

Point Arena Schools
Lighting the Way...

Governance Handbook

Board of Trustees

Sal Martinez, President
Sigrid Hillscan, Clerk
Victor Aparicio, Trustee
Darrell Bechtol Jr., Trustee
Kirk Moberg, Trustee
Mike Dinning, Trustee
Cathy Frey, Trustee

Superintendent

Warren Galletti

Table of Contents

Point Arena Schools – Unity of Purpose	
Mission Statement	2
Core Beliefs	2
District Goals	2
Elements of Effective Governance	3
Governance Roles	
Characteristics of Effective Governance Teams	3
Creating and Sustaining a Positive Governance Culture	
Providing Support	3
Structure and Process to Support Effective Governance	
Board Superintendent Communication	4
Requesting Information from Staff	4
Agenda questions answered before a meeting	5
Board Meeting Management	5
Support for Majority Decisions	6
Confidentiality/closed session practices	6
Responding to Community Concerns	7
Establishing Multi - Year and Annual District goals	7
Board Governance Self- Assessment	7
New Board Member Resources	8
Visiting Schools and Attending School Events	8
Appendices	
Appendix A– Effective Governance	10
Appendix B – Effective Governance Teams/ Understanding Governance Roles	11
Appendix C – Pledge of Allegiance/Tribal Land Acknowledgement	12
Appendix D – Board Action Calendar	13-17
Appendix E – Acronyms	18-24

MISSION

The mission of the Point Arena School District is dedicated to work as partners with staff, students, parents, and community to ensure that each and every student (has the skills) to become:

- Effective communicators and collaborators
- Respectful of self and others
- Independent lifelong learners
- Creative critical thinkers and problem solvers
- Responsible, contributing members of society who graduate prepared for college and/or career.

Beliefs

- Each and Every child has the ability to succeed in school and life.
- We are responsible for our actions, words, and inaction.
- Learning is a lifelong journey.
- While learning is the responsibility of the individual, education is the obligation of the community.
- Appreciating diversity strengthens community.
- Enjoyment enhances life.
- Family and friends are fundamental to personal well-being.
- Open mindedness and responsiveness to change is essential to growth.

District Goals Driving the Three-Year Strategic Plan (LCAP goals)

Goal 1. Build an educational system that gives each and every student a high-quality education where they can pursue their own future and make positive contributions in their local and global communities.

Goal 2. Build a learning community that values differences by creating a safe, orderly, productive, positive, healthy learning environment.

Goal 3. Build positive relationships and create schools that are welcoming places for students, families, community members, staff, and board members.

ELEMENTS OF EFFECTIVE GOVERNANCE

Governance – A Definition

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

The Governance Team includes Board members and the Superintendent. There are four dimensions to the effective governance of a school district. Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district and maintain the focus on improved student learning and achievement.

They are:

1. Governing as a unified team with a common vision and unity of purpose
2. Governing with a shared understanding of roles and responsibilities
3. Creating and sustaining a positive governance culture
4. Developing protocols and procedures to facilitate governance leadership

CHARACTERISTICS OF EFFECTIVE TEAMS

- Share common goals - want to achieve the same end
- Effective leadership – set the tone, set the direction and follow through
- Value diverse perspectives
- Honest, authentic, collegial environment
- Reflective – continually looking at what we have done and how we can do better

CREATING AND SUSTAINING A POSITIVE GOVERNANCE CULTURE

A. What trustees need from the Superintendent to fulfill their responsibilities...

- Data to make informed decisions and to monitor progress in achieving agreed upon goals
- To keep the board up to date on significant developments in the district and the state level
- ‘No surprises’ regarding brewing issues; hear it from the superintendent first

B. What the Superintendent needs to fulfill his/her responsibilities...

- The board provides direction so that staff presents sufficient, specific information that supports the board's ability to make rational, thoughtful, responsible decisions on behalf of the students and the community
- Clarity about information needed/requested and its purpose
- Respectful, timely feedback from the board
- Informed and knowledgeable trustees
- Respect and trust
- ‘No surprises’ about brewing issues - the Superintendent should be the first to know

GOVERNANCE LEADERSHIP - STRUCTURE AND PROCESS

To effectively meet district priorities, goals and challenges, the board and superintendent must function together as a governance leadership team. The following protocols were developed to support and promote the effectiveness of the governance team and to ensure a positive and productive working relationship among board members, the superintendent, district staff, students, and the community. The protocols were developed for and by the members of the governance team, and may be modified over time as needed.

