

Eureka City School District Governance Handbook

The Board of Education is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public interest in schools, and to ensure that a high quality education is provided to each student.



Eureka City Schools

Board of Trustees

Lisa Ollivier, Board President
Mario Fernandez, Board Clerk
Mike Duncan, Member
Susan Johnson, Member
Fran Taplin, Member

Superintendent

Fred Van Vleck, Ed.D.

Unity of Purpose, Roles and Responsibilities, Norms, Agreements

This handbook reflects the governance team's work on creation of a framework for effective governance. This involves ongoing discussions about unity of purpose, roles, norms and coming to agreement on protocols for formal structures that enable the governance team to continue to perform its responsibilities in a way that best benefits all children.

Shared Purpose

Our shared purpose is to create the best learning opportunities for all students now and in the future; to promote excellence through good decision-making and policy.

- We want to build trust and move the District forward.
- We want to be an effective team.
- We want to understand our individual jobs and collective responsibilities.
- We want to be a team with a common focused direction so we are not a distraction to the District or community but a catalyst for the focused efforts of employees, and the community can see evidence of this focused direction.
- We want to be partners with the staff in positive change.
- We want to oversee a first-rate program and first-rate facilities, making sure we continue to improve.
- We want to perpetuate a legacy of positive culture.

Following Our Protocols - Principles/Assumptions

We should expect that we will make mistakes.

- Self-monitoring our own behavior can be very difficult.
- Behavior in conflict with agreements erodes trust.
- Behavior that is not challenged is condoned.
- Confronting another team member can:
 - Be difficult. If done poorly, it can be damaging.

If done correctly, it demonstrates that the Board is a highly functional team!

Board Meetings

The Purpose of Board Meetings

We believe the Board meeting is the Board's first tool of governance. Governance means reaching agreements that balance community interests and values, legal requirements, education research, district data and district capacity. The purpose of Board meetings is to hear, discuss or deliberate upon any item within the subject matter jurisdiction of the board or district. Our focus is on the business of student learning and achievement.

The Purpose of Board Meeting Deliberations

- We believe that the purpose of board deliberations and discussion are as follows:
PROVIDE GUIDANCE - The Board will ensure that proposed actions are consistent with district values, mission, vision and long-range priorities.
- PROVIDE OVERSIGHT - The Board will ask questions that give staff the opportunity to demonstrate the district processes are effective, and the recommendations have a sound basis.
- PROVIDE SUPPORT - The Board will express interest in how this will affect staff and what the board will need to do to fully support the decision if implemented.
- PROVIDE FISCAL RESPONSIBILITY - The Board will ensure that recommendations are consistent with the adopted budget and that financial resources are aligned to goals.
- REPRESENT COMMUNITY PERSPECTIVES - The Board will explore a variety of viewpoints during deliberations and will work collectively to ensure that a wide range of perspectives have been considered including how the decision will affect all students.

Building a Governance Team

School district governance is the act of transforming the needs, wishes, and desires of the community into policies that direct the community's schools.

In a school district, the Board and Superintendent work together as a governance team. For a governance team to work together effectively, members need to: Maintain a unity of purpose; agree on and govern within appropriate roles; create and sustain a positive governance culture and; create a supportive structure for effective governance.

The Three Essential Roles in School Districts

The school board works collaboratively with school district staff to see that the best possible education is provided to district students. Three distinct roles are required within the district to make this happen:

SUPERINTENDENT	↕	<p style="text-align: center;">THE BOARD</p> <p>The school board serves a strategic leadership role. The board is responsible for the "big picture." We set the direction of the district, looking into the future to take a broad view that spans the entire organization. Board members represent the community and are responsible for holding the system accountable.</p>
	↕	<p style="text-align: center;">ADMINISTRATION</p> <p>School administration assumes a tactical leadership role. They are the planners. These educational professionals understand the organization in terms of schools, grades and classes. Administrators create and deploy plans to meet the strategic charge set by the board.</p>
	↕	<p style="text-align: center;">TEACHERS AND OTHER STAFF</p> <p>Teachers and other staff assume the operational role. They carry out the plans created by administration to meet the strategic charge set by the board.</p>

Roles and Responsibilities

Mutual agreement on the roles of the Board and Superintendent

The role of Trustees is to stay focused on the big picture while fulfilling five responsibilities in a series of job areas. These five responsibilities are:

1. We set the direction
2. We establish the structure
3. We provide support
4. We ensure accountability
5. We act as community leaders

We carry out these responsibilities in each of the following job areas:

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

The Superintendent assists the Board in carrying out its responsibilities in each of the job areas, and leads the staff toward the accomplishment of the agreed upon District vision and goals.

The Board and Superintendent Roles Defined

The Board is the elected representation for the community and sees that community interests are considered in decision-making for the schools. The board sees that the schools are well run by adopting fair and responsible policies and procedures that direct district operations. The board provides leadership on educational issues to the community and fosters an environment within the district where excellence can be attained. The Board's role is value driven.

The Superintendent is hired by the board to be the chief administrative officer for the district, manages day-to-day operations in the district, and sees that board direction is implemented. The superintendent works with the board to facilitate effective governance and provides leadership on educational matters to the community and staff. The Superintendent and Staff's role is skill driven.

Creating and Sustaining a Positive Governance Team Culture

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

Governance Norms

In addition to meeting the norms below in order to create a positive culture and atmosphere, we agree to act in ways that will help us meet the CSBA Professional Governance Standards.

WE AGREE TO:

- Keep from taking disagreements personally (individuality is embraced, respected)
- To show respect (never dismiss/devalue others)
- Make a commitment to effective deliberation, each listening openly while everyone is allowed to express his or her point of view
- Make a commitment to open communication, honesty, no surprises
- Commit the time necessary to govern effectively. This means being there, being knowledgeable, participating, understanding the full scope of being a Board Member and being willing to take on all the responsibilities involved
- Be collaborative (this is the way we operate)!
- Maintain confidentiality (builds trust)
- Look upon history as lessons learned; focus on the present and the future

AND, ABOVE ALL:

- Keep learning and achievement for ALL students as our primary focus.

Eureka City Schools

Board Governance Protocols

Leadership Responsibility and Roles of the Board

The only authority to direct actions rests with the quorum of the Board sitting at the Board table. A majority of the entire Board sets direction.

No individual member of the Board, by virtue of holding office, shall exercise any administrative or investigatory responsibility with respect to the schools; nor as an individual, command the services of any employee. Board members are to channel their requests and/or concerns directly to the Superintendent (or if necessary through the Board President). (Board Bylaws 9000, 9200 and 9300)

This protocol does not imply, to either the staff or to individual Board members, a censoring of any private and informal conversations.

When a complaint is made to an individual Board member, the member is encouraged to listen carefully to the concerns expressed. The Board member shall notify the Superintendent of the complaint.

The Board member will recommend the complainant contact the most appropriate staff member making sure the complainant understands the appropriate order of who to contact (teacher, then principal, then District staff).

If the complainant is not satisfied with the action taken by the appropriate staff member, the complainant should contact the Superintendent.

When interacting with the public or in communicating through social media, Board members will hold to the highest level of professional conduct, including emphasizing the positive aspects of the District.

When attending District Graduation/Promotions Board members shall wear business professional attire. Business professional attire includes dress shoes, skirts, dresses, pantsuits, blazers with a tie or suit with a tie.

The Board's Role and Relationship with the Staff and Community

As a professional courtesy, Board members are encouraged to notify the Superintendent that they will be visiting a school or department. The Board member may provide input to the Superintendent on issues or concerns that may arise from such a visit. The Superintendent will ensure that principals and teachers know that a teacher does not need to interrupt his/her lesson when a visitor is in his/her classroom.

During formal instructional site visits, the role of the individual Board member shall be as observers and they shall not actively participate in the end-of-visit group discussions.

Management staff are directed to relay requests from Board members to the Superintendent to ensure that appropriate information is provided to all Board members. This protocol does not imply a censoring of any private and informal conversations.

Board Meetings and the Agenda

Public Input

Meetings will be conducted in such a way as to allow the public to provide input in the time allotted to ensure that multiple voices of the community inform Board deliberations; however, when the Board deliberates, it will be a time for the Board to listen and learn from each other, taking public input into consideration without re-engaging the public.

Board meetings are held in public to provide the opportunity for the community to observe Board deliberation. Unless agendaized, as such, they are not open-forum town hall meetings.

The Governing Board will strive for brevity in deliberations, keeping remarks brief and to the point so that all opinions can be expressed and meetings can be efficient. Addressing each agenda item the Board shall normally adhere to the following process:

- ❖ Staff Presentation/addressing questions from the Board
- ❖ Input from the Community
- ❖ Board Discussion and Deliberation – Public comment will not be taken at this time

Staff members, when presenting items to the Board at a regular Board meeting, are to provide appropriate back-up material for the Board to review prior to the Board meeting. If it is necessary to provide a presentation to the Board, presentations are to be limited to not more than 10 minutes unless prior approval of the Board President.

Scheduling of Board Meetings

The Board agrees to make every effort to ensure the location, frequency, day of the week, and the beginning and ending times of Board meetings facilitate maximum participation by the Board, staff, and the community.

Normally, Board meetings will be held every three weeks on Thursday with the regular meeting beginning at 6:30 p.m. Each Board meeting will begin with Closed Session. Study Sessions may be scheduled at the discretion of the Board. A special Board meeting may be called by the Superintendent, or upon the request of three Board members.

Student Participation

The Board encourages the Superintendent to coordinate student presentations to the Board. Minimally, at regular board meetings the flag salute will be led by students from a selected school site. These students will also have the opportunity to share information about their school or make a short presentation to the Board.

Agenda

The Superintendent, with the support of staff, will create each Board agenda. The Superintendent will send the agenda via email to all trustees at least six days prior to the date of the Board meeting.

Trustees will submit requests for adding agenda items to the Superintendent at least seven days prior to the day of the Board meeting.

The Board President, Clerk, and the Superintendent will discuss the contents of the agenda and the process that will be followed at the meeting in advance of the Board meeting.

The design and order of the agenda may only be altered with the approval of the Board.

Decisions of the Board

Governance Team members are reminded that policy and decisions reserved to the Board must be made as a Board. Except where otherwise indicated in the Education or Government Codes, a majority consists of three of five members of the five member Board voting for an item. Once the decision has been made, it becomes the decision of “the Board.”

Under the concept of majority rule, each member is compelled to support the successful implementation of a policy decision, program, or procedure even when he or she does not agree with the decision.

If a member of the Governance Team cannot support the decision of the Board because it offends a moral/personal code, the member is expected, at a minimum, to refrain from undermining the decision or directive. However, the decision of the “Board” should be considered final.

Clerk’s Comments to be Made Prior to “Public Comment on Non-Agenda Items”

- Public Comment is the time designated on the agenda when members of the public may bring before the Board matters that are not listed on the agenda.
- Because of the Brown Act, no action or significant discussion can take place on issues that have not been properly noticed and listed on the agenda
- Time for public comment for items on the agenda will be allowed after the staff report on the item. Presentation for items listed on the agenda will be as follows:
 - Staff Presentation
 - Public Comment
 - Board Deliberation
- Each speaker is allowed 3 minutes to speak. There is a 3-minute timer on the podium. When the light turns yellow, you have one minute left. When the light turns red your time is up, and we ask that you conclude and allow the next speaker their time at the podium. The Board shall limit the total time for public input on each item to 20 minutes. Gifting of a speaker’s 3 minutes to extend another speaker’s time will not be allowed.

Board Members Report Agenda Item

- Board Members may report “Ex-Parte communications (phone calls, emails, letters, meetings, conversations) received
- Board members may report on school and district visitations
- Board members may report on school events
- Board members may report on professional development attended
- Board members may request items be placed on a future agenda

Board Member Participation on Committees

- County School District Organization
- Joint City and County Meeting (2 members)
- 2+2 City of Eureka and Eureka City Schools (President and Clerk)

The Board will make every effort to submit, prior to the meeting, questions they intend to ask so that the Superintendent and district staff has the opportunity to prepare to answer Board members’ questions at Board meetings.

When an individual Board member requests information for the meeting, that information will be provided to all Board members. If unforeseen questions arise during the meeting, Board members will acknowledge their question or comment as spontaneous and that they understand staff may not have the information on hand to answer the question.

Training and Informational Request by Board Members

Board member requests for informational items or training requiring more than 30 minutes of staff time to prepare/present must be requested by a majority of the Board, so not to distract staff from focused efforts. After voting, informational items or training can be brought as a Study Session item or a Discussion item at a future Board meeting.

