee areas in which they must live and are elected only by the residents of that area. It is important to note that all county board members are elected by trustee area.
- › **From trustee area:** Board members must live in particular geographic areas but are elected "at large" by all the voters in the district.

How does someone become a candidate for school board?

Candidates must fill out a "declaration of candidacy" form. In most cases, this must be picked up and filed at the county elections office. In a few counties, it's possible to get forms at the local school district administration office or the county office of education. According to the state Elections Code, declaration of candidacy forms must be filed during a period extending from 113 days to 88 days before the election is to be held. For November elections, candidate filing takes place for several weeks during the summer.

Candidates should consult the county elections office to determine whether or not filing fees or nominating signatures are required. Occasionally a school district election is influenced by a city charter and filing procedures may vary somewhat.

There may be a fee if a candidate wishes to have a candidate statement printed in the voter's guide distributed to all local voters. Some school districts and county offices pay for the printing of this statement for all candidates to their board.

Are there rules about school board campaigns?

School board campaigns range from simple to sophisticated, depending on the candidate and the community. One element all campaigns have in common, however, is the state requirement for reporting campaign finances. State law governs the reporting procedures to be followed. School board candidates who have over \$1,000 in expenditures or receive contributions totaling \$1,000 or more must report contributions and loans received, and expenditures and loan repayments, to the county elections office. School board campaigns range from simple to sophisticated, depending on the candidate and the community.

Once elected, school board members must abide by state requirements dealing with the filing of Statements of Economic Interest relating to conflict-of-interest regulations. These involve public disclosure of economic interests and require public officials, under certain circumstances, to disqualify themselves from making governmental decisions which could affect their financial interests. More information on this topic is available from the California Fair Political Practices Commission in Sacramento.

Where is more information available about the election process?

The county elections office has complete information about the local elections process. The superintendent's office in the local school district or county office of education should be able to provide the name and phone number of the county government office that handles elections. In many counties, candidate handbooks are available. Additional information is available in California's Education Code, Government Code and Elections Code.

Newly elected school board member resources

The California School Boards Association offers a variety of resources and training specific to the needs of school board members.

Professional development

www.csba.org/TrainingAndEvents/GovernanceBasics

CSBA's Orientation for New Trustees at the Annual Education Conference – This one-day, preconference orientation for new trustees prepares new board members for their first 100 days of service.

Institute for New and First-Term Board Members – This innovative two-day seminar is one of the best opportunities for newly elected and first-term trustees to learn about their unique role and responsibilities.

Professional development continues throughout your journey as a school board member. Visit www.csba.org/TrainingAndEvents for a full list of all CSBA trainings.

Publications

Call to Order: A Blueprint for Great Board Meetings – This comprehensive resource includes content regarding the structure and leadership for board meetings as well as parliamentary procedure.

The Brown Act: School Boards and Open Meeting Laws – This guide to the Brown Act is a must-have for any board member.

The School Board Role in Creating the Conditions for Student Achievement: A Review of the Research – This report synthesizes district improvement research and demonstrates how school boards can impact student outcomes.

To view all of CSBA's publications, visit www.csba.org/CSBAStore.

The CSBA website provides a wealth of resources and information for all board members. Visit us at www.csba.org.



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Governance Brief

Defining Governance, Issue 1

Committed to strengthening local governance.

Why Governance Matters

"The first and never forgotten objective must be that every human product of our educational system must be given the training that will enable him to be an effective citizen, appreciating his opportunities and fully willing to assume his responsibilities in a great democracy."

John Hannah, President
Michigan State College, 1944

In a 2013 essay, *Reinventing Citizenship As Public Work: Citizen-Centered Democracy and the Empowerment Gap*, Harry C. Boyte proposes that our understanding of democratic citizenship must be recast as public work. He suggests that we must shift our concept of our role as citizens from consumers to producers. Our democratic society was built upon such agents of change—citizens who banded together to do what needed to be done: "build forts, roads, libraries and schools." What needs to be done now to solve the serious problems we face—hunger, poverty, inequality, and crime—make these initial challenges seem small by comparison.

The powers that must be brought to bear upon these challenges come in three forms: organized people, organized money and organized knowledge. K-12 schools and post-secondary institutions are the primary means through which our system of government and our culture's knowledge are communicat-

ed and advanced. Schools teach knowledge. They also teach students how elections work and the importance of voting, how laws are passed, and how the branches of government work together—or don't. Schools teach democracy. These are important and necessary, but not sufficient.

Schools, like the work place, also engage their participants in activities that parallel community-based organizing. Boyd suggests that the workplace furthers democratic citizenship by "convening strangers from diverse backgrounds and inducing them to work together toward shared objectives..." Schools also bring together students from different backgrounds, engaging them in cooperative efforts and instilling in them the "civic skills of participation, communication and compromise..." Schools can engage students in democracy.

Schools do even more than this: they model citizen-centered democracy through the governance of the institution itself. School governance is the practice of the very same kind of democracy established by our country's founding fathers and born in the Declaration of Independence. School board members provide citizen oversight of our public schools, and are called to model the kind of participative democracy that brought our nation so far in two short centuries, and must move our schools boldly into the future.

Our country desperately needs schools that are committed to teaching and engaging young people in the practice of democratic citizenship. The commitment to this vision and the allocation of local resources are decisions the board must make. The manner in which the board makes these decisions models citizen-centered democracy. Thus, the importance of a clear and coherent understanding of how local school governance can be most effective is directly related to one of our most

important goals as a free society—that every student can become “an effective citizen, appreciating his opportunities and fully willing to assume his responsibilities in a great democracy.”

Defining Governance

The purpose of the **Defining Governance** series is to summarize the attributes and practices of effective school boards identified in school governance research and literature for board members, educators, and local communities. As a first step, it is important to clarify what the term actually means. This issue focuses on establishing a definition of school governance. Subsequent issues of the series will explore four domains of effective governance that emerged from a review of governance research and literature. Effective boards are intentional about establishing and aligning these areas:

1. Governance commitments—Clarifying the board’s unifying agreements that serve as the foundation for a cohesive and effective governing board.
2. Governance practices—Observing specific governing activities that are expressions of their commitments and increase their capacity to make governing decisions.
3. Governance decisions—Taking action to provide direction, align resources, and ensure accountability.
4. Community engagement—Creating intentional processes to learn the interests of the communities they represent, engage them in district efforts, and report to them about district performance.

What is school governance?

A working definition emerges from a combination of concepts of governance in general, concepts about school governance, the purpose and complexity of K-12 education, the role of school boards, and the nature of school board authority defined in law.

How is governance generally defined?

Government, for-profit, and non-profit / philanthropic entities offer similar definitions for governance. For profit (corporate) governance has been described as “the framework of rules and practices by which a board

of directors ensures accountability, fairness, and transparency in a company’s relationship with its stakeholders.” The International Federation of Accountants published a 2001 report entitled *Governance in the Public Sector—A Governing Body Perspective* which offers that “Governance is concerned with structures and processes for decision-making, accountability, control, and behavior at the top of organizations.” A 2009 article in *Australian Philanthropy* defines governance as the “framework of rules, relationships, systems, and processes within and by which authority is exercised and controlled.”

How is the governance of schools described?

At first glance, the definitions above could be applied to school boards generally, but they do not account for the differences between school boards and other elected governing bodies or other for-profit and non-profit entities. A Wallace Foundation report, *Redefining and Improving School District Governance* (2006), posits a definition that applies to all levels of education from federal to local, that “...governance creates the framework through which high-quality leadership can be exercised throughout the educational system.” The National School Boards Association’s *Key Work of Boards Guidebook* (Gemberling et al., 2000) describes school governance as creating “the conditions under which excellent teaching and accelerated student performance will take place” This definition describes what boards must do: create conditions. Doug Eadie (2006) focuses on actions that boards take to create those conditions: “...making decisions and judgments... that actually determine the shape and direction of the district” in the areas of strategic direction, operations planning, and performance monitoring.

How does the purpose and complexity of K-12 education affect the definition of school governance?

The governance of any organization must be partly defined by its desired ends. One of the over-arching purposes of K-12 schools is to ensure that all students are prepared for post-high school success. Achieving this is the work of education professionals with special training. The requisite knowledge and skills have become more specialized over the decades and boards have increasingly looked to the expertise provided by the superintendent and staff, since this expertise is

not required or expected of board members. In addition, the business of schools has also become increasingly complex. It is “heavily statutorily regulated, usually unionized, responsible for large employment costs, policy-laden, and financially challenged” (Van Clay et al., 2009). As a result, boards have increasingly looked to the professional staff for research-based and field-tested practices that inform the board regarding what the district ought to do.

How do the roles of school board members affect the definition of school governance?

Board members often face conflicting role expectations that arise from the nature of representational governance and the laws pertaining to school governance in California. These differences create three lenses through which individuals and boards exercise their duties. (Kowalski, 2008)

Representative role

School boards are elected or appointed to serve the community, so individually and collectively board members have a responsibility to ensure that their governing work is informed by the values and interests that the community has for its schools. Community input is critical; it informs the board what the community wants the district to do for its students.

