

Educating Minds, Inspiring Futures



2023-2024 Governance Handbook

(Board Approved October 12, 2023)

Board of Trustees

**Sandra Williams
Delia Martinez**

**Joni Jordan
Marisol Rubalcaba
Mary Helen Espino**

**Margie Salazar
Javier Quevedo**

**Superintendent
Yolanda Valdez**

**Assistant Superintendent
Craig Drennan**

**Assistant Superintendent
Shevonne Swanson**

Unity of Purpose, Roles and Responsibilities, Norms and Agreements

This handbook is a summary of the ongoing governance team's work on effective governance. This process involves continuous discussions and agreements about unity of purpose, roles, norms and protocols that enable the governance team to perform its responsibilities to all children and adults in the community.

COJUSD CORE VALUES

COMPASSION

staff, students, community

OPPORTUNITY

growth, development, innovation

JUSTICE

fairness, integrity, responsibility for decisions and actions

UNITY

one community building strengths together

SAFE ENVIRONMENT

for a healthy learning experience

DIVERSITY

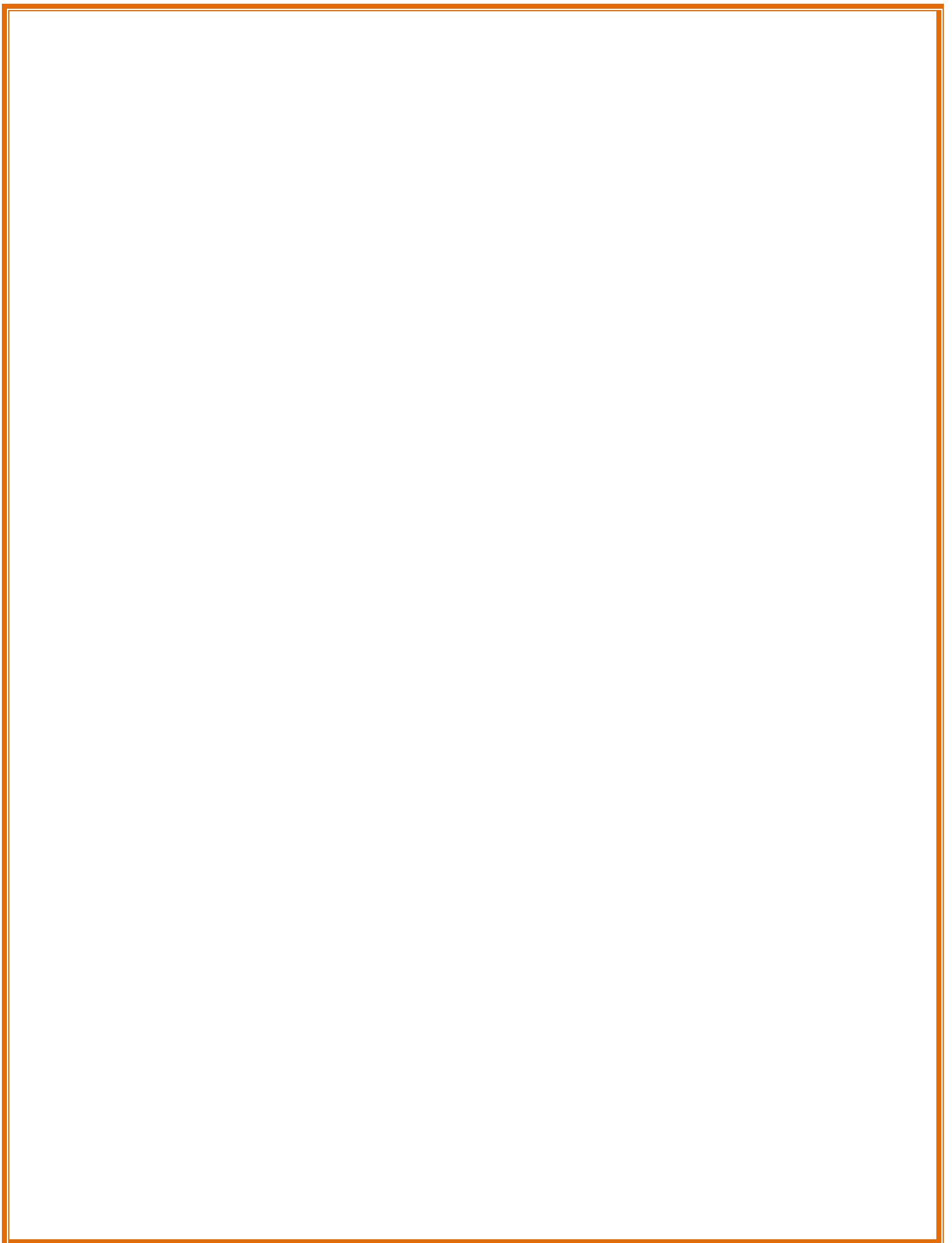
understanding and respect for others

FOR OUR STUDENTS, EMPLOYEES, SCHOOLS

Cutler-Orosi Joint Unified School District
2023-2024 Governance Handbook

Table of Contents

EFFECTIVE GOVERNANCE (California School Boards Association – CSBA)	1
WORKING AS AN EFFECTIVE TEAM (CSBA)	2
OUR UNITY OF PURPOSE	
• Who Are We? What Is Our Purpose? To Whom Are We Responsible?	3
• Cutler-Orosi Joint Unified School District Mission Statement	4
• Governance Team Guiding Beliefs	4
• Governance Team Unity of Purpose	4
• What We Want to Accomplish as a Governance Team	5
• District Goals	5
ROLES AND RESPONSIBILITIES	
• A Discussion of Roles and Responsibilities (CSBA)	6
• Roles of the Board, Superintendent and Staff (CSBA)	7
• The Role of the Board - BB 9000	8
• Limits of Individual Board Member Authority - BB 9200	10
• Administration Concepts and Roles – BP 2000	11
• Superintendent Responsibilities and Duties – BP 2110	12
GOVERNING EFFECTIVELY	
• What Effective Governance Means to the Cutler-Orosi JUSD Governance Team	13
• What the Board Needs From the Superintendent	14
• What the Superintendent Needs From the Board	15
SUSTAINING A POSITIVE CULTURE	
• The Legacy We Want to Leave	16
• Our Meeting Norms	17
• Orientation of Prospective Board Members	18
• Orientation of New Board Members	19
PROTOCOLS & PROCEDURES FOR GOVERNANCE LEADERSHIP	
• General Procedures	20
• Board Member Benefits	20
PERFORMING THE BOARD’S JOBS	
• Setting Direction for the District	21
• Superintendent’s Evaluation	22
INFORMATION ABOUT THE DISTRICT	23



Effective Governance
California School Boards Association

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.

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, but 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.

Working as an Effective Team

California School Boards Association