The Brown Act

Individual Board members are expected to self-monitor compliance to the Brown Act, including limiting Closed Session to the Closed Session agenda item(s).

The use of email communication is subject to the Brown Act. When using email, the Superintendent shall forward questions and answers to all Board members. When responding, Board members shall not “reply to all.”

Board members will read the information provided to them and commit to ongoing professional development and training.

In serving the community, each Board member has the obligation to vote on each item presented to the Board. Abstention from voting will normally take place when required by law due to a potential conflict of interest. When abstaining, the rationale for abstention shall be stated.

Majority Vote to Set the Direction

As Board members, we are committed to the democratic process. We agree to engage in give-and-take discussion but ultimately to accept the decision of the Board majority. We will allow the decision of the full Board to be implemented even if it is contrary to our original position. Once a direction is set by a majority of the Board, we will not undermine the decision or seek to divide the community.

Each Board member respects the right of other Board members to vote in the minority position. If voting the minority, as a courtesy to the team, each Board member agrees to explain the reason for their minority vote, either during deliberation or before casting the vote.

Upon the request of an individual Board member, a roll call vote will be provided.

The Board wishes to maintain a culture of professionalism, stay focused, and respect the need of Board members to be available to their families:

- Cell phones will be set for 'silent' or vibrate
- Board members will be discreet in checking cell phones if necessary

Board President and Clerk

Recognizing that the community elects leaders to serve as Board members, it is assumed that each Board member has the ability to serve as Board President. Unless there are extraordinary circumstances, the protocol to be used to elect the officers of the Board will follow a seniority rotation into the leadership roles of the Board. Seniority is determined by the year in which an individual is elected or appointed. If multiple new members are elected in the same year, then lots shall be drawn to establish seniority. Due to personal circumstances, a Board member who is next in line to serve as Clerk or President may elect not to rotate into the Clerk/President position at an organizational meeting. If this occurs, the member would revert to become the last member in the order of succession.

New Board Members (Elected or Appointed)

As a soon as possible, an administrative orientation by the Superintendent and senior staff will be provided to new members of the Board. Training may be provided by County and State organizations, consultants, or led by staff. The training shall, whenever possible, take place prior to first Board meeting of the new Board member.

The orientation is intended to be a conversation and overview of the things members need to know immediately. Questions will be answered, and the Board meeting structure, CEO contract, CEO objectives, Board policies, overview of the services and programs, and the major challenges being faced will be outlined and discussed.

Each orientation may be slightly different depending upon the needs and interests of the incoming members and the major issues before the Board.

The Board's Role in Collective Bargaining

Board members will be actively involved in the collective bargaining process to ensure that the District is represented well by those selected to negotiate on behalf of the Board and the Community. The involvement of the Board will be to:

- Ensure that the ethical, fiscal, and educational goals of the Community are represented in the actions taken throughout the collective bargaining process
- Participate by providing direction and guidance to those selected to represent the Board (District Negotiation Team)
- Board members do not attend at the table negotiations
- The Board believes the collective bargaining process shall be as transparent as possible. Accordingly, the Board recommends both the district and the associations agree to broadcast negotiations via closed circuit video for both the Board and the association members
- Establish the bargaining approach to be utilized by its negotiation team
- Set the District's collective bargaining parameters for its negotiation team
- Expect that as the representative of the Board, the Superintendent will ensure the Board, collectively and individually, is informed on the issues and strategies implemented within the collective bargaining process
- The Superintendent is the Collective Bargaining Spokesperson for the Board

The Board's Relationship with the Superintendent

The Board will commit to work through and with the Superintendent on issues regarding the running of the District. The Superintendent will inform the Board as soon as possible of:

- ✓ serious safety concerns
- ✓ serious disciplinary action
- ✓ serious/unexpected personnel changes or disciplinary issues
- ✓ serious illness or death of a student, a staff member, or members of the staff's immediate family
- ✓ legal or liability concerns
- ✓ notable achievements

In all matters, the Board and Superintendent are expected to protect confidential information.

It is the Superintendent's responsibility to organize the staff in the manner that best serves the needs of the District. As a professional courtesy, the Superintendent shall provide appropriate notice to the Board in advance of action being taken.

The Board designates the Superintendent as the official spokesperson for the district. As appropriate, the Superintendent will inform the Board of media coverage for certain events and issues.

All conflicts between the Superintendent and the Board will be handled in Closed Session, with the Superintendent being in attendance, when appropriate and necessary. Conflicts between individual Board members and/or the Superintendent will be addressed privately between those who hold the conflict and will not involve other members of the Board or the public (community, staff, media etc.).

The Board commits to complete an annual evaluation of the Superintendent. The Board will set aside at least one special meeting in October for the purpose of completing the annual evaluation of the Superintendent. In consultation with the Superintendent, the evaluation process and associated documents will be developed and approved by the Board no later than the first Board meeting in October. The evaluation process and instrument is designed to bring about the collective view of the Board; and, therefore, the evaluation will reflect the majority view of the Board as a whole.

The Ongoing Implementation of Board Approved Protocols

Within 90 days of the election/appointment of a new Board member, a Study Session will be held for the purpose of reviewing/updating the Governance Protocols of the Board.

Upon the request of two or more Board members, a special Study Session will be called for the purpose of reviewing /updating the Governance Protocols of the Board.

What do we do when someone violates one of the protocols?

Principles/Assumptions

- We should expect that we will make mistakes
- Self-monitoring our own behavior can be very difficult
- Behavior in conflict with agreements erodes trust
- Behavior that is not challenged is condoned
- Confronting another team member can:
 - ✓ Be difficult, and if done poorly, it can be damaging
 - ✓ If done correctly, it demonstrates the Board is a highly functional team!

2022-23 STRATEGIC PLAN



Board of Trustees

Lisa Ollivier, President - Area 1
Mike Duncan - Area 2
Mario Fernandez, Clerk - Area 3
Susan Johnson - Area 4
Jessica Rebholtz - Area 5

Superintendent

Fred Van Vleck, Ed.D.

Eureka City Schools

STRATEGIC PLAN OVERVIEW

The Eureka City Schools Strategic Plan, adopted by the Board of Trustees, is the management plan for the District. The Plan was initially developed in collaboration with educational partner groups within the District. The following is a description of the purpose, components, definitions, process, and timelines related to the plan.

The Strategic Plan has four primary purposes. First, the Plan defines the District's vision, mission, and goals. Second, the Plan details how the District will achieve those goals, as measured yearly by the expected outcomes. Third, the Plan serves as the common tool for managing changing priorities, as indicated by the ordering of the Priority Areas. All District decisions should reflect the priorities of the Strategic Plan. Lastly, the Strategic Plan provides a basis for developing the Local Control Accountability Plan (LCAP).

The components of the Strategic Plan are defined below:

- VISION
What the District is striving to do.
- MISSION
Outlines what the District will accomplish by the end of the five-year Plan.
- PRIORITY AREAS
Areas that address the Mission of the District.
- OBJECTIVE
Defines priority area deliverables to ensure all parties have clear direction and are aligned with the purpose and overall timeline.
- OUTCOMES
The measurable progress toward the Strategic Plan objectives.

- **METRICS**

Tools used to measure how the school and district will assess their annual progress against the Goals (these metrics are included in the LCAP unless indicated by a designation of “Other Metrics”).

Implementing the Strategic Plan follows a yearly update cycle to ensure that the Plan reflects the priorities defined by the Board of Trustees. Implementation of the Plan continues throughout the year and is evaluated, analyzed, and revised annually.

Eureka City Schools: Strategic Plan

Vision Statement:

Inspiring academic Excellence, Creativity, and the confidence to Succeed. - ECS

Mission Statement:

Eureka City Schools, in partnership with families and communities, promotes academic success and career readiness for every student. We are committed to:

- Ensuring rigorous and innovative programs through high standards of teaching and learning
- Providing a safe and supportive learning environment
- Embracing our diversity as a strength
- Promoting creative expression, critical thinking, and digital literacy
- Offering relevant learning opportunities to help guarantee a sustainable future
- Developing responsible, productive, and ethical citizens for our communities and the world

Fiscal Integrity of the District:

The fiscal integrity of Eureka City Schools is a foundational requirement of the Strategic Plan. As such, the Plan is designed to ensure that the human, financial, and capital resources are efficiently and effectively allocated based on the priorities established by the Eureka City School Board.

To ensure the fiscal integrity of the District, the Eureka City Schools Board is committed to addressing LCAP goals by working with interested stakeholders to prioritize funds; providing each District child with a quality education. As specified in the requirements of the LCAP, we will focus additional support to students who are English Learners, from low-income households, and who are Foster Youth. The Board commits to establishing reserve levels and fund balances to meet State and local priorities. Additionally, the Board commits to saving for potential future expected and unexpected expenditures and for eventual economic downturns. The Board is committed to ensuring the fiscal integrity of the District by providing the necessary funding to maintain the following prudent reserves:

- Economic Uncertainty of 5% of total General Fund Expenditures;
- Equipment Replacement of 1% of total General Fund Expenditures;
- Special Education of 2% of total General Fund Expenditures; and,
- Routine Maintenance and Repair of 3% of total General Fund Expenditures.

Strategic Planning Process:

Annually, the Board will approve the Strategic Plan in September/October for the subsequent year. The approved Strategic Plan shall guide the development of the following year's LCAP.

Priority Area 1: English | Students will develop reading, writing, speaking, and listening skills that are the foundation for creative and purposeful expression in language.

Priority #1	Objective	Component	Task	Due Date	Assigned (Responsible)
1	English	Objective	Students will develop reading, writing, speaking, and listening skills that are the foundation for creative and purposeful expression in language.		
1.1	English	Outcome	Students will meet or exceed state standards at every grade level in English Language Arts.		
1.1.1	English	Metric	Principals will certify to the Assistant Superintendent of Educational Services that 90+% or more of the Students, including subgroups, will have progressed toward meeting or exceeding state grade-level standards. [Source Document: PowerSchool, MMARS, CA Dashboard, data sheets CORE Growth].	September	Principals
1.1.1.1	English	DA&S	Assistant Superintendent of Educational Services to develop a profile for a student at the 80, 70, 60, 50, 40, 30, and below 20 percentile.	October	Assistant Superintendent of Educational Services
1.1.1.1.1	English	SA&S	Principals review and report out on CA Dashboard, MMARS, IXL, and Power School reports	MMARS, IXL, PowerSchool (Sept) CA Dashboard (Nov)	Principals
1.1.1.1.2	English	SA&S	Principals identify subgroups meeting the 90+% threshold	September	Principals
1.1.1.1.3	English	SA&S	Principals share dashboard and MMARS data with staff	MMARS (Oct) PowerSchool (Oct) CA Dashboard (Nov)	Principals
1.1.1.1.4	English	SA&S	Principals in collaboration with Assistant Superintendent of Educational Services and Director of Student Services identify interventions for those students below the 90+% threshold and then share with staff.	September	Assistant Superintendent of Educational Services

					and Director of Student Services
1.1.1.1.5	English	SA&S	Principals, in collaboration with staff, develop an action plan and timeline per student to achieve the 90+% threshold	October	Principals
1.2	English	Outcome	Students will have access to Multi-Tiered Systems of Support (MTSS).		
1.2.1	English	Metric	Each trimester/semester, Principals will certify to the Assistant Superintendent of Educational Services and the Director of Student Services that all Students have access to Multi-Tiered Systems of Support (MTSS). [Source Document: Wellness Referral form data, Intervention Plan, Schoolsite Leadership Team's record of attendance of Tier 1 PBIS training, Master Schedule].	Trimester/ Semester	Principals
1.2.1.1.1	English	SA&S	Principals identify members to serve on (WEL) West Education Leadership Team	May	Principals
1.2.1.1.2	English	SA&S	Principals, in collaboration with staff, identify the instructional programs/strategies/interventions in Tier 1, Tier 2, and Tier 3	May	Principals
1.2.1.1.3	English	SA&S	Principals and department/grade-level teams engage in data-driven discussions to determine students needing Tier1, Tier 2, and Tier 3 programs, strategies, and interventions.	September	Principals
1.2.1.1.4	English	SA&S	Principals and WEL Leadership Team establish a (PLC) Professional Learning Community schedule to review data and adjust tiered support accordingly	May	