Protocols to Facilitate Governance Leadership

Topic	Board Superintendent Communication
Rationale	Good communication between the trustees and the superintendent is very important.
Protocol	<ul style="list-style-type: none"> ● Out of respect for staff time, board members will make an effort to schedule meetings with the superintendent as needed. ● The board and the superintendent will strive to inform each other of any important situations to ensure timely and effective responses. ● The superintendent will strive to ensure that all Board members have access to the same information. ● The Superintendent requires time off, so requests from board members should be sent on workdays unless it is an emergency.
Requesting Information from Staff	
Rationale	<ul style="list-style-type: none"> ● All board members are equal under the law, and authority rests with the board as a whole, not with individual members of the board. Direction is given to the superintendent only at board meetings through actions taken by the board. ● Individual board members are not ‘consultants’ to either the superintendent or other members of district staff. (CSBA tools for focused leadership) ● Critical to the ability of trustees to make informed decisions is timely access to information. ● The superintendent wants to be responsive to requests for information, maintain the focus on district priorities and balance the management of staff time.

Protocol	<ul style="list-style-type: none"> • Trustees will always work through the Superintendent and President when asking questions or requesting additional information on board meeting agenda items or from District Staff. • The Superintendent will ensure timely responses to requests, during work days, and will provide the information or direct trustees to the correct source. As appropriate, the Superintendent will distribute answers to all trustees. • Board members will self-monitor to ensure one person’s request for information does not divert an inappropriate amount of time from staff efforts to achieve district goals. Requests requiring inordinate amounts of time will be brought to the board to decide whether to support the request.
-----------------	---

Topic	Agenda questions answered before a meeting
Rationale	<ul style="list-style-type: none"> • Board members agree that it is important to have staff time and effort dedicated to moving the district in the direction set by the full board, therefore an individual board member wishing to request information from staff will be mindful of the impact that request has on staff workload.
Protocol	<ul style="list-style-type: none"> • When there is a question about an agenda item or a general question, Trustees will first contact the Superintendent or Board President at least one to two days before the board meeting. • The Superintendent will communicate concerns about staff workload, should these concerns arise. • Agenda setting meeting will include the Superintendent, Board President, and one or two other board members.

Topic	Board Meeting Management
Rationale	<ul style="list-style-type: none"> • The board meeting is a meeting to conduct board business in public. Well-run, efficient meetings model leadership, promote trust and confidence and provide opportunities to demonstrate strategically how the Governance Team is working to move the district forward and planning for the future. • The board wants the public to understand that they grapple with issues with professionalism and respect, and work hard to maintain the focus on our priorities. • Trustees want to ensure that multiple voices of the community are heard, that the process for community input is clearly defined. The board has established a clearly defined structure to manage the discussion and to support equal participation by all trustees. • Board resolutions often refer to current situations requiring a written commitment or approval from the board. Circumstances that led the Board to approve said resolutions may change over time. Likewise, the Board must remain vigilant in support of resolutions it has approved.
Protocol	<ul style="list-style-type: none"> • The board president will remind the public, as needed, that the purpose of the meeting is to conduct the District business in public. • As needed, the president will outline the guidelines for public input and highlight that these guidelines are listed on the board meeting agenda.

	<ul style="list-style-type: none"> • The board president acts as facilitator to focus the dialogue and manage the input. • Members of the public will address the board from a podium. Each topic has a 20-minute time limit. Three minutes are allotted per person, or one person may represent a group for up to 20 minutes. The board president may ask for a timekeeper to assist in managing the public input. • The board president has discretion to add time to the discussion, if the majority of the board agrees to additional time. • The board president may ask that the public limit their comments to new information to ensure that all speakers who wish to speak have an opportunity to do so. • The board president will sit in the center of the board table. The table is set up to ensure all board members can see one another during the board deliberation. • Members of the public who wish to address the board will complete a speaker’s card. <p>Managing Action items</p> <ul style="list-style-type: none"> • Step 1 – Background Information/recommendation • Step 2 – Public Comment (unless it was given prior to the discussion item). • Step 3 – Board Discussion and Vote <ul style="list-style-type: none"> • The Board shall, at it’s annual goal setting workshop, review, update, edit, or retire all board resolutions from the previous twelve months. The District Office will provide the list of resolutions to be reviewed by the Board with a brief summary of each resolution. The full resolutions are available on the District website.
--	---

Topic	Support for Majority Decisions
Rationale	<ul style="list-style-type: none"> • The Board values and protects variation in Board opinions. However, the Board will seek whenever possible to achieve consensus.
Protocol	<ul style="list-style-type: none"> • Each board member brings unique skills, values and beliefs to the board table. Each member is given equal opportunity to provide input, to provide support and to voice concerns, proposals or recommendations made by staff or other board members. • Dissenting opinions are listened to respectfully. • The final authority for board decisions rests with the board as a whole. • Board members agree that even if they disagree with a decision made by the majority of the board, they will allow that decision to set the direction for the district and will not undermine the majority decision that was made.