Trustee area representation within a district can confuse this role. Board members may be elected at large to represent a trustee area, or elected only by the residents of the trustee area. This can create tension, especially if trustees have different understandings and beliefs about this role. Regardless of this distinction, all board members have the same obligations: to understand their constituents interests. With trustee areas, each of the board members brings community perspective to the governing table so that all board members have a shared understanding of the unique needs and interests of each of the trustee areas. With this understanding, boards make decisions in the best interest of all students and the long-term stability of the district.

The representational role can be endangered by low voter turnout. In a recent election in Austin Texas, school board election turnout was less than three percent of registered voters (Rotherham, 2012, p. 12). With so few voters, local school board elec-

tions can be significantly shaped by special interest groups, who may exert a disproportionate influence on the outcome. A second challenge that communities face is a lack of clarity of the authority and role of local school boards, and the skills and characteristics that most often result in effective board service. The representational role of the board is strengthened when communities: 1) understand the role of the board, 2) help to identify high-quality candidates, and 3) participate in local elections. (Rotherham, 2012, p.6)

Enforcement role

There are some things that boards must do, regardless of public sentiment. California Education Code 35161 mandates that boards “...shall discharge any duty imposed by law upon it...” In this role, boards must ensure that the district is legally compliant with state and federal law, including ensuring that all district policies remain consistent with the California code as laws change. This can create a conflict for boards—when the local community supports a course of action that is inconsistent with legal requirements.

Fiduciary

Boards have a fiduciary obligation to ensure the financial health and long-term stability of the district. Boards must hold the assets and resources of the districts in trust—literally acting in the district’s best interests. The fiduciary role requires boards to balance costs for operations and change initiatives with district capacity. Therefore, one of the key responsibilities of the board is to monitor district revenues and expenditures throughout the year. The annual calendar for the board’s budget oversight activity is established in law including budget adoption, first and second interim reports, unaudited year-end financial reports, and an annual audit. This role focuses the board on what the district is able to do.

These three roles, combined with complexity of the K-12 education, create a framework of four perspectives within which boards govern:

- the community perspective: what stakeholders *want the schools to do*;
- the legal perspective: what the law says the schools *must do*;

- the professional perspective: what educators say the schools *ought to do*; and,
- the fiduciary perspective: what the schools are *able to do*.

How does state law impact the definition of school governance?

Boards of education in California's K-12 school districts and county offices of education receive their governing authority from state law. California law specifies what board must do, may do, and may not do. These are contained in multiple education and government codes too numerous to summarize or analyze here. There are, however, three specific codes that establish the general scope of school board authority.

- Education Code 35160: "On and after January 1, 1976, the governing board of any school district may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established."
- Education Code 35160.1(b): "...It is the intent of the Legislature that Section 35160 be *liberally construed* to effect this objective."
- Education Code 35161: "The board...
 - » *may execute* any powers delegated by law to it...
 - » *shall discharge* any duty imposed by law upon it...
 - » *may delegate* to an officer or employee of the district any of those powers or duties. The governing board, however, *retains ultimate responsibility* over the performance of those powers or duties so delegated."

Governance is generally best practiced at a very high-level of review, focusing on long-term strategy and systemic performance and accountability. Training for school board members often encourage boards to operate "at 30,000 feet." However, Education Code also requires California school boards to review and approve a wide range of operational decisions—moving board activity closer to "ground level," much closer to the district operations. Boards are encouraged not to micro-

manage, yet the board is asked to approve managerial level decisions. Examples are often found on the consent agenda—where the board is asked to approve a series of routine district business matters. This tension will be explored more fully later in the series, but it is important to note that boards practice different levels of direction and oversight—often within a single meeting.

While California code provides broad authority for boards to act, it also very narrowly defines how and when boards exercise these governing powers. Boards are authorized to:

- Take action only at meetings open to the public. [Education Code 35145, with some exceptions outlined in Government Code 54954.2]
- Take action only on items listed on the board's agenda—posted 72 hours in advance. [Government Code 54954.2 with some exceptions for emergencies and other qualifying criteria.]
- Take action only by a formal vote of the board majority. [Education Code 35163-4]

It is important to clarify that neither California Education Code nor Government Code grant any authority to individual school board members. The board's power is collective only, and only when they convene at publicly-noticed meetings that are open to the public.

Definition

By combining the general concepts of governance, the purpose of K-12 education, the professional and operational complexity of K-12 education, the various roles of board members, and the nature of school board authority granted in state law, a possible definition emerges.

School boards ensure success for all students by making decisions that fulfill legal mandates and align district systems and resources to ensure the long-term fiscal stability of the district. Boards must act collectively and openly, be guided by community interests, and informed by recommendations of the superintendent and professional staff.

Definition language	Definition elements (criteria)
School boards ensure success for all students	Boards ensure the ultimate purpose (mission and vision) of the district.
by making decisions	Boards are granted broad decision-making authority in California Education Code.
that fulfill legal mandates and	Boards have an enforcement role.
align district systems and resources to ensure long-term fiscal stability of the district.	Boards have a fiduciary role to hold the best interests of the district and students in trust.
Boards must act collectively and openly,	Boards have only collective authority. Board meetings are open to the public (with certain exceptions permitted in law).
be guided by community interests, and	Boards have a representative role.
informed by recommendations of the superintendent and professional staff.	Boards rely on the professional judgment of educational leaders.

How can boards use the Defining Governance series?

This series can provide a structure for conversations at board meetings and between board members and the community to raise awareness and increase understanding about what school governance means. Suggestions:

- Add board development to your regular board agenda. Set aside 10 to 15 minutes for board members to discuss the series and its implications for your local governing board.
- Post a copy or link to the series on the district website for parents and community members.
- Share it with district partners, local government agencies, and other local groups.
- Ask for it to be placed on the agenda of your county school boards association for discussion.

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Governance Brief

Defining Governance, *Issue 2*

Governing Commitments

This is the second in the Defining Governance series, which summarizes what school governance research and literature has to say about the attributes of effective school boards. The first issue developed a definition for school governance. This issue focuses on governance commitments. Effective school boards create and abide by governing agreements to which they mutually commit. These agreements are achieved through deep discussions that result in mutual understanding and common ground in three critical areas: board core beliefs, board and board-superintendent partnerships, and board values, norms and protocols.

School governance defined: *School boards ensure success for all students by making decisions that fulfill legal mandates and align district systems and resources to ensure the long-term fiscal stability of the district. To do this, boards must act collectively and openly, be guided by community interests, and informed by recommendations of the superintendent and professional staff.*

Effective school boards commit to core beliefs

These commitments include establishing overarching values and beliefs they share about public education, governance, students and the district that help them transcend their individual differences to develop a cohesive board.

Public Education

In order to support the district mission, it's important for board members to articulate a clear and coherent set of beliefs around the purpose of public education. Gemberling and others assert that "Building a shared vision requires that you first are able to agree on your core values and beliefs. Knowing what you really value individually and collectively guide your aspirations and your mission as a district."¹

Governance

Eadie identifies concentrating on governing as an essential habit of effective boards. In order to be effective, school boards must develop a coherent understanding of what it means to govern. Board members should discuss thoroughly the purpose and functions of governance, and the value of "high-quality, citizen-owned and -led public education..."² These conversations are critical because beliefs and values drive behavior. When board members have conflicting beliefs and understandings about governance, it can lead to confusion as board members practice their governing roles in different and sometimes contradictory ways. Creating clarity among all governing team members about the purpose, definition and attributes of good governance is a key step to building and maintaining the trust that is necessary for board members to work effectively with each other and the superintendent.

Students and staff

Core beliefs about students have been correlated with high student achievement. The Lighthouse Study found that "...board members in high-achieving districts had more elevating views of their students' potential..."³ This is consistent with CSBA's Professional Governance Standards, but constitutes a more prescriptive standard than keeping "learning and achievement for all students as the primary focus."⁴ Boards that positively impact student achievement do more than simply focus on student achievement; they believe their students are capable of achieving it. Board member beliefs and attitudes about the capacity of the district are also important. The findings of the Iowa Lighthouse Study were not limited to attitudes about students. "Board members in high-achieving districts had...more confidence in district staff's capacity to effect gains..."⁵

Effective school boards invest time and effort in reaching clarity around their core beliefs regarding the purpose of public education, the characteristics of good governance, the ability of all students to learn and the capacity of the district to perform well. These core beliefs are foundational to establishing mutual trust that board members have in each other and in the superintendent regarding their individual and collective intent in leading the district.

