



Preparing every student to thrive in a global society.

January 23, 2015

**EAST SIDE UNION HIGH SCHOOL DISTRICT
NOTICE OF
SPECIAL MEETING
OF THE BOARD OF TRUSTEES**

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public meeting of the Board of Trustees, please contact the office of the District Superintendent at (408) 347-5010. Notification 24 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with this meeting in appropriate alternative formats for persons with a disability.

To: Board of Trustees

Written notice is hereby given in accordance with Government Code Section 54956 that a meeting of the Governing Board of the East Side Union High School District shall be held:

BOARD OF TRUSTEES
SPECIAL MEETING

Date/Time: January 26, 2015, at 6:00 PM (approximately)
Place: East Side Union High School District
Board Room
830 N. Capitol Avenue
San Jose, CA 95133

Members of the public shall have an opportunity to address the Board of Trustees on the agenda items identified below before consideration of the item. (Government Code §Section 54954.3)

The meeting will begin at approximately 6:00 PM in the Board Room of the District Office. The business to be transacted at the meeting shall be limited to the following:

- Call to Order/ Roll Call**
1.01 Roll Call

830 N. Capitol Ave. | San Jose, CA 95133 | T 408.347.5000 | F 408.347.5015 | esuhd.org

East Side Union High School District Board of Trustees
Van T. Le, President Lan Nguyen, Vice President Frank Biehl, Clerk Lan Nguyen, Member
Chris D. Funk, Superintendent

2. **Welcome and Explanation to Audience**

Information explaining Board Meeting procedures and how citizens can address the Board will be read. Written information is located near the entrance to Board Room.

3. **Adoption of Agenda**

4. **Discussion and/or Action regarding Provisional Appointment Process**

4.01 Discussion and/or Action regarding Board Vacancy: Process for Appointment and Provisional Appointment to the Governing Board

5. **Interviews of Candidates and Nominees; Appointment of Candidate for Provisional Appointment to Board Vacancy**

5.01 Interview of Candidates for Provisional Appointment to Board of Trustees to fill Vacancy Resulting from Resignation of Magdalena Carrasco; Discussion and Action to Select Candidate for Provisional Appointment to the Board of Trustees to Fill Seat Vacated by Former Board Member Magdalena Carrasco

6. **Adjournment**



Chris D. Funk, Superintendent
East Side Union High School District

EAST SIDE UNION HIGH SCHOOL DISTRICT
Board of Trustees
Special Meeting
District Office - Board Room
830 N. Capitol Avenue
San Jose, CA 95133

AGENDA
January 26, 2015

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public meeting of the Board of Trustees, please contact the office of the District Superintendent at (408) 347-5010. Notification 24 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with this meeting in appropriate alternative formats for persons with a disability.

Open Session will begin at 6:00 p.m.

The special meeting of the Board of Trustees will begin at 6:00 p.m.
in the District Office Board Room.

Members of the public shall have an opportunity to address the Board of Trustees
on the agenda item(s) identified below before consideration of the item.
(Government Code §Section 54954.3)

1. Call to Order/ Roll Call

1.01 Roll Call

2. Welcome and Explanation to Audience

Information explaining Board Meeting procedures and how citizens can address the Board will be read. Written information is located near the entrance to Board Room.

3. Adoption of Agenda

4. Discussion and/or Action regarding Provisional Appointment Process

4.01 Discussion and/or Action regarding Board Vacancy: Process for Appointment and Provisional Appointment to the Governing Board

5. Interviews of Candidates and Nominees; Appointment of Candidate for Provisional Appointment to Board Vacancy

5.01 Interview of Candidates for Provisional Appointment to Board of Trustees to fill Vacancy Resulting from Resignation of Magdalena Carrasco; Discussion and Action to Select Candidate for Provisional Appointment to the Board of Trustees to Fill Seat Vacated by Former Board Member Magdalena Carrasco

6. Adjournment

CANDIDATE

Pattie Cortese

January 5, 2015

Board of Trustees
East Side Union High School District
c/o: Mary Guillen – Superintendent's Office
830 N. Capitol Avenue
San Jose, CA 95133

Re: Provisional Appointment Application

Greetings Honorable Member of the ESUHSD Board of Trustees;

Thank you for the opportunity to be considered for an appointment to the board. High School is such a formative time in the lives of youth; I hold in very high regard the work you do as I understand the profound impact it can have on a person's whole life. I have lived in the district for over 20 years and through various roles have witnessed and participated in school-based programs that have made a real and lasting difference for kids. I've also built relationships with leaders in our community that can serve to enhance the effectiveness of education in our district.

I have had the pleasure of knowing each of you on the board for many years and, based on our interactions, I believe we share the same values. I welcome the opportunity to be a part of your team, working collaboratively to build consensus on what is best for the district. It would be an honor and a blessing to be able to join you, bringing with me my passion and dedication to the youth of this community.

Gratefully,



Pattie Cortese

**East Side Union High School District
Application for Board Vacancy Seat**

1. Briefly share your previous experiences/involvement with the East Side Union High School District and/or other public school districts.

My first direct experience with the East Side Union High School District was at Foothill High School in 1994 when my husband Dave Cortese, then a Trustee with ESUHSD, encouraged me to volunteer as a mentor with the Santa Clara County Youth Foundation—a nonprofit partner that was brought on campus to support at-risk youth in achieving their goals. The experience so profoundly impacted my life, I've been involved in that work in various capacities ever since. The program has been through several manifestations including California Community Partners for Youth (CCPY) and currently Bright Futures (a program of CTC). In addition to mentoring, some of these organizations have also provided afterschool programs at both Overfelt and Yerba Buena High Schools. This experience has given me a unique and personal view into the lives of some of the District's most challenged students.

Through my involvement in community politics and volunteer endeavors, my additional experience with the District includes positive relationships with current ESUHSD Trustees, as well as many teachers, administrators, union leaders, and parents. Outside the District, I have personal and positive relationships with elected officials at the City of San Jose, the County of Santa Clara, the State Legislature, and members of Congress, as well as nonprofits such as the Silicon Valley Education Foundation and the Silicon Valley Leadership Group, which have and can continue to help build strategic partnerships to support the District's mission.

2. Briefly state why you are interested in serving as a Board Trustee for the East Side Union High School District.

High school is a tumultuous time for many (if not most!) young people as they navigate this bridge from childhood to adulthood. This period is ripe for learning—academically as well as socially and emotionally. Kids in high school are beginning to discover who they are. I believe that our schools have a moral obligation to support all these areas of learning. In my experience, supporting students in their social and emotional growth also leads to greatly enhanced academic learning. One of my primary interests in serving on the Board of Trustees is to look at the District's student disciplinary policies and practices and the long-term impact they have. Given that our students are new to their emerging role as adults, they are going to make mistakes as they experiment with what works and doesn't work in achieving their aims in life. What do our policies and practices tell youth about making mistakes? Rather than punishing students for their mistakes, is there a way to allow the mistakes themselves to become learning opportunities? Can we look at a Restorative Justice model of disciplinary action to bring healing among victims, offenders and the community, so that each comes away actually strengthened by the experience? A restorative approach fosters integrity and accountability rather than shame and guilt, which tend to exacerbate future episodes of acting out and can disrupt academic efforts. Through healing the wounds of the past, students are empowered to look to the future with a greater sense of what's possible for them.

An additional interest in serving on the Board of Trustees is looking at how we can further enhance our students' educational experience through expanded partnerships with the larger community. How can businesses, nonprofit organizations, faith communities, and other

governmental entities participate in supporting our students' success? By cultivating relationships with the larger community, we can create or expand low- or no-cost programs that provide tutoring, mentoring, life skills training and mental health services on our own campuses. We can also look to these partnerships to create opportunities out in the community for our students such as internships and service learning experiences.