Topic	Confidentiality/Closed Session Practices
Rationale	<ul style="list-style-type: none"> • The work of the Board includes having access to confidential or sensitive information, some of which are shared in closed sessions, such as litigation, personnel, salary negotiations, superintendent evaluations, or other issues permitted under the Brown Act. • Notes are highly discouraged during closed session. Notes may stay in a sealed envelope with HR if a board member insists that they need to reflect back on the meeting. All papers handed out during closed session are to be shredded at the office following the meeting or left with the superintendent.

Protocol	<ul style="list-style-type: none"> The board will work to maintain the public’s trust by not breaching confidentiality. If a Board member breaches adherence to a confidentiality issue, he or she should bring the admittance to the Superintendent and/or President immediately.
-----------------	--

Topic	Responding to Community Concerns & the Media
Rationale	<ul style="list-style-type: none"> The board seeks to be accessible, consistent, and fair in dealing with complaints and concerns from the community. Timely response to issues is a priority for the board.
Protocol	<p>When approached with concerns and complaints, trustees will:</p> <ul style="list-style-type: none"> Listen, being careful not to imply agreement, since only one perspective is being expressed. Clarify that a board member is one of seven and that the authority rests with the majority in all board decisions and actions. Strive to ensure a community member feels heard and empowered with next steps. Provide information and direction to policies or processes or persons in the district (e.g. teacher, principal, superintendent) who can most directly help them with their concern. Refer to the District organizational chart and process to handle complaints or other inquiries. Board members will use judgment in responding, being mindful of their role in judicial review. Trustees will give the Superintendent a timely “heads” up if they direct a community member to speak to the Superintendent. The Superintendent is first to speak to media. If the Superintendent is not available, the Board President may answer media inquiries involving the school district.

Topic	Establishing Multi - Year and Annual District goals
Rationale	<ul style="list-style-type: none"> Establishing a district Strategic Plan with multi-year goals, actions and metrics that promote clarity of direction, focus and alignment of resources is critical to effective Board leadership.
Protocol	<ul style="list-style-type: none"> The annual goal setting process will be directly linked to the evaluation of the superintendent’s performance.

Topic	Board Governance Self-Assessment
Rationale	<ul style="list-style-type: none"> Conducting a governance self-evaluation demonstrates accountability to the community and the intention of the governance team to strengthen and improve governance practices.
Protocol	<ul style="list-style-type: none"> The board supports continuous improvement through an evaluation of governance practices and effectiveness. Annually (in January) the board will schedule a conversation/study session meeting to reflect on governance practices and participate in a self-evaluation process. During the evaluation, the governance team will discuss what is working well (commendations) and what can be improved (recommendations).

Newly Board Member Resources

Rationale	<ul style="list-style-type: none">• Newly elected or appointed members to the Board of Trustees will likely be unfamiliar with state open meeting laws, meeting procedural policies, board bylaws, the district budget, goals, and other district related issues.• The governance team will provide all the tools necessary to help new board members reach their potential to be an informed, productive and effective member of the team.
Protocol	<ul style="list-style-type: none">• Newly elected or appointed board members will receive the following resources upon election and prior to their first board meeting:• Brown Act Handbook, Point Arena Schools Governance Handbook and Annual Board Meeting Calendar, Board Bylaws/Policies, and CSBA Professional Governance Standards• Collective Bargaining Agreements: PATU, CSEA Arena, CSEA Point Arena• Local Control and Accountability Plans, District Budget, District Information Resource, the Strategic Plan with metrics.• The Superintendent and Board President will provide a board orientation to new board members within one month of their start date.

Visiting Schools and Attending School Events

Rationale	<ul style="list-style-type: none">• The board should be informed about teaching and learning in the schools, including school climate, behavior, strengths and weaknesses of each school.• Board members are encouraged to visit schools and attend school events.
Protocol	<ul style="list-style-type: none">• As a professional courtesy, trustees will schedule school visits through the site administration with notification to the superintendent or designee• The superintendent will ensure that staff is aware of the process and protocols for trustees visiting the classrooms.• Board members with children at the schools are able to visit the classroom to speak with the teacher regarding their child. If said board member would like to volunteer or observe in the classroom, please schedule with the teacher and principal and let the superintendent know of your intentions.• All board members are to sign in with the office when visiting schools.