Effective school boards establish productive partnerships

CSBA specifically identified the importance of the board-superintendent relationship: "Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust."⁶ In addition to being supported by the work of Delagardelle and Eadie, this concept is upheld by Don McAdams. "Board members have numerous and complex relationships... Of all of these the most important are the relationships board members have with one another and with the superintendent."⁷ A Wallace Foundation report concluded "having a strong school board-superintendent relationship is viewed as paramount to achieving school and district success..."⁸ The importance of this partnership is consistent with the research of Waters & Marzano, whose meta-analysis identified "a significant correlation between the superintendent's relationship with the board president and board alignment with and support of achievement goals."⁹ Plecki and others note that "Having a strong school board-superintendent relationship is viewed as paramount to achieving school and district success..."¹⁰

Research on nonprofit boards confirms the importance of the board-director relationship. BoardSource, dedicated to training non-profit boards, identifies this as one of its core principles for effective governance: "Exceptional boards govern in constructive partnership with the chief executive, recognizing that the effectiveness of the board and chief executive are interdependent."¹¹ Researchers Douglas Jackson and Thomas Holland identified six board competencies essential for effective governance including "the board nurtures the development of its members as a group; it tends to the board's collective welfare, and fosters a sense of cohesiveness."¹² Rotherman and Mead found that "Superintendents play a key role in ensuring good relations with their boards and among board members."¹³

The concept of partnership subtly shifts CSBA's idea of a 'governance team' where the board and superintendent lead together within their respective roles. This is still true, however, teams usually consist of equal members. Partnership is different; it includes people who are not on the same team. They have different roles with shared goals they mutually pursue. Partnership conveys the concept of mutual dependence, but not equality. Superintendents and board members are not the same, but each needs the other to be successful. Board members are usually not professional educators and have neither the special training nor the experience necessary for educational leadership. Superintendents do have these qualities, but they are not elected officials and cannot perform the governance functions that community-elected board members fulfill.

Effective boards are intentional about maintaining productive relationships between board members, and between the board and the superintendent. They set aside time to specifically discuss the quality of the relationship, clear up misunderstandings, and strengthen trust.

Effective school boards clarify values, norms and protocols

Values, norms and protocols help boards clarify their collective beliefs, how they will work together, and the procedures they will follow to manage board operations. Values are the principles and ideals that serve as the foundation of board culture. The board and superintendent must specifically articulate the values that will guide their working relationship. These values help answer the question: "What do you need from each other to function well as an effective group?" CSBA's professional governance standards speak directly to the question of values, and specifically mention openness, trust, integrity, civility and respect.

Norms are the behavioral expectations that board members have for one another. While his concepts regarding organizational health are directed at executive teams, Patrick Lencioni's work is pertinent to boards. Lencioni proposes that the question "How do we behave?" is second only to the question "Why do we exist?" because any group of people responsible for the leadership of an organization must be cohesive, and this cohesion cannot be achieved without clear agreements on the behavior members expect from each other.¹⁴ Values answer the question: "What do we stand for and believe in?" Norms answer the question: "What does that look like as we interact with one another?"

Protocols are the board's operational procedures that clarify how the board does its work. BoardSource emphasizes the importance of reaching clarity in board operations. "Exceptional boards purposefully structure themselves to fulfill essential governance duties and to support organizational priorities. Making governance intentional, not incidental, exceptional boards invest in structures and practices that can be thoughtfully adapted to changing circumstances."¹⁵ Don McAdams' work on reform governance for urban schools makes the same point for school boards. "Without effective processes ... governance is difficult, maybe impossible."¹⁶ Protocols for school boards should address four key areas.

1. Communicating between meetings

These protocols provide mechanisms for board members and the superintendent to contact one another in order to keep each other appropriately informed. Protocols can also clarify if and when the superintendent meets regularly with board members between meetings as well as establish protocols for electronic communication.

2. Preparing for meetings

These protocols clarify the processes board members use to submit items for possible inclusion on the agenda, the structure of the agenda, and the distribution of all agenda materials to board members in advance of board meetings. The protocols may also address the set-up of the board room itself.

3. Conducting meetings

Among the most important of the board procedural agreements are those that specifically prescribe the rules of order for board meetings. McAdams suggests that "effective board meetings are the first prerequisite... Frequent, long, unfocused, or contentious meetings are sure signs of an ineffective, perhaps even dysfunctional,

board."¹⁷ Large governmental bodies often use Roberts Rules of Order, which are complicated and may not be best suited to a five- or seven-member board. One alternative is Rosenberg's Rules of Order—a streamlined approach to parliamentary procedures for smaller, local governing bodies. Some districts use an even simpler approach; they develop their own set of limited and specific rules for making motions, calling for the vote, and other basic procedural needs of board meetings.

4. Board members and the public

These protocols answer a variety of related questions. Who respond to the media? The board president? Or any board member? How do board members respond to questions or concerns from parents or staff? How do board members contribute to making sure issues get resolved without getting involved in administrative decisions?

It is in the area of protocols relating to public statements that board members often encounter disagreement and tension. The purpose of having clear agreements about these issues is to provide clear guidance for board members and staff regarding communications and to ensure that individual board members know what to expect from each other with regard to how all members communicate with the community. The agreements are binding only because members agree to them; they are not legally binding. But breaking agreements damages trust, and so developing clear agreements by which all members can abide is important to the board's cohesiveness.

Failure to establish and abide by values, norms and protocols is a common source of difficulty for boards. Lack of clarity or commitment to these procedures can create confusion as well as anger or distrust among members. This often distracts the board from its real governing work and has a negative effect on board and district culture. Effective boards work hard to maintain clarity and commitment to the board's values, norms and protocols.

Summary

Effective school boards establish governance commitments in three key areas: 1) They embrace a common set of core beliefs. 2) They are intentional about building and sustaining productive partnerships. 3) They have clear agreements regarding board values, norms and protocols. Reaching clarity around these issues is foundational to working effectively as a governing board. These agreements should be committed to writing, referred to regularly and reviewed periodically. This level of clarity creates the conditions for the smooth and effective functioning of the board, freeing the board to focus all of its energy on the most critical matters facing the district.

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Governance Brief

Defining Governance, *Issue 3*

Governance Practices

This is the third in CSBA's Defining Governance series which summarizes school governance research on the attributes of effective school boards. The first issue developed a definition for school governance. The second issue addressed the importance of developing board commitments in the areas of core beliefs, productive partnerships and board values, norms and protocols. This third issue focuses on practices that contribute to effective governance. These effective practices begin with board commitments and increase the board's capacity to fulfill its responsibilities. Governance research identifies three major areas of effective school board practices, including improving governance, using data, and focusing on the foundations of successful education reform.

Effective school boards focus on improving governance

Effective boards are intentional about developing their own capacity to govern through practices specifically designed to focus their attention on improving their board skills. These practices include board development and monitoring and evaluating board performance.

Board development

Board development can improve the board's ability to work together successfully¹ and translate into more effective leadership and governance.² However, school board members—and newly elected board members in particular—often receive little or no training for their governance work.³ Board development includes learning about education trends and practices, but also focuses on learning about governance roles, knowledge and skills.⁴ When boards are better educated about the work

School governance defined: School boards ensure success for all students by making decisions that fulfill legal mandates and align district systems and resources to ensure the long-term fiscal stability of the district. To do this, boards must act collectively and openly, be guided by community interests and informed by recommendations of the superintendent and professional staff.

of governing, they are more likely to form an effective team.⁵ Learning together about board roles has been identified as one of the key practices of boards in districts that effectively advance student achievement.⁶ Similar findings are evident in governance research outside education. Exceptional non-profit boards build learning opportunities into their regular governing activities both in and out of the boardroom.⁷ These learnings ensure that board members are well informed about the organization and the professionals working there, as well as the board's own roles, responsibilities and performance.⁸

Monitoring and evaluating board performance

School board researchers conclude that boards in successful districts create mechanisms for accountability within and across the system,⁹ including holding themselves accountable.¹⁰ This is the second core aspect of strengthening a board's capacity to govern: to set governance performance targets, monitor performance toward those targets and conduct board evaluations. CSBA's Professional Governance Standards (2000) assert that an effective board periodically evaluates its own effectiveness. Eadie makes the point explicitly.

*"...every truly high-impact board I have ever worked with has played an active, formal role in managing its own performance as a governing body, not only by taking accountability for the board's collective performance but also making sure that individual board members meet well-defined performance targets."*¹¹

—Doug Eadie

To sustain their focus on improving governance, boards must create protected time for their developmental work and integrate these practices into the board calendar and meeting agendas.¹² A fundamental aspect of the board's development is the effectiveness of its meetings. Boards can only perform their governance work at board meetings, where they have limited time and often extensive issues that require their attention. So the effectiveness of these meetings is critical to effective governance. According to Donald McAdams, founder of the Center for Reform of School Systems, public board meetings can influence community perception about the district and its leadership. "Crisp, efficient, well-ordered meetings send the signal that the board knows its business and is taking its stewardship of the schools seriously."¹³

Effective school boards focus on the foundations of successful reform

Research and literature on the effectiveness of school districts and boards reveals three core elements of successful reforms that effective boards embrace as foundational to their change efforts: systems thinking, a culture of continuous learning, and distributed leadership.