3. Please state your vision for the future of public education. Identify three top issues you see facing the District in the next three to five years and your ideas for addressing those issues.

Silicon Valley is the innovation capitol of the world. My vision for the future of public education in Silicon Valley includes bringing that spirit of innovation to our classrooms as well as our boardroom. For innovation to flourish we need a culture of openness to new ideas and the perspective of others, curiosity about what is possible, courage to take risks, encouragement when risks fail, and a commitment to not giving up. How can we use technology and the vastness of the Internet to support the learning experience of our students and the teaching experience of our teachers? We must look to all our stakeholders, including students, teachers and parents as well as the best practices of other educational entities, to answer these questions. To be sure, technology is transforming the way education is delivered and experienced.

Within this evolution in education, some key challenges remain, with the budget being among the greatest issues facing our District. Since funding for schools is primarily channeled through Sacramento, it is imperative to work with our legislators to ensure that education remains a top priority. Good governmental practices such as open communication and transparency as well as eliminating wasteful spending are also essential to foster trust with local voters/taxpayers who ultimately fund our schools.

Another important challenge is caring for our teachers. The constraints of the budget have impacted teachers who struggle with the Valley's high cost of living yet often augment limited classroom resources out of their own pockets. Teachers are where the rubber hits the road in terms of education delivery. It is imperative that we listen to their needs and do our best to address them. Most importantly they need to be included in the decision-making process. I am consistently amazed by the generosity and willingness to find solutions by people who experience being truly heard.

Lastly, student achievement is the District's sole purpose. Our schools need to demand excellence for—and from—all students, regardless of ethnicity, socio-economic conditions, or language skills. Examining performance measures for trends can help eliminate systemic biases, such as tracking students of color into certain courses or vocational paths. Looking to outside partnerships and restorative disciplinary models can help shore up the socio-emotional needs of low performing students, eliminating their internal barriers to success.

4. Briefly describe your perception of the role of an effective Board Trustee on a school board.

The role of an effective Board Trustee is ultimately to be a good steward of the public's resources and to ensure, through good policy and personnel decisions, excellence in service delivery, namely the education of our students. As in a business, the Board is accountable to its shareholders (taxpayers), its workforce (teachers and administrators) and its customers

(students and their parents). These are like the three legs of a stool and must be balanced in order to achieve stability and effectiveness. Collaboration with each of these “legs” as well as between board members themselves will, I believe, produce optimal results.

5. Please summarize your professional background and the qualities, experiences, and skills you possess that you believe will make you an effective Trustee and will contribute to the improvement of education in the East Side Union High School District.

I am a product of our public school system, graduating from Lynbrook High School in San Jose then attending DeAnza College for two years before transferring to San Jose State University where I received a Bachelor’s Degree in Occupational Therapy. Later, I earned a Master of Divinity in Interfaith Studies from the Center for Spiritual Enlightenment in San Jose, giving me a deep appreciation for the ethnic and religious diversity here in this Valley.

Professionally, I began my career with Catholic Charities in their Vocational Learning and Treatment Center, working with chronically mentally ill adults to gain skills and employment. From there I joined a high-tech laser and optics start-up called New Focus where I worked in customer service, facilities management and human resources for nearly ten years. Over the past several years, I have held several part-time positions primarily in volunteer recruitment.

My volunteer work has been a big focus over the last 20 years. Perhaps one of the most relevant experiences was working with the County of Santa Clara in the early 2000s to help implement their Restorative Justice Program in the Evergreen area. This program diverted youth first-time offenders away from the courts to Neighborhood Accountability Boards, who formed contracts with the young people to address the damage their actions caused to the victim, the community and to themselves. I was awed by the effectiveness of this program.

The bulk of my volunteer efforts have focused on teenage youth. Other past and present volunteer positions include:

- Bright Futures/CTC, mentor trainer and recruiter
- California Community Partners for Youth, mentor trainer and recruiter and advisory board member
- St. Francis of Assisi Catholic Church, youth and adult spirituality leader
- Restorative Justice Council for the Diocese of San Jose, board member
- Juvenile Hall Flower Program, volunteer coordinator
- Carry The Vision Community Nonviolence Conference, event manager and youth program coordinator
- South Bay Mentoring Coalition, co-founder
- Matsumoto Elementary School, classroom tutor and teacher’s aid

The skills I have gained through these various experiences include: community outreach and communication, volunteer recruitment, and fundraising. I look forward to the opportunity to apply these skills in serving our young people in the ESUHSD.

CANDIDATE

Wm. Derek Grasty

Wm. Derek Grasty

Board of Trustees
East Side High School District, Silicon Valley
Re: Provisional Appointment Application
c/o Mary Guillen-Superintendent's Office
830 N. Capitol Avenue, San Jose, CA 95113

Wm. Derek Grasty

Dear Board of Trustees,

I am honored and privileged to submit my application for the vacant Board seat of the East Side High School District, Silicon Valley.

My experiences as an educator, community leader, and parent of two East Side graduates make me uniquely qualified for this appointment.

I currently serve on the East Side Citizens' Bond Oversight Committee and President of the Bella Madeira HOA and Mutual Water Company. My resume includes membership of District 8 Community Roundtable, LaRaza Roundtable, and 100 Black Men of Silicon Valley. I am also an educator with experience in two districts that feed into the District.

My on-going communication with parents, administrators, and community members of the East Side District has provided useful knowledge as to the needs of the District. I also have visited every school within the East Side District and seen first hand the new facilities and upgrades.

I support the the goal and mission of the district to prepare every student to thrive in our global society. Additionally, doing my part to ensure safe relevant learning environment that inspires all students to be problem-solvers and innovators.

My commitment and support will be toward the core values of Equity, Inclusiveness, Commitment to Excellence, Diversity, and Professional Capacity and the implementation of the East Side Strategic Plan.

In 2010, I ran for a school board seat and received an endorsement from the CSEA Foothills Chapter Local 187. During my campaign, I was an advocate for adoption of A-G requirements. Though I did not win the election, the ideas that I stood for were implemented.

I look forward to joining the East Side District Board and providing joint leadership as we move further into the 21st Century.

Educationally yours,

William Derek Grasty

Wm. Derek Grasty

- 1) Briefly share your previous your previous experiences/involvement with the East Side Union High School District and/or other public school districts.

I have 10 years experience with the East Side Union High School District. This includes being a parent of two high school graduates of the East Side District, serving on the local African American and Latino parent groups, and currently a member of the East Side Citizens' Bond Oversight Committee. I have volunteered at football games and scored at basketball games as my sons played sports. I support the sports programs at through the annual Crab Feed, the Silicon Valley Math Symposium with middle schools that feed into the East Side District. I am an educator that has served in two districts that feed into the East Side District. My experience with schools include serving on school site councils, English Language Advisory Councils, PTAs and numerous parent and community groups.

My experiences also include serving on classified and certificated (teacher rep.) negotiation teams, grant writing, and as a community liaison. I have also experience at managing school budgets, LCAP, Common Core State Standards, working at Title 1 schools, and communicating effectively with all community stakeholders.

- 2) Briefly state why you are interested in serving as a Board Trustee for the East Side Union High School District

I believe my experiences as an educator will add to the dynamic and diversity of the Board. I am a good listener and believe in the academic vision of the district. I am a life long educator and want to be able to share my knowledge and experiences that will make a positive impact on the students, teachers, employees parents and business community of the ESUHSD.

