SPECIAL BOARD MEETING

February 14, 2025

Where greatness grows.

Santa Maria Joint Union
HIGH SCHOOL DISTRICT

Meeting Agenda

- Public Comment

- Governance Team Training

  - Getting Acquainted
  - District Direction
  - Break @ 10:00
  - Board Governance
  - District Structures
  - Closure @ 12:00

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HIGH SCHOOL DISTRICT

Outcomes

Become acquainted with each other

Anchor our shared purpose

Hone our student-focused leadership

Align district-board direction & priorities

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Team Agreements

Make room for every voice

Listen to understand

Lean in

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Getting Acquainted

Tell us about your family

Tell us about your "day job"

What do you enjoy outside of work?

Why did you decide to serve your community as a school board member?

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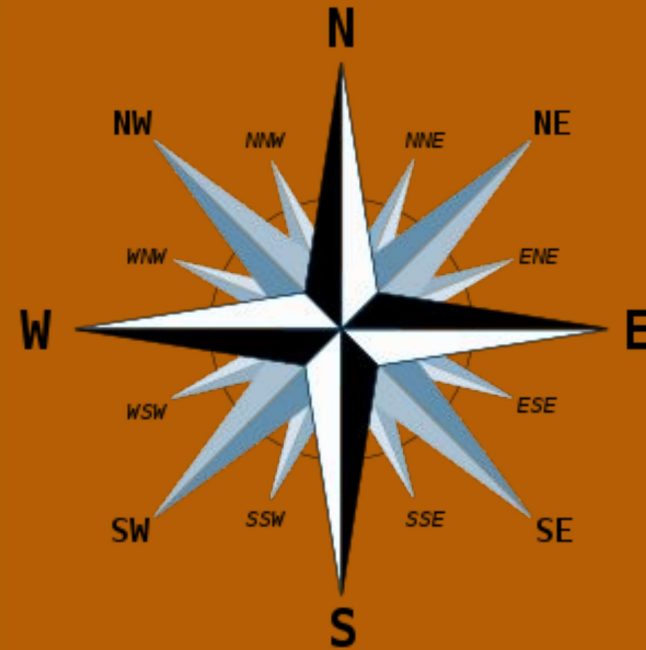HIGH SCHOOL DISTRICT

District Direction

Who We Are

Mission and Vision

Guiding Principles

Promise Statement

District – Board Priorities

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HIGH SCHOOL DISTRICT

WHO WE ARE

8,985 *Students*
enrolled district-wide in the 2023-2024 school year

1,030 *Employees*
481 Certificated, 29 Certificated Management,
504 Classified, and 16 Classified Management

San Francisco

Santa Maria Valley

Los Angeles

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WHO WE ARE

STUDENT DEMOGRAPHICS

89.6% Hispanic or Latino

6.6% White

1.5% Filipino

0.8% Asian

0.6% African Amerian

0.9% Not Reported or Other

ENGLISH LEARNER
14.6%

HOMELESS
20%

SPECIAL ED
13.1%

FOSTER
0.5%

MIGRANT
4.8%

SED
79.2%

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WHO WE ARE

5 *Campuses*

3 comprehensive high schools,
1 continuation high school,
and 1 career technical education facility

DELTA HIGH SCHOOL

ERNEST RIGHETTI HIGH SCHOOL

PIONEER VALLEY HIGH SCHOOL

SANTA MARIA HIGH SCHOOL

CTECAF

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SMJUHSD Strategic Plan

Vision

Every student succeeds and is prepared for college, career, and life.

Mission

We prepare all learners to become productive citizens and college/career ready by providing challenging learning experiences and establishing high expectations for achievement.

www.smjuhsd.org/plans

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Our Guiding Principles

01
Student learning and wellbeing

02
Safety of students and staff

03
Equitable access to a quality program

SMJUHSD Promise Statement

Where greatness grows.

Creating Clarity
for success

SMJUHSD

Why do we exist?

We grow students' skills and knowledge, preparing them to pursue their dreams and achieve success, contributing to a stronger community.

How do we behave?

We prioritize student opportunities and value all staff.

What might get in the way?

- Lack of Teamwork
- Incoherence
- Poor Communication

What do we do?

We provide a California public education to high school students in our community.

What's most important right now?

By June 2025 we will have completed all cycle assessments and Data Reflection Sessions for Math 1 and ELA 1-3.

How will we succeed?

We provide a well-rounded education with diverse options to support and engage all students and families. We remove barriers, remain fiscally responsible, and provide a safe resource-rich learning environment committed to continuous improvement.

Where greatness grows.