Systems thinking

K-12 school districts and county offices are complex organizations with many interacting parts. Changes in any one part of the organization will have consequences, often unintended, in other parts of the institution. Embracing systems thinking means that boards are intentional about learning the dynamics of the systems they govern and recognizing how changes will impact the entire organization.¹⁴ Approaching school governance with a systems thinking mindset includes the understanding that large, complex systems are inherently resistant to change without careful planning and strong implementation.¹⁵ Because the systems are complex, the changes cannot be isolated; "... improvement doesn't mean doing one thing exceedingly well,

it is doing many aligned things well."¹⁶ This alignment is not theoretical, but experiential. Systemic change requires support for the change in every school, with all elements of the system interconnected and involved, day after day.¹⁷

A culture of continuous learning

Boards maximize the performance of educators by creating a culture of continuous learning at all levels. In the field of K-12 teacher professional development, professional learning communities (PLC) have gained strong momentum and wide acceptance. One of the most important characteristics of PLC's is focusing on collective rather than individual development. The board, working with the superintendent, creates and sustains this ongoing development through goals, policies and resource decisions that create dedicated time and space for collaborative learning. This time is dedicated to collectively studying and addressing classroom challenges in instruction and assessment.¹⁸ In a culture of high trust, it provides educators the freedom and confidence to openly share mistakes and constructively analyze classroom practice.¹⁹ Building this culture of continuous learning requires boards to understand the characteristics of quality professional development and to invest in it through intentional changes in the allocation of people, time, and money.²⁰

Distributed leadership

Boards and superintendents provide the top-level leadership that moves an education system towards fulfilling its mission. Recent research has revealed the importance of expanding leadership throughout the system. McAdams argues that capacity, accountability, and empowerment—giving adults as much power as possible to do their work—are the foundation of any successfully theory of change.²¹ Delagardelle (2008) identified a balance between districtwide direction and building-level autonomy, extending the relationship between the board and the superintendent to other district leaders, including central office staff, site principals and teacher leaders. Other researchers have described this empowerment as defined autonomy—giving authority and responsibility to principals within clear parameters for outcomes,²² or as a balance between system-wide consistency and flexibility.²³ This is also described as building instructional and leadership capacity systemically and is predicated on the belief that sustained improvement can only be achieved when all the educators—principals and teachers together—are focused on improving learning.²⁴

Effective school boards use data for their governing work

The use of data by boards is well-established. Research in the non-profit sector reveals that effective boards are well informed about the institution and the professions that serve there.²⁵ These boards are analytical and embrace a culture of inquiry by seeking information and pushing back on assumptions and conclusions.²⁶ Effective school boards also use data.

Data at the system level

School systems are complex and boards need a variety of data to have a complete picture of the system. The kinds of data boards need includes district and school level student outcomes data, demographic data, business operational data and perception data. Boards act strategically by not only focusing on the district level data, but through the board's system-wide response to the data.

Data guides decision-making and accountability

The National School Boards Association's framework of eight interrelated board actions that lead to raising student achievement includes continuous improvement: "Good data empowers the board and staff to refine, strengthen, modify, correct, and/or eliminate existing programs and practices to get better results."²⁷ This is echoed in the Center for Public Education's eight research-supported characteristics of board effectiveness: "Effective boards are data savvy: they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement."²⁸ The Lighthouse Study identified seven areas of board performance that lead to improvements in student achievement, including using data to set expectations, monitor improvement and apply pressure for accountability.²⁹ The board, with the superintendent, works to reach agreement on what the data means qualitatively—the story behind the data. Boards also determine which data will be used to share progress towards district goals.³⁰

Data use guided by policy

Data collection and analysis is an intensive task, and not all data is worth gathering. The processes for the use of data and data dashboards should be guided by board policy that clarifies its purpose, content, cycle of review, and sample displays as exhibits to accompany the policy.³¹ Boards need to work with their superintendent to develop a clear and focused plan for collect-

ing data that is necessary for monitoring district performance, and provide sufficient funding for the data functions that the board requests.³²

Summary

The research on effective K-12 school governance surfaces three practices of governance that are correlated with board effectiveness. First, effective school boards commit to improving their capacity to govern. They create protected time for their developmental work and model the culture of continuous learning by concentrating their efforts on learning about governance, setting performance targets, and monitoring and evaluating their performance. Second, effective boards focus on the foundations of successful reform of employing systems-thinking in their governance work, building a culture of continuously learning and extending leadership for learning throughout the system. Finally, boards use data to make decisions and monitor district performance. They study demographic, operational, outcome, and perception data. Boards use this data to reach agreement on the relative strength of the district's systems so that they can set goals to address areas where growth or improvement is desired.

Visit www.csba.org/effectivegovernance for more governance resources.

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Governance Brief

Defining Governance, Issue 4

Governance Decisions

This is the fourth brief in the Defining Governance series, which summarizes school governance research on the attributes of effective school boards. Topics of the first three briefs in the series were:

1. Defining school governance
2. The importance of board commitments in the areas of core beliefs, productive partnerships and board values, norms and protocols
3. Effective governance practices: focusing on improving governance, using data, and understanding the elements of successful district reform

This brief focuses on the governing decisions that boards make to improve achievement for all students. These decisions involve:

- Setting direction
- Aligning the system
- Ensuring accountability

Governance is: Ensuring success for all students by making informed decisions that align district systems and resources to ensure the long-term stability of the district. To do this, boards, guided by community interests, must act collectively and openly, fulfill legal mandates, and rely on recommendations of professional staff.

Effective boards set direction

Non-profit sector governance research has established setting direction as a core board responsibility. Boards establish a vision for organizational direction and help to ensure a strategic approach to the organization's future.¹ This important work takes time and requires the board to align board meeting agendas to strategic priorities.² These research findings on non-profit boards translate well to the school board context: Setting direction is also an attribute of effective school boards. Specifically, effective school boards:

- Make student learning a high priority
- Prioritize goals to ensure that the most important changes are addressed first
- Clarify expectations for outcomes

Making student learning a high priority

School districts that are successful in raising student achievement have board members for whom improving student learning is a high priority.³ Research on districts that successfully raised student achievement shows that board members were knowledgeable about learning conditions in the district, could articulate specific initiatives that the district was implementing, and could clearly describe the work of staff related to the goals.⁴ Other research has described the importance of the school board playing an active role in leading innovation and change in order to raise student achievement.⁵ A 2012 report based on case studies of 13 large U.S. districts concluded that boards are most effective when their strategic role includes setting high-level goals for improving student achievement.⁶ This focus on student learning is founded on what board members believe about students. The ability of the board to have an explicit agenda for student learning:

...rests, in part, on a fundamental belief that all children can learn. Where policymakers and decision makers at all levels bring this to the table, there is a greater likelihood that the board will act in the best interests of the young people served by the district.⁷

Prioritizing goals

Setting priorities means deciding which goals matter most. If the top two most important changes require most of the district's resources, then other changes, however desirable, will have to wait. Goals and priorities express the school organization's core beliefs. Effective boards recognize that "mission, vision and values are the bedrock upon which the board conceives and articulates change."⁸ Effective boards define clear goals to move the organization toward the vision.⁹

This focus on student learning also means deciding what not to do and limiting administrative initiatives to those identified by the board as key priorities.¹⁰ The board needs to hone its focus in order to prevent goal-creep—the tendency of the district to take on too many changes—and resist allocating precious resources to too many goals, thus underfunding all of them.

Clarifying expectations for outcomes

A critical element of the board's strategic direction work is setting clear expectations for results.¹¹ The clarity of these expectations is expressed through the data that the board will use to determine if they have been met. Boards use data to define what must change and to measure if and to what extent change has been achieved. In districts identified in research as making significant progress in raising student achievement, board members received a variety of information that allowed the board to identify student needs and to set goals based on the data.¹²

Effective boards align the system

Effective boards focus on systemic alignment to ensure that all aspects of district operations are pursuing the same goals in a coherent manner. This alignment has two fundamental components: resources and policies.