- 3) Please state your vision for the future of public education. Identify three top issues you see facing the District in the next three to five years and your ideas for addressing those issues.

The three top issues are: 1) remaining fiscally solvent, resolving contract negotiations in an equitable manner, 2) maintaining a top classified and certificated work force and 3) ensuring all students receive a quality education and are prepared for college and career, particularly high tech opportunities in silicon valley.

I believe these goals can be attained with open dialogue, collaboration, active listening and putting our students at the forefront of our decision making. Above all, we must have trust in how we relate to each other and all be on the same page and mission for district success.

Wm. Derek Grasty

My vision involves all stakeholders having a voice in the education, work and learning environment of our district, as we prepare our students for a global society. We will implement the LCAP requirements and look at creative ways to provide services for students, including library and counseling.

4) Briefly describe your perception of the role of an effective Board of Trustee on a school board.

An effective Board member is one that stays active in the community, is a willing listener to all stakeholders, and help make decisions in the best interest of the District. An effective Board member is flexible, and able to work with all Board members to achieve consensus and group success. Board members make policy and provide the governance necessary for a school district to be successful.

5) Please summarize your professional background and the qualities, experiences and skills you possess that you believe will make you an effective Trustee and will contribute to the improvement of education in the East Side Union High School District.

I have served as a teacher, teacher representative, school administrator, and student advocate for over twenty-five years. My background includes knowledge of curriculum and instruction, technology, and closing the opportunity gap.

My understanding of the needs of schools, students, teachers, administrators and the East Side Community will be an asset to the Board. My listening skills, willingness to work with all stake holders, and collaborative style will serve me well as a Trustee, as we move toward continuous improvement of our systems and educational programs.

CANDIDATE

Louis A. Barocio

LOUIS ALBERTO BAROCIO

January 5, 2015

To Whom It May Concern,

I am pleased to submit my application for the open vacancy in the East Side Union High School District Board. I believe my passion for positive change and equity will allow me to be an effective leader within your organization.

Presently, I am a bilingual Principal at Northwood Elementary School in the Berryessa Union School District in San Jose, CA. Before I worked in Berryessa, I was a student a student in both Berryessa and the Alum Rock Union School District. As a young student in the 4th grade I recall moving from Mayfair Elementary School (now known as Cesar Chavez Elementary School) in Alum Rock to Vinic Park in Berryessa. The difference in resources, adult support, and school climate was very evident and incredible. It was not until I attended college that I obtained the lenses to fully understand and name the "differences" I experienced as a child.

With that early experience in mind, I committed myself to focus my professional career and personal passion to ensuring that everyone in all communities has access and the opportunity to achieve academic excellence and to realize their life's work. This is not done overnight or by an individual. It requires discipline, leadership, and synergy at multiple levels and collaborative assistance by multiple people; all of which is something I work hard to accomplish everyday and in every action I make.

I look forward to providing you with further details regarding my experience, qualifications, and leadership abilities. Thank you for your time and I hope to hear from you shortly.

Sincerely,

A handwritten signature in cursive script, appearing to read 'L. Barocio', written in black ink.

Louis A. Barocio

1. Briefly share your previous experiences/involvement with the East Side Union High School District and/or other public school districts.

My previous experience and involvement with East Side Union High School District (ESUHSD) goes as far back to the mid 1990s. I was a student of both Piedmont Hills High School (PHHS) from 1995 – 1997 as a freshman and sophomore, and Independence High School (IHS) from 1997 – 1999 as a junior and senior. During my academic tenure in ESUHSD I challenged myself by enrolling in various AP courses, was a student athlete, and held officer positions in school-sponsored clubs. Both schools prepared me well academically and prepared me to enroll as a freshman immediately after at the University of California – Berkeley (UCB).

While a student at UCB, I followed through on my commitment to give back to the school and community that gave me so much. Throughout my undergraduate experience, I would return to and give formal and informal talks to students, classes and clubs about the importance and best practices for college admission and life. I would assist students with dispelling myths about college and who gets to go, along with connecting them to the right people and offering informal guidance and direction.

As a professional, I also bring an extensive experience and involvement record with public school districts. My visits back to my community shaped that path. It did not take long after spending time with students and school personnel that wanted more for the next generation for me to decide to go into teaching. In my last year of undergrad, I was looking for a smooth transition back into my community as an educator and learned about Teach For America. Their vision of providing quality education for all students in predominantly low-income, communities of color grabbed my attention. I decided to apply and was fortunate enough to be accepted to teach middle school English and Social Studies at Lee Mathson Middle School in the Alum Rock Union School District (ARUSD), which is 2 blocks away from Cesar Chavez Elementary School where I was a student from 1st – 4th grade.

I learned a lot and enjoyed every minute of my teaching experience. While a teacher, I constantly collaborated with my colleagues and led my students to achieve significant growth. I wanted to do more and have a bigger impact on student achievement at a systems level. Subsequently, I pursued and received my Master in Education and Administrator's Credential at Teachers College, Columbia University in New York City. Upon my return from New York City, I went to work to fulfill my goal of creating a greater impact and applied for the Vice Principal position at Lee Mathson. Again, through hard work and collaboration, we made great strides in turning the school from a good school to a great school.

After two years of being a Vice Principal at Lee Mathson, I became Cureton Elementary School's Program Improvement (PI) Administrator and worked along side another great group of committed educators. That year we met all of our AYP and AMAO targets and set the foundation for exiting PI status the next year, which was extremely rewarding and exciting.

After a great year at Cureton, my professional career took me to Piedmont Middle School (PMS) in the Berryessa Union School District (BUSD); where yet again, I was brought back home and to the same middle school I attended as a student. While a Vice-Principal at PMS, I again applied everything I learned in Alum Rock and opened my mind to even more learning opportunities. While a Vice Principal at PMS, I maintained close communication with PHHS and IHS by attending monthly Safety Committee Meetings where I collaborated with ESUHSD site administrators, San Jose City Gang Task Force members, and San Jose City Police Officers. This role was especially rewarding to me because it connected me to my high school community and allowed me to assist in creating a safe educational environment for my students upon their middle school promotion.

Currently, I am in the middle of my second year as the Principal at Northwood Elementary School, a feeder Title 1 school in the Berryessa Union School District (BUSD) to ESUHSD. Along my professional journey in the East Side school systems, I have learned and gained a lot from colleagues, students, and community members and wish to continue to have a positive impact on as many students as possible in my community. Each step I have made has allowed me to have a greater impact on more students and I believe being on the ESUHSD Board of Trustees would allow me to do so at a district level.

2. Briefly state why you are interested in serving as a Board Trustee for the East Side Union High School District.

I am interested in serving as a Board Trustee for the ESUHSD to assist in fulfilling the district's vision and expectation for students to complete their K-12 experience ready for college and career. I am also interested in offering my years of professional experience as a former teacher and current administrator to support the Board's and District's current projects, measures, and policies. Everyday I see how district policy and the direction the Board takes on certain issues impacts the classroom and students. I am interested in being a part of that hard and honorable work for our students and community.

I also know the changing of the Board of Trustees mid-school year can be difficult and bring a level of uncertainty. By leveraging my first-hand knowledge and historical understanding of the educational system under No Child Left Behind (NCLB) and the new Common Core era, I believe I can offer the Board and District the smooth transition and stability it requires. I am optimistic that through my intimate understanding of the schooling system within and those feeding into ESUHSD I can support and collaborate with current Board members and educators throughout the system to support all our students.