We have read and agreed to the aforementioned governance team norms and protocols in order to support a positive and productive working relationship amongst the Point Arena Schools (Arena Union Elementary and Point Arena Joint Union High School) District Board of Education, staff, students, parents, and the greater community.

We agree to:

1. Review and renew these protocols and norms annually.
2. Create and support effective and efficient governance leadership, communicate openly, freely and accurately.

Board President

Board Clerk

Trustee

Trustee

Trustee

Trustee

Trustee

Appendix A

EFFECTIVE GOVERNANCE ¹

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

As the governance team fulfills responsibilities in the areas of setting direction, human resources, policies, student learning and achievement, finance, judicial appeals, collective bargaining, and community relations and advocacy, the way in which governance team members perform the governance role is critical.

Whether in the boardroom, out in the community or at home, board members are always trustees for the district. The integrity of the school district's educational program is dependent upon the responsible and professional manner in which each board member, and the board collectively, fulfills governance roles and responsibilities with the superintendent. The demeanor of governance team members sends an important message to the public.

Utilizing effective governance techniques, private citizens, once elected to school boards, work with the superintendent to keep all district efforts focused on student learning. Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district.

The community elects school board members to set and monitor the direction of the school district, and the district superintendent will translate all efforts into action. It is therefore vital that the board and superintendent have a respectful and productive working relationship based on trust and open communications.

Working as a group, board members and the superintendent leverage the efforts of the professional staff by setting a direction for the district reflective of the community's wishes for its children, by creating a supportive framework for action in the district, by holding the system accountable through mutually agreed upon mechanisms, by providing support to students and staff through behaviors and actions, and by demonstrating community leadership on behalf of children, district schools and public education. When this is done effectively, the chances of a climate for excellence being created in which students thrive increases dramatically.