To effectively focus all district efforts on student learning and achievement for all students, a governance team needs to have a unity of purpose, a mutual understanding of roles, positive working relationships and supportive structures and processes. One of the chief ways a governance team can strengthen or maintain its effectiveness is to periodically assess its own performance in these areas.

Unity of Purpose

Unity of Purpose is a common focus, super-ordinate goals, the values and beliefs governance team members share in common about children, the district and public education that help them transcend their individual differences to fulfill a greater purpose.

Roles

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.

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.

Structure and Process

How boards operate and how they do business as an effective team occurs when members discuss and agree on the formal structures and processes used by the board (e.g., agenda structure, visiting schools, handling complaints or concerns from the community, bringing up a new idea).

Cutler-Orosi Joint Unified School District Governance Team

Who Are We?

The Cutler-Orosi Governance Team members are leaders who care about our students, the school district, and our community. We are people who are committed to public education and understand the role education plays in sustaining our democratic society. We represent the entire community: children, parents, staff, businesses, and all community members. We hold the interest of ALL the children in trust. We have been chosen to provide educational leadership to the district and to see that the mission of the district is achieved. Even though we bring our individual perspectives and experiences to the table, we are committed to developing collective understanding, making informed decisions and operating as a unified team.

What Is Our Purpose?

We are a leadership team, responsible for the realization of the mission of our District while being fiscally responsible with the public monies in our trust. We consider the future, as well as the present and maintain our focus on our mission, vision, and goals that were developed through inclusive processes. We have the responsibility to do the best job we can for our students within the state and federal requirements, to consider the whole child, and to provide necessary resources to families in crisis. We believe that all students can learn and want our students to graduate from our schools able to become responsible citizens. We provide a physically and emotionally safe, comfortable environment that encourages learning. We set high expectations for staff, expect staff to continue to learn and grow, and to believe that “failure is not an option.” We see that the necessary resources are available to our staff to do the work we expect of them, and have an evaluation system in place that holds everyone accountable, starting with the Superintendent. We inspire, engage, and inform our staff and community about education issues on behalf of our students, our district, our teachers, and public education.

