



# **Professional Development for Board Members: Governance Team Series**

## **Inglewood Unified School District**

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**February 24, 2021**

CONDUCTED BY

DR. CARMELLA S. FRANCO, CONSULTANT

# Inglewood Unified School District Board Vision Statement

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The Board met last winter during the Board Governance training and developed their vision for the Inglewood Unified School District.



## **Board Vision Statement**

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The vision of the Board of Education is to provide transformational leadership so that the Inglewood Unified School District thrives.

# New Board Members Appointments

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**Naomi S. Hammonds**  
Board Member, Trustee Area 1



**Brandon G. Myers**  
Board Member, Trustee Area 3



**Ernesto Castillo**  
Board Member, Trustee Area 5



# Inglewood USD Governance Team



**Erika F. Torres, Ed.D., MSW**  
County Administrator



**Carliss McGhee, Ph.D.**  
Board President, Trustee Area 2



**Margaret Evans, M.A.**  
Vice President, Trustee Area 4



**Naomi S. Hammonds**  
Board Member, Trustee Area 1



**Brandon G. Myers**  
Board Member, Trustee Area 3



**Ernesto Castillo**  
Board Member, Trustee Area 5

Coming together is a beginning,  
Staying together is progress,  
And working together is success.

-Henry Ford

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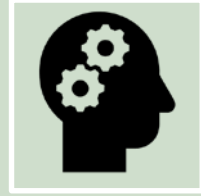
# Agenda

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- I. Welcome
- II. Review Agenda
- III. Team Ritual
- IV. Setting the Stage: A New Governance Team
- V. Structure of Receivership: Working Towards Local Control
- VI. Roles and Responsibilities
  - Viewing the Roles
- VII. Review of Board Protocols
- VIII. The Brown Act
- IX. Eight Characteristics of an Effective Board
- X. In Summary

# Team Ritual

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Think of an object e.g., photo, book, painting, piece of furniture, etc. that means something special to you.



Share out and tell why the item is important to you.

# Setting the Stage: A New Governance Team

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What do  
you hope to  
contribute  
to the  
Team?

How do you  
want to be  
described  
by the  
public?



# Structure on Receivership: Working Towards Local Control

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Transition  
Role

Role of  
FCMAT

# Transition Role of County Administrator and Board of Education

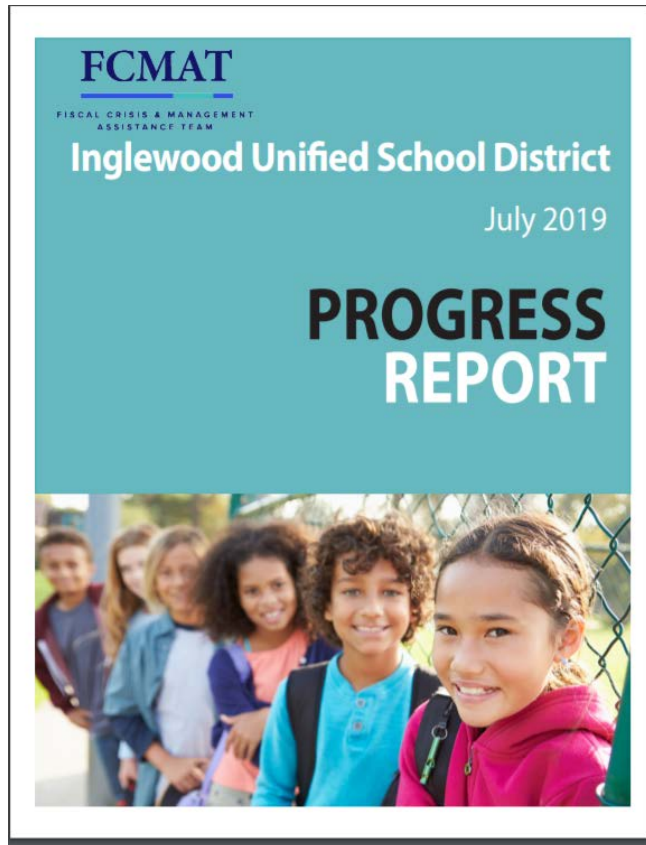
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- Inglewood Unified has been in state receivership since 2012, when the State of California made an emergency appropriation of \$29 million to help the district avoid fiscal insolvency. During the receivership, a series of seven state administrators were assigned by the state superintendent of public instruction to lead the school district. Prior to the passage of Assembly Bill 1840 in 2018, LACOE provided fiscal oversight of Inglewood Unified and the state provided direct, hands-on leadership of the district.
- The passage of Assembly Bill 1840 in 2018 assigned county offices of education with the oversight responsibility of school districts in receivership. The state provides support through the California Collaborative for Educational Excellence and the independent Fiscal Crisis and Management Assistance Team, which gives managerial assistance and training to school districts in financial distress.
- The County Administrator assumes the role of the Board and Superintendent.
- The Board serves in an advisory capacity, with no decision making powers.