¹ Source: California School Boards Association

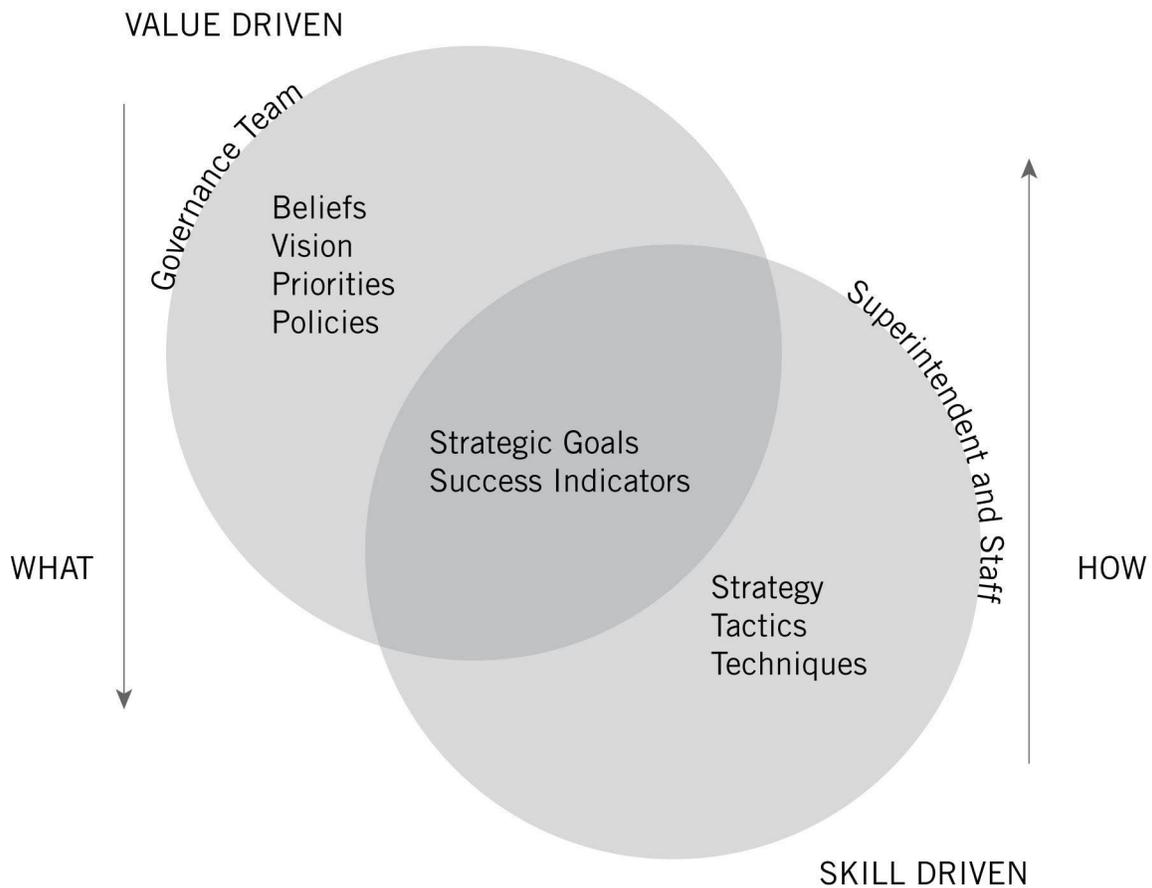
Appendix B

EFFECTIVE GOVERNANCE TEAMS²

Effective teams value and respect their essential roles, reach mutual agreement on the roles of the board and superintendent, and strive to operate within them.

Boards and superintendents work together to ensure a district has effective leadership. There are important distinctions to be made between the board's role and that of the superintendent and staff. The role of the school board is not to run the schools, but to see that the schools are well run.

UNDERSTANDING GOVERNANCE ROLES³



² Source: California School Boards Association

Appendix C

PLEDGE OF ALLEGIANCE & TRIBAL ACKNOWLEDGEMENT

Pledge of Allegiance

I pledge Allegiance to the flag
of the United States of America
and to the Republic for which it stands,
one nation under God, indivisible,
with Liberty and Justice for all.

Tribal Land Acknowledgment

Tribal Land Acknowledgement: "We acknowledge the traditional, ancestral, un-ceded lands and Sovereignty of the Manchester Band of Pomo Indians and the Kashia Band of Pomo Indians, whose historical relationship with the land continues to this day."

Appendix D

Board Action Calendar

The Board Action Calendar reflects the dates, places and agenda items anticipated for the 2026 Board of Trustee Meetings.

In addition to the topics listed on the Board Action Calendar each meeting will include the following items:

- **CONSENT AGENDA ITEMS**
 - Approval of Minutes
 - Approval of Warrants
 - Approval of Purchase Orders
 - Approval of Budget Transfers
 - Approval of Personnel Actions – Hiring, Teacher Consent, Request for LOA’s

- **REPORTS**
 - Trustees
 - Superintendent
 - Administrators
 - Unions (PATU, CSEA)

MEETING SCHEDULE

- **Regular Meetings:**
Will be held on **Wednesday** of each month.

- **Closed Session:**
Will be held in the Point Arena High School Library (270 Lake St, Point Arena) beginning at 3:30 PM unless posted otherwise.

The Board reserves the right to begin a **Closed Session** prior to, or after the General Open Session.

- **General Open Session:**
Will be held in the Point Arena High School Library (270 Lake St, Point Arena) beginning at 4:30 PM. Unless posted otherwise.

- **Meeting Dates:**

January 14	April 8	July – No meeting	October 7
February 11	May 13	August 12	November 4
March 11	June 10 & 24	September 9	December 14

JULY

NO MEETING IN JULY	
Board members complete Self Evaluation	

AUGUST

Board Workshop - Board self-evaluation	Discussion
9 th Grade Cohort Graduation	HS Principal
Report on Summer School/Extended Session	Principal's Report
Facilities Report	Superintendent's Report
Review plans for the Staff Welcome Back Breakfast	Discussion
Review/edit Superintendent evaluation tool	Discussion
Policies – First Read (June Update)	DWPA
Submission of Categorical Aide Programs, including Consolidated Application	Consent
Williams Quarterly Complaint Report – 4 th Quarter (April, May, June)	Consent

SEPTEMBER

Opening School Reports	Reports
Public Hearing affording the public an opportunity to comment on the Sufficiency of Instructional Materials	Public Hearing
Public Review (within 45 days of Governor signing) of any substantial Revisions made to the District Budget, as needed	Public Hearing
Resolution revising Prior Year General Fund Budget based on State Adoption, as needed	Discussion With Possible Action (DWPA)
CAASP and MAP reports review of prior year	Presentation
Approve Superintendent evaluation tool	Consent
List of Certificated and Classified Staff	Consent
Policies – Adopt (June Update)	Consent