Aligning resources

The importance of the district budget as a direction-setting tool cannot be overstated. Boards fund the changes they seek by allocating resources for all the things that money pays for: buildings, technology, in-

structional materials, services, and most importantly, people. Boards know that the largest percent of a district budget is spent on salaries and benefits, often constituting more than 80% of all district expenses. Therefore, boards need to ensure that the allocation of staff supports the district's operations and aligns with the district's priorities. For example, if establishing district partnerships with other organizations is a priority for the board as a long-term strategic effort, that effort may require the dedicated time of key staff.¹³

A study of three Texas school boards characterized this alignment work as building efficacy—the power to produce a desired effect. Specifically, school leaders committed a very high level of knowledge, skills, resources, and support to change efforts. When responding to the challenge of limited resources, priority was given to using funds in ways that most directly supported instruction.¹⁴ The importance of resource allocation is well stated by Schmoker: "The key is to marry a priority on learning to an obsession with funding and the school calendar."¹⁵

Aligning policies

The board's strategic direction includes creating and improving district structures through policies that drive district operations and performance. Effective school boards spend less time on operational issues and more time focused on policies to improve student achievement.¹⁶ A majority of district policies are often driven by changes in state law. These are usually brought to the board by the administration as recommendations to ensure the policy language remains consistent with the law. These policies might be considered operational because they ensure stability and consistency in the district's systems for learning, business operations, transportation and facilities, and more. However, boards can also create policies to drive change. These reform policies are proactive; they are designed to make significant changes in the district.¹⁷

For example, in addition to setting a goal for establishing Professional Learning Communities (PLCs) the board could also develop a district policy that establishes the purpose of PLCs in the district, expectations for teacher participation in PLCs, and how the effectiveness of PLCs will be assessed.¹⁸ By placing the practice of PLCs in policy, the board elevates PLCs to a higher level of strategic direction. In the Lighthouse study, board members in effective districts believed if key district leaders or board members left their positions, providing guidance for district improvement efforts in written policies would sustain the initiatives.¹⁹

Ensuring accountability

The accountability expected from governing boards is commonly understood as monitoring organizational performance and reporting results to stakeholders. In the non-profit sector, exceptional boards are results-oriented, measuring the effectiveness, efficiency and quality of programs and services.²⁰ Fullan has suggested that focusing directly on accountability does not create the incentive and intrinsic motivation that lead to successful reform in K-12 school districts.²¹ However, this does not relieve boards of their statutory authority and responsibility for oversight. K-12 school and governance research suggests three aspects of accountability that can increase a school board's effectiveness:

1. Accountability as a framework
2. Accountability as a cycle
3. Accountability as shared responsibility

Accountability as a framework

Effective boards establish district-wide accountability systems to measure the performance of the board, superintendent and the district:

- **Board performance**—Effective boards hold themselves accountable,²² periodically evaluating their own performance.²³ Examples include regularly reviewing their governance functions, monitoring progress toward board performance goals, and evaluating the effectiveness of board meetings.
- **Superintendent evaluation**—Holding the superintendent accountable for results is a critical practice of effective boards.²⁴ This process is often considered a board's most important accountability tool. Unfortunately, it sometimes receives insufficient attention because boards either do not recognize its importance, feel uncomfortable evaluating their superintendent, or do not feel competent to conduct the evaluation. Three key elements of an effective process include 1) working with the superintendent to set very clear performance targets, 2) monitoring performance regularly (not just annually), and 3) focusing the process on improving performance as well as improving the board-superintendent relationship.
- **District performance**—This includes monitoring improvements in student achievement and other district goals, as well as the district's operations and fiscal performance. Student achievement data should

include indicators for achievement (where they are now) and improvement (how far they have come).

In each of these areas, the school board has the ultimate authority and responsibility for establishing and monitoring key indicators of success.²⁵ Specifically, effective boards use quantitative and qualitative data to: 1) set expectations, 2) monitor improvement, and 3) apply pressure for accountability.²⁶ Without clear expectations, professional staff has no way of knowing which information will be considered most important by the board.²⁷

Accountability as a cycle

Effective boards use the accountability framework, not only to provide district oversight, but also to organize their governing work. Accountability is not an annual event; it is an ongoing cycle of reporting and review. Boards work with superintendents to determine how frequently data should be provided, and these reports are embedded into the board's regular meetings so that some accountability measures are reported on a regular basis, if not at every meeting.²⁸ To ensure board and community understanding, these reports should be in a consistent format that is easy to understand.²⁹

Accountability as shared responsibility

According to a 2011 study,³⁰ community members have different views and definitions of accountability. Organizational leaders generally see accountability as primarily focused on using quantitative measures to improve performance and find technical solutions to problems. They believe that transparency is the basis of building community trust in the organization. In contrast, members of the public describe accountability as individuals at all levels behaving responsibly, ensuring fairness, acting honorably, listening to the public, and responding to public concerns with courtesy and respect. They also described it as shared responsibility: they do not believe that educational leaders bear the accountability burden alone. "They see it as a shared duty, and many seemed as frustrated by the irresponsibility of neighbors and fellow citizens as they were by irresponsibility among the powers that be."

A follow-up study in 2013³¹ concluded that the public believes that most schools should do better and that some recent accountability reforms, including raising standards and education requirements, are good reforms. The study also reported some parent perspectives on school accountability that boards should consider:

- **The critical role of parent accountability**—Parents believe that their primary responsibility is to instill the “values and habits of behavior that will help their children lead responsible and successful lives.”
- **The impact of the larger culture**—Parents say that schools cannot be successful without greater social support.
- **The over-emphasis on testing**—Parents indicated that testing needs “to be put in context with other important elements of teaching and learning.”
- **The vital role of schools in communities**—Parents strongly reject the strategy of closing schools as ways to improve accountability.
- **The benefit of choice**—Parents were not united in weighing the sometimes conflicting goals of giving parents more choices or having good neighborhood schools everywhere.
- **Good communication is the goal, not more data**—Parents want two-way communication. More information may be valuable, but it does not ensure that communication is taking place.

These findings about accountability suggest that as boards develop district accountability frameworks, it is important to engage parents and community members in determining how the district will demonstrate good accountability and what that means.

Summary

Effective boards set direction by making student achievement a high priority, prioritizing all district improvement efforts and clarifying the board’s expectations for performance. They align all district resources and policies to ensure that the improvement efforts are supported. Effective boards also establish a comprehensive framework for accountability that includes board, superintendent and district performance and they review accountability results as a regular activity at board meetings. Finally, effective boards ensure that the district accountability system involves and is responsive to the needs and interests of parents and community members.

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Governance Brief

Defining Governance, Issue 5

Engaging the Community

This is the fifth and final brief in the Defining Governance series, which summarizes key research on the characteristics and practices of effective school boards. Topics of the first four briefs were: 1) defining school governance; 2) establishing governance agreements; 3) engaging in effective governance practices; and 4) taking action to set direction, align the organization and ensure accountability. This brief focuses on the board's responsibility for community engagement. Governance research identifies the relationship between the board and the institution's stakeholders as a primary governance responsibility¹ and that community involvement is one of seven conditions identified by researchers as necessary for school renewal that leads to raising student achievement.² This brief will explore what research says about effective community engagement.

Governance is: School boards ensure success for all students by making decisions that fulfill legal mandates and align district systems and resources to ensure the long-term fiscal stability of the district. To do this, boards must act collectively and openly, be guided by community interests and informed by recommendations of the superintendent and professional staff.

Evolving context of community representation and engagement

Over time, the community engagement role of boards has been dramatically impacted by a consolidation in the number of districts, the increasing size of districts, changes in district demographics, and changes in technology. After 1900, local communities became

more diverse, schools became more complex, and direct participatory democracy became increasingly challenging.³ Between 1948 and 1961, school districts grew fewer in number and larger in size, reducing the total number of districts nationally by more than 50,000. On any given day the 1970s, "three districts disappeared forever between breakfast and dinner." As a result, the relative number of constituents represented by board members increased significantly. In the 1930s, school board members represented an average of about 200 people. By 1970, that number had jumped to an average of 3,000.⁴ Local communities are becoming increasingly diverse. For example, 1.4 million English language learners made up 23% of California's K-12 student population in 2010-11.⁵ Finally, the rapidly growing access to information and digital devices is impacting concepts and practices of community engagement.

Year	Number of Districts
1948	89,000
1953	55,000
1961	31,000
2007	14,000

Community perceptions of engagement

Recent research on community engagement and participatory democracy offer valuable insights regarding how community members value and perceive engagement efforts. A 2009 report suggests that at least two critical elements of increasing engagement include maximizing the relevant and credible information community members need and increasing their capacity to engage with information.⁶ However, data alone does not always address people's concerns, particularly if community

members come to the table of engagement with a history of skepticism or distrust. In addition, while many agree that public engagement is essential to school improvement, there is often not a shared understanding of what that engagement should look like.⁷ Community engagement has to be a two-way conversation based upon a shared understanding of what the problems are. When conversations are framed thoughtfully, community participants assert that K-12 education is important to them. They believe they have insights worth sharing and that schools do not bear the responsibility for educating children alone.

Effective boards create clear community engagement processes

Effective boards clarify their expectations for community engagement through policy.⁸ Information is essential to informing these conversations and district and board leadership is essential to ensuring that these discussions are respectful and productive.⁹ Researchers identify some common mistakes that districts and boards make in stakeholder engagement. One is for leaders to assume that good works speak for themselves and as a result, to under-invest in community relations. Another is to communicate only in times of need or crisis. Finally, approaches to stakeholder engagement are often limited and superficial.¹⁰

In contrast, research by the Public Education Network,¹¹ a national organization working to improve public schools and build citizen support for quality public education, identifies the characteristics of effective engagement between districts, boards, and community members. Such effective engagement is:

1. **Strategic:** focusing on student achievement with enough specificity to give participants confidence that the engagement will lead to real change.
2. **Systemic:** ensuring participants understand the inter-connectedness and complexity of the school system.
3. **Structured:** establishing processes that capture participants' insights regarding outcomes and courses of action, which can create momentum and lead to accountability.
4. **Cyclical:** these engagement efforts should be ongoing. An iterative process can provide continuous support and pressure for implementing change.