To Whom Are We Responsible?

We are responsible to our children to provide the best possible education in a safe, nurturing, challenging learning environment, and to have high expectations for learning for **all** students so they are recognized as capable learners. We are responsible to have high expectations for district staff and to provide necessary resources and a safe, supportive, challenging work environment. We are responsible to parents to provide a free public education for their children in an environment that is physically and emotionally safe for the children and their families, and to provide avenues for their involvement in their children’s education. We are responsible to our voters and taxpayers to provide a high quality of education in our schools so the community is perceived as a good place to live, and to use public funds efficiently and effectively. We are responsible to our entire community to keep them informed and help them understand the benefits of our educational system whether or not they have children in our schools. We are responsible to the state and federal government to obey the law, to be informed, and to keep other elected officials informed about the effect of legislation on our district and to advocate on behalf of our children, the teaching profession, and our schools. We are responsible to the other members of our team to come to meetings prepared, to be interested and informed, to be committed to our work, and to be respectful and honest in our interactions. Our Oath of Office confirms our contract with all district stakeholders.

Cutler-Orosi Joint Unified School District

District Vision

All students will be college, career, community ready and prepared to compete in a global economy.

District Mission

“Educating Minds, Inspiring Futures”

Cutler-Orosi Board of Trustees is proud of the progress we have made in the past few years as we work towards being a results-oriented professional learning community. The Board of Education has set high standards of expectations for all staff through a collaborative process; administrators, teachers, classified staff, students, and parents work in a partnership to provide all students a quality education in a safe, supportive, and disciplined environment, preparing them to become responsible citizens able to compete in a global economy.

Governance Team Belief Statements

The Board of Education has adopted the following Belief Statements:

- Each child should be treated equitably with their needs being addressed.
- Each child can learn.
- Everyone- child/parent/staff – should be treated with respect and confidentiality.
- Everyone- child/parent/staff – should feel safe.
- Everyone- child/parent/staff – should be treated with equal tolerance and sensitivity.

Governance Team Unity of Purpose

The Board of Education identified the following Unity of Purpose:

- We have high expectations for all students.
- We have high expectations for teachers to continue to learn, and to believe that “failure is not an option.” Teachers should reflect on themselves and their teaching to make sure that every student can learn.
- We believe teachers need the resources and tools necessary to ensure student success.
- We have to consider the whole child and provide the resources necessary to support families in crisis.
- We want to provide an environment that encourages learning and supports students emotionally.
- We want to set high standards for district staff and have an evaluation system that holds everyone accountable – in the Cutler –Orosi Joint USD; it starts with the superintendent.

What We Want to Accomplish as a Governance Team

- Improve our students' education so they will be ready for college, career and life.
- Ensure that all our students are able to reach a high standard of education.
- Create a unified team that leads the District to success of every student.
- Provide the best education possible for our students; ensuring students have equitable opportunities and resources to become successful.
- Provide encouragement and positive reinforcement to our students – letting them know they can be successful regardless of their circumstances.
- Recognize graduates who have become successful in our own community or elsewhere.
- Ensure high academic success for our students so they are prepared to attend the college or advanced training of their choice.
- Ensure our school district is an inviting place for our students and staff, and that students come to school because they want to.
- Do a better job of sharing with our community the good things that happen in our district.
- Our teachers are life-long learners – always seeking new knowledge and techniques to improve their teaching ability
- Establish a culture of accountability that begins with the Board and Superintendent.

The ABC's -District Goals

Goal 1

Achieve academic excellence and meet the needs of all students in a safe and supportive environment.

Goal 2

Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

Goal 3

Create efficient and effective systems that are innovative, accountable, and proactive.

A Discussion of Roles and Responsibilities

California School Board Association

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.

There are important distinctions to be made between the board's role and that of the superintendent and staff. Boards and superintendents must team together to ensure a district has effective leadership. Just as board members should govern and not manage a school district, superintendents should not administer a district in isolation from the representatives whom the public has entrusted with the schools. School board "trustees" are the representatives of the people, elected to ensure a community's schools educate the community's children in accordance with the wishes of the local community.

Board members have collective, not individual, authority. Authority to make decisions is only granted to the board as a whole. The full board gives direction to the superintendent, most commonly at board meetings. The individual board member does not have the authority to direct the superintendent, unless otherwise agreed to by the board and superintendent.