OCTOBER

ELPAC Data Report	Presentation
District Unaudited Actuals for the Prior School Year	DWPA
Resolution affirming that all students have sufficient textbooks or instructional materials, or both, in each subject that are consistent with the content and cycles of the curriculum framework – Adoption	DWPA
Native American Policies & Procedures Update	Report
Teacher Professional Development Participation	Principals Report
Williams Quarterly Complaint Report – 1 st Quarter (July, Aug, Sept)	Consent
Administrative/Teacher Ratio Calculation, form R-2 (due for Audits)	Consent
Inter-District Transfer of Students	Consent

NOVEMBER

Public Hearing on Federal Impact Aid Budget	Public Hearing
Set date for Annual Reorganizational Meeting of Governing Board	DWPA
Policies – First Read (September Update)	DWPA
ADA, Chronic Absenteeism, Suspension/Expulsion Report	Report
Pacific Community Charter School’s Annual Risk Management Report	Consent
Pacific Community Charter School’s Annual Audit Report – Accept	Consent

DECEMBER

Swearing in of newly elected Board Members	Presentation
Nominations for Board President and Clerk of the Board	Action
Establish Board Meeting Dates	Action
Approval of the Superintendent Appointed Committees and Board Liaison Assignments	Action
Appoint the Superintendent as Secretary to the Board	Action
Resolution Annual Accounting Report for Developer Fees	DWPA
First Interim Budget Report and Multi-Year Projection for the current year	DWPA
Fall MAP Testing Results	Presentation
Set dates for mid-year check in w/superintendent and January board workshop	Discussion
Policies – Adopt (September Update)	Consent

JANUARY

Review of Superintendent’s Progress towards Annual Priorities	Closed Session
CTE Quality Courses	Report/Presentation
Williams Quarterly Complaint Report – 2 nd Quarter (Oct, Nov, Dec)	Consent
Pacific Community Charter School’s First Interim Report – Accept	Consent

JANUARY Workshop

Board Workshop (Brown Act, Governance Handbook, Board principals/norms / protocols, consider CSBA training opportunities)	Discussion
---	------------

FEBRUARY

Review of possible Layoffs of Certificated and Classified Employees and non-reelect for Probationary Teachers	Closed Session
Announce Resolutions for Layoffs (Certificated and Classified)	Report from Closed
Semester Pass Rates	Principals’ Report
Special Education Report	Report
Approve School Accountability Report Card (SARC)	DWPA
Policies – First Read (December)	DWPA
Impact Aid Applications	Consent

MARCH

Receipt of the Initial Proposal for Contract Negotiations with all Unions	Public Hearing
Winter MAP testing results	Presentation
Summer sessions plans	Principals'
Staywell Health Plan Resolution (Due April 1)	DWPA
Second Interim Budget Report for the current school year	DWPA
Temporary Athletic Team Coaches certifying the District has met the provisions of Title 5 Calif. Ed. Code, Section 5593 (Due 4/1)	Consent
District School Calendar for the upcoming school year	Consent
Policies – Adopt (December)	Consent
<i>Review timeline and process for Superintendent evaluation (discuss with board?)</i>	report

APRIL

Resolution Day of the Educator	DWPA
Arena ELD Program	Report
California Healthy Kids Survey (CHKS) results	Report
Williams Quarterly Complaint Report – 3 rd Quarter (Jan, Feb, March)	Consent

MAY

Superintendent prepares and presents the self-evaluation packet	<i>Handout, no discussion</i>
Board President provides members with Superintendent Evaluation Tool	
Counselor report on Mental Health	Presentation
LCAP Plan progress updates	Report
District Annual Priorities and Success Indicators for the following year	Discuss
Policies – First Read (March)	DWPA
30-Day Display for proposed Text Books for the upcoming school year	Consent
Unused School Site forms	Consent
Board members work on their individual superintendent evaluation for the June board meeting	separate from meeting

JUNE 1st Meeting

Board discusses and completes superintendent evaluation	Closed Session
Public Hearing for LCAP	Public Hearing
Public Hearing for Budget	Public Hearing
ADA, Chronic Absenteeism, Suspension/Expulsion Report	Report
Annual Priorities for the upcoming school year	Discussion
<i>Success indicators for superintendent evaluation (keep here?)(Adopt 2nd June mtng?)</i>	<i>Discussion</i>
Metrics Calendar	Discussion
Approval of the Board Action Calendar for the upcoming year	Discussion