3. Please state your vision for the future of public education. Identify three top issues you see facing the District in the next three to five year and your ideas for addressing those issues.

My vision for public education is for it to become a quality and sustainable system of excellent education that prepares all students to succeed in our diverse, 21st century academic and professional world.

Every school district is constantly working on addressing, resolving, and transforming itself to meet the needs of its students, community members educators, stakeholders, and partners. ESUHSD is no different. As a school leader, I have the opportunity to connect with many different people in our greater community and listen to their thoughts and perspectives. I am aware of many issues that need immediate attention and existing budget constraints. After data gathering and initiating input from the community, I would prioritize the following three areas of opportunities and possible next steps:

1. The first issue I identify as facing ESUHSD in the next three to five years is preparing students to meet the challenges of the Common Core State Standards (CCSS). The implementation of these new standards is a national and state shift and I believe that ESUHSD can become the flagship high school district for others to learn from. There are many components to creating a strong foundation for Common Core so all students achieve great academic success. At the core, what is essential is the smooth roll out and clear implementation for the people in the front lines (teachers, paraprofessionals, instructional coaches, counselors) to cabinet level leaders (Superintendent, Assistant Superintendents, Directors, Coordinators). What is also necessary is to bring awareness to parents and support them in furthering their understanding of the new CCSS. By doing all the latter and more thoughtfully, I believe we have the opportunity to ensure that all our students will be college and career ready upon graduation.
2. The second issue facing ESUHSD is closing the opportunity gap. All students in ESUHSD, especially our historically lowest performing subgroups - Hispanics, African Americans, English Language Learners, Students with Disabilities, and Socio-Economically Disadvantaged students - can achieve the same high level of academic proficiency as their higher performing peers. and it is our responsibility to ensure they do. One such approach taken by the district through their LCAP plan was to create academic cohorts for underperforming African-American students in the district. Through similar identification of the areas of need and taking immediate action, other projects and initiatives like academic cohorts would raise the level of achievement for all students in the district.
3. The third issue I see facing ESUHSD is streamlining communication and alignment with its seven feeder elementary school districts by supporting the work they are doing through the East Side Alliance. Much of the academic success and what ESUHSD wants to accomplish with its students begins as early as Kindergarten and continues throughout their elementary and middle school educational experience.

4. Briefly describe your perception of the role of an effective Board Trustee on a school board.

As a former ESUHSD student, middle school teacher, and current Principal within ESUHSD boundaries, I have first-hand knowledge of what students need to

succeed. Through these experiences I believe I have the capacity and knowledge to effectively serve the students, staff, and families of as a Board Trustee.

I am also a long time resident of the East Side community and the father of a young child who will become an ESUHSD graduate. Like other parents in our district, I trust our schools to prepare my child with the experiences and tools necessary to be an engaged citizen, contributing member of society, and college and career ready. An effective Board Trustee can identify issues impacting parents, families, and community members and is resourceful in how they approach every situation.

Moreover, in order to fulfill the role and responsibilities on a school board, an effective Board Trustee must embody and act upon various beliefs, qualities, and characteristics. At the position's core, an effective Board Trustee must put students at the center of their work and build policies and systems that support their success. This enormous task is achieved by being a great listener, collaborator, mediator, communicator, innovator, critical thinker, and champion of the district's vision for its students, schools, stakeholders, and the community it serves.

5. Please summarize your professional background and the qualities, experiences, and skills you possess that you believe will make you an effective Trustee and will contribute to the improvement of education in the East Side Union High School District.

I feel I have the qualities, experiences, and skills needed to become an effective Board Trustee and know how to contribute to the improvement of the educational systems in ESUHSD. As I mentioned, I intimately know the ESUHSD educational landscape as a former classroom teacher and current Principal. I am wholeheartedly committed to the success of every student ESUHSD serves everyday. I am constantly listening and collaborating with teachers to provide them with valuable resources for their students. Ultimately, my entire career has been building my ability to best impact the education system and I would like to share that with the ESUHSD community.

LOUIS ALBERTO BAROCIO

EDUCATION

Columbia University, Teachers College

- ☛ M.A. Educational Leadership

Aug 2008
New York, NY

San José State University

- ☛ Multiple Subject Teacher Credentialing APEX Program

Dec 2005
San José, CA

University of California, Berkeley

- ☛ B.A. Sociology and B.A. American Studies: Urban Development (Honors)

May 2004
Berkeley, CA

PROFESSIONAL CREDENTIALS

California – Clear Administrative Services Credential

Renew Date: July 1, 2017

California – Clear Multiple Subject Teaching Credential (Includes CLAD)

Renew Date: Aug 1, 2015

PROFESSIONAL EXPERIENCE

Berryessa Union School District

San José, CA

Principal, Northwood Elementary School

June 2013 – Present

- ☛ Lead school site's Instructional Leadership Team to create monthly professional development training for all staff
- ☛ Restructured school into two collaborative Professional Learning Communities (PLCs): K – 2nd grade and 3rd – 5th grade
- ☛ Created internal school website to improve communication and facilitate access to resources and key documents
- ☛ Reorganized computer labs school-wide and built one computer lab in every grade level pod
- ☛ Leading ST MIND online Jiji math program student completion percentage across the district
- ☛ Same responsibilities, duties, and expectations as Assistant Principal position in Berryessa Union School District

Assistant Principal, Piedmont Middle School

Oct 2011 – June 2013

- ☛ Collaborated with teachers, counselors, after school programs, truancy officers, campus police, and board members
- ☛ Observed, evaluated, and supervised teachers and staff at a Title 1 school and provide feedback and support
- ☛ Created and delivered multiple presentations on data analysis, English Learner instructional strategies, and school goals
- ☛ Disciplined and counseled students daily and build relationships with parents, guardians, and community partners
- ☛ Coordinated local and state assessments: CA English Language Development Test (CELDT) and CA State Test (CST)
- ☛ Followed the F.R.I.S.K. progressive discipline model during evaluation process of certificated and classified staff
- ☛ Promoted an equitable school culture where every student is recognized for their educational and personal achievements

San Leandro Unified School District

San Leandro, CA

Assistant Principal, John Muir Middle School

Aug 2011 – Oct 2011

- ☛ Supported staff in Professional Learning Communities (PLCs) and directed athletics program
- ☛ Same responsibilities, duties, and expectations as Assistant Principal position in Berryessa Union School District

Alum Rock Union School District

San José, CA

Program Improvement Administrator, Cureton Elementary School

July 2010 – June 2011

- ☛ Directed City Year corps program, PTA, School Site Council, Mouse Squad technology club, and VAPA committee
- ☛ Same responsibilities, duties, and expectations as Assistant Principal position in Berryessa Union School District

Principal, Special Education Extended School Year (ESY) Summer School Program

Sum 2009 & Sum 2010

- ☛ Ensured all aspects of a student's Individualized Educational Plan (IEP) were followed and implemented
- ☛ Same responsibilities, duties, and expectations as Assistant Principal position in Berryessa Union School District

Dean of Academic Affairs, Lee Mathson Middle School

Jun 2008 – July 2010

- ☛ Directed Advancement Via Individual Determination (AVID) program, Math Data Team, and School Leadership Team
- ☛ Same responsibilities, duties, and expectations as Assistant Principal position in Berryessa Union School District

Teach For America Classroom Teacher, Lee Mathson Middle School

Aug 2004 – Jun 2008

- ☛ Taught 7th grade English Language Arts, Social Studies, and Math to students on a 7 period, extended school schedule
- ☛ Improved students reading comprehension level by 1.5 – 2+ grade levels in one school year