The role of the school boards is not to run the schools, but to see that the schools are well run. When a board member inadvertently takes over the staff role, he/she is in essence vacating his/her board seat and effectively undercutting his/her ability to govern. He/She is forfeiting his/her ability to hold the superintendent responsible for the way the board's policy direction is translated into action by the professional staff.

Roles of the Board, Superintendent, and District Staff *California School Board Association*

The school board works collaboratively with the superintendent and 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: *

The Board: visionary, strategic, transformational change role, set the direction:
hold the system accountable for results

Administration: tactical, planners, alignment, logistics, resources, bridge
between transformational and transitional change role:
create and launch plans to meet the strategic charge

Teachers and other staff: operational role – do the actual work – transitional
change: carry out the plans to achieve the intended results

All three of these roles have to be aligned and integrated. None of the roles can be successful without the others. The Superintendent is the link between the roles: supports the Board's governance responsibilities, and as the District's Chief Administrative Officer, works with administration to see that plans are developed in alignment with the vision, and oversees district staff to see that district work is carried out in ways that will achieve the ultimate intended results.

A Comparison of BOARD and SUPERINTENDENT roles:

- 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 district issues, fosters an environment within the district where excellence can be attained, and builds civic capacity to achieve district goals and improve student learning.
- The Superintendent is hired by the board to be the chief administrative officer for the district. He or she manages the day-to-day operations of the school district and sees that board direction is implemented. The superintendent works with the board to support their effective governance of the district and provides leadership on educational matters to the community and staff.

* Adapted from: Mark Van Clay and Perry Soldwedel, *School Board Fieldbook – Leading With Vision*, (© Solution Tree Press, 2009)

Cutler-Orosi Joint Unified School District

Cross-references and legal references have been removed from this board bylaw for ease of reading. All cross-references and legal references are included in the Board Policy Manual found on the Cutler-Orosi Joint USD Website.)

Role of the Board

BB 9000

The Board of Education has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community.

The Board shall work with the Superintendent to fulfill its major responsibilities, which include:

1. Setting the direction for the district through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement
2. Establishing an effective and efficient organizational structure for the district by:
 - a. Employing the Superintendent and setting policy for hiring of other personnel
 - b. Overseeing the development and adoption of policies
 - c. Establishing academic expectations and adopting the curriculum and instructional materials
 - d. Establishing budget priorities and adopting the budget
 - e. Providing safe, adequate facilities that support the district's instructional program
 - f. Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements
3. Providing support to the Superintendent and staff as they carry out the Board's direction by:
 - a. Establishing and adhering to standards of responsible governance
 - b. Making decisions and providing resources that support district priorities and goals
 - c. Upholding Board policies
 - d. Being knowledgeable about district programs and efforts in order to serve as effective spokespersons
4. Ensuring accountability to the public for the performance of the district's schools by:
 - a. Evaluating the Superintendent and setting policy for the evaluation of other personnel
 - b. Monitoring and evaluating the effectiveness of policies

- c. Serving as a judicial (hearing) and appeals body in accordance with law, Board policies, and negotiated agreements
- d. Monitoring student achievement and program effectiveness and requiring program changes as necessary
- e. Monitoring and adjusting district finances

5. Providing community leadership and advocacy on behalf of students, the district's educational program, and public education in order to build support within the local community and at the state and national levels

The Board is authorized to establish and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. (Education Code 35160)

Legal Reference:

EDUCATION CODE

5304 Duties of governing board (re school district elections)

12400-12405 Authority to participate in federal programs

17565-17592 Board duties re property maintenance and control

33319.5 Implementation of authority of local agencies

35000 District name

35010 Control of district; prescription and enforcement of rules

35020-35046 Officers and agents

35100-35351 Governing boards, especially:

35160-35185 Powers and duties

35291 Rules

Bylaw: CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
adopted: September 9, 2010 Orosi, California

Cutler-Orosi Joint Unified School District

Cross-references and legal references have been removed from the body of this board bylaw for ease of reading. All cross-references and legal references are included in the Board Policy manual found on the Cutler-Orosi Joint USD Website.)

Limits of Board Member Authority

BB 9200

The Board of Education recognizes that the Board is the unit of authority over the district and that a Board member has no individual authority. Board members shall hold the education of students above any partisan principle, group interest, or personal interest.

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent. Board members shall refer Board-related correspondence to the Superintendent for forwarding to the Board or for placement on the Board's agenda, as appropriate.

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Superintendent or designee so that the problem may receive proper consideration and be handled through the appropriate district process.