1.3	English	Outcome	Teachers and appropriate staff will complete professional development to address District adopted core and supplemental curriculum implementation, with fidelity, of standards.		
1.3.1	English	Metric	In May, Principals will identify to the Assistant Superintendent of Educational Services and the Director of Student Services the certificated and classified staff members needing training/retraining on State Standards and/or District initiatives.	May	Principal
1.3.1.1	English	DA&S	Assistant Superintendent of Educational Services and the Director of Student Services will identify the ELA/ELD professional development required for each certificated and classified	April	Assistant Superintendent and Director of Student Services
1.3.2	English	Metric	Principals will certify to the Assistant Superintendent of Educational Services/designee and the Director of Student Services that at least 90+% of Teachers and appropriate Staff have taught the standards with fidelity using District adopted core and supplemental curriculum.	June	Principals
1.4	English	Outcome	English Learners will be reclassified as Fluent English Proficient (RFEP) within five years of enrolling in the District.		
1.4.1	English	Metric	Principals will certify to the Assistant Superintendent of Educational Services that 90+% English Learners have improved by at least one level in English proficiency for one school year of learning. [Source Document: ELPAC, MMARS, PowerSchool, and English Learner Progress Monitoring Report]	September	Principals
1.4.1.1	English	DA&S	Coordinator of English Learners and Development will create a report protocol for Principals.	September	English Learner Coordinator
1.4.1.1.1	English	SA&S	Principals will report to the Assistant Superintendent of Educational Services that 90% of English Learners have improved in at least one level.	October	Principals

1.4.1.1.2	English	SA&S	Principals will identify intervention strategies to support English learner students who have not improved at least one level [Source Document: ELPAC].	September	Principals
1.4.2	English	Metric	The Assistant Superintendent of Educational Services will certify to the Superintendent that all English Learners will reclassify within five years of enrolling in the District. [Source Document: Power School English Learner Progress Monitoring Report]	June	Assistant Superintendent
1.4.2.1	English	DA&S	Assistant Superintendent of Educational Services/designee will create a report protocol to measure progress on the percentage of English learners that have been reclassified since enrollment in the District	May	Assistant Superintendent

Priority Area 2: Math | Students will develop the three major principles of Mathematics - focus, coherence, and rigor - to allow for conceptual understanding, procedural skill and fluency, and the ability to apply mathematics to solve problems.

Priority #2	Objective	Component	Task	Due Date	Assigned (Responsible)
2	Math	Objective	Students will develop the three major principles of Mathematics - focus, coherence, and rigor - to allow for conceptual understanding, procedural skill and fluency, and the ability to apply mathematics to solve problems.		
2.1	Math	Outcome	Students will meet or exceed state standards at every grade level in mathematics.		
2.1.1	Math	Metric	Principals will certify to the Assistant Superintendent of Educational Services that 90+% or more of the Students, including all subgroups, will have progressed toward meeting or exceeding state grade-level standards. [Source Document: PowerSchool, MMARS, CA Dashboard.]	September	Principals
2.1.1.1	Math	DA&S	Assistant Superintendent of Educational Services to develop a profile for a student at the 80, 70, 60, 50, 40, 30, and below 20 percentile.	October	Assistant Superintendent
2.1.1.1.1	Math	SA&S	Principals review CA Dashboard, MMARS, IXL, and Power School reports	MMARS , IXL, PowerSchool (Sept) CA Dashboard (Nov)	Principals
2.1.1.1.2	Math	SA&S	Principals identify % of subgroups meeting the 90+% threshold	September	Principals
2.1.1.1.3	Math	SA&S	Principals share dashboard and MMARS data with staff	MMARS (Oct) PowerSchool (Oct) CA Dashboard (Nov)	Principals

2.1.1.1.4	Math	SA&S	Principals in collaboration with Assistant Superintendent of Educational Services/designee and the Director of Student Services/designee identify interventions for those students below the 90+% threshold and then share with staff.	September 30	Assistant Superintendent and Director of Student Services
2.1.1.1.5	Math	SA&S	Principals, in collaboration with staff, develop an action plan and timeline per student to achieve the 90+% threshold	October	Principals
2.2	Math	Outcome	Students will have access to Multi-Tiered Systems of Support (MTSS).		
2.2.1	Math	Metric	Each trimester/semester, Principals will certify to the Director of Student Services/designee that all Students have access to instructional Multi-Tiered Systems of Support (MTSS).	Trimester/Semester	Principals
2.2.1.1.1	Math	SA&S	Principals identify WEL Leadership Team	August	Principals
2.2.1.1.2	Math	SA&S	Principals in collaboration with staff, identify the instructional programs/strategies/interventions in Tier 1, Tier 2, and Tier 3.	May	Principals
2.2.1.1.3	Math	SA&S	Principals and MTSS leadership team engage in data-driven discussions to determine students needing Tier1, Tier 2, and Tier 3.	September	Principals

2.3	Math	Outcome	Teachers and appropriate Staff will complete professional development to address implementation, with fidelity, of standards.		
2.3.1	Math	Metric	In May, Principals will identify to the Assistant Superintendent of Educational Services and the Director of Student Services/designee the certificated Staff members needing training/retraining on State Standards.	May	Principal
2.3.1.1	Math	DA&S	Assistant Superintendent of Educational Services and the Director of Student Services/designee will identify the Math professional development required for each certificated and classified member.	May	Assistant Superintendent and Director of Student Services
2.3.1.2	Math	DA&S	Assistant Superintendent of Educational Services will communicate to staff (principals and employees) professional development needs to be completed and already completed	September	Assistant Superintendent and Director of Student Services
2.3.2	Math	Metric	Principals will certify to the Assistant Superintendent of Educational Services that at least 90+% of Teachers and appropriate Staff have taught the standards with fidelity. [Source Document: California Dashboard and Local Assessments]	June	Principals
2.3.2.1	Math	DA&S	Assistant Superintendent of Educational Services and the Director of Student Services/designee will create a protocol for classroom walkthroughs	June	Assistant Superintendent and Director of Student Services
2.3.2.1.1	Math	SA&S	Principals will conduct classroom walkthroughs to ensure 90+% of teachers are utilizing Board-approved textbooks and standards-based supplemental materials	September and June	Principals

2.3.2.1.2	Math	SA&S	Principals will meet the expectation of conducting classroom walkthroughs at least 40% of the time - the equivalent of 2 days per week	June	Principals
2.4	Math	Outcome	Provide Professional Learning to all appropriate Staff on instructional strategies to support all learners.	September	Assistant Superintendent and Director of Student Services
2.4.1	Math	Metric	Assistant Superintendent of Educational Services will report to Superintendent opportunities provided for professional development on instructional strategies	June	Assistant Superintendent of Educational Services
2.4.1.1.1	Math	SA&S	Principals will provide the Assistant Superintendent of Educational Services a summary report for the type and number of professional learning opportunities provided to staff, as evidenced by annual collaboration schedules and attendance logs.	February	Principals

Priority Area 3: Mental Health, Socio-Emotional Wellness, and Family Engagement | Students will develop a full realization of their mental and social-emotional potential, demonstrated by healthy wellness attitudes, behaviors, and supported by consistent curriculum and instructional practices.

The District and school sites will develop and promote family participation, input, and involvement opportunities.

Priority #3	Objective	Component	Task	Due Date	Assigned (Responsible)
#3A	Mental Health, Socio-Emotional Wellness	Objective	Students will develop a full realization of their mental and social-emotional potential, demonstrated by healthy wellness attitudes, behaviors, and supported by consistent curriculum and instructional practices. The District and school sites will develop and promote family participation, input, and involvement opportunities.		
3.1	Mental Health, Socio-Emotional Wellness	Outcome	Students and Staff will actively utilize the principles and practices of social/emotional and mental wellness.		
3.1.1	Mental Health, Socio-Emotional Wellness	Metric	By January 2023, Principals will certify to the Director of Student Services that 85+% of classrooms are using the strategies of trauma-informed practices 85+% of the time. [Source Document: Classroom Walkthroughs]	January	Principals and Director of Student Services
3.1.2	Mental Health, Socio-Emotional Wellness	SA&S	By November, elementary school students, at schools where there is a Community School model, will have access to a break space, recovery, and calm room space.	November	Director of Community Schools
3.1.3	Mental Health, Socio-Emotional Wellness	SA&S	Elementary school teachers will complete a universal social-emotional screening in September, January, and May for all students in their classrooms.	September, January, and May	Elementary Principals
3.1.4	Mental Health, Socio-Emotional Wellness	SA&S	Elementary and Middle School principals will certify each trimester to the Director of Student Services that classroom teachers followed the Second Step pacing guides and facilitated the Bully Prevention activities in their classrooms.	November, March, June	Elementary and Middle School Principals

3.1.5	Mental Health, Socio-Emotional Wellness	SA&S	The High School Principals will certify that classroom teachers are facilitating community building circles in their classrooms at least quarterly.	Quarterly	High School Principal
3.1.1.1	Mental Health, Socio-Emotional Wellness	DA&S	By January 2023, Director of Student Services will develop the report template for the Principals to document major behavior infractions (non-suspendable offenses) using data from PowerSchool and SWIS.	January	Director of Student Services
3.1.2	Mental Health, Socio-Emotional Wellness	Metric	By September 2023, Director of Student Services will report to the Superintendent that students in grade levels 5th, 7th, 9th, 11th grades and their families have increased their average scores in the areas of school connectedness (students-53%, families-27%), caring adults in schools (students-60%, families-32%), and feeling safe at school (students-54%, families-28%) by 10% for students and 20% for families. [Source Document: California Healthy Kids Survey]	September	Director of Student Services
3.1.3	Mental Health, Socio-Emotional Wellness	Metric	By May 2023, The District Nurses will report to the Director of Student Services any student health problems identified through mandatory screenings and assessments (i.e. vision, hearing, and scoliosis, nutritional or other medical conditions) have received the necessary and timely follow up regarding medical and/or health services. [Source Document: PowerSchool, Internal Spreadsheet]	May	District Nurses
3.1.4	Mental Health, Socio-Emotional Wellness	Metric	At the end of each semester/trimester, the District Social Workers, Crisis Counselor, Site Counselors, and School Psychologists will report to the Director of Student Services the number of Students receiving school based mental health services. [Source: Internal Document]	Trimester/ Semester	District Social Workers, Crisis Counselor, Site Counselors, and School Psychologists
3.2	Mental Health, Socio-Emotional Wellness	Outcome	Increase partnerships with external and community-based agencies that serve the student population in the areas of physical, emotional and mental wellness. [Source Document: Internal Document between Social Workers, Counselors, Crisis Counselor, School Psychologist, Marshall Family Resource Center, Foster/Homeless Liaison, and Wellness Center team]		

3.2.1	Mental Health, Socio-Emotional Wellness	Metric	By End of the School Year, the Director of Student Services and Director of Community Schools will report to the Superintendent an increase of 5 new relationships with external and community based agencies that serve the student population in the areas of physical, emotional and mental wellness. [Source Document: Internal Document]	End of School Year	Director of Student Services and Director of Community Schools
3.2.1.1	Mental Health, Socio-Emotional Wellness	DA&S	Director of Student Services and Director of Community Schools: (1) identify external relationships with community based agencies to support students through the Wellness Center and Community Schools in the areas of physical, emotional and mental wellness; (2) Generate a list of additional external partnerships and identify which ones will be solicited to garner their support; (3) Communicate with external partners to establish mutual needs and interests and deliverables with appropriate timelines; and, (4) Upon completion of the relationship, establish a process to honor and acknowledge the positive outcome of the relationship for our students.	Quarterly Meeting	Director of Student Services and Director of Community Schools
Priority #3B	Family Engagement	Objective	The District and school sites will develop and promote family participation, input, and involvement opportunities.		
3.3	Family Engagement	Outcome	Ensure families receive equitable access to timely communications through a variety of means.		
3.3.1	Family Engagement	Metric	By End of the School Year, Principals will provide an annual summative report to the Director of Student Services certifying a minimum of once weekly Principal to Home communication provided and accessed by families through multiple means. [Source Document: Report]	June	Principals
3.3.2	Family Engagement	Metric	By End of School Year, Principals will certify, to the Director of Student Services, that each teacher has communicated weekly to their families through a positive communication home. [Source Document: Report]	June	Principals
3.4	Family Engagement	Outcome	Ensure families feel valued and connected to the school environment.		

3.4.1	Family Engagement	Metric	In addition to Back to School and Open House, by the end of the school year, Principals will certify to the Director of Student Services that the school site hosted at least two family-centered events per school year. [Source Document: Individual School Calendar of Events]	June	Principals
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Priority Area 4: Science | Students will develop a three-dimensional vision of science education, knowing core science and engineering ideas, thinking like scientists and engineers, and applying science and engineering principles.