[LACOE](#)

# The Fiscal Crisis and Management Assistance Team (FCMAT)

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## The Return to Local Governance

The Return to Local Governance Assembly Bill 1840 also includes revisions to Senate Bill 533 of the requirements for the district's return to local governance. As a condition on the emergency apportionment, the county superintendent of schools, in consultation with the SPI and the president of the State Board of Education, shall determine the level of improvement needed based on the FCMAT comprehensive review standards before local authority is returned.

[FCMAT Progress Report July 2019](#)

# The Fiscal Crisis and Management Assistance Team (FCMAT) (page 10)

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(Education Code Section 41327.1[c]) The authority of the county superintendent of schools, the SPI, the president of the state board or his or her designee, and the state administrator, under this section shall continue until all of the following occur:

(1) (A) After one complete fiscal year has elapsed following the qualifying school district's acceptance of an emergency apportionment as described in subdivision (a), the state administrator determines, and so notifies the county superintendent of schools, the SPI, and the president of the state board or his or her designee, that future compliance by the qualifying school district with the recovery plans approved pursuant to paragraph

(2) is probable. (B) The county superintendent of schools, with concurrence from both the SPI and the president of the state board or his or her designee, may return power to the governing board of the qualifying school district for an area listed in subdivision (a) of Section 41327.1 if performance under the recovery plan for that area has been demonstrated to the satisfaction of the county superintendent of schools, with concurrence from the SPI. (2) The county superintendent of schools, with concurrence from the SPI, has approved all of the recovery plans referred to in subdivision (a) of Section 41327 and the County Office Fiscal Crisis and Management Assistance Team completes the improvement plans specified in Section 41327.1 and has completed a minimum of two reports identifying the qualifying school district's progress in implementing the improvement plans.

(3) The state administrator certifies that all necessary collective bargaining agreements have been negotiated and ratified, and that the agreements are consistent with the terms of the recovery plans. (4) The qualifying school district has completed all reports required by the county superintendent of schools and the state administrator. (5) The county superintendent of schools, with concurrence from the SPI, determines that future compliance by the qualifying school district with the recovery plans approved pursuant to paragraph (2) is probable. (Education Code Section 41326[f])



# Board Roles and Responsibilities

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# Viewing the Current Roles

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Role of the County  
Administrator  
(from 25,000 feet elevation)



Role of the County  
Administrator  
(from 5,000 feet elevation)



Role of the  
Administrators, Teachers,  
and Staff  
("boots on the ground")

# 5 Major Responsibilities

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California School Boards Association. (n.d.). Role and Responsibilities. <https://www.csba.org/GovernanceAndPolicyResources/EffectiveGovernance/RoleandResponsibilitiesofSBMs.aspx>

# Summary of Major Responsibilities

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- Represent core functions that are fundamental to a school system's accountability to the public.
- Signify that authority is granted to the Board of Education as a whole, not each member individually.
- These responsibilities are fulfilled by the Board of Education, working together as a Governance Team with the County Administrator to make decisions that will best serve all the students in the community.

California School Boards Association. (n.d.). Role and Responsibilities. <https://www.csba.org/GovernanceAndPolicyResources/EffectiveGovernance/RoleandResponsibilitiesofSBMs.aspx>



# Board Protocols

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Adopted 01/11/2020

# Governance Team Protocols

How do we as a Board operate now?

Which current Protocols work/do not work for us?  
Which Protocols need to be changed?

How will the Protocols guide the Board's actions  
and behaviors?

How do we enforce Protocols that are important to  
keep, and that are not being followed?

How do we best align our Governance Protocols  
with FCMAT Standards and Recommendations?

What Standards of Accountability need to be in  
place?

# Board Protocols

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## **Purpose**

The purpose of these protocols is to provide a basic set of professional standards by which the Board of Education and the Superintendent are to function as a team. There is no intention to abridge the rights and obligations of Board members to oversee the operation of the district, nor to interfere with the Superintendent in their role as the chief executive officer of the district. Where the term “Superintendent” is used, it refers to the County Administrator. It is recommended that the Board of Education review the protocols annually, per the implementation month.

# Board Protocols

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## General

1. Every action by a member of the team should be directed toward improving the educational program for students. Learning and achievement for all students will be the primary focus.
2. Team members will exhibit behavior that is honorable, honest, ethical, and dedicated to the success of the students and personnel of the district.
3. Team members will ensure that communication regarding potential action items will not violate the Brown Act.
4. All district conversations on related matters, e.g. Closed Session, Personnel, etc., will remain confidential.