Local Control & Accountability Plan
MIDTERM SUMMARY

Santa Maria Joint Union HIGH SCHOOL DISTRICT

2024-2025
TOTAL BUDGET: $143,798,828
Total LCFF Supplemental and Concentration Budget: $33,999,694

DATA ITEMS:
SBAC
Graduation
A-G Rate
Attendance

GOAL 1
Student Success & Academic Support

CTE, AVID, and EAOP Programs

Counselors & Mental Health Support

Field Trips

Credit Recovery

Co-teaching & Intervention Support

GOAL 2
Equity, Access & Community Support

Technology Tools & Support

Community Day School

Support for Foster Youth & Homeless Services

Translation, Community Support, & Restorative Practices

GOAL 3
Safe & Engaging School Environments

Site and District Security & Safety Preparedness

Visual Performing Arts

Additional Custodial Support and School Climate

Family Engagement

Athletic Program and Student Activities

GOAL 4
Professional Learning & Teacher Support

Professional Learning

Supplemental Materials and Academic Pathways

Support Staff for Teachers and EL Students

GOAL 5
College, Career & Student Well-Being

Delta High School:
Social Emotional Learning & Student Support

Family Engagement

College and Career Indicator

State Test Scores

District – Board Priorities

Establish shared priorities – What is most important?

What are we doing well and what do we need to do better?

Board Meeting Items

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Board Governance

"The linkages between school boards and teaching and learning are often misunderstood. School boards do not directly cause student learning. However, it would appear from findings of the Lighthouse research, as well as from the work of others … that the beliefs, decisions, and actions of school boards directly impact the conditions within schools that enable district efforts to improve achievement to either succeed or fail."

Mary Delagardelle, Board Leadership that Matters Most, *School Board Effectiveness, 2015*

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Board Roles and Responsibilities

School Boards fulfill their role by performing five major responsibilities:

- Setting direction

- Establishing an effective and efficient structure

- Providing support

- Ensuring accountability

- Providing community leadership as advocates for children, the school district and public schools

CSBA: Roles & Responsibilities

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Responsibility	Board	Sup	Both
Monitor effectiveness of Board policies			
Implement Board policies			
Evaluate school site administrators			
Call an attorney about a property issue			
Approve $500K for new textbooks			
Meet with teachers about content standards			
Collect data on the district's new literacy program			
Be a spokesperson for the district			
Evaluate the superintendent			
Meet with community leaders on behalf of the district			
Assess technology use in classrooms			
Meet with an employee re: a complaint about their contract			
Recommend new employees			
Adopt a vision statement			
Negotiate in the collective bargaining process			
Hire an architect firm to design a new building			
Recommend a human growth and development curriculum			
Finalize the board agenda			
Talk to a parent about their concerns regarding a teacher			

Who Is Responsible?
- **Board**
- **Superintendent**
- **Both**

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Norms of Collaboration

1. Promoting a spirit of inquiry
2. Pausing
3. Paraphrasing
4. Probing for specificity
5. Putting ideas on the table
6. Paying attention to self & others
7. Presuming positive intentions

Adapted from www.adaptiveschools.org
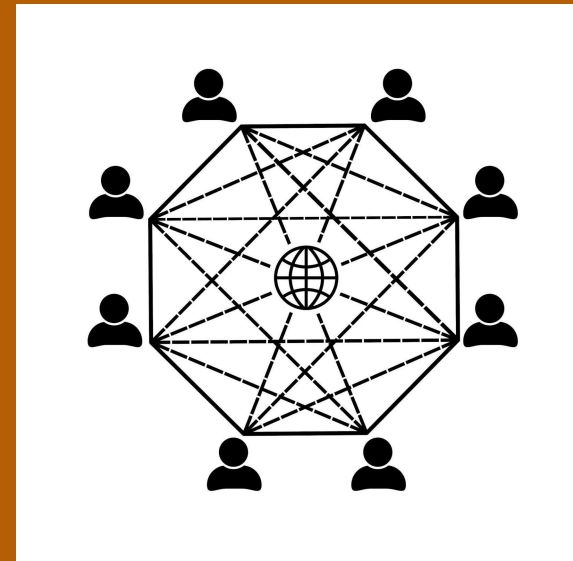
Norms of Collaboration

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Governance Mindset

Communication Protocols

- with the Superintendent

- with district staff

- with the public

- with other Board members

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Meetings Not Covered by the Brown Act

Conferences and retreats, other public meetings, meetings of other legislative bodies, social or ceremonial events are exempt from the Brown Act provided that legislative members follow certain rules such as limiting the discussion to the agenda in the conference; or that legislative members do not discuss amongst themselves business of their legislative body. Regulations for these exceptions to meetings are contained in § 54952.2(c). Also excluded from the application of the Brown Act are individual contacts or conversations between a member of a legislative body and any other person (§ 54952.2(c) (1). Any other person is defined as a non-staff or non-board member.