Priority #4	Objective	Component	Task	Due Date	Assigned (Responsible)
4	Science	Objective	Students will develop a three-dimensional vision of science education, knowing core science and engineering ideas, thinking like scientists and engineers, and applying science and engineering principles.		
4.1	Science	Outcome	Students will meet or exceed California Next Generation Science Standards (NGSS).		
4.1.1	Science	Metric	Principals will report to the Assistant Superintendent of Educational Services the number of Students meeting or exceeding the standard as measured by the California Science Test (CAST) and the California Alternative Assessment for Science (CAAS) for the previous year in grades 5 and 8 and high school. [Source Document: CAST, CAAS, MMARS]	September	Principal
4.1.1.1	Science	DA&S	Assistant Superintendent of Educational Services to develop a profile for a student at the 80, 70, 60, 50, 40, 30, and below 20 percentile.	October	Assistant Superintendent
4.1.1.1.1	Science	SA&S	Principals review CAST and CAAS data	November	Principal
4.1.1.1.2	Science	SA&S	Principals identify % of subgroups meeting the 90+% threshold	September	Principal
4.1.1.1.3	Science	SA&S	Principals share dashboard data with staff	November	Principal

4.1.1.1.4	Science	SA&S	Principals in collaboration with Assistant Superintendent of Educational Services will identify interventions for those students below the 90+% threshold and then share with staff.	September	Assistant Superintendent
4.1.1.1.5	Science	SA&S	Principals in collaboration with staff develop an action plan and timeline per student to achieve the 90+% threshold	October	Principals
4.2	Science	Outcome	Teachers and appropriate staff will complete professional development to address implementation, with fidelity, of standards.		
4.2.1	Science	Metric	By May, Principals will certify the Assistant Superintendent of Educational Services that at least 85+% of Teachers and appropriate Staff have taught the standards with fidelity. [Source Document: Pacing Guide Self Certification]]	May	Principal
4.2.1.1	Science	DA&S	Assistant Superintendent of Educational Services will identify the professional development required for each certificated and classified staff member	May	Assistant Superintendent
4.2.1.2	Science	DA&S	Assistant Superintendent of Educational Services will communicate to staff (principals and employees) professional development needing to be completed and already completed	September	Assistant Superintendent
4.2.1.3	Science	DA&S	Assistant Superintendent of Educational Services, with input from the TOSAs and Department Chairs, will plan, develop and deliver training.	October	Assistant Superintendent
4.2.2	Science	Metric	Principals will identify the certificated Staff members needing training/retraining on State Standards to the Assistant Superintendent of Educational Services.	April	Assistant Superintendent
4.2.2.1	Science	DA&S	Assistant Superintendent of Educational Services will create a protocol for classroom walkthroughs	Sept	Assistant Superintendent
4.2.2.2.1	Science	SA&S	Principals will conduct classroom walkthroughs to ensure 90+% of teachers are utilizing Board-approved textbooks and standards-based supplemental materials	Sept	Principals

4.2.2.2.2	Science	SA&S	Principals will meet the expectation of conducting classroom walkthroughs at least 40% of the time - the equivalent of two days per week	May	Principals
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Priority Area 5: Social Science | Students will develop four key areas of emphasis - content, inquiry, literacy, and citizenship - by investigating the “how” and “why” of historical developments.

Priority #5	Objective	Component	Task	Due Date	Assigned (Responsible)
5	Social Science	Objective	Students will develop four key areas of emphasis - content, inquiry, literacy, and citizenship - by investigating the “how” and “why” of historical developments.		
5.2	Social Science	Outcome	Students will meet or exceed Social Science standards in grades 3-12		
5.2.1	Social Science	Metric	Principals will report to the Assistant Superintendent of Educational Services the number of Students, including all subgroups, meeting or exceeding standards as measured by grade of C or higher in grades 6-8 and 10-12. [Source Document: PowerSchool]	January and June	Principals
5.3	Social Science	Outcome	Teachers and appropriate Staff will complete professional development to address implementation, with fidelity, of standards.		
5.3.1	Social Science	Metric	Principals will certify to the Assistant Superintendent of Educational Services/designee that at least 85+% of Teachers and appropriate Staff have taught the standards with fidelity. [Source Document - Walk-throughs]	May	Principals
5.3.1.1	Social Science	DA&S	The Assistant Superintendent of Educational Services/designee will create a protocol for classroom walkthroughs	Sept	Assistant Superintendent
5.3.1.1.1	Social Science	SA&S	Principals will conduct classroom walkthroughs to ensure 90+% of teachers are utilizing Board-approved textbooks and standards-based supplemental materials	Sept	Principals
5.3.1.1.2	Social Science	SA&S	Principals will meet the expectation of conducting classroom walkthroughs at least 40% of the time - the equivalent of two days per week	May	Principals

Priority Area 6: Modern Languages | Students will develop communicative cultural proficiency and literacy skills, providing them the ability to communicate and collaborate on a wide variety of topics in culturally appropriate ways in multiple target-culture settings.

Priority #6	Objective	Component	Task	Due Date	Assigned (Responsible)
6	World Language	Objective	Students will develop communicative cultural proficiency and literacy skills, providing them the ability to communicate and collaborate on a wide variety of topics in culturally appropriate ways in multiple target-culture settings.		
6.1	World Language	Outcome	Students in grades 7-12 will have access to the Modern and World Language curriculum.		
6.1.1	World Language	Metric	The Principals will certify to the Assistant Superintendent of Educational Services an increase in the number of students passing 2 or more years of a language with at least a letter grade of C.	June	Superintendent
6.1.1.1.1	World Language	SA&S	Principals will report to the Assistant Superintendent of Educational Services/designee the number of students who received additional access to World Language curriculum and received a C or greater grade. [Source Document: PowerSchool]	May	Principals
6.1.2	World Language	Metric	In March, the Assistant Superintendent of Educational Services/designee will report to the Superintendent the recommended 7 - 12 World Language curriculum. [Source Document: World Language Curriculum Survey]	March	Assistant Superintendent of Educational Services
6.1.3	World Languages	Metric	The principal will certify to the Assistant Superintendent of Educational Services an increase in the number of students achieving the Seal of Biliteracy.	May	Assistant Superintendent of Educational Services

Priority Area 7: Human Resources | The District will attract and develop high-quality professionals focused on student success.

Priority #7	Objective	Component	Task	Due Date	Assigned (Responsible)
7	Human Resources	Objective	The District will attract and develop high-quality professionals focused on student success.		
7.1	Human Resources	Outcome	All positions will be filled prior to the first day of instruction, and all vacancies are filled within one month.	August	Executive Director and Principals
7.1.1	Human Resources	Metric	The Executive Director of Personnel Services and Public Affairs will report annual progress on this objective to the Superintendent.	September	Executive Director
7.1.1.1	Human Resources	DA&S	Personnel will advertise and work with hiring parties to screen applicants, establish and train interview panels, conduct interviews, and hire qualified employees.	Ongoing	Executive Director
7.1.1.2	Human Resources	DA&S	As an Equal Opportunity Employer, Personnel will actively seek applicants representative of our richly diverse community and state.	Ongoing	Executive Director
7.1.1.3	Human Resources	SA&S	Hiring administrators will actively participate in the recruitment and selection process, which includes checking references and providing input on the best placement.	Ongoing	Principals and Directors
7.2	Human Resources	Outcome	All teachers are fully credentialed and appropriately assigned.		
7.2.1	Human Resources	Metric	Executive Director or designee will certify to the Superintendent that certificated Staff are appropriately credentialed and properly assigned. [Data Source: CTC, CALPADS, CalSAAS]	October	Executive Director or Designee
7.2.1.1	Human Resources	DA&S	Executive Director and/or designee will verify appropriate credentials at the time of hire. This includes working with the County Credential Analyst to obtain TCCs while credentials are pending and/or to obtain appropriate permits or waivers when necessary.	September	Executive Director or Designee

7.2.1.2	Human Resources	Metric	The Executive Director will report the Equal Distribution of Qualified Teachers to the Board annually.	January	Executive Director
7.3	Human Resources	Outcome	All new employees will be onboarded and participate in activities welcoming them to ECS, their school sites or departments.		
7.3.1	Human Resources	Metric	The Executive Director will certify to the Superintendent that certificated and classified employees participated in orientation activities and are connected with their peers at the site/department level.	October	Executive Director
7.3.1.1	Human Resources	DA&S	The Executive Director will provide New Hire Orientation for all (certificated and classified) employees to welcome employees, share an overview of the District, and to introduce Cabinet and Directors.	August	Executive Director
7.3.1.2	Human Resources	DA&S	At the time of hire, Personnel will work with employees to complete new hire paperwork, TB screening, and background checks.	Ongoing	Executive Director or Designee
7.3.1.3	Human Resources	SA&S	Sites and Departments will include new hires in activities and provide a support network of peers to help employees feel comfortable and part of the team.	October	Principals and Directors
7.4	Human Resources	Outcome	Employees believe their work is meaningful and they feel valued and supported.		
7.4.1	Human Resources	Metric	Through the CALL survey, employees who work with students will share the belief that their work is meaningful and they feel connected to District priorities.	April	Administrators, Teachers, Support Staff
7.4.1.1	Human Resources	DA&S	Employees will be trained in curriculum, become familiar with grade-level partners, and be given clear expectations for the school year.	October	Administrators and Teachers

7.4.1.2	Human Resources	DA&S	Personnel will support Educational Services in assigning mentors to new teachers, creating collaboration opportunities for teachers, and designing teacher academies to support growth and create networking opportunities.	November	Executive Director and Assistant Superintendent of Educational Services
7.4.1.3	Human Resources	DA&S	The Executive Director will support Educational Services, School Administration, and teachers in the professional development plan focused on Visible Learning.	August	Executive Director
7.5	Human Resources	Outcome	Provide competitive salaries and benefits for all employees compared with districts with similar demographics and/or geographic region.		
7.5.1	Human Resources	Metric	The Executive Director will report to the Superintendent comparable District salary and benefits data for each employee group (Classified, Certificated, Management, and Confidential), and provide recommendations on ensuring the competitiveness of the salaries for each employee group.	February	Executive Director
7.5.1.1	Human Resources	DA&S	The Executive Director will compile a comparison of salaries and benefits for each classification and job title from surrounding districts for comparison.	January	Executive Director
7.5.1.2	Human Resources	DA&S	The Superintendent and Executive Director will meet to discuss salaries and benefits for each employee group. The comparison lists from December will be reviewed to present changes and trends to the Board.	January	Executive Director and Superintendent
7.6	Human Resources	Outcome	The District retains highly qualified and competent employees who are committed to ECS and meeting the needs of students, staff, and the community.		

7.6.1	Human Resources	Metric	Classified Employees of the Year are recognized and celebrated at a Board meeting annually.	February	Executive Director and Staff
7.6.2	Human Resources	Metric	Certificated Employees and Administrator of the Year are recognized and celebrated at a Board meeting annually.	May	Executive Director and Staff
7.6.3	Human Resources	Metric	Personnel tracks and monitors employee turnover and reports annually to the Superintendent. The 2022-23 year is the baseline, and future goals to reduce turnover will be established.	June	Executive Director and Staff
7.7	Human Resources	Outcome	Implement evaluation systems to provide timely and meaningful feedback that allows for personal and professional growth.		
7.7.1	Human Resources	Metric	After the close of each school year, the Executive Director will certify to the Board that all evaluations have been completed in a timely manner, with appropriate commendations and recommendations for improvement. [Source Document: Board Report]	August	Executive Director and Staff
7.7.1.1	Human Resources	DA&S	The Executive Director or designee will prepare a tracking sheet for each site/department listing employees, hire dates, status, and due dates for evaluations based on employee status (temporary, probationary, permanent).	October	Executive Director and Staff
7.7.1.2	Human Resources	DA&S	The Executive Director will monitor evaluations that show a need for improvement or deficiency and will work with the administrator or director to outline clear expectations, and improvement plan	August	Executive Director
7.7.1.3	Human Resources	SA&S	Principals, Supervisors, Directors, and the Superintendent will meet with employees to review evaluations and discuss expectations. Completed forms will be sent to Personnel for review and filing by June 30.	June	Principals, Supervisors, Directors, Superintendent

7.8	Human Resources	Outcome	The District values and maintains good working relationships with both labor units – Eureka Teachers Association (ETA) and the California School Employees Association (CSEA).		
7.8.1	Human Resources	Metric	The Superintendent and Executive Director will meet with the ETA President and Bargaining Chair monthly to share concerns, resolve issues, and to foster a cooperative relationship.	Monthly	Superintendent and Executive Director
7.8.2	Human Resources	Metric	The Superintendent and Executive Director will meet with the CSEA President and Labor Relations Representative monthly to share concerns, resolve issues, and to foster a cooperative relationship.	Monthly	Superintendent and Executive Director

Priority Area 8: Career and Technical Education | Students will develop fundamental knowledge and skills to prepare for the transition to postsecondary education, career training, or the workforce by following a multiyear sequence of courses (pathways) integrating core academic knowledge with technical and occupational skills.