Los Angeles Unified School District*Watts, CA***Teach For America Classroom Teacher**, Samuel Gompers Middle School

July 2004- Aug 2004

- ☛ Taught middle school English Language Arts to students 3 - 4 years behind in reading comprehension
- ☛ Raised student's reading level by an average of .5 grade level in one summer

Chair, English Department, Lee Mathson Middle School

Sep 2007 – Jun 2008

Founder, Beginning and Veteran Teacher Mentorship Program, Lee Mathson Middle School

Sep 2006 – Jun 2007

Lead, English Language Learner Committee, Lee Mathson Middle School

Sep 2006 – Dec 2006

School Newspaper Advisor, Lee Mathson Middle School

Aug 2006 – Dec 2006

PROFESSIONAL ACTIVITIES

Berryessa Union School District*San José, CA***Member**, District Technology Team

Aug 2013 - Present

- ☛ Recommend technology for district-wide purchase, attend technology presentations at district office, Google and Apple

Member, District Wellness Committee

Aug 2013 - Present

- ☛ Collaborate with director of Child Nutrition Services on updating district and school board nutrition and wellness policy

Member, District English Learner Advisory Committee (DELAC)

Oct 2011 – June 2013

- ☛ Advised and presented district English Language Learner policy and best practices to parents and district personnel

Alum Rock Union School District*San José, CA***Chair**, Kindercaminata

Oct 2010 – June 2011

- ☛ Organized 1,500+ kindergarten students from 19 schools to attend an all day event at two local colleges

- ☛ Facilitate monthly committee meetings with kindergarten teachers, principals, and university Student Life directors

Co-Chair, Cesar E. Chavez March and Assembly

Jan 2010 – Mar 2010

- ☛ Organized a district-wide march and assembly involving 27 school and 1,000 elementary and middle school students

- ☛ Facilitated weekly committee meetings with principals and district office administrators

Teach For America (TFA)*San José and Los Angeles, CA***Curriculum Writer**, Los Angeles Summer Institute

Jan 2007 – May 2007

- ☛ Created and mapped out essential learning objectives for English language learners and at-risk students

- ☛ Designed diagnostic, formative, and summative assessments to monitor student academic progress

Corps Member Advisor, Los Angeles Summer Institute

Jun 2006 – Aug 2006

- ☛ Managed and mentored 12 newly inducted TFA Corps Members in a low performing, urban school in Los Angeles, CA

- ☛ Facilitated daily workshops on classroom management, instructional strategies, and educational leadership

Co-Chair, Bay Area Leadership Action Committee

Dec 2004 – Jun 2006

- ☛ Co-created monthly "Critical Conversations: Equity in Education" workshops for 200 TFA Bay Area corps members

- ☛ Organized "End of the Year Celebration" for 50 TFA teachers and 200 students at San José State University

Panelist, District Assistant Superintendent of Educational Services and Director of Technology interview panel

May 2013

Fellow, School Board Fellows Program

Aug 2009 – Jun 2010

Protégé, California Association of Latino Superintendents and Administrators Mentors Program

Mar 2009 – July 2011

Fellow, Pivot Learning Partners Leadership for Equity Program

Jun 2009 – June 2011

AWARDS AND HONORS

- ☛ Afterschool Partner Administrator Award, Santa Clara After School Collaborative
- ☛ Parent Institute for Quality Education (PIQE) keynote speaker
- ☛ San José Latino/a Role Model Conference panelist
- ☛ Hosted CA Superintendent Jack O'Connell for classroom visit
- ☛ Multicultural Education Award recipient, San José State University
- ☛ Teach For America Opening Ceremony keynote speaker

Oct 2014

Nov 2011

Oct 2009 & Oct 2010

Nov 2005

May 2005

Aug 2005

EXTRACURRICULAR

- ☛ Two-time T-Shirt Design Contest Winner, UC Berkeley
- ☛ Traditional Mexican Ballet Folklórico Performer, UC Berkeley
- ☛ Intramural Softball Team *Los Osos*, UC Berkeley

Oct 2003 & Oct 2004

Jan 2000 – May 2003

Jan 2002 – May 2002

CANDIDATE

Merryl Kravitz

Merryl Kravitz

To Whom it May Concern:

By means of this letter, I respectfully declare my interest in the Governing Board position in East Side Union High School District. A life-time educator with experience in both K-12 education and teacher preparation, I bring a unique perspective to this position.

I began my career in Education at a community college in Albuquerque, New Mexico. There, teaching English as a Second Language (ESL) and Adult Basic Education (ABE), I first formulated my philosophy of education. I believe, even after 34 years of teaching and leadership in education, that all students can learn and all students are entitled to an excellent education to enhance their skills.

My next teaching experience took me to the “other side of the tracks” in Albuquerque, where I taught middle school Language Arts for twelve years. There I learned about curriculum, pedagogy, and, perhaps most important of all, addressing the needs of students.

During this period, I completed a license in Educational Administration. My program provided me insight into the functioning of schools, from school law, to business, to facilities and, of course, curriculum and personnel. Under the mentorship of the principal and the district coordinator of transportation, I applied the theories in the school and district office settings.

Teacher preparation at the university level called me away from the middle school classroom. At New Mexico Highlands University, I prepared teachers for the classroom setting. I taught primarily courses in Secondary Methods and Language Education. During that time, I also supervised student teachers in the classroom, thereby maintaining my currency in the schools.

My current position is that of Dean of Language Arts, Library and Learning Resources at Evergreen Valley College. Through this position, I have become acutely aware of the many needs of students in the area. From language education issues to mathematics instruction to transition to college and career readiness, I am well-versed in both challenges and solutions.

My educational background will also serve me well in the position on the Governing Board. I hold a Ph.D. in Educational Foundations/Linguistics, with a BA and MA in Anthropology/Linguistics. I have taught abroad as a Fulbright scholar and am bilingual in Spanish/English. Thus, I bring strong educational credentials, recognition as a scholar, sensitivity to diversity issues, and extensive quality experience in the field.

I enthusiastically respond to the questions posted for this position.

1. Briefly share your previous experiences/involvement with the East Side Union High School District and/or other public school districts.

Public school and education are my passion. I have a total of 34 years of experience in K-16 education, including middle school and high school teaching and teacher preparation. As a Professor of Education, I worked closely with the local schools to ensure currency of instruction and a teamed approach to teacher preparation. My relationship with the local schools was excellent. I knew most of the principals well and they felt comfortable calling on me at any time. Probably the most telling incident, however, was when I entered the middle school one day and the secretary announced, "You have mail". I valued that moment because I knew that I had become an integral part of that school, by virtue of the work that I did there, and the training that I did with them and for them.

Although I have not yet had the opportunity to work that closely with East Side Union High School District in my short 1-1/2 years in San José, I have served on an AB86 team that has met at the Adult School and also participated in planning for Early Childhood initiatives. I look forward to having the opportunity to serve East Side Union High School District, using skills and experiences I bring with me.

2. Briefly state why you are interested in serving as a Board Trustee for the East Side Union High School District.

Because of my long history in Education, I would enjoy the opportunity to continue to serve the educational community. I especially appreciate the multicultural nature of San José and value the diversity of the communities that East Side Union High School District serves. Finally, I would like to be a member of a team that helps move East Side Union District forward

3. Please state your vision for the future of public education. Identify three top issues you see facing the District in the next three to five years and your ideas for addressing those issues.