Research conducted by Public Agenda, a nonprofit, nonpartisan organization dedicated to strengthening democracy, identifies two key strategies that support such effective stakeholder engagement.¹²

1. Provide consistent opportunities for meaningful dialogue.

This may include learning about community perceptions of previous attempts at communication and reform. Information provided by the district in these conversations should be easy to access and understand. Districts should clarify who is responsible for receiving and responding to stakeholder inquiries and ensure that outreach efforts include a wide range of constituents and a variety of approaches.

2. Invest more in existing resources.
 - a. Invest in teachers. Teachers are often underutilized for community outreach and communication. Teachers may serve as the first point of contact for parents, students and community members. They are often in the best position to build strong, individual relationships with stakeholders, and to become a trusted source of information. For example, teachers of students who are not proficient in English often have the language skills to communicate with non-English speaking community members.
 - b. Work with community-based organizations. These organizations often have deep experience working with communities. If boards and districts can identify shared interests with local community outreach organizations, the district may be able to increase its capacity for effective engagement through partnerships.
 - c. Re-invigorate existing local school councils. In surveys, district staff and community organizers agree that these councils are an under-used resource.

Effective boards use engagement processes to support school improvement

In effective districts, these processes for community engagement established by the board are the means through which boards: 1) create a sense of urgency for district improvement; 2) encourage participation; 3) develop partnerships; and 4) build civic capacity.

Effective boards create a sense of urgency

CSBA's Professional Governance Standards¹³ assert that effective boards "provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels." In districts that successfully raise student achievement, boards take responsibility for informing the local community about the status of student achievement, identifying problems, and offering a compelling case for the urgent need for change. This role of sharing data that identifies problems and creates a sense of urgency about the need for change can be a difficult shift for board members, who are accustomed to building confidence in the school system by articulating its strengths and accomplishments.¹⁴

Research indicates that while data might highlight critical need, the sharing of data alone may not garner support for change.¹⁵ Gaining support for district change requires building trust with parents and community leaders, anchored in a shared concern for the children in their community.¹⁶ Beyond establishing the need for change, effective districts build consensus with stakeholders that the change will be a top priority for the district and will focus on improving student achievement.¹⁷

Effective boards involve community in vision and planning

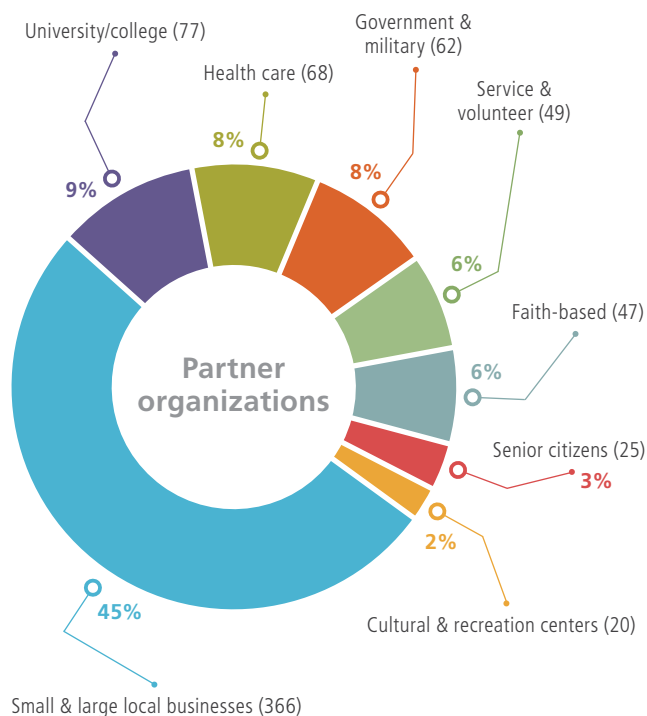
Effective boards create opportunities to hear the views of a diverse range of community members. These opportunities, provided during regular board meetings as well as in other public venues, solicit stakeholder input for the district's vision¹⁸ and long-range planning processes.¹⁹ Ensuring that these processes include all community voices—particularly from community members who may not have been previously included such as non-English speaking groups—can be challenging and may require complex processes.²⁰ These major efforts to gain community support are considered necessary for implementing district improvement. In studies of districts that have made significant progress in raising student achievement, researchers found that boards not only involved community, they "believed in them as part of the larger team."²¹

Effective boards build community partnerships

Establishing partnerships is identified as a key activity of effective boards.²² Boards use district policies to define roles and responsibilities for community partnerships,

establish expectations for the participation of district leadership in partnership efforts, and allocate resources to support these efforts. Surveys reveal that schools often 1) construe partnerships too narrowly, focusing on a limited range of student-centered efforts, and 2) focus on for-profit local and national businesses as potential partners (Chart 1). These results indicate that schools have room to broaden their efforts to include family-, school- and community-centered partnerships and to widen their circle of potential partners.²³

Chart 1



Effective boards build support and civic capacity

Building community support for the beliefs, commitments, and reform policies that the board has established to raise student achievement can help districts avoid the abandonment of reform efforts that can follow transitions in board and district leadership.²⁴ A 2012 study supports this view: "the best outcomes occur when both district leadership and voters understand that successful reform requires a long-term commitment." When the board, superintendent, and district as a whole reach an understanding with the community about why reforms are needed, the progress being made toward reform goals, and the importance of sustaining reform efforts—community members are more likely to identify potential candidates who can sustain

the reforms.²⁵ A report by the Academic Development Institute recommends that districts create “recruitment pipelines” that introduce stakeholders to board member responsibilities and the role and work of the board.²⁶ Effective and shared board self-evaluation processes contribute to these efforts. When boards evaluate their performance and share the results, “it tends to attract the attention of qualified board candidates.”²⁷

Summary

Effective school boards build and maintain strong relationships in their local communities by clarifying the purpose of community engagement, and ensuring that engagement processes are strategic, systemic, and structured. Through the engagement process, effective boards build a sense of urgency for reform, and involve stakeholders in establishing a vision and long-term plan. Effective boards also create structures and processes for establishing and maintaining partnerships, and build the capacity of the community to support district reform through transitions in leadership as well as to attract future leaders to the work of school governance.

Endnotes

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Acronyms and Initialisms

Common acronyms and initialisms used by the California Department of Education (CDE).

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

A

Acronym	Description
AB	Assembly Bill
ACE	<u>American Council on Education</u> (Outside Source)
ACIA	Academic and Career Integral Assessments in Career Education
ACR	Assembly Concurrent Resolution
ACSA	<u>Association of California School Administrators</u> (Outside Source)
ACT	<u>American College Testing</u> (Outside Source)
ADA	<u>Americans with Disabilities Act</u> (Outside Source)
ADA	average daily attendance
ADAD	<u>Assessment Development and Administration Division</u>
AID	<u>Audits and Investigations Division</u>
AIDS	acquired immune deficiency syndrome
AIECE	<u>American Indian Early Childhood Education</u>
AMAOs	Annual Measurable Achievement Objectives
AMARD	<u>Analysis, Measurement, and Accountability Reporting Division</u>
AP	<u>Advanced Placement</u>
API	<u>Academic Performance Index</u>
APR	<u>Accountability Progress Reporting</u>
ASAM	<u>Alternative Schools Accountability Model</u>
ASD	<u>After School Division</u>
ASES	<u>After School Education and Safety Program</u>
ASRA	<u>Administrative Support and Regulations Adoption</u>
AVID	<u>Advancement Via Individual Determination</u>
AYP	<u>Adequate Yearly Progress</u>

[Top of Page](#)

B

Acronym	Description
BPPVE	<u>Bureau for Private Postsecondary and Vocational Education</u> (Outside Source)
BTSA	<u>Beginning Teacher Support and Assessment</u> (Outside Source)
BTTP	<u>Bilingual Teacher Training Program</u>

[Top of Page](#)

C

Acronym	Description
C.A.S.H.	<u>Coalition for Adequate School Housing</u> (Outside Source)
CAASFEP	<u>California Association of Administrators of State and Federal Education Programs</u> (Outside Source)
CABE	<u>California Association of Bilingual Education</u> (Outside Source)
CACE	<u>California Association for Compensatory Education</u> (Outside Source)
CACFP	<u>Child and Adult Care Food Program</u>
CADS	<u>Consolidated Application Data System</u>
CAHSEE	<u>California High School Exit Examination</u>
Cal-SAFE	<u>California School Age Families Education</u>
CALPADS	<u>California Longitudinal Pupil Achievement Data System</u>
CalSTRS	<u>California State Teachers' Retirement System</u> (Outside Source)