Priority #8	Objective	Component	Task	Due Date	Assigned (Responsible)
8	Career and Technical Education (CTE)	Objective	Students will develop fundamental knowledge and skills to prepare for the transition to postsecondary education, career training, or the workforce by following a multiyear sequence of courses (pathways) integrating core academic knowledge with technical and occupational skills.		
8.1	Career and Technical Education (CTE)	Outcome	Students will have access/exposure to career education, including CTE offerings in grades 8-12.		
8.1.1	Career and Technical Education (CTE)	Metric	Develop/refine and implement a scope and sequence for College and Career Readiness K-14 Principal will certify to the Assistant Superintendent of Educational Services/designee that the following school years' course offerings include CTE courses available to all 8-12 grades students.	May	Middle and High School Principals
8.1.2	Career and Technical Education (CTE)	Metric	By January 1, Principals will report to the Assistant Superintendent of Educational Services/designee the percentage of students, by grade level, in grades 8-12, enrolled in a CTE course. *Baseline/benchmark for future metric	January	Middle and High School Principals
8.1.1.1	Career and Technical Education (CTE)	DA&S	Assistant Superintendent of Educational Services/designee shall present to the board the grades 9-12 CTE Pathways. K-12 Career Technology Scope and Sequence for approval of the Board, not later than May 1.	May	Assistant Superintendent of Educational Services
8.1.1.2	Career and Technical Education (CTE)	DA&S	By January 1, Principals will certify to the Assistant Superintendent of Educational Services/designee that 90+% or more of the Students, including subgroups, will have access to career education. [Source Document: California Dashboard and PowerSchool]	January	Middle and High School Principals
8.2	Career and Technical	Outcome	Principals serving grades 8-12 shall develop community-based business partnerships and advisory		

	Education (CTE)		committees for each of the CTE Pathways/CTE areas offered in grades 9-12		
8.2.1	Career and Technical Education (CTE)	Metric	By May, the Assistant Superintendent of Educational Services/designee shall report to the Board that each middle and high school has at least one Community-based business partnership.	May	Assistant Superintendent of Educational Services
8.2.1.1	Career and Technical Education (CTE)	DA&S	Assistant Superintendent of Educational Services shall ensure that each Business Partnership is recognized at a Board meeting, receiving an Apple Pin or Certificate of Appreciation.	May	Assistant Superintendent of Educational Services
8.2.2	Career and Technical Education (CTE)	Metric	The high school Principal shall certify having at least one CTE advisory meeting for each CTE Pathway.	May	Principal
8.3	Career and Technical Education (CTE)	Outcome	All students enrolled in the Zoe Barnum High School shall participate in work internship programs and/or projects related to their future interests and career expectations.		
8.3.1	Career and Technical Education (CTE)	Metric	The Zoe Barnum Principal shall report to the Assistant Superintendent of Educational Services/designee the percentage of students actively enrolled in internship programs. *Baseline/benchmark for future metric	April	Zoe Barnum Principal

Priority Area 9: Visual and Performing Arts | Students will develop artistic literacy in the four arts disciplines - dance, music, theater, and visual arts - developing transferable skills that enhance personal, academic, and professional endeavors.

Priority #9	Objective	Component	Task	Due Date	Assigned (Responsible)
9	Visual and Performing Arts	Objective	Students will develop artistic literacy in the four arts disciplines - dance, music, theater, and visual arts - developing transferable skills that enhance personal, academic, and professional endeavors.		
9.1	Visual and Performing Arts	Outcome	Ensure Students have access to visual and performing arts.		
9.1.1	Visual and Performing Arts	Metric	All elementary teachers will report to the Principal the visual and performing arts lessons/activities implemented within their classroom.	Trimester	Elementary Teachers
9.1.1.1.1	Visual and Performing Arts	SA&S	Each trimester, Principals will request elementary teachers will report the visual and performing arts lessons/activities implemented within their classroom.	Trimester	Elementary Teachers
9.2.1	Visual and Performing Arts	Metric	Middle and Secondary School Principals will report to the Assistant Superintendent of Educational Services/designee a 2+% increase in the level of student participation, including all subgroups, in visual and performing arts. [Source Document: PowerSchool LCAP data]	May	Secondary School Principals
9.2.2	Visual and Performing Arts	Metric	Principals certify to the Assistant Superintendent of Educational Services that all 7-12 grade students have access to VAPA embedded in the master schedule.	August	Secondary School Principals

Priority Area 10: Physical Education | Students will develop the skills and knowledge to be physically fit and active, providing confidence and positive attitudes necessary to participate in physical activities.

Priority #10	Objective	Component	Task	Due Date	Assigned (Responsible)
10	Physical Education	Objective	Students will develop the skills and knowledge to be physically fit and active, providing confidence and positive attitudes necessary to participate in physical activities.		
10.1	Physical Education	Outcome	All students will be taught Physical Education utilizing the California State Standards.		
10.1.1	Physical Education	Metric	Principals will certify to the Assistant Superintendent of Educational Services that each Teacher that has taught Physical Education using the California State Standards, including teaching the required number of minutes.	June	Principal
10.2.1	Physical Education	Metric	Physical Education Teachers will certify to the Principal that each student in grades 5, 7, and 9 has participated in the Statewide FitnessGram Physical Fitness Test.	May	PE teachers 5th, 7th and 9th grades
10.2.2	Physical Education	Metric	Principals will certify and increase in the percentage of student passing the CA Fitness Exam	November	Principals

Priority Area 11: Extracurricular Activities | Students will develop a connectedness to their schools by participating in activities falling outside.

Priority #11	Objective	Component	Task	Due Date	Assigned (Responsible)
11	Extracurricular Activities	Objective	Students will develop a connectedness to their schools by participating in activities falling outside the realm of the normal school curriculum (e.g., athletic teams, clubs, and leadership involvement).		
11.1	Extracurricular Activities	Outcome	All 7-12 students will have access to extracurricular activities connecting students to their school and providing motivation for the students to succeed in school.		
11.1.1	Extracurricular Activities	Metric	In May, Principals will certify to the Assistant Superintendent of Educational Services/designee an increase in the participation rates of students in extracurricular activities, co-curricular activities, and clubs, with a minimum of at least a 5% increase in traditionally underserved populations. *Benchmark year	May	Principals-secondary
11.1.1.1	Extracurricular Activities	SA&S	School Counselors will identify and report to the principal, activities director, and athletic director, students from traditionally underserved populations that could participate in additional extracurricular activities, co-curricular activities or clubs by October of each year.	October	Counselors
11.1.2	Extracurricular Activities	Metric	In May, the high school athletic director, activities director and/or principal will report to the Assistant Superintendent of Educational Services the results of a survey identifying student interest levels in regard to various extracurricular activities, co-curricular activities and clubs.	May	High school athletic director, activities director, and/or building principal

Priority Area 12: Student Transitions | Students will successfully move from one stage in the educational process to the next. Typical transition stages are Home to Preschool, Preschool to Transitional Kindergarten/ Kindergarten, Elementary School to Middle School, Middle School to High School, and High School to College and/or Careers.

Priority #12	Objective	Component	Task	Due Date	Assigned (Responsible)
12	Student Transitions	Objective	Students will successfully move from one stage in the educational process to the next. Typical transition stages are Home to Preschool, Preschool to Transitional Kindergarten/ Kindergarten, Elementary School to Middle School, Middle School to High School and High School to College and/or Careers.		
12.1	Student Transitions	Outcome	Students will successfully transition through each of the transitional educational stages: Home to Preschool, Preschool to Transitional Kindergarten/Kindergarten, Elementary School to Middle, Middle School to High School and High School to College and/or Careers.		
12.1.1	Student Transitions	Metric	In June, Principals shall report to the Superintendent that transition meetings, Open House or other enrollment opportunity events, and ongoing Home to School communication were implemented that ensured that families were engaged and aware of the transition taking place with their child's educational program.	June	Principals
12.1.2	Student Transitions	Metric	In July/August, the Assistant Superintendent of Educational Services and the Director of Student Services shall report to the Superintendent the level of implementation, satisfaction, effectiveness, and needs associated with smooth transitions students, as evidenced by presenting the annual parent and staff transition survey results.	July/August	Assistant Superintendent of Educational Services and the Director of Student Services
12.1.3	Student Transitions	Metric	By June 2023, Eureka City Schools will reduce the number of students dropping out of school by 10% as measured by school data.	June 2023	Director of Student Services
12.1.4	Student Transitions	Metric	By End of School Year, the High School Principal will report to the Assistant Superintendent of Educational Services the number of students who failed 2 or more	End of School Year	High School Principal

			classes freshman year and a plan to remediate those grades in order to reclaim on track graduation status.		
12.1.5	Student Transitions	Metric	By End of School Year, the Middle School Principals will report to the Assistant Superintendent of Educational Services the number of 6th grade grades who failed 2 or more classes and a plan to remediate those grades.	End of School Year	Middle School Principals
12.1.6	Student Transitions	Metric	By End of School Year, the Elementary School Principals will report to the Assistant Superintendent of Educational Services the number of Kindergarten students who are at risk on the Core Growth Kindergarten Assessment. <i>(Principals will indicate which students did not attend preschool in their report).</i>	End of School Year	Elementary School Principals

Priority Area 13: Physical Health | Students will develop overall good physical health which plays an important role in student growth and development (e.g., nutrition and diet, alcohol and drug abstinence, medical self-care, rest and sleep routines, and appropriate health screenings).

Priority #13	Objective	Component	Task	Due Date	Assigned (Responsible)
13	Physical Health	Objective	Students will develop overall good physical health which plays an important role in student growth and development (e.g., nutrition and diet, alcohol and drug abstinence, medical self-care, rest and sleep routines, and appropriate health screenings).		
13.1	Physical Health	Outcome	All students will be physically healthy and will be provided access to physical and nutritional resources.		
13.1.1	Physical Health	Metric	In May, the Director of Food Services will report to the Assistant Superintendent of Fiscal Services that all students have access to nutritional meals and information regarding healthy food options.	May	Director of Food Services
13.1.2	Physical Health	Metric	In June, the District Nurses will report to the Director of Student Services that: at least 75% of students have access to proper dental care and student's physical health needs are being appropriately addressed.	June	District Nurses
13.1.1.1	Physical Health	DA&S	In April, the Director of Food Services will certify to the Superintendent that all students have access to nutritionally balanced and sound meals based upon standards for the Program.	April	Director of Food Services
13.1.1.2	Physical Health	DA&S	In April, the Director of Food Services will certify to the Superintendent Child Nutrition Staff met or exceeded Federal, State and Local training requirements.	April	Director of Food Services
13.1.1.3	Physical Health	DA&S	At least one time a school year, District Nurses will partner with community-based dentists to ensure at least 90% of students will have access to proper dental care.	May	District Nurses
13.1.3	Physical Health	Metric	By End of School Year, Principals will report to the Director of Student Services that 70% of the 5th, 6th, 7th, 9th, and/or 11th grade students on their school site will have participated in the CA Healthy Kids Survey.	End of School Year	Principals

Priority Area 14: Clean, Safe, Functional, Attractive Classrooms, Facilities, and Grounds | Students and staff will learn in clean, safe, functional, and attractive classrooms, facilities, and grounds, maintained in good repair.