A product of exceptional public education, I am a true advocate for excellent education for all. I believe that public schools do a good job providing education to a very diverse population; but we should always strive to do better. I believe that the three top issues facing the District will be:

a. Closing the achievement gap

Not all students arrive at the school gate with the same preparation, experience, and background in education. It is incumbent on the school to bridge those gaps to ensure success for every student. In the case of San José, much of the gap can be attributed to language issues. In addition to English learners, there are many native English speakers who do not have the exposure to or facility with academic English. This is an area of strength for me and I would be excited to get involved in helping East Side Union High School District work to close that gap.

b. Continued professional development for the Common Core

The Common Core standards are still in the early stages of implementation. As tests that are aligned with the CCSS start to roll out, more professional development will

be needed for teachers and administrators. Again, this is an area with which I am very familiar, having presented Common Core standards to my students, prospective teachers, just a couple of years ago. Furthermore, my many years in the classroom have made me attuned to teacher issues and I would be a good listener as teachers identify their needs.

c. Achievement in the STEM fields

Living in the Silicon Valley has made me acutely aware of the math/science/engineering/technology needs of the area. A student with strong skills in any or all of these areas has excellent prospects for employment. However, in perusing the test scores in math for East Side Union High School District, it is apparent that many students struggle in this area. Developing and modifying curriculum, seeking additional grant funding, and providing professional development in the STEM fields will help East Side Union High School District meet the challenge of preparing students for careers and college programs in these fields.

d. Budget, financing and collaboration

When I taught Education classes at the college level, I asked my first-year students to design the ideal school. I gave them unlimited funds with which to work. Creative juices flowed and innovative ideas developed. In reality, every district struggles with finances and allocation of funds. One way to address this is through collaboration with other educational institutions, community organizations, and businesses. Partnerships within the community provide students with additional opportunities and experiences. Forging and maintaining such relationships will be one way to provide students with more for less.

4. *Briefly describe your perception of the role of an effective Board Trustee on a school board.*

An effective Board Trustee strives to improve the quality of education for every child who enters school in the district. With an eye on the target, he/she must make decisions as part of a team. One must act with honesty and integrity, be collaborative and a good listener. Finally, the Board Trustee must remember his/her role as a public servant, to meet the educational needs of the community.

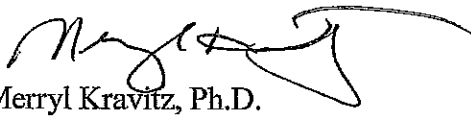
5. *Please summarize your professional background and the qualities, experiences, and skills you possess that you believe will make you an effective Trustee and will contribute to the improvement of education in the East Side Union High School District.*

As a Board Trustee, I will bring a wealth of background in the field of Education, both formal instruction and hands-on experience, in a variety of roles, from teacher to educational leader. I understand the issues, am current in the field, and recognize the importance of preparing high school students for the next stage of their life, college or career. I value collaboration and am known as a resourceful person, able to develop and nurture internal and external relationships that promote student success. I have worked with businesses, hospitals, other educational institutions, and community organizations to increase opportunities for students.

My Educational Administration background provides me with understanding of the budgeting process, legal issues, and leadership processes. My degrees in Anthropology and Linguistics, coupled with my extensive international experience, will ensure sensitivity to the diversity found in the East Side Union High School District. My fluent knowledge of Spanish will allow me to reach out to a large sector of the community served by ESUHSD. I will seek to do the same for all members of the community.

In short, I bring a wealth of educational background and experience to the position of Board Trustee. I would very much appreciate the opportunity to serve the ESUHSD.

Sincerely,



Meryll Kravitz, Ph.D.

CANDIDATE

Maribel Caballero

Mariel Caballero

Dear East Side Union High School District Board of Trustees:
830 North Capitol Avenue
San Jose, CA 95133

I was born and raised in East Side San Jose. I am a proud graduate of Mt. Pleasant High School, Santa Clara University and Golden Gate University. I work every day on behalf of the youth and families of Santa Clara County and I am excited to seek appointment to fill the vacancy on the East Side Union High School District Board.

My interest in education and public service dates back to my own school experience when my mother encouraged me to speak out on issues that I cared about at city council and school board meetings. In those days, I was concerned about access to library services, health and hygiene on school campuses, the quality of textbooks and access to arts education. I was blessed to have the support of some amazing teachers throughout my education who helped me shape my voice, taught me critical thinking skills and the importance of having a well-rounded education. The encouragement I received in my formative years set the tone by which I have guided my career in public service.

Over the last 12 years, I've been blessed to work for strong social justice/education leaders and organizations like Congressman Mike Honda, Supervisor Blanca Alvarado, the Santa Clara County Office of the Public Defender and the Probation Department. In my capacity with each of these offices and departments, I have been involved in education policy, juvenile justice policy, and the development of programs and services. Most importantly I strive to improve the lives of young people and families in Santa Clara County every day. Through this work, I have become more grounded in my passion and conviction that a strong education can raise our families and communities out of poverty, can support neighborhoods and improve access to health services. I strongly believe that all children deserve an education that engages and prepares them for the 21st century workforce. I would be honored to serve the students and families of the East Side Union High School District.

I currently serve as the Vice Chair of ESUHSD Citizen's Bond Oversight Committee and I have worked with ESUHSD high school administrators through the School Engagement and Suspension Alternatives Project (SESAP). I am a past President of the Latina Coalition of Silicon Valley and the Silicon Valley Young Democrats. I think that my public policy and program development skills, along with my unique ability to navigate systems and services will be an asset to the district. I appreciate your consideration of my application and I look forward to meeting with you through the interview process.

Thank you,



Mariel Caballero

1. Briefly share your previous experiences/involvement with the East Side Union High School District and/or other public school districts.

For approximately the last two years I have been a member of the ESUHSD Citizen's Bond Oversight Committee. I was elected Vice Chair at the most recent meeting of the Committee. The Committee is responsible for the oversight of appropriate spending of the parcel tax bond dollars. It has been an informative experience reviewing the financial documents related to the bond projects and touring the schools where improvements have been made. I've learned so much more about the district and have been excited to see the many needed improvements both structurally and technologically that have been implemented using local parcel tax dollars. I'm proud of the work of the committee, the district and the many people associated with the various projects. These improvements will have a lasting impact on the facilities where students learn and the way that they will engage in their education. I was interested in the work of this committee in particular because I feel that when students see improvements on their campuses they understand that their community values and invests in youth.

Beginning in 2010, as a Management Analyst with Santa Clara County Office of the Public Defender, I analyzed data related to suspensions and expulsions of youth throughout the County, which led to the development of the School Engagement and Suspension Alternatives Project (SESAP). The data showed that across the County, children of color and special needs children were more likely to be suspended, and for longer periods of time. With support from Supervisorial District 2, local and national education leaders and ESUHSD Administration, the Juvenile Justice System Collaborative Prevention and Programs Workgroup hosted a series of trainings and meetings with local educators and advocates regarding the importance of suspension alternatives and school engagement. Over the last two years, I have worked with administrators at five schools within ESUHSD to improve suspension alternatives, while encouraging that youth be held accountable for their actions, but when appropriate remain on campus. One of the overarching tenets of SESAP is that withholding education should never be a form of punishment. What I've learned from this project is that teachers and administrators need many tools at their disposal to work with youth that often have underlying trauma, or other unaddressed needs that can lead to behavior that is unacceptable and at times illegal. I firmly believe that a mistake should not be a dead end, but a learning experience.