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Serial Meetings

The Brown Act explicitly prohibits the use of "direct communication, personal intermediaries, or technological devices that is employed by a majority of the members of the legislative body to develop a collective concurrence as to action to be taken on an item by the members of the legislative body" (§ 5495.2(b)). Serial meetings involve communication between members of a legislative body that are less than a quorum, but when all participants are considered, it constitutes a majority. "For example, a chain of communications involving contact from member A to member B who then communicates with member C would constitute a "serial meeting" … Similarly, when a person acts as the hub of a wheel (member A) and communicates individually with the various spokes (members B and C), a serial meeting has occurred. In addition, a serial meeting occurs when intermediaries for board members have a meeting to discuss issues. For example, when a representative of member A meets with representatives of members B and C to discuss an agenda item, the members have conducted a serial meeting. In Stockton Newspapers, Inc. v. Redevelopment Agency (1985) 171 Cal.App.3d 95, the Court concluded that a series of telephone conversations conducted by the agency's attorney as an intermediary constituted a meeting within the scope of the Brown Act. (See also, 65 Ops.Cal.Atty.Gen. 63 (1982); 63 Ops.Cal.Atty.Gen. 820 (1980))."3 Thus, the use of email to create consensus among the legislative members might be in violation of the Brown Act.

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A Summary of Best Practices in Governance