Priority #14	Objective	Component	Task	Due Date	Assigned (Responsible)
14	Clean, safe, functional, attractive classrooms, facilities, and grounds.	Objective	Students and staff will learn and work in clean, safe, functional, and attractive classrooms, facilities, and grounds that are maintained and in good repair.		
14.1	Clean, safe, functional, attractive classrooms, facilities and grounds.	Outcome	Provide functional, safe, clean, classrooms, facilities, and grounds supporting students and programs.		
14.1.1	Clean, safe, functional, attractive classrooms, facilities and grounds.	Metric	Develop a long range Master Facility Plan which addresses the facilities and grounds needs of the District .	October 2022 (bi-annual)	Assistant Superintendent of Business Services
14.1.1.1	Clean, safe, functional, attractive classrooms, facilities and grounds.	DA&S	Provide a bi-annual report to the Board on the update and/or creation of a long range Master Facility Plan, which addresses the facility and grounds needs of the District	October 2022 (bi-annual)	Assistant Superintendent of Business Services
14.1.1.2	Clean, safe, functional, attractive classrooms, facilities and grounds.	DA&S	By June, the Director of Maintenance, Facilities, and Operations will develop a master building paint schedule, by site, and by year, and deliver it to the Assistant Superintendent of Business Services/designee for approval.	June	Director of Maintenance, Facilities, and Operations
14.1.2	Clean, safe, functional, attractive classrooms,	Metric	On a scale of 1-10, all sites will receive a rating of "7" or better on the annual Building and Grounds site visits conducted by the Assistant Superintendent of Business Services/designee and Director of Maintenance, Facilities, and Operations.	June	Director of Maintenance, Facilities, and Operations

	facilities and grounds.				
14.1.2.1	Clean, safe, functional, attractive classrooms, facilities and grounds.	DA&S	Annually, the Assistant Superintendent of Business Services/designee and Director of Maintenance, Facilities, and Operations shall perform facilities, grounds, and custodial inspections for all sites and report the results to the Board and Superintendent.	Annual	Director of Maintenance, Facilities, and Operations
14.1.2.2	Clean, safe, functional, attractive classrooms, facilities and grounds.	DA&S	The Director of Maintenance, Facilities, and Operations will perform a follow up Building and Grounds site visit for all sites that receive a rating of less than "7".	Annual	Director of Maintenance, Facilities, and Operations
14.1.2.2.1	Clean, safe, functional, attractive classrooms, facilities and grounds.	SA&S	The District School Custodian/Trainer/Rover will be assigned to perform training with all sites that receive a rating of less than "7" on the annual Building and Grounds site visits.	Annual	Director of Maintenance, Facilities, and Operations
14.1.3	Clean, safe, functional, attractive classrooms, facilities and grounds.	Metric	All sites will receive a rating of Exemplary or Good on their annual Facility Inspection Tool (FIT) report. Sites that receive ratings of Fair or Unsatisfactory will show annual improvement in their rating.	December	Director of Maintenance, Facilities, and Operations
14.1.3.1	Clean, safe, functional, attractive classrooms, facilities and grounds.	DA&S	The Director of Maintenance, Facilities, and Operations will perform an annual review of sites utilizing the Facility Inspection Tool and report results to the Assistant Superintendent of Business Services/designee	December	Director of Maintenance, Facilities, and Operations
14.1.4	Clean, safe, functional, attractive classrooms, facilities and grounds.	Metric	Maintain a Routine Repair and Maintenance budget equivalent to at least 3% of the General Fund Expenditures, Transfers Out, and Uses	June	Assistant Superintendent of Business Services

14.1.4.1	Clean, safe, functional, attractive classrooms, facilities and grounds.	DA&S	In June of each year, the Assistant Superintendent of Business Services/designee will certify to the Board that 3% of the general fund has been budgeted for Routine Repair and Maintenance.	June	Assistant Superintendent of Business Services
14.1.5	Clean, safe, functional, attractive classrooms, facilities and grounds.	Metric	Utilizing the District's Staffing ratio tool, maintain full staffing in custodial, grounds, and maintenance.	September	Assistant Superintendent of Business Services
14.1.5.1	Clean, safe, functional, attractive classrooms, facilities and grounds.	DA&S	In October, the Assistant Superintendent of Business Services/designee will provide to the Superintendent a recommendation for approval of the staffing ratio of employees in custodial, grounds, and maintenance.	October	Assistant Superintendent of Business Services
14.1.5.2	Clean, safe, functional, attractive classrooms, facilities and grounds.	DA&S	In March, the Assistant Superintendent of Business Services/designee will provide a report to the Superintendent comparing the custodial, grounds, and maintenance staffing ratios with the District standards.	March	Assistant Superintendent Business Services
14.1.6	Clean, safe, functional, attractive classrooms, facilities and grounds.	Metric	Receive no validated Williams Act complaints	Quarterly	Assistant Superintendent of Educational Services
14.1.6.1	Clean, safe, functional, attractive classrooms, facilities and grounds.	DA&S	Quarterly report to the Board of Trustees	Quarterly	Assistant Superintendent of Educational Services

Priority Area 15: Technology and Equipment | The District will develop systems to maximize federal, state, and local resources to provide new and modernized technology and equipment to address the needs of the students and staff, in the most efficient and effective manner possible (e.g., new or modernized hardware, software, transportation vehicles, tractors, and copiers).

Priority #15	Objective	Component	Task	Due Date	Assigned (Responsible)
15	Technology and Equipment	Objective	The District will develop systems to maximize federal, state, and local resources to provide new and modernized technology and equipment to address the needs of the students and staff, in the most efficient and effective manner possible (e.g., new or modernized hardware, software, transportation vehicles, tractors, and copiers).		
15.1	Technology and Equipment	Outcome	All students and staff will be provided the appropriate up-to-date technology.		
15.1.1	Technology and Equipment	Metric	All classrooms will be outfitted with new and/or current District standardized technology and equipment.		
15.1.1.1	Technology and Equipment	DA&S	Develop a standard technology list for classrooms by grade level.	March	Director of Information Technology
15.1.2	Technology and Equipment	Metric	The Director of Information Technology reports annually to the Board of Trustees on the status of expiring hardware, software, and online services, including recommendations on purchasing necessary replacements.	March	Director of Information Technology
15.2	Technology and Equipment	Outcome	The District will maintain a 1:1 student to device ratio	September	Director of Information Technology

15.2.1	Technology and Equipment	Metric	The District will reserve a sufficient amount annually for the replacement of expiring student Chromebooks and staff devices to maintain a 1:1 student to device ratio	Annual	Assistant Superintendent of Business Services
15.2.1.1	Technology and Equipment	DA&S	The Director of Information Technology reports annually to the Board of Trustees on the District's utilization of E-rate and other technology grant opportunities..	March	Director of Information Technology
15.2.1.2	Technology and Equipment	DA&S	The Assistant Superintendent of Business Services reports annually to the Board of trustees on the status of technology replacement reserves.	June	Assistant Superintendent of Business Services
15.3	Technology and Equipment	Outcome	Staff will utilize serviceable buses, maintenance and grounds vehicles, tractors, and other related equipment in the performance of their duties and responsibilities.		Assistant Superintendent of Business Services
15.3.1	Technology and Equipment	Metric	The Director of Transportation and Risk Management certifies annually to the Board of Trustees on the condition of transportation and fleet vehicles, recommending replacements as appropriate.	April	Director of Transportation and Risk Management
15.3.2	Technology and Equipment	Metric	The Assistant Superintendent of Business Services reports annually to the Board of Trustees on the status of equipment replacement reserves.	June	Assistant Superintendent of Business Services
15.3.3	Technology and Equipment	Metric	The Assistant Superintendent of Business Services reports annually to the Board of Trustees on the condition of District vehicles and equipment, and recommends replacements as appropriate.	June	Assistant Superintendent of Business Services

Priority Area 16: Alternative and Optional Programs | Students will be provided options and access to programs beyond the core comprehensive school offerings, which are designed to offer alternatives to students and families (e.g., preschool, adult education, summer school, and before/after school programs).

Priority #16	Objective	Component	Task	Due Date	Assigned (Responsible)
16	Alternative and Optional Programs	Objective	Students will be provided options and access to programs beyond the core comprehensive school offerings, which are designed to offer alternatives to students and families (e.g., preschool, adult education, summer school, and before/after school programs).		Assistant Superintendent of Educational Services w/ Principal of Zoe Barnum
16.1	Alternative and Optional Programs	Outcome	Students will be provided with alternative and optional services that support their educational development.		
16.1.1	Alternative and Optional Programs	Metric	The Assistant Superintendent of Educational Services will certify to the Superintendent and will provide a report to the Board on the alternative educational programs provided to the students and parents of the District. The focus will be on the demographics of the students who are accessing alternative programs and the financial status of each program.	March	Assistant Superintendent of Educational Services
16.1.1.1	Alternative and Optional Programs	DA&S	The Assistant Superintendent of Educational Services/designee will provide a report to the Superintendent on current alternative programs and a recommendation on improvements (e.g. Summer School, Afterschool, Child Care, Preschool, Adult Education, etc.)	January	Assistant Superintendent of Educational Services/designee
16.1.1.2	Alternative and Optional Programs	DA&S	The Assistant Superintendent of Educational Services/designee will present to the Superintendent an annual report certifying that the charter schools are meeting their contract obligations and district standards.	January	Assistant Superintendent of Educational Services/designee
16.2.1	Alternative and Optional Programs	Outcome	Students will be provided access to the After-School Education and Safety (ASES) programs at the elementary and middle schools.		

16.2.1	Alternative and Optional Programs	Metric	By December, the Assistant Superintendent of Educational Services and/or designee will certify to the Superintendent that all students who would like to attend the ASES program have the opportunity to attend.	December	Assistant Superintendent of Educational Services/designee
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Priority Area 17: Community Outreach | The District and school sites will develop community outreach and involvement strategies to support identified priorities (e.g., governmental partnerships, grant development, political action committees, District educational foundations, and community-sponsored clubs and activities).

Priority #17	Objective	Component	Task	Due Date	Assigned (Responsible)
17	Community Outreach	Objective	The District and school sites will develop community outreach and involvement strategies to support identified priorities (e.g., governmental partnerships, grant development, political action committees, District educational foundations, and community-sponsored clubs and activities).		
17.1	Community Outreach	Outcome	Outreach to community-based organizations, with the intent to increase educational and enrichment opportunities for all students.	December	Principals
17.1.1	Community Outreach	Metric	By April, Principals will report to the Executive Director of Personnel Services and Public Affairs the community partners supporting school sites (e.g., Sequoia Zoo, Humboldt Bay Coast Guard, student internships with Big Picture Learning.) [Source Document: Internal Document]	April	Principals
17.2	Community Outreach	Outcome	The community will be viewed as valued and a partner in the education of the students.		
17.2.1	Community Outreach	Metric	In May, the Superintendent will report to the Board that the community organizations feel valued as District partners based on the results of a baseline 5-point Likert Scale. [Source Document: Likert Scale Summary Report]	May	Superintendent
17.3	Community Outreach	Outcome	Ensure access to alternative funding sources to support the District's activities.		
17.3.1	Community Outreach	Metric	In September, the Assistant Superintendent of Business Services will provide a report to the Board with local grants and revenues comprising a minimum 5% of total General Fund revenues.	September	Assistant Superintendent of Business Services

Priority Area 18: Student Decision Making | Students will develop decision making skills resulting in safe, respectful, and responsible actions (e.g., setting goals, gathering information, and assessing/selecting the best choice for a desired outcome).

Priority #18	Objective	Component	Task	Due Date	Assigned (Responsible)
18	Student Decision Making	Objective	Students will develop decision making skills resulting in safe, respectful, and responsible actions (e.g., setting goals, gathering information, and assessing/selecting the best choice for a desired outcome).		
18.1	Student Decision Making	Outcome	Students will engage in positive decision making and behavior utilizing the District's positive behavioral supports.		
18.1.1	Student Decision Making	Metric	Attendance will be maintained at 95% across the TK-12th grade comprehensive sites and 85% at the alternative school. [Source Document: PowerSchool attendance reports]	Trimester/ Semester	Principals
18.1.2	Student Decision Making	Metric	Every trimester/semester, Principals will report to the Director of Student Services a 5% reduction in suspensions. [Source Document: PowerSchool reports and California Dashboard]	Trimester/ Semester	Principals
18.1.3	Student Decision Making	Metric	Every trimester/semester, Principals will review suspension data to review for disproportionality across subgroups.	Trimester/ Semester	Principals

Priority Area 19: New and Modernized Facilities | The District will develop strategies to maximize state and local resources to provide new and modernized facilities and improve the appearance and condition of the present facilities.