CALTIDES	<u>California Longitudinal Teacher Integrated Data Education System</u>
CalWORKS	<u>California Work Opportunity and Responsibility to Kids</u>
CaMSP	<u>California Mathematics and Science Partnership</u>
CAPA	<u>California Alternate Performance Assessment</u>
CASBO	<u>California Association of School Business Officials</u> (Outside Source)
CASEMIS	<u>California Special Education Management Information System</u>
CAT/6	<u>California Achievement Tests, Sixth Edition</u>
CBE	<u>competency-based education</u>
CBEDS	<u>California Basic Educational Data System</u>
CBEST	<u>California Basic Educational Skills Test</u> (Outside Source)
CBET	<u>community-based English tutoring</u>
CBR	<u>California Business Roundtable</u> (Outside Source)
CCAE	<u>California Council for Adult Education</u>
CCC	<u>California Community Colleges</u> (Outside Source)
CCDA	<u>California Career Development Association</u>
CCDAA	<u>California Child Development Administrators Association</u>
CCDBG	<u>Child Care and Development Block Grant</u>
CCDF	<u>Child Care and Development Fund</u>
CCEI	<u>California Counsel of Electronics Instructors</u>
CCFRF	<u>Child Care Facilities Revolving Fund</u>
CCIS	<u>California Consortium for Independent Study</u>
CCLDHN	<u>California Conference of Local Health Department Nutritionists</u> (Outside Source)
CCR	<u>coordinated compliance review</u>
CCR	<u>California Code of Regulations</u>
CCSESA	<u>California County Superintendents Educational Services Association</u> (Outside Source)
CCSS	<u>Common Core State Standards</u>
CCSSO	<u>Council of Chief State School Officers</u> (Outside Source)
CCTD	<u>Career and College Transition Division</u>
CD	<u>Communications Division</u>
CDC	<u>Centers for Disease Control and Prevention</u> (Outside Source)
CDD	<u>Child Development Division</u>
CDE	<u>California Department of Education</u>
CDFS	<u>Child Development Fiscal Services</u>
CDHS	<u>California Department of Health Services</u> (Outside Source)
CDPAC	<u>Child Development Policy Advisory Committee</u>
CDS	<u>Community Day Schools</u>
CDS	<u>county/district/school code</u>
CDSMC	<u>Curriculum Development and Supplemental Materials Commission</u>
CDTC	<u>California Drafting Technology Consortium</u>
CEEB	<u>College Entrance Examination Board</u> (Outside Source)
CELDT	<u>California English Language Development Test</u>
CFR	<u>Code of Federal Regulations</u>
CFT	<u>California Federation of Teachers</u> (Outside Source)
CHADD	<u>Children and Adults with Attention-Deficit/Hyperactivity Disorder</u> (Outside Source)
CHDP	<u>Children's Health and Disability Prevention</u>
Children Now	<u>Children Now</u> (Outside Source)
CHKRC	<u>California Healthy Kids Resource Center</u> (Outside Source)
CHKS	<u>California Healthy Kids Survey</u>
CHSA	<u>California Head Start Association</u>
CHSPE	<u>California High School Proficiency Examination</u>
CHSSCO	<u>California Head Start-State Collaboration Office</u>
CIF	<u>California Interscholastic Federation</u> (Outside Source)

CITEA	California Industrial and Technology Education Association
CLAD	Crosscultural, Language, and Academic Development (Outside Source)
CLHS	California League of High Schools (Outside Source)
CLLS	California Library Literacy Services (Outside Source)
CLMS	California League of Middle Schools
CLRN	California Learning Resource Network
CMA	California Modified Assessment
CMAS	California Multiple Award Schedule
CMD	Clearinghouse for Multilingual Documents
CMR	contract monitoring review
CNAC	Child Nutrition Advisory Council
CNIPS	Child Nutrition Information Payment System
COABE	Commission on Adult Basic Education (Outside Source)
COCCC	Chancellor's Office of the California Community Colleges
COE	county office of education
COICC	California Occupational Information Coordinating Committee
CPA	California Partnership Academies
CPCM	Categorical Programs Complaints Management
CPDI	California Professional Development Institutes (Governor's Institutes)
CPEC	California Postsecondary Education Commission (Outside Source)
CPPP	College Preparation Partnership Program
CPS	Child Protection Services
CRESST	Center for Research on Evaluation, Standards, and Student Testing
CRL	California Reading List
CRLP	California Reading and Literacy Project
CRP	Content Review Panel
CSAM	California School Accounting Manual
CSB	California School for the Blind
CSBA	California School Boards Association (Outside Source)
CSD	California School for the Deaf
CSD	Charter Schools Division
CSEA	California School Employees Association (Outside Source)
CSEA	California State Employees Association (Outside Source)
CSECC	California State Employees Charitable Campaign (Outside Source)
CSEY	Classified School Employee of the Year
CSFP	Commodity Supplemental Food Program
CSFSA	California Schools Food Service Association
CSIS	California School Information Services
CSLA	California School Library Association
CSMP	California Subject Matter Projects
CSMT	Clearinghouse for Specialized Media and Translations
CSNO	California School Nurses Organization (Outside Source)
CSPD	Comprehensive System of Personnel Development
CSR	Comprehensive School Reform
CSRP	California School Recognition Program
CSS	Comprehensive Student Support
CSSA	California Safe Schools Assessment
CSSAED	Coordinated Student Support and Adult Education Division
CST	California Standards Tests
CSU	California State University (Outside Source)
CTA	California Teachers Association (Outside Source)
CTAP	California Technology Assistance Project

CTC	<u>California Transportation Commission</u> (Outside Source)
CTC	<u>Commission on Teacher Credentialing</u> (Outside Source)
CTE	<u>career technical education</u>
CTEI	Comprehensive Teacher Education Institute
CYA	<u>California Youth Authority</u> (Outside Source)

[Top of Page](#)**D**

Acronym	Description
DAC	District Advisory Committee
DAIT	<u>District Assistance and Intervention Team</u>
DEAM	<u>Department of Education Administrative Manual</u>
DGS	<u>Department of General Services</u> (Outside Source)
DOF	<u>Department of Finance</u> (Outside Source)
DOL	<u>U.S. Department of Labor</u> (Outside Source)
DPA	<u>Department of Personnel Administration</u> (Outside Source)
DSIB	<u>District, School, and Innovation Support Branch</u>
DSS	<u>Department of Social Services</u> (Outside Source)

[Top of Page](#)**E**

Acronym	Description
EAP	<u>Early Assessment Program</u>
EC	<u>Education Code</u> (Outside Source)
ED	<u>U.S. Department of Education</u> (Outside Source)
EDGAR	<u>Education Department General Administrative Regulations</u> (Outside Source)
EDMD	<u>Educational Data Management Division</u>
EETT	<u>Enhancing Education Through Technology</u>
EIA	<u>Economic Impact Aid</u>
EL	<u>English learner</u>
ELA	English-language arts
ELAP	<u>English Language Acquisition Program</u>
ELD	English-language development
ELSD	<u>English Learner Support Division</u>
ESEA	<u>Elementary and Secondary Education Act of 1965</u> (Outside Source)
ETS	<u>Educational Testing Service</u> (Outside Source)

[Top of Page](#)**F**

Acronym	Description
FAQ	<u>frequently asked question</u>
FASD	<u>Fiscal and Administrative Services Division</u>
FERPA	<u>Family Educational Rights and Privacy Act</u> (Outside Source)
FFA	<u>Future Farmers of America</u> (Outside Source)
FPD	<u>Fiscal Policy Division</u>
FTE	full-time equivalent
FY	fiscal year
FYS	<u>Foster Youth Services</u>

[Top of Page](#)**G**

Acronym	Description
GAD	<u>Government Affairs Division</u>

GATE	<u>Gifted and Talented Education</u>
GED	<u>General Educational Development Test</u>
GPA	grade point average
GSE	<u>Golden State Examination</u>
GSSMD	<u>Golden State Seal Merit Diploma</u>

[Top of Page](#)

H

Acronym	Description
HCE	<u>Health Careers Education</u>
HECT	<u>Home Economics Careers and Technology</u>
HIV	human immunodeficiency virus
HOUSSSE	<u>High Objective Uniform State Standard of Evaluation</u> (Outside Source)
HPSGP	High Priority Schools Grant Program
HTML	hypertext markup language

[Top of Page](#)

I

Acronym	Description
IAD	<u>Improvement and Accountability Division</u>
IASA	<u>Improving America's Schools Act of 1994</u> (Outside Source)
IDEA	<u>Individuals with Disabilities Education Act</u> (Outside Source)
IEP	individualized education program
IFSP	individualized family service plan
II/USP	Immediate Intervention/Underperforming Schools Program
ILSB	<u>Instruction and Learning Support Branch</u>
IS	<u>independent study</u>

[Top of Page](#)

J

Acronym	Description
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[Top of Page](#)

K

Acronym	Description
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[Top of Page](#)