A Board member whose child is attending a district school should be aware of his/her role as a Board member when interacting with district employees about his/her child. Because his/her position as a Board member may inhibit the performance of school personnel, the Board member should inform the Superintendent or designee before volunteering in his/her child's classroom.

The Superintendent or designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act. (Government Code 54952.1)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

7054 Use of district property

35010 Control of district; prescription and enforcement of rules

35100-35351 Governing boards, especially:

35160-35184 Powers and duties

35291 Rules

35292 Visits to schools (Board members)

51101 Rights of parents/guardians

GOVERNMENT CODE

54950-54962 The Ralph M. Brown Act, especially:

54952.1 Member of a legislative body of a local agency

54952.7 Copies of chapter to members of legislative bodies

Bylaw:

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

adopted: September 9, 2010

Orosi, California

Cutler-Orosi Joint Unified School District

Cross-references and legal references have been removed from this board policy for ease of reading. All cross-references and legal references are included in the Board Policy Manual found on the Cutler-Orosi Joint USD Website.)

Administration – Concepts and Roles

BP 2000

The Board of Education recognizes that district administration performs essential roles and functions in support of student learning, including the provision of instructional support and services to schools as well as the responsible management of non-instructional operations. The Superintendent or designee may make decisions concerning district operations within the parameters of law and Board policy.

The Superintendent shall provide leadership in developing administrative regulations and organizational structures, decision-making processes, and staff action plans that allow the district to fulfill its vision and goals. The Board also expects the Superintendent to help shape the culture and environment of the district in a manner that focuses district operations on enhancing student achievement, encourages positive relationships within the community, and instills confidence in district schools.

The Board and Superintendent shall work together as a team in the exercise of district governance. The Board and Superintendent shall establish protocols that describe how the governance team will operate, including, but not limited to, agreements regarding Board meeting operations and communications between the Superintendent and the Board.

Because the Superintendent is the only district employee who is directly selected and evaluated by the Board, the Board has a responsibility to ensure that the Superintendent possesses the skills and attributes that best meet the needs of the district.

The Superintendent may delegate to other district staff any duties imposed upon him/her by the Board. This delegation shall not relieve the Superintendent of responsibility for actions taken by his/her designees.

Legal Reference:

EDUCATION CODE

[*35020 Duties of employees fixed by governing board*](#)

[*35026 Employment of district superintendent by certain district*](#)

[*35028 Qualifications for employment*](#)

[*35029 Waiver of credential requirements*](#)

[*35031 Term of employment*](#)

[*35033 District superintendent for certain districts*](#)

[*35034 District superintendent of certain districts*](#)

[*35035 Powers and duties of superintendent*](#)

[*35160 Authority of governing boards*](#)

[*35160.1 Broad authority of school districts*](#)

[*35161 Powers and duties generally*](#)

Policy

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

adopted:

November 12, 2009 Orosi, California

Cutler-Orosi Joint Unified School District

Cross-references and legal references have been removed from this board policy for ease of reading. All cross-references and legal references are included in the Board Policy Manual found on the Cutler-Orosi Joint USD Website.)

Superintendent Responsibilities and Duties

BP 2110

The Board of Education desires to establish a productive working relationship with the Superintendent and to ensure that the work of the Superintendent is focused on student learning and achievement, and the attainment of the district's vision and goals. The Board also desires to provide a fair basis for holding the Superintendent accountable. The responsibilities of the Superintendent are detailed in law, in the Superintendent's contract, and throughout Board policies and administrative regulations.

As the chief executive officer of the district, the Superintendent shall implement all Board decisions and manage the instructional and non-instructional operations of the schools. The Superintendent also serves as a member of the district's governance team and has responsibilities to support Board operations and decision-making.

The Superintendent may delegate any of his/her responsibilities and duties to other district staff, but he/she remains accountable to the Board for all areas of operation under the Superintendent's authority.

Legal Reference:

EDUCATION CODE

17604 Delegation of powers to agents

17605 Delegation of authority to purchase supplies, equipment and services

35020-35046 Powers and duties of superintendent

48900 Authority of superintendent to recommend suspension or expulsion

Policy

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

adopted:

November 12, 2009 Orosi, California

To the Cutler-Orosí Governance Team, Effective Governance Means...