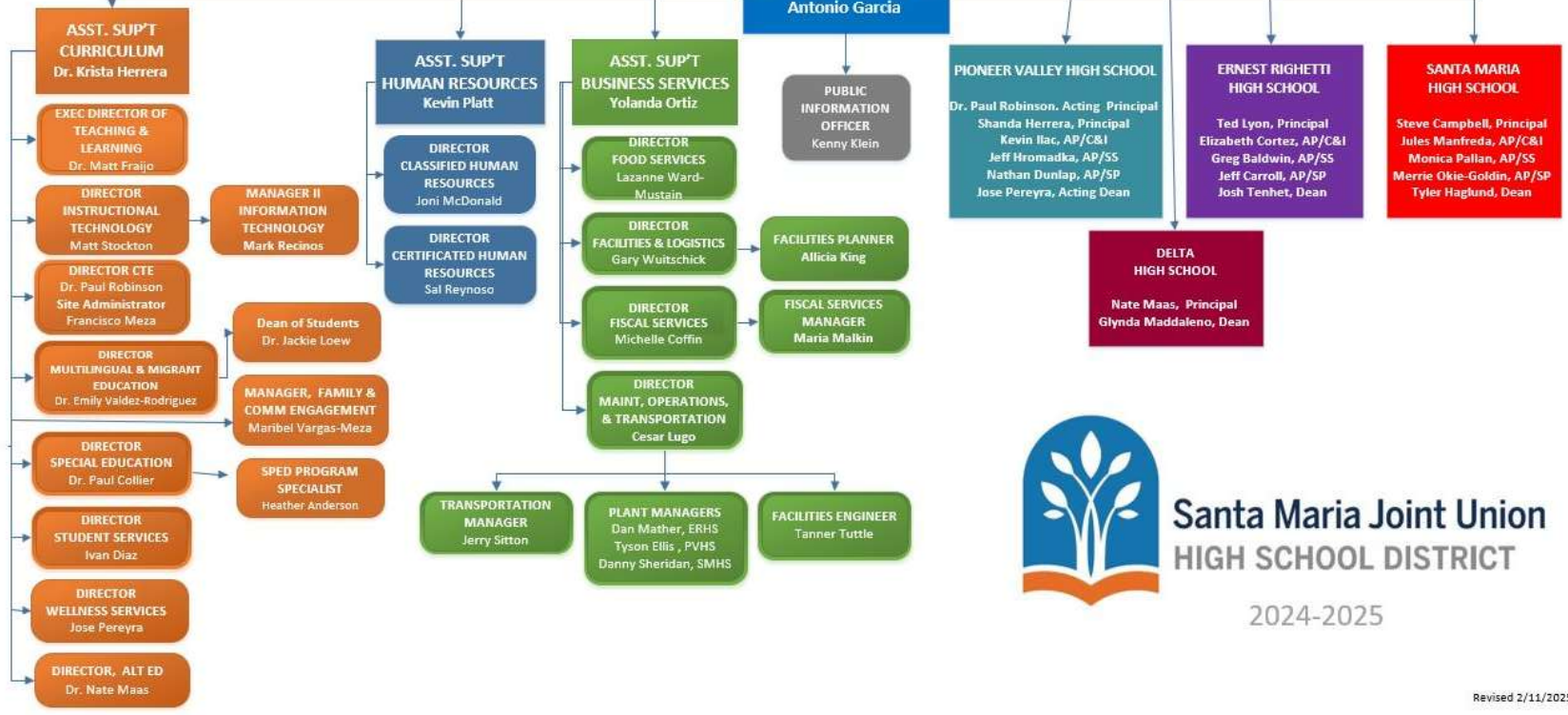| Source	High Performing and Effective Governance Behaviors from Research and Best Practices Findings					
McKinsey and Company: *The Dynamic Board – Lessons from High Performing Non-Profits*	Shapes direction through mission, strategy and key policies	Ensures that leadership, resources, and finances are commensurate with vision	Monitors performance and ensures corrective action	Monitors and anticipates change in the internal and external environment	Monitors their own practices	
MCREL: *District Leadership That Works*	Uses collaborative goal setting by including all relevant stakeholders	Establishes non-negotiable goals for student achievement and instruction	Ensures non-negotiable goals are the focus of the district and that nothing detracts from them	Monitors goals for student achievement and instruction	Uses resources to support student achievement and instructional improvement goals	Provides "defined autonomy" for schools bur requires alignment and coherence with goals
NESDEC: *Principles of Team Leadership for Student Achievement*	Adopts policies to assess, monitor, and promote student achievement. Engages community in establishing the mission of the district and oversees long-range planning to achieve mission	Hires and outstanding leader as superintendent; provides respect and support for the superintendent and evaluates the superintendent's leadership	Approves a budget, secures necessary resources to achieve the mission, reviews financial statements, approves collective bargaining, and other contracts	Understands the distinction between board and staff roles, delegates administrative functions to superintendent, and communicates district priorities and needs to local voters and other elected officials	Selects a board president who shows effective leadership to preside at board meetings, works closely with the superintendent to establish board agendas, and serves as articulate spokesperson for the board	Evaluates its own performance and periodically participates in workshops with the superintendent to strengthen collaborative leadership for raising student achievement
John Carver: *Boards That Make A Difference*	Holds and supports a vision of improved student achievement and guards fundamental organizational mission and values	Makes long-range plans based on mission and avoids dealing with the near term and the past, separates important issues from trivial time wasters, and uses meeting time efficient and effectively	Forces an external focus (community needs, environments, context and community cultures), broadly communicates the mission and the needs of the district to stakeholders, and facilitates attention to diversity and unity in decision making	Force forward thinking and acts proactively to initiatives and monitors their own support of the mission; avoids reactive behavior and "approve" or "disapprove" actions	Articulates its role in various areas, disciplines itself, and balances over control, defines and describes how it relates to constituents and avoids using its official capacity to give directions or evaluate staff members	
Springboard Schools Best Practices	The board works cooperatively together to provide support and policy for the school system. Policies are continually critiqued and revised in order to serve students	The board serves as policymakers who are supportive of school, staff, and students	The board is cohesive with the superintendent and district staff and works to provide a vision for the district	The board is eager to be involved and physically present at schools to support students and teachers		