L

Acronym	Description
LAC	<u>Legal, Audits, and Compliance Branch</u>
LC	<u>Language Census</u>
LD	<u>Legal Division</u>
LEA	local educational agency
LEP	limited English-proficient
LPCs	<u>Local Child Care and Development Planning Councils</u>
LRDC	<u>Learning Resources Display Centers</u>

[Top of Page](#)

M

Acronym	Description
MOU	<u>Memorandum of Understanding</u>
MTYRE	<u>multitrack year-round education</u>

[Top of Page](#)

N

Acronym	Description
NABE	National Association for Bilingual Education
NAEP	<u>National Assessment of Educational Progress</u>
NASBE	<u>National Association of State Boards of Education</u> (Outside Source)
NASSP	<u>National Association of Secondary School Principals</u> (Outside Source)
NASTA	National Association of State Textbook Administrators
NASW	<u>National Association of School Social Workers</u> (Outside Source)
NBCT	<u>National Board Certified Teacher</u>
NBPTS	<u>National Board for Professional Teaching Standards</u>
NCBE	National Clearinghouse for Bilingual Education
NCDA	<u>National Career Development Association</u>
NCEE	<u>National Center on Education and the Economy</u> (Outside Source)
NCES	<u>National Center for Education Statistics</u> (Outside Source)
NCHSTE	<u>National Consortium on Health Science and Technology Education</u>
NCLB	<u>No Child Left Behind Act of 2001</u>
NCSL	<u>National Conference of State Legislatures</u>
NCTE	<u>National Council of Teachers of English</u>
NCTM	<u>National Council of Teachers of Mathematics</u>
NEA	<u>National Education Association</u> (Outside Source)
NET	Nutrition Education and Training
NGSS	<u>Next Generation Science Standards</u> (Outside Source)
NGSS	<u>Next Generation Science Standards</u> (Outside Source)
NPR	national percentile rank
NSBA	<u>National School Boards Association</u> (Outside Source)
NSD	<u>Nutrition Services Division</u>

[Top of Page](#)

O

Acronym	Description
OCR	<u>Office for Civil Rights</u> (Outside Source)
OEO	<u>Office of Equal Opportunity</u>
OSE	<u>Office of the Secretary of Education</u> (Outside Source)
OSHA	<u>Occupational Safety and Health Administration</u> (Outside Source)

[Top of Page](#)

P

Acronym	Description
PAR	<u>Peer Assistance and Review program for teachers</u>
PASR	Principal Apportionment System Rewrite
PBDMI	Performance Based Data Management Initiative
PCA	Program Cost Account
PD	<u>P-16 Division</u>
PDF	Portable Document Format
PERS	Public Employees Retirement System
PFT	<u>Physical Fitness Testing</u>
PI	<u>Program Improvement</u>
PL	Public Law
PLSD	<u>Professional Learning Support Division</u>
PMP	<u>Pregnant Minors Program</u>
PIIB	<u>P-16 Policy and Information Branch</u>
PPR	<u>Pupil Promotion and Retention</u>
PQR	<u>program quality review</u>

PSAA	<u>Public Schools Accountability Act</u>
PSAT	<u>Preliminary Scholastic Achievement Test</u> (Outside Source)
PSD	<u>Personnel Services Division</u>
PTA	<u>Parent Teacher Association (State)</u> (Outside Source)
PTA	<u>Parent Teacher Association (National)</u> (Outside Source)

[Top of Page](#)**Q**

Acronym	Description
QAP	<u>quality assurance process</u>
QEIA	<u>Quality Education Investment Act of 2006</u>

[Top of Page](#)**R**

Acronym	Description
RDA	<u>Recommended Daily Allowance</u>
RFA	<u>Request for Applications</u>
RFEP	<u>reclassified to fluent English proficient</u>
RFP	<u>Request for Proposals</u>
RLA	<u>Reading/Language Arts</u>
ROCP	<u>Regional Occupational Centers and Programs</u>

[Top of Page](#)**S**

Acronym	Description
S4	<u>Statewide System of School Support</u>
SACS	<u>standardized account code structure</u>
SAFTIB	<u>Services for Administration, Finance, Technology, and Infrastructure Branch</u>
SAP	<u>Student Assistance Program</u>
SAPID	<u>School Age Parenting and Infant Development</u>
SARB	<u>School Attendance Review Board</u>
SARC	<u>School Accountability Report Card</u>
SAT	<u>Scholastic Achievement Test</u>
SAT-9	<u>Stanford Achievement Test, Ninth Edition (Stanford 9)</u>
SB	<u>Senate Bill</u>
SBCP	<u>School-Based Coordinated Program</u>
SBE	<u>State Board of Education</u>
SBP	<u>School Breakfast Program</u>
SCANS	<u>Secretary's Commission on Achieving Necessary Skills</u>
SCASS	<u>Southern California Association of Science Supervisors</u>
SCASS	<u>State Collaborative on Assessment and Student Standards-Health Education Assessment Project</u> (Outside Source)
SCCAC	<u>Southern California Comprehensive Assistance Center</u>
SCE	<u>State Compensatory Education</u>
SCFIRD	<u>Standards, Curriculum Frameworks, and Instructional Resources Division</u>
SCO	<u>State Controller's Office</u>
SCOE	<u>Sacramento County Office of Education</u>
SCORE	<u>Schools of California Online Resources for Education</u>
SCR	<u>Senate Concurrent Resolution</u>
SCS	<u>Superintendent's Correspondence System</u>
SDAIE	<u>specialty designed academic instruction in English</u>
SDC	<u>special day class</u>
SDFSC	<u>Safe and Drug Free Schools and Communities</u>

SEA	state educational agency
SED	<u>Special Education Division</u>
SED	socioeconomically disadvantaged
SED	severely emotionally disturbed
SED	<u>Socioeconomically Disadvantaged</u>
SEECAP	Special Education Early Childhood Administrators Project
SEEDS	Supporting Early Education Delivery Systems
SEIDs	<u>Statewide Educator Identifiers</u>
SELPA	special education local plan area
SES	<u>Supplemental Educational Services</u> (Outside Source)
SETA	<u>Sacramento Employment and Training Agency</u> (Outside Source)
SETS	<u>Statewide Education Technology Services</u>
SFSD	<u>School Fiscal Services Division</u>
SFSP	<u>Summer Food Service Program</u>
SFTSD	<u>School Facilities and Transportation Services Division</u>
SHAPE	<u>Shaping Health As Partners in Education</u>
SHC	School Health Connections
SIG	<u>School Improvement Grant</u>
SIO	<u>Superintendent's Initiatives Office</u>
SkillsUSA	<u>SkillsUSA</u>
SNA	<u>School Nutrition Association</u> (Outside Source)
SNE	<u>Society for Nutrition Education</u> (Outside Source)
SNOR	<u>Student National Origin Report</u>
SNP	<u>School Nutrition Program</u>
SPAC	<u>State Parent Advisory Council</u>
SPB	<u>State Personnel Board</u> (Outside Source)
SSID	<u>Statewide Student Identifier</u>
SSPI	<u>State Superintendent of Public Instruction</u>
SSSSB	<u>Student Support and Special Services Branch</u>
STAR	<u>Standardized Testing and Reporting Program</u>
STDs	<u>Sexually Transmitted Diseases</u> (Outside Source)
STEM	<u>Science, Technology, Engineering, and Mathematics</u>
STS	<u>Standards-based tests in Spanish</u>
SWP	<u>Schoolwide programs</u>

[Top of Page](#)**T**

Acronym	Description
T5	Title 5, California Code of Regulations
TEROC	<u>Tobacco Education and Research Oversight Committee</u> (Outside Source)
TICAL	<u>Technology Information Center for Administrative Leadership</u>
TSD	<u>Technology Services Division</u>
TUPE	<u>Tobacco-Use Prevention Education</u>
TWBI	<u>Two-Way Bilingual Immersion</u>

[Top of Page](#)**U**

Acronym	Description
UC	<u>University of California</u> (Outside Source)
UCOP	<u>University of California Office of the President</u> (Outside Source)
UCP	<u>Uniform Complaint Procedures</u>
USDA	<u>U.S. Department of Agriculture</u> (Outside Source)

[Top of Page](#)

V

Acronym	Description
VAPA	<u>Visual and Performing Arts</u>
VE	<u>Visiting Educator</u>

[Top of Page](#)**W**

Acronym	Description
WASC	<u>Western Association of Schools and Colleges</u> (Outside Source)
WEE	<u>Work Experience Education</u>
WestEd	<u>WestEd</u> (Outside Source)
WIC	<u>Women, Infants, and Children</u> (Outside Source)

[Top of Page](#)**X, Y, Z**

Acronym	Description
YOA	<u>Year of Appropriation</u> (Outside Source)
YOB	<u>Year of Budget</u> (Outside Source)
YOC	<u>Year of Completion</u> (Outside Source)
YRBS	<u>Youth Risk Behavior Survey</u> (Outside Source)
YRBSS	<u>Youth Risk Behavior Surveillance System</u> (Outside Source)
YRE	<u>year-round education</u>

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