# Board Protocols

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## Board of Education

5. Board members will govern in a dignified and professional manner, treating everyone with civility, dignity, and respect.
6. Board members will develop and communicate a unified vision and message to all stakeholders.
7. Board members will differentiate between personal opinion and the majority position when addressing the public and the media.
8. Board members will seek to compromise and achieve consensus while honoring the right of the individual members to express opposing views and vote their convictions.
9. Once an action is taken, Board members will respect the majority decision.
10. Board members will be mindful of the time, role, and responsibilities of the Superintendent and staff.
11. Board members are encouraged to visit schools and district sites, and to attend school functions.
12. Board members will establish annual expectations, goals, and outcomes consistent with the Local Control and Accountability Plan (LCAP) and Governance Team action plans. These student outcomes will be presented by the Superintendent and staff.

# Board Protocols

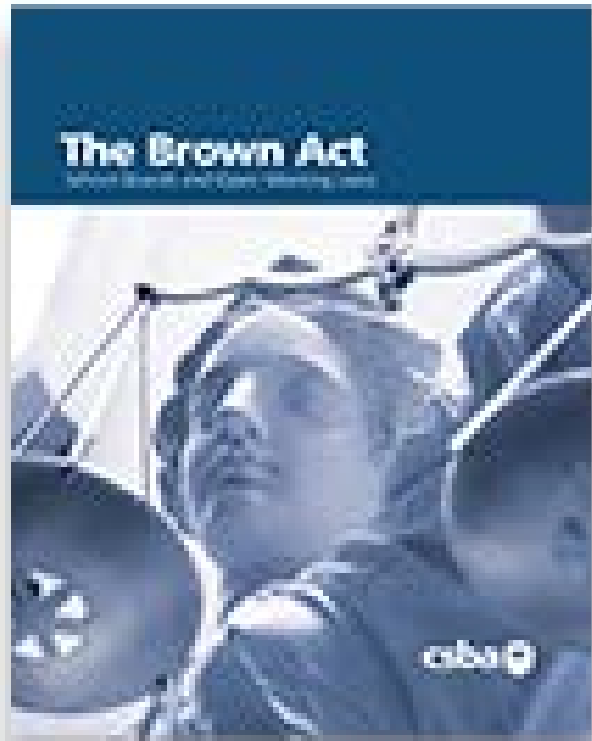
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## Superintendent

13. All aspects of personnel are the responsibility of the Superintendent who will bring recommendations to the Board for action.
14. Individual requests for updates, reports, surveys, projects, etc., will be directed only to the Superintendent and responses will be directed to the entire Board.
15. Any new complaint or issue relayed to a Board member is to be referred directly to the Superintendent who shall provide information and/or a resolution of the matter to the rest of the Board.
16. The Superintendent will inform the Board members in a timely manner of any district incident to which they may be called upon to answer or explain.
17. The Superintendent is to communicate significant administrative actions to the Board.
18. Questions regarding Board agenda items are to be communicated to the County Administrators prior to the Board meeting and the County Administrators will respond in a timely manner. There should be no surprise topics or issues brought forward during a Board meeting.
19. Any rumor and/or information from anonymous sources are to be reported to the Superintendent who, upon review, will provide an update to the Board.

# Brown Act Highlights

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Closed  
Session

Confidentiality



# The Effective School Board

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# Eight Characteristics of an Effective School Board

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1. Effective school boards commit to a **vision** of high expectations for student achievement and quality instruction and define clear goals toward that vision.
2. Effective school boards have strong **shared beliefs** and values about what is possible by students and their ability to learn, and of the system and its ability to **teach all children** at high levels.
3. Effective school boards are **accountability driven**, spending less time on operations issues and more time focused on policies to improve student achievement.
4. Effective boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
6. Effective school boards align and sustain resources, such as professional development, to meet district goals.
7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.
8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

“Research brief posted in 2011 from NSBA’s The Center for Public Education: Eight characteristics of effective school boards: full report.”

# Board Engagement

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Review these 8 characteristics and identify one that you would like to focus on. For example, “I would like to become more data savvy about our district demographics.” This type of close study could open up the question of “What does equity mean for Inglewood USD and what data evidence would we like to see?” Now taking that further, “How can we as a Governance Team become more knowledgeable and savvy about our data?”

Talk among yourselves and then be prepared to share out.

# In Summary...

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- Remember to stay in your own lane
- Observe your protocols
- Adhere to the Brown Act and its rules
- Engage in Professional Development
- Strive to be the best Board Member you can be
- Above all, always work as a team

If you want to go fast, go alone.  
If you want to go far, go together.

-African Proverb

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# Questions

Thank you!

## Contact

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**Dr. Carmella S. Franco**

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**[csfranco1@verizon.net](mailto:csfranco1@verizon.net)**

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**562-244-3881**