Priority #19	Objective	Component	Task	Due Date	Assigned (Responsible)
19	New and Modernized Facilities	Objective	The District will develop strategies to maximize state and local resources to provide new and modernized facilities and improve the appearance and condition of the present facilities.		
19.1	New and Modernized Facilities	Outcome	The District shall provide quality and modern facilities to serve the students and staff.		
19.1.1	New and Modernized Facilities	Metric	New construction and modernization project budgets and timelines for completion will be met.	May	Assistant Superintendent of Business Services
19.1.1.1	New and Modernized Facilities	DA&S	Develop a long range Master Facility Plan which addresses the facility needs of the District.	October 2022 (Bi-annual)	Assistant Superintendent of Business Services
19.1.1.2	New and Modernized Facilities	DA&S	Identify potential funding sources for new and modernized facilities.	April	Assistant Superintendent of Business Services
19.1.1.3	New and Modernized Facilities	DA&S	Provide a report to the Board that provides potential funding sources for new and modernized facilities, which shall minimally provide funding opportunities provided by the Federal and State government, local construction bonds, certificates of participation, hardship funding, parcel taxes, grant opportunities and through District reserves, etc.	April	Assistant Superintendent of Business Services
19.1.1.4	New and Modernized Facilities	DA&S	Provide a report that updates modernization eligibility for all sites.	April	Assistant Superintendent of Business Services
19.2	New and Modernized Facilities	Outcome	Develop adequate facilities to house the additional students due to Universal TK expansion	April	Assistant Superintendent Business Services

19.2.1	New and Modernized Facilities	Metric	Identify, develop, and report to the Board funding sources for the appropriate facilities to implement the Universal TK expansion	Apri	Assistant Superintendent of Business Services
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Eureka City Schools
2021-2022
Adopted: 6/25/2020

Month	Mon	Tue	Wed	Thu	Fri	Days Taught	Holidays
August 23 to September 17 First Month	16 23 30 [6] 13	17 24 31 7 14	18 25 1 8 15	19 26 2 9 16	{▶20} 27 3 10 17	19	8/20/21 Elem, MS & Zoe teachers duty day School Starts 8/23/21 Labor Day 9/6/21
September 20 to October 8 Second Month	20 27 4	21 28 5	22 29 6	23 30 7	24 1 8	14	<u>Staff Dev Day 9/24/21</u>
October 11 to November 5 Third Month	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	15 22 29 5	19	<u>Staff Dev Day 11/1/21</u>
November 8 to December 3 Fourth Month	8 15 22 29	9 16 23 30	10 17 24 1	11 18 [25] 2	12 19 (26) 3	13	Veteran's Day Observed 11/11/21 No School, No Teacher Duty 11/12/21 Thanksgiving Break 11/22/21-11/26/21
December 6 to December 31 Fifth Month	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 [24] [31]	10	Winter Break 12/20/21-12/31/21
January 3 to January 28 Sixth Month	3 10 [17] 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	19	Martin Luther King Day 1/17/22
January 31 to February 25 Seventh Month	31 7 14 [21]	1 8 15 (22)	2 9 16 23	3 10 17 24	4 11 18 25	15	Presidents' Week 2/21/22-2/25/22
Feb 28 to March 25 Eighth Month	28 [7] 14 21	1 8 15 22	2 9 16 23	3 10 17 24	4 11~ 18 25	19	<u>Staff Dev Day 3/7/22</u>
March 28 to April 22 Ninth Month	28 4 11 18	29 5 12 19	30 6 13 20	31 7 14 21	1} 8 15 22	15	Spring Break 4/11/22-4/15/22
April 25 to May 20 Tenth Month	25 2 9 16	26 3 10 17	27 4 11 18	28 5 12 19	29 6 13 20	20	
May 23 to June 16 Eleventh Month	23 [30] 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 {▶17}	17	No School, No Teacher Duty 5/27/22 Memorial Day 5/30/22 6/17/22 EHS teachers duty day Last Day of Instruction 6/16/22

~ End of Trimester
} End of Quarter
[] Legal Holiday
() Local Holiday
{▶} Possible Teacher Duty Day
[] No School
[] No School-Teacher Duty
[] No School-No Teacher Duty

Trimester
Elementary School
~1st Tri 60 Days
8/23/21 - 11/19/21
~2nd Tri 58 Days
11/22/21 - 3/11/22
~3rd Tri 62 Days
3/14/22 - 6/16/22
180 Days

Quarter / Semester
Middle School / High School
} 1st Qtr 43 Days
8/23/21 - 10/22/21
} 2nd Qtr 46 Days
10/25/21 - 1/21/22
} 3rd Qtr 44 Days
1/24/22 - 4/01/22
} 4th Qtr 47 Days
4/04/22 - 6/16/22
180 Days

*Note: Duty day for elementary, middle school, and Zoe Barnum teachers only 8/20/21. Duty day for Eureka High School teachers only 6/17/22. All teachers work six non-instruction duty days.

**EUREKA CITY SCHOOLS
2021-2022 SCHOOL CALENDAR**

SCHOOL MONTH		TEACHING DAYS	
	Aug. 18-19	Pre-Service Day	
	Aug. 20	Pre-Service Day (Elementary & Middle)	
1	Aug. 23 - Sept. 17	Labor Day, Sept. 6	19
2	Sept. 20 - Oct. 8	Staff Development, Sept. 24	14
3	Oct. 11 - Nov. 05	Staff Development, Nov. 1	19

**END OF FIRST QUARTER, OCTOBER 22, 2021 (43 DAYS)
END OF FIRST TRIMESTER, NOVEMBER 19, 2021 (60 DAYS)**

4	Nov. 8 - Dec. 3	Thanksgiving Break, Nov. 22 - 26 Veteran's Day, Nov. 11 No School - No Teacher Duty Day, Nov. 12	13
5	Dec. 6- Dec. 31	Winter Break, Dec. 20 - Dec. 31 New Years Holiday, Dec. 31	10

**END OF SECOND QUARTER, JANUARY 21, 2022 (46 DAYS)
END OF FIRST SEMESTER, JANUARY 21, 2022 (89 DAYS)**

6	Jan. 3 - Jan. 28	Martin Luther King, Jan. 17	19
7	Jan. 31 - Feb. 25	Presidents' Week, Feb. 21 - 25	15
8	Feb. 28 - March 25	Staff Development, March 7 End of Second Trimester, March 11	19

**END OF THIRD QUARTER, APRIL 01, 2022 (44 DAYS)
END OF SECOND TRIMESTER MARCH 11, 2022 (58 DAYS)**

9	March 28 - April 22	Spring Break April 11 - 15	15
10	April 25 - May 20		20
11	May 23 - June 16	No School - No Teacher Duty Day, May 27 Memorial Day, May 30 Last Day of School, June 16 Graduation Day, June 17	17
	June 17	Post Service Day (EHS)	

**END OF FOURTH QUARTER, JUNE 16, 2022 (47 DAYS)
END OF SECOND SEMESTER, JUNE 16, 2022 (91 DAYS)
END OF THIRD TRIMESTER, JUNE 16, 2022 (62 DAYS)**

Eureka City Schools
2022-2023
Board Adopted 12/09/21

Month	Mon	Tue	Wed	Thu	Fri	Days Taught	Holidays
	15	16	17	18	{▶ 19}	180	8/19/22 Elem, MS teachers duty day
August 22 to September 16 First Month	22 29 [5] 12	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	19	School Starts 8/22/22 Labor Day 9/5/22
September 19 to October 14 Second Month	19 26 3 10	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	19	Staff Dev Day 10/10/22
October 17 to November 11 Third Month	17 24 31 7	18 25 1 8	19 26 2 9	20 27 3 10	{21} 28 4 [11]	17	10/31 - No School/No Teacher Duty Staff Dev Day 11/1/22 Veteran's Day Observed 11/11/22
November 14 to December 9 Fourth Month	14 21 28 5	15 22 29 6	16 23 30 7	17 [24] 1 8	18~ (25) 2 9	15	Thanksgiving Break 11/21/22-11/25/22
December 12th to January 6th Fifth Month	12 19 [26] [2]	13 20 27 3	14 21 28 4	15 22 29 5	16 (23) 30 6	9	Winter Break 12/19/22-1/02/23
January 9th to February 3rd Sixth Month	9 [16] 23 30	10 17 24 31	11 18 25 1	12 19 26 2	13 {20} 27 3	19	Martin Luther King Jr. Day 1/16/23
February 6th to March 3rd Seventh Month	6 13 [20] 27	7 14 (21) 28	8 15 22 1	9 16 23 2	10 17 24 3	15	Presidents' Week 2/20/23-2/24/23
March 6th to March 31st Eighth Month	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10~ 17 24 {31}	19	Staff Dev Day 03/20/2023
April 3rd to April 28th Ninth Month	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	15	Spring Break 4/10/23-4/14/23
May 1st to May 26th Tenth Month	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	20	
May 29th to June 15th Eleventh Month	[29] 5 12 [19]	30 6 13 20	31 7 14 21	1 8 {15}~ 22	2 9 [▶ 16] 23	13	Memorial Day 5/29/23 Last Day of Instruction 6/15/23 6/16/23 EHS Teachers Duty Day 6/19/23 Juneteenth

	Trimester	Quarter / Semester
	Elementary School	Middle School / High School
~ End of Trimester	-1st Tri 60 Days	} 1st Qtr 43 Days
} End of Quarter	8/22/22 - 11/18/22	8/22/22 - 10/21/22
[] Legal Holiday	-2nd Tri 58 Days	} 2nd Qtr 45 Days
() Local Holiday	11/28/22 - 3/10/23	10/24/22 - 1/20/23
{▶} Possible Teacher Duty Day	-3rd Tri 62 Days	} 3rd Qtr 44 Days
[] No School	3/13/23 - 6/15/23	1/23/23 - 3/31/23
[] No School-Teacher Duty	180 Days	} 4th Qtr 48 Days
[] No School-No Teacher Duty		4/03/23 - 6/15/23
		180 Days

*Note: Duty day for elementary, middle school, and Zoe Barnum teachers only 8/19/22. Duty day for Eureka High School teachers only 6/16/23. All teachers work six non-instruction duty days.

**EUREKA CITY SCHOOLS
2022-2023 SCHOOL CALENDAR**

SCHOOL MONTH		TEACHING DAYS	
	Aug. 17 - 19	Pre-Service Days/Staff Development	
1	Aug. 22 - Sept. 16	Labor Day, Sept. 5	19
2	Sept. 19 - Oct. 14	Staff Development, Oct. 10	19
3	Oct. 17 - Nov. 11	No School/No Teacher Duty Oct. 31 Staff Development, Nov. 1 Veteran's Day, Nov. 11	17

**END OF FIRST QUARTER, OCTOBER 21, 2022 (43 DAYS)
END OF FIRST TRIMESTER, NOVEMBER 18, 2022 (60 DAYS)**

4	Nov. 14 - Dec. 9	Thanksgiving Break, Nov. 21 - 25	15
5	Dec. 12 - Jan. 6	Winter Break, Dec. 19 - Jan. 2 New Years Holiday, Jan. 2	9

**END OF SECOND QUARTER, JANUARY 20, 2023 (45 DAYS)
END OF FIRST SEMESTER, JANUARY 20, 2023 (89 DAYS)**

6	Jan. 9 - Feb. 3	Martin Luther King Jr. Holiday, Jan. 16	19
7	Feb. 6 - Mar. 3	Presidents' Week, Feb. 20 - 24	15
8	Mar. 6 - Mar. 31	Staff Development, Mar. 20	19

**END OF THIRD QUARTER, MARCH 31, 2023 (44 DAYS)
END OF SECOND TRIMESTER MARCH 10, 2023 (62 DAYS)**

9	Apr. 3 - Apr. 28	Spring Break, Apr. 10 - 14	15
10	May 1 - May 26		20
11	May 29 - Jun. 15	Memorial Day, May 29 Last Day of School, Jun. 15 Graduation Day, Jun. 16	13
	Jun. 16	Post Service Day (EHS)	

**END OF FOURTH QUARTER, JUNE 15, 2023 (48 DAYS)
END OF SECOND SEMESTER, JUNE 15, 2023 (91 DAYS)
END OF THIRD TRIMESTER, JUNE 15, 2023 (62 DAYS)**