Resolution Appropriating the Ending Balance to a Reserve	DWPA
Resolution Transfer between Funds	DWPA
Resolution Authorizing the Superintendent to Transfer Expenditures between funds for the current school year	DWPA
Resolution Ordering Election for Trustees	DWPA
Declaration of Need for Fully Qualified Educators	DWPA
Approve additional days beyond contract (Administration)	DWPA
High School Master Schedule for the upcoming school year	Consent
Adopt Salary Schedules for the upcoming school year	Consent
Textbook Adoption	Consent
Bell Schedules/Instructional Minutes for the upcoming school year	Consent
Outside Service Contracts for the upcoming school year	Consent
Contract with Legal Consortium for the upcoming school year	Consent
Coaching Assignments	Consent
Summer School/Extension Session Staffing	Consent

JUNE 2nd Meeting

Board reviews final draft of Superintendent evaluation	Closed Session
Board approves final Superintendent evaluation	DWPA
Adopt LCAP Revisions for the upcoming school year	DWPA
Adopt Point Arena Schools Common Budget for the upcoming school year	DWPA
Adopt Annual Priorities	DWPA
Adopt Metrics Calendar	DWPA
Approval of the Board Action Calendar for the upcoming year	Action
Success Indicators for Superintendent evaluation for next year	DWPA

Appendix E

Acronyms

504	Section 504 of the Rehabilitation Act of 1973 is a statute which prohibits discrimination against individuals with disabilities. A 504 plan is an individual education plan for a special-needs student.
-----	--

A

AB	Assembly Bill
ACCS	Advisory Commission on Charter Schools
ACGR	Adjusted-Cohort Graduation Rate
ACSA	Association of California School Administrators (Outside Source)
ACT	American College Testing (Outside Source)
ADA	Americans with Disabilities Act (Outside Source)
ADA	average daily attendance
a-g	A pattern of coursework for high school students that is validated by the UC/CSU systems as meeting expectations for entry to undergraduate university programs
AIECE	American Indian Early Childhood Education
AMAOs	Annual Measurable Achievement Objectives
AN	Action Network
AP	Advanced Placement
APR	Annual Performance Report
AR	Administrative Regulation
ASES	After School Education and Safety
AST	Academic Success Team
AUES	Arena Union Elementary School

B

BIA	Bureau of Indian Affairs
BIE	Bureau of Indian Education, part of the Department of the Interior
BP	Board Policy
BTSA	Beginning Teacher Support and Assessment (Outside Source)
BTTP	Bilingual Teacher Training Program

C

CAASP	California Assessment of Student Performance and Progress
CABE	California Association of Bilingual Education (Outside Source)
CAC	Community Advisory Council
Cal-SAFE	California School Age Families Education
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside Source)
CalWORKS	California Work Opportunity and Responsibility to Kids
CASEMIS	California Special Education Management Information System

CASH	Coalition for Adequate School Housing
CAT/6	California Achievement Tests, Sixth Edition
CBA	Collective Bargaining Agreement
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside Source)
CBET	community-based English tutoring
CCR	coordinated compliance review
CCR	California Code of Regulations
CCSS	Common Core State Standards
CDC	Centers for Disease Control and Prevention (Outside Source)
CDD	Child Development Division
CDE	California Department of Education
CDHS	California Department of Health Services (Outside Source)
CDS	county/district/school code
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CIF	California Interscholastic Federation (Outside Source)
CLAD	Cross-cultural, Language, and Academic Development (Outside Source)
CMD	Clearinghouse for Multilingual Documents
CNIPS	Child Nutrition Information Payment System
CIM	Compliance and Improvement Monitoring
ConAPP	Consolidated Application
CPS	Child Protection Services
CRDC	Civil Rights Data Collection
CSBA	California School Boards Association (Outside Source)
CSEA (Chapter 0434)	California School Employees Association (PAS Classified employees)
CSEA	California School Employees Association (Outside Source)
CSR	Class size reduction
CSSP	California Safe Schools Plans
CST	California Standards Tests
CSU	California State University (Outside Source)
CTA	California Teachers Association (Outside Source)
CTC	Commission on Teacher Credentialing (Outside Source)
CTE	Career Technical Education

D

DELAC	District English Learner Advisory Committee
DGS	Department of General Services (Outside Source)
DIR	Department of Industrial Relations
DTS	Document Tracking Services

E

Acronym	Description
EAP	Early Assessment Program
EC	Education Code
ECHO	-
ED	Emotionally Disturbed Student