Superintendent's Student Advisory

Supt Student Advisory

Future topics to consider …

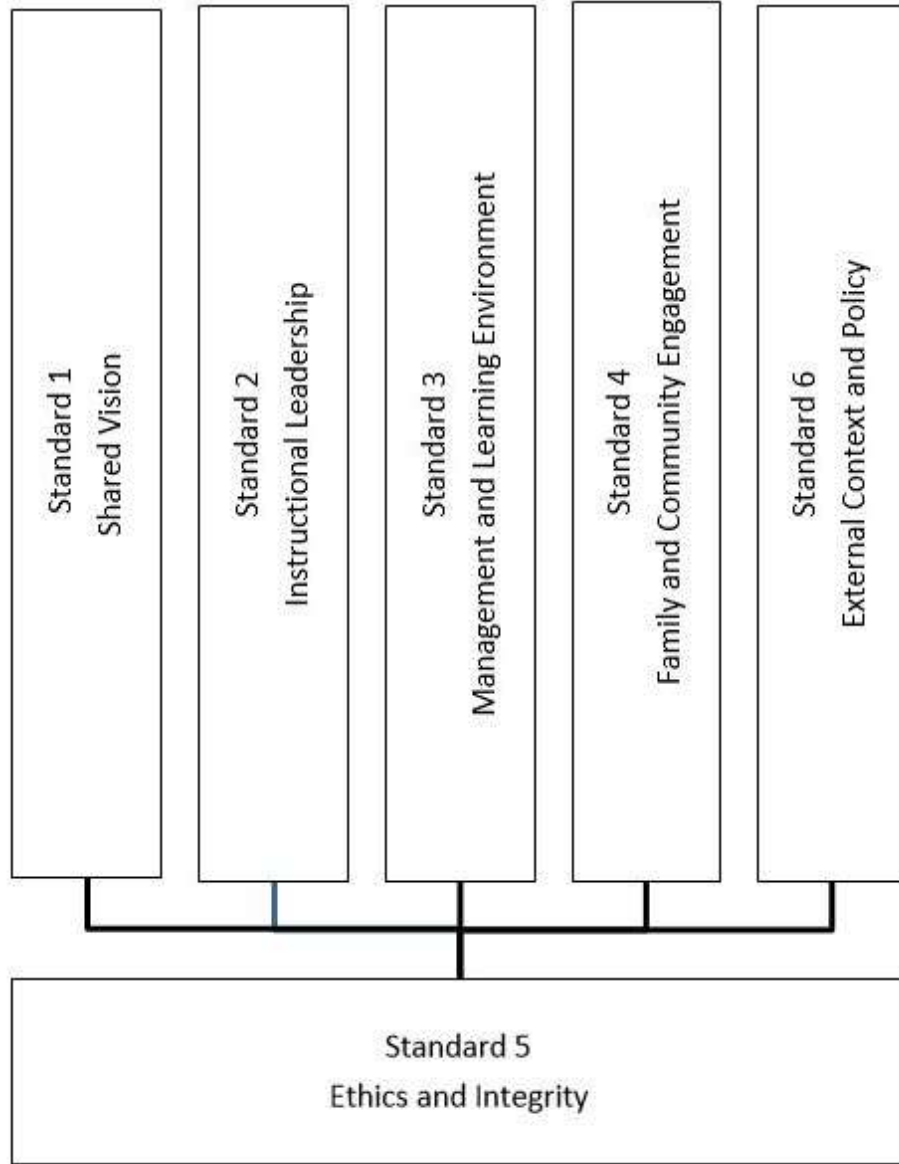Santa Maria Joint Union
HIGH SCHOOL DISTRICT

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Alma Hernandez, Clerk
Members – Dave Baskett, Magdalena Serrano, Dr. Tammie Castillo-Shiffer

SUPERINTENDENT
Antonio Garcia

ASST. SUP'T CURRICULUM
Dr. Krista Herrera

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  Dr. Matt Fraijo
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  Matt Stockton
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  Site Administrator
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    Jerry Sitton
  - **PLANT MANAGERS**
    Dan Mather, ERHS
    Tyson Ellis, PVHS
    Danny Sheridan, SMHS
  - **FACILITIES ENGINEER**
    Tanner Tuttle

PUBLIC INFORMATION OFFICER
Kenny Klein

PIONEER VALLEY HIGH SCHOOL

Dr. Paul Robinson. Acting Principal
Shanda Herrera, Principal
Kevin Ilac, AP/C&I
Jeff Hromadka, AP/SS
Nathan Dunlap, AP/SP
Jose Pereyra, Acting Dean

ERNEST RIGHETTI HIGH SCHOOL

Ted Lyon, Principal
Elizabeth Cortez, AP/C&I
Greg Baldwin, AP/SS
Jeff Carroll, AP/SP
Josh Tenhet, Dean

SANTA MARIA HIGH SCHOOL

Steve Campbell, Principal
Jules Manfreda, AP/C&I
Monica Pallan, AP/SS
Merrie Okie-Goldin, AP/SP
Tyler Haglund, Dean

DELTA HIGH SCHOOL

Nate Maas, Principal
Glynda Maddaleno, Dean

Santa Maria Joint Union HIGH SCHOOL DISTRICT

2024-2025

Revised 2/11/2025

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ADMIN EVALUATIONS

CA Professional Standards for
Educational Leaders
CPSELs

Standard 1
Shared Vision

Standard 2
Instructional Leadership

Standard 3
Management and Learning Environment

Standard 4
Family and Community Engagement

Standard 6
External Context and Policy

Standard 5
Ethics and Integrity

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Leading in Four Directions

LEAD DOWN: Set an example, build trust, show empathy

LEAD ACROSS: Be encouraging, work together, disrupt naysayers

LEAD UP: Seek to understand your leader, lift them up, be truthful

LEAD YOURSELF: Know your why, follow your principles, be humble, hungry and smart

Closure

General Information

Questions

Next Steps