Through the Santa Clara County School Linked Services (SLS) program I have worked with several school district administrators and staff, including Santa Clara Unified, Alum Rock Union and ESUHSD, as well as many others. From 2011-2013 I served on the Data and Evaluation Committee, looking at what measurements schools and service providers could collect to provide information regarding the impact of school linked services on youth and families. Since June 2013 I have served on the Parent Engagement Committee which has been tasked with identifying and promoting best practices related to the engagement of parents on school campuses and in the community. These best practices are currently being put into effect on campuses where a School Linked Coordinator is deployed to help connect youth and families to needed services. One of the many goals of

SLS is to improve the health, wellbeing and educational attainment of youth and families through access to and engagement in mental health and social services. The best way to reach these families is through the many people who interact with them on a school campus on a daily basis. Our hope is that by making the school the hub of the community we can build trust and encourage families to engage in needed services.

In the 2010-2011 school year as a Management Analyst with Santa Clara County Office of the Public Defender, I began working on the School Engagement Improvement Project (SEIP). A four-school pilot project, was formulated as a Pilot-Collaborative focused on reducing truancy, improving attendance, and improving schools' ability to engage students. Sponsored by the Santa Clara County Juvenile Justice Systems Collaborative and Department of Mental Health, this Pilot-Collaborative supported the development of innovative and targeted solutions to improve school attendance and reduce truancy on an individual school and classroom basis, as well as, strengthen student and family engagement at the middle school level. In June 2010 four schools, representing three school districts were selected from a competitive process to participate in SEIP. The identified schools in San Jose Unified School District, Alum Rock School District and Franklin McKinley School District each received \$62,500 to support their involvement in the pilot, particularly to enable hands-on teacher/staff participation. The SEIP school teams attended four collaborative learning sessions with experts on school engagement and the Model for Change. More information about the project can be found in the report on the Public Defender website at www.sccpdo.org.

During my employment with Congressman Mike Honda's Office, I worked with the Congressman and a local education consultant to conduct a series of research/policy interviews with school teachers, administrators and Special Education professionals regarding the impact of No Child Left Behind. These interviews were later used to shape the Congressman's legislative education initiatives and to help implement improvements to the NCLB legislation.

2. Briefly state why you are interested in serving as a Board Trustee for the East Side Union High School District.

I'm a proud graduate of Mt. Pleasant High School and I have had a long time interest in education policy. I've recognized the amazing impact that a quality education has had on my own life, first through my ability to attend college, practically loan free, and my ability to compete for and obtain jobs that have led to a career in public service. I want youth in my neighborhood and throughout San Jose to have the same quality education, from encouraging and caring teachers, that I experienced. Through my work with both the Santa Clara County Office of the Public Defender and the Probation Department, I've recognized youth that have fallen through the cracks in our school system and lack the encouragement at home or at school to choose a different path. The effects of their decisions have disastrous consequences on their ability to successfully contribute to society and improve their own life situations. Throughout my career my overarching goal has been to improve the lives of families and youth in our community. I think that serving on a school board is one of the most direct ways that a person can impact policies and

funding to create an education system that values all of our students and helps them discover the best version of themselves.

3. Please state your vision for the future of public education. Identify three top issues you see facing the District within the next five years and your ideas for addressing those issues.

I believe that a quality public education is the ultimate opportunity for young people. Regardless of race, ethnicity or socioeconomic status, it should be a place where youth feel engaged by the topics they are taught, learn critical and creative thinking skills that prepare them not only to enter the college of their choice, but thrive in an ever changing workforce. Public education is not only about memorizing dates, facts and figures, but about encouraging students to dream about what isn't possible today, but one day might be. A quality public education not only feeds a child's brain, but their soul by exposing them to wonderful works of art, music and books, but also places, people, and things that inspire them. A public education should strive to help create good global citizens that understand how their contributions impact their families, their friends and the world around them. A quality public education values and invests in every student.

I agree with the goals and key performance measures set out by the 2014 Strategic Plan adopted by the Board of Trustees. Three issues that are currently facing the district include, but are not limited to, the continued strain of standardized testing on teachers and students, re-engaging students who have been involved in the juvenile justice system or become chronically absent, and educating the future workforce for jobs that don't exist yet.

The continued strain of standardized testing on teachers and students has created learning environments that squash innovation. Increased support for teachers around competencies regarding the new common core standards through professional development, coaching and communities of learning should be a priority for the district. For both students and teachers, skills regarding stress relief and mindfulness can be extremely helpful in helping youth focus as well as give teachers and staff tools to manage their own personal wellbeing.

Both through my personal high school experience and through my work with the juvenile justice system I've seen many students who have been left behind by the education system. According to the County Office of Education, youth coming into the juvenile hall are between two and seven years behind their grade level peers. The district needs to do a better job to identify and remediate these gaps that primarily impact male youth of color. The modern public high school can't be a one-size fits all model, but must adapt to address the needs of all youth so that Silicon Valley can continue to have an educated and available work force. Innovative learning environments that increase the acceptance of project based work can be one step to alleviate the achievement gap. Technology based curriculums can be used to increase the ability of students to work at their own pace and impart missing concepts to catch a student up to grade level. Technology can also be used

to increase the capacity of teachers have to be hands on and project oriented, rather than lecture based.

Educating a generation of youth for jobs that don't exist yet is a difficult goal, it requires emphasis on critical and creative thinking skills, as well as the ability to collaborate with others. In my own professional experience half of my jobs didn't exist prior to my hiring. I had to have the ability to evaluate my environment in a swift manner to create my own jobs specifications and performance measures. The critical thinking, problem solving and leadership skills that I developed in college gave me the foundation I needed to be successful in these endeavors. It was also the ability to study my environment and inquisitive nature that I honed in my formative years that gave me the skills needed to know where to begin. We should work to develop similar skills in students in order to empower a generation of employees that are ready to deal with any situation in an ever changing workforce. Students and teachers need to have room to be innovative and to make mistakes, because when we fail we often learn more than when we succeed. Learning communities, technology and project based curriculums are just some of the tools can help develop these needed skills.

4. Briefly describe your perception of the role of an effective Board Trustee on a school board.

Primarily an effective Board Trustee is someone who works well with others to accomplish the common goal of providing the best education possible for our youth, while valuing the teachers and staff. An effective Trustee takes the time to meet with people who are impacted by the education system, from teachers, students and parents, to business leaders and community members. A Trustee needs to listen to the experiences of our stakeholders, gather the necessary information needed to make tough decisions and to understand the outcomes that those decisions may have. An effective Trustee can balance their own personal experiences with the interests and needs of others, remaining true to the goal of improving public education.

5. Please summarize your professional background and the qualities, experiences, and skills you possess that you believe will make you an effective Trustee and will contribute to the improvement of education in the East Side Union High School District.

I've spent over 12 years in public service and throughout those years I've come to realize that the biggest impact we can have on society is educating and caring for our youth. My professional career has focused on the analysis of data to improve services and develop programs that fill gaps in the lives of youth and families. Whether it is the analysis of data related to suspensions, delivery of public defender services or examining the overrepresentation of youth of color in the juvenile justice system, my analytical skills have served me well in my decision making and program development. Over the course of my career I have had the opportunity to oversee the provision of millions of dollars in federal, state and local tax dollars for public safety and justice. Most recently I have

managed a budget of \$20 million annually for services for youth involved in the juvenile justice system. I've participated in the acquisition of multi-million dollar data management systems, and written scopes of works for request for proposals. These experiences have given me a unique understanding of the role that technology can play in improving lives as well as how to go about acquiring the personal goods and services needed to sustain a community. Throughout my career I've had the opportunity to convene, participate in and lead large collaborative efforts. Ultimately, it has been my ability to understand systems and navigate through bureaucracy that has allowed me to serve the community in which I live. I think all of these skills could be useful and beneficial to contributing to the improvement of education in the district.