Eureka City Schools
2022-2023
Budget Development Calendar

December, 2021	<ul style="list-style-type: none"> • Board approves 2022-2023 Budget Development Calendar. • Board discusses/approves 2021-2022 First Interim Report (for period ending 10-31-2021 action required by 12-15-2021)
January, 2022	<ul style="list-style-type: none"> • Release of Governor’s budget proposal 2022-2023 • 2020-2021 Audit presented to Board
February, 2022	<ul style="list-style-type: none"> • Board provides direction for certificated staffing 2022-2023 • Board receives update on Governor’s budget proposal for 2022-2023
March, 2022	<ul style="list-style-type: none"> • Board discusses/approves 2021-2022 Second Interim Report (for period ending 1-31-2022 action required by 3-15-2022) • Board adopts resolution reducing / discontinuing particular kinds of services as necessary for 2022-2023 by 3-15-2022
April, 2022	<ul style="list-style-type: none"> • As required, Board selects audit firm to perform 2021-2022 audit • Staff updates Board on projected enrollment / ADA (P-2 generally is filed in March) for current year 2021-2022 • Staff updates Board on 2021-2022 revenue & expenditures
May, 2022	<ul style="list-style-type: none"> • Final resolution of certificated layoffs for 2022-2023 • Staff updates Board on Governor’s May revise 2022-2023 budget
June, 2022	<ul style="list-style-type: none"> • Preliminary review of 2022-2023 budget • Public Hearing on 2022-2023 adopted budget and Local Control Funding Formula • Board adopts 2022-2023 budget
July, 2022	<ul style="list-style-type: none"> • Books are closed for 2021-2022 fiscal year ending 6-30-2022
August, 2022	<ul style="list-style-type: none"> • Board receives update on 2021-2022 year-end closing • Board approves any amendments to 2022-2023 budget
September, 2022	<ul style="list-style-type: none"> • Board discusses / certifies 2021-2022 Unaudited Actuals (filed with County by 09-15-2022)



Eureka City Schools 2022 LCAP Development Calendar

February	<ul style="list-style-type: none"> ● Writing Team meets to begin work on Annual Updates (LCAP and LCP) and 2019-20 Annual Update Templates ● Initial Input Survey sent to stakeholder groups ● Board update on LCAP process 02/04/22 ● Meet with school site councils to gather input ● Supplement to Annual Update for 2021-22 LCAP, present to School Board 2/17/22
March	<ul style="list-style-type: none"> ● Writing Team continues work on Annual Updates (LCAP and LCP) ● Board update 03/10/22 ● Initial Meeting with bargaining units for required consultation ● Complete stakeholder input (Including DELAC and District Stakeholder Committees) 3/25/22
April	<ul style="list-style-type: none"> ● Writing Team meets to finalize Annual Updates and start first draft ● Annual update shared with HCOE staff for initial review ● Board Update 04/27/22 ● Writing Team finalizes first draft to HCOE for review
May	<ul style="list-style-type: none"> ● Writing Team meets to revise first draft based on feedback from HCOE ● First draft shared with Board 05/12/22
June	<ul style="list-style-type: none"> ● Board conducts public hearing 06/02/22 ● Board adopts 2022 LCAP 06/23/22 ● Approved 2022 LCAP posted on website and sent to HCOE within 5 days
July	<ul style="list-style-type: none"> ● HCOE staff reviews LCAP and provides District with any required revisions
August	<ul style="list-style-type: none"> ● Board approves Strategic Plan that guides following year's LCAP development
September	<ul style="list-style-type: none"> ● Deadline for HCOE Superintendent to approve current year LCAP

Note: LCAP calendar subject to changes as necessary due to delays or modifications in the State LCAP adoption process

Eureka City Schools

Superintendent Evaluation Process

Board Date	Task
By the first meeting in December	Superintendent submits goals to Board for approval.
June	Superintendent provides Board with report on progress toward meeting goals.
September	Superintendent will provide the Board with a report on the status of that year's goals to date. The evaluation document will also be distributed to the Board at this meeting, along with a bulleted summary, provided by the Superintendent, of how the Superintendent has met or made progress toward each of the evaluation criteria.
First meeting October	Board members will submit their individual evaluation documents to the Board President or the Executive Assistant to the Superintendent on the Board President's behalf.
Between first and special meeting October	Board President will work with the Executive Assistant to the Superintendent to compile a composite, draft evaluation.
Special meeting October for evaluation	Board will meet in closed session to discuss and finalize the evaluation document. During the Special meeting, the Board will meet with the Superintendent in closed session to present the finalized evaluation document.

(Governance Handbook: Superintendent Evaluation Process)

[Revised January 6, 2022]

Meaningful Board Report

Governance | Future Board Agenda Items



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Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Fred Van Vleck, Ed.D.	<u>Educational Services / Student Learning & Achievement</u> Gary Storts	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
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Jan, 12, 2023	<p>Routine Revisions to Governance Handbook (Annual) (updated President/Clerk, etc.) Moved to After March 14th Spec Mtg</p> <p>CDE Recognitions - Informational (for the following month)</p> <p>Info Item: MBR</p>	<p>4th Quarter Williams Uniform Complaints report</p> <p>SPSA Approval 2022-2023 (significant budget changes) Grant Moved to February Meeting</p> <p>LCAP Board Update</p> <p>Approval of SARC-needs to be done prior to Feb 1st</p>	Distrib. Qualified Teachers	<p>State Budget Update (Depends on timing/release of State Budget - may move to Special Mtg or February Mtg)</p> <p>Enrollment Update</p> <p>IRS mileage and per diem rates</p>	<p>Approval of WestEd MOU for Healthy Kids Survey - moved from December 2022 mtg to January 2023</p> <p>Approval of MOU Foster Youth Regional Liaison Between Humboldt County Office of Education and Eureka City Schools (District) for 2022-2023 school year</p>
<p>Possible special meeting in January</p> <p><u>Scheduled:</u> January 5th, 17th, 19th</p>	Biennial (2023) or if new board member, revisit protocols, vision, and strategic plan prioritization				

Meaningful Board Report

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Feb. 2, 2023	CDE Recognitions - Informational (for the following month) Info Item: MBR	SPSA Approval 2022-2023 (significant budget changes)-Grant - Moved from January meeting to February Meeting Common Core State Standards moved California Standards Tests (CAST - science only) LCAP Update	Classified Employee of the Year awards	Transportation Department DISCUSSION Item re Auditor's Report (quick update from Paul)	Eureka City Schools Early Childhood (previously referred to as Preschool) Annual Report (moved from January) 21`3
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March 9, 2023	CDE Recognitions - Informational (for the following month) Info Item: MBR	Safe School Plans (moved from 2nd Feb Mtg) Instructional Coaches annual report and update Positive Prevention Plus (moved from 2nd Feb Mtg) LCAP Update	Certificated non-re-elects/ layoffs	D/A Item re Auditor's Report (Moved from December 15, 2022) Technology infrastructure (Moved from 2nd February 2023 mtg) Second Interim Auditor selection (if	Special Education Program
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Meaningful Board Report

Governance | Future Board Agenda Items



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		Updated Con App (Winter) - Work w/Mario District Instructional Site Visit Update		needed) contracts good thru June 30, 2025	
March 30, 2023 <i>Reception in Room 114</i>	Board Meeting Dates for Following Year - Board Review Routine Revisions to Governance Handbook (Annual) (updated President/Clerk, etc.) - Moved from January to After March 14th Spec Mtg Info Item: MBR	After-School Education and Safety Program (ASES) LCAP Update-all survey responses 1st Quarter Williams Uniform Complaints report Title VI-Indian Ed Public Hearing-Prior to Part II of Grant	Newly hired, newly certificated, and newly permanent classified employee recognition		
April 26, 2023 (Wednesday)	First Meeting in April: Specification of Election Order Reso – not needed until 2024 for Areas 2 & 4 and in <u>2026 for Areas 1, 3, 5</u> CDE Recognitions - Informational (for	AVID Advancement via Individual Determination Visual and performing art Adult Education program LCAP Update		Long-term Facility Planning Update	Moved from January: Update on Student Wellness (per BP 5030) [added May 2017 - to be done every three years]

Meaningful Board Report

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	the following month) Info Item: MBR				
May 11, 2023	CDE Recognitions - Informational (for the following month) Info Item: MBR	Annual CTE Report (Career and technology plan for secondary schools including continuation HS and dual enrollment) LCAP Update DELAC update Recommendation for ELA 6-8	Certificated Employee of the Year	Enrollment Update Food Services Department Governor's May Revise (Depending on timing/release of budget - may move to first June Mtg)	
June 1, 2023	June Meeting - Sup's Eval Process - Provide a report on progress toward meeting goals (Closed Session) Board Rec - to Outgoing Student Board Rep - if applicable. CDE Recognitions - Informational (for the following	District instructional norms Individual school bell schedule/ instructional minutes LCAP update Final approval ELA 6-8	Retired employee recognition School Calendar 2024-25 (Lincoln's BD Resolution required - Micalyn)	Proposed Budget	Marshall Family Resource Center report CDE Child Development Contracts

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	month) Study session athletics -? Info Item: MBR				
June 22, 2023	Info Item: MBR	Public hearing for LCAP Add: Covid-19 Written Report (LCAP) SPSA-Title I Schools Sonoma MOU for induction (moved to August 6, 2020)		Public Hearing for Budget EPA Public Notice	-Added: IDT Agreement (updated)
June 27, 2023 (Tuesday)		LCAP adoption		Budget Adoption	
August 3, 2023	Report out to Bd on Community Outreach Fund (per Supt Contract) Micalyn - Finalize spreadsheet. REMINDER: Schedule Biennial	MOU-City of Eureka ASES Sonoma MOU for induction Dual Enrollment MOU (part 1) 2nd Quarter			Ratify MOU w/EPD

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	(every other year) Training for Board - 2023, 2025 CDE Recognitions - Informational (for the following month) Info Item: MBR	Williams Uniform Complaints report Title VI GAN			
August 24, 2023	Biennial Notice for Conflict of Interest Code [Next: 2024, 2026] Info Item: MBR	Dual Enrollment MOU (part 2) Strategic Plan Outcomes Development Strategic Plan ASES GAN CM NGSS Updated Con App (Spring) - Work w/Mario	Employee evaluation status report		
Sept. 14, 2023	September Meeting - Sup's Eval Process - Report on the status of year's goals to-date	1st Mtg - Strategic Plan Outcomes (this item will come before the Development of SP item, in October)		End of Summer Maintenance Project Report Certification of Unaudited Actuals	Beginning of school year report on enrollment * interdistrict transfer update

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	(Closed Session) Apple Pins - Send email reminder out to Principals that Apple Pin Awards accepted anytime throughout the year. (No longer solicited.) CDE Recognitions - Informational (for the following month) Info Item: MBR	LCAP update Update/Revise LCAP- Local Indicators -Late in 2022 PUBLIC HEARING: Sufficiency of Instructional Materials Physical Fitness Test Results Per BP 6152.1: Annual report on student data related to placement and advancement in the mathematics courses at EHS (added 4.28.16) - Previously Occured in Oct/Nov/Dec - as of 2023, moved to Sept.		Financial Report	
Oct. 5, 2023	CDE Recognitions - Informational (for the following month) Community School	2nd Meeting - Development/ Approval of the Strategic Plan Report to Board on			

Meaningful Board Report

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	Update Info Item: MBR	English Learner progress (as per BP 6174(g) Click HERE Report on Federal Program Monitoring Findings CAASPP results			
Oct. 26, 2023	October - Superintendent's Evaluation (Closed Session) Info Item: MBR	American Indian Heritage Month (Nov) Career and Technical Education Advisory Committee 3rd Quarter Williams Uniform Complaints report Perfect score on the CAASPP - recognition Update California ScienceTests (CAST - science only)	Newly hired employees/ newly tenured teachers/ new permanent Classified employee recognition	Equipment Replacement Needs	
Nov. 16, 2023	Notice of Scheduling	LCAP update			

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	Organizational Mtg (Consent) [Micalyn - Notify County Supt of mtg date/time] CDE Recognitions - Informational (for the following month) Info Item: MBR	LCFF/CA Dashboard William's Settlement Follow-up-letter from HCOE			
Organizational Meeting Dec. 14, 2023	By the first meeting in December: Sup's Eval Process - Submit Goals to Board for Approval (Closed Session) Clerk to President's position Nominate Clerk Nominate representative to cast vote for CC on SD Organization 2024 Board dates Annual review			First Interim budget report Budget development calendar Auditor's Report	Approval of West Ed MOU for Healthy Kids Survey

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	<p>BP/AR</p> <p>Supt's Eval (Closed Session)</p> <p>Share MBBR (Study Session or email out?)</p> <p>Annual Review of BP/AR 5116.1 (Intradistrict Open Enrollment)</p> <p>Annual Review of BP/AR 6145 (Extracurricular and co-curricular activities)</p> <p>Biannual sexual harassment and Brown Act training (required in 2023, 2025)</p> <p>Prepare Doc for Board re: Yearly Stipend - confirm what meetings were attended v. absent (Jan-Dec)</p> <p>Info Item: MBR</p>				
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