ED	U.S. Department of Education
EETT	Enhancing Education Through Technology
EIA	Economic Impact Aid
EL (ELL)	English learner
ELA	English-language arts
ELAP	English Language Acquisition Program
ELD	English-language development
ELL	English Language Learners
ELO	Expanded Learning Opportunities
ELPAC	English Language Proficiency Assessments for California
EOP	Emergency Operations Plan
ESL	English as a Second Language
ESLR	Expected Schoolwide Learning Results
ESSA	Every Student Succeeds Act
ESY	Extended School Year

F

Acronym	Description
FAPE	Free and appropriate public education
FAQ	frequently asked question
FCMAT	Fiscal Crisis Management Assistance
FEP	Fluent English Proficient
FERPA	Family Educational Rights and Privacy Act (Outside Source)
FFA	Future Farmers of America (Outside Source)
FIT	Facilities Inspection Tool
FMLA	Family and Medical Leave Act
FTE	full-time equivalent
FY	fiscal year

G

Acronym	Description
GASP	Get Arts in the Schools Program
GATE	Gifted and Talented Education
GED	General Educational Development Test
GPA	grade point average

H

Acronym	Description
HCE	Health Careers Education
HPSGP	High Priority Schools Grant Program
HQT	Highly Qualified Teacher (ESEA)
HSET	High School Equivalency Test

I

Acronym	Description
IA	Impact Aid

IDEA	Individuals with Disabilities Education Act (Outside Source)
IEP	individualized education program
IS	independent study

L

Acronym	Description
LC	Language Census
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	local educational agency
LEP	limited English-proficient

M

Acronym	Description
MAP/NWEA	Measure of Academic Progress
MCOE	Mendocino County Office of Education
MCYP	Mendocino Youth Project
MOU	Memorandum of Understanding
MLL	Multi Language Learners
MTSS	Multi Tiered System of Support

N

Acronym	Description
NAEAC	Native American Education Advisory Committee
NGSS	Next Generation Science Standards (Outside Source)
NPR	national percentile rank
NSBA	National School Boards Association (Outside Source)
NSD	Nutrition Services Division
NSLP	National School Lunch Program
NTN	New Tech Network
NWEA	

O

Acronym	Description
OCR	Office for Civil Rights (Outside Source)
OEO	Office of Equal Opportunity
OPSC	Office of Public School Construction
OPUS	Online Public Update for Schools
OSHA	Occupational Safety and Health Administration (Outside Source)

P

Acronym	Description
PAS	Point Arena Schools
PATU	Point Arena Teachers Union
PBIS	Positive Behavior Intervention and Support
PBL	Project Based Learning

PCCHS	Pacific Community Charter High School
PCCS	Pacific Community Charter School
PERS	Public Employees Retirement System
PFT	Physical Fitness Testing
PI	Program Improvement
PAJUHS	Point Arena Joint Union High School
PPR	Pupil Promotion and Retention
PSAA	Public Schools Accountability Act
PSAT	Preliminary Scholastic Achievement Test (Outside Source)
PTA	Parent Teacher Association (State) (Outside Source)

R

Acronym	Description
RFA	Request for Applications
RFEP	reclassified to fluent English proficient
RFP	Request for Proposals
RTTT	Race to the Top
RULER	Recognizing, Understanding, Labeling, Expressing, Regulating

S

Acronym	Description
SACS	standardized account code structure
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SAT	Scholastic Achievement Test
SB	Senate Bill
SBAC	Smarter Balanced Assessment Consortium
SCOE	Sonoma County Office of Education
SCCHS	South Coast Continuation High School
SCORE	Schools of California Online Resources for Education
SCLS	School and College Legal Services of California
SDAIE	specially designed academic instruction in English
SED	socioeconomically disadvantaged
SED	severely emotionally disturbed
SEIDs	Statewide Educator Identifiers
SEIS	Special Education Information System
SEL	Socio-Emotional Learning
SELPA	special education local plan area
SES	Supplemental Educational Services (Outside Source)
SFSP	Summer Food Service Program
SLP	Speech Language Pathologist
SMAA	School Based MediCal Administrative Services
SNOR	Student National Origin Report
SNP	School Nutrition Program
SSID	Statewide Student Identifier
SST	Student Study Team

STEM	Science, Technology, Engineering, and Mathematics
STRS	State Teachers Retirement System
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside Source)
UCP	Uniform Complaint Procedures
UDL	Universal Design for Learning
USDA	U.S. Department of Agriculture (Outside Source)

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside Source)
WEE	Work Experience Education
WestEd	WestEd (Outside Source)

X, Y, Z

Acronym	Description
YRE	year-round education
YTD	Year-to-date