The following community and county leaders support my application and attached is my resume for your consideration.

- Blanca Alvarado, former County Supervisor District 2
- Teresa Alvarado, past President & Founder Latina Coalition of Silicon Valley
- Chris Arriola, past President Santa Clara County La Raza Lawyers Association
- Andrea Flores Shelton, former Alum Rock School District Board Trustee and past President Latina Coalition of Silicon Valley
- Victor Garza, President, La Raza Roundtable
- La Raza Roundtable
- Molly O'Neal, Santa Clara County Public Defender
- Ellen Wheeler, Trustee, Mountain View Whisman School District

MARIEL CABALLERO

PROFESSIONAL EXPERIENCE

Program Manager II, Violence Reduction Program, Probation Department 5/2013 – present

- Budget, manage and develop programs for state block grant funding in excess of \$20M annually
- Provide executive support in the areas of policy; board relations and liaison with community based organizations.
- Provide leadership and support in efforts related to Juvenile Justice Policy; specifically coordinate the Juvenile Justice Systems Collaborative Case Systems & Processing Work group and subcommittees.
- Support and staff city/county policy level collaborations at the intersection of juvenile justice, education, health, and community development.
- Identify needs and develop programs for out-of-custody youth served by the Probation department in the community.
- Develop Request for Proposals and participate in the procurement of goods and services for youth served by the Probation Department.
- Analyze and report data related to programs and services provided by the Juvenile Services Division of the Probation Department. With stakeholders, draft, publish and present the Juvenile Justice Annual Report.
- Assist in development and maintenance of evaluation plans and logic models for Juvenile Services Division programs and services.

Senior Management Analyst, Office of the Public Defender

San Jose, CA

4/2012 – 4/2013

- Provide executive support in the areas of policy and board relations.
- Provide leadership and support in efforts related to Juvenile Justice; specifically coordinate the Juvenile Justice Systems Collaborative Prevention and Programs Work group, the School Engagement Improvement Project and the School Engagement and Suspension Alternatives Project.
- Provide data and analytic support for the Juvenile Justice Systems Collaborative Prevention and Programs Work group.
- Provide technical, analytic and policy support in the areas of Criminal Justice Realignment (AB 109), Re-Entry Network and Three Strikes Reform.
- Develop and participate in the RFP process for a new case management system for the office, document work processes and research tech innovations.
- Participate in county-wide efforts to implement business technology that improves effectiveness and efficiency of county agencies.
- Implement and train attorney staff on the use of SharePoint for project collaboration.
- Duties listed below under Management Analyst.

Management Analyst, Office of the Public Defender

San Jose, CA

9/2008 – 3/2012

- Provide executive support in the areas of policy and board relations
- Develop and maintain databases for tracking of performance measures, development and analyses of performance measurement reports, including legal case data, caseload and case complexity, on a quarterly and annual basis.

- Review, analyze and revise current administrative policies and procedures.
- Conduct fiscal and statistical analyses to support management.
- Create, conduct, evaluate and provide analysis of surveys for management.
- Develop fiscal and personnel forecasts for management.
- Provide data and analytical support for the Juvenile Justice Systems Collaborative Prevention and Programs Workgroup – Core Team School Engagement Project.
- Special projects as assigned

Policy Aide, Office of County Supervisor Blanca Alvarado

San Jose, CA

6/2005 – 8/2008

- Provide the Supervisor with strong policy analysis on issues related to County government. Particularly in the areas of Public Safety and Justice, Children, Seniors and Families, Legislative Affairs, and First 5 Santa Clara County.
- Provide the Supervisor with budgetary analysis of the Public Safety and Justice departmental budgets totaling over \$600 million annually.
- Work with County staff on policy, constituent issues and large district projects.
- Develop positive working relationships with community members and stakeholders.
- Write memoranda.

Field Representative/Caseworker/Staff Assistant, Office of Congressman Mike Honda

Campbell, CA

6/2002-6/2005

- Served as policy aide to Congressman Honda on the following issues: education, defense, foreign affairs, middle east, energy, homeland security, labor, law enforcement, Latino issues.
- Drafted speeches for all events within the district on issues listed above.
- Established and maintained relationships with constituent and stakeholder groups within the district.
- Planned events and meetings related to the issues above including: yearly town halls, Superintendent’s Roundtable, Student Advisory Council bi-monthly meetings and yearly community presentations, and issue specific community meetings.
- Managed constituent inquiries to federal agencies.
- First point of contact with constituents for casework and policy questions.
- Recruited and supervised interns.

RECENT PROFESSIONAL COMMITTEES AND ASSOCIATIONS

Children’s Agenda Vision Council	2013 – present
Children’s Summit Planning Committee	2014
Collective PRIDE: Promoting Respect, Inclusion, Diversity and Equality	2013 – present
Youth, Family & Community Engagement Committee, Chair	
Commercially & Sexually Exploited Children Committee	2013 – present
State Action Committee – Data & Protocol Development	
Juvenile Justice & Education Working Group	2014 – present
Opportunity Youth Partnership	2013 – present
San Jose Mayor’s Gang Prevention Task Force	
Interagency Subcommittee – Staff support	2008-present
Female Gang Intervention Program development	2014
Santa Clara County Juvenile Justice Systems Collaborative	
Case Systems & Processing Workgroup (CSP) Leadership Team	2013 – present
CSP – RAI Subcommittee Chair	2013 – present

95122 Committee	2013 – present
Prevention & Programs Workgroup (PPW) Leadership Team	2008 – present
PPW – School Engagement & Suspension Alternatives Project	2012-2014
PPW – School Engagement Improvement Initiative	2010-2011
Santa Clara County School Linked Services	
Data & Evaluation Subcommittee	2011-2013
Parent Engagement Subcommittee	2013 – present
Santa Clara County PBIS Leadership Team Member	2014 – present
Santa Clara County Office of Cultural Competency	
Strategic Plan on Youth Development	10/2014 – present

EDUCATION

Golden Gate University – San Francisco, CA	2008-2010
<ul style="list-style-type: none"> • Executive Masters of Public Administration (EMPA) • Emphasis on budgeting and human resources • Capstone - Effective Justice: Performance Measure Usage and Technology Integration by Public Defense Providers 	
Santa Clara University – Santa Clara, CA	1998-2002
<ul style="list-style-type: none"> • Bachelor of Science, Political Science • Minors in Anthropology and Music 	
Santa Clara University – Casa de Solidaridad, El Salvador	Spring 2002
<ul style="list-style-type: none"> • Immersion experience in Central America studying culture, religion and politics • Internship participating in community organizing and development • Senior project analyzing the effect of music on culture and politics of El Salvador 	
American University - Washington Semester Program	Fall 2000
<ul style="list-style-type: none"> • Senior Seminar in American Politics • Senior Thesis Disproportionate Minority Confinement of Death Row Inmates • Internship with the National Criminal Justice Association 	

COMMUNITY INVOLVEMENT

Glow Foundation, Volunteer	approx. 2012
SCU Class of 2002 Reunion Committee	2007, 2012
City of San Jose Project Diversity Commissioner	5/2007-2008
Latina Coalition of Silicon Valley Board Member	9/2002-6/2008
President	1/2006-6/2007
Treasurer	1/2005-12/2005
Secretary	9/2002-12/2005
Silicon Valley Young Democrats, President	7/2004-7/2005
Santa Clara University (SCU) Ambassador	2005-present
Hispanas Organized for Political Equality (HOPE) Latina Action Day Regional Leader	2013
Hispanas Organized for Political Equality (HOPE) Leadership Institute	2005