- The board collectively sets the direction for the district.
- The board keeps the district efforts focused on student learning.
- The board creates a climate of excellence by
 - Providing the necessary resources so students and staff can be successful
 - Supporting students and staff through our behaviors and actions
 - Holding the system accountable by establishing clear expectations for students and staff, instituting and consistently following fair evaluation processes, and requiring changes as necessary, and
 - Providing community leadership on behalf of our students, the district and public education
- The board and superintendent have a respectful, productive working relationship based on trust and open communication.
- The superintendent and staff translate the board's direction into action.
- The board communicates to the entire community about the role of the board and what "governance" is.
- The board maintains open, two-way communication with all stakeholders about district programs, activities, challenges and accomplishments.

What the Board Needs from the Superintendent to Be Successful

- Correct, clear, timely information
- Professional credibility
- No surprises
- Carry out district policies
- Use good judgment, leadership and creativity
- Be highly knowledgeable and able to develop and carry out the district vision
- Understand his/her role
- Be a good listener
- Have good crisis management skills
- Be fiscally smart

What the Superintendent Needs from the Board to Be Successful

- Clear, timely, accurate information
- “Professional board members” who come prepared for meetings and workshops
- Trust
- Maintain confidentiality
- Clear direction
- Accountability- an evaluation process
- Understand the board’s role
- Community leadership:
 - Be connected in the community
 - Understand needs and wants of constituents
- No surprises
- Be supportive of staff and understand staff roles and responsibilities

Positive 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. The behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one. - CSBA

The Legacy We Want to Leave

We want to leave a district where:

- All decisions put children first.
- Agreed upon guiding beliefs drive decision-making.
- The vision is toward the future, people are forward thinking, and everyone is focused on moving ahead and making constant improvement.
- Structures and resources are in place to ensure success for all students.
- There are tangible improved results in student achievement for all students, groups, and schools.
- Systems are in place to help students become successful adults.
- Innovation and collaboration are valued and preserved.
- Fiscal responsibility is important and sustained.
- The governance team models professional behavior, demeanor, and decision-making.
- The community believes in our schools' work and that we made the best decisions we could.
- Principals and teachers are prepared to deliver high quality instruction.

Cutler-Orosí Governance Team Norms

- Once a vote has been called, support the decision of the majority
- Listen carefully and respect one another's point of view
- Ask questions when you don't understand something
- Keep confidential information from closed session confidential
- Support each other—do not “throw each other under the bus”
- Practice and experience humility—each of us may not have all the answers
- It is okay to challenge ideas, but not people
- No surprises from Board members or Administration at Board meetings
- Keep a sense of humor

Orientation of Prospective Board Members

What Prospective Board Members Should Know:

- Board members don't run the district but see that the district is well run.
- The board operates as a "body" when making decisions and then stands behind those decisions as staff carries out the work.
- The board serves **all** students at **all** school sites.
- Monthly board meetings are generally 2 – 3 hours in length with board packets averaging about 200 pages- all of which need to be read before the meeting. Packets are delivered to board members the Friday before the board meeting, allowing the board member to have the weekend to read. Questions about the board packet should be addressed to the superintendent on Monday morning so that answers are ready for the Thursday night board meeting.
- Regular board meetings are conducted on the second Thursday night of each month except July when there is no scheduled board meeting. The Regular Open Session of the Board begins at 5:30 p.m. with Closed Session beginning at 6:30 p.m. or after.
- Special board meetings and board study sessions are conducted as necessary and will be scheduled at convenient times for the governing body.
- The district board policies are online at www.cojUSD.org. Under Board of Education.
- All board members must be trained in the Brown Act. This training is scheduled by the County Office of Education in January or February of each year.
- All new board members should plan to attend the New Board Member Orientation at the CSBA Annual Conference. CSBA Annual Conference is held annually in December in either Northern or Southern California.

Orientation of New Board Members

New Board Member Orientation Will Include:

- A buddy system for new board members so that they have a veteran board member to use as a source of reference and a sounding board
- Opportunities for the new board members to visit each of the school sites
- Information that includes specific district documents such as:
 - District budget in a user-friendly format
 - Contact information
 - Union contracts
 - District calendar
 - Brown Act
 - Governance Handbook
 - Board Bylaws
 - District Report Card
- The Assistant Superintendents and the Superintendent will review these documents with the new board members.
- A Governance Team workshop in January will review board and governance team operations and to discuss and review:
 - The roles of the board, superintendent, District office staff and other staff
 - The District mission and goals and the Governance Team's Core Values and Beliefs
 - School finance in general and specific to Cutler-Orosi
 - How to manage the board role and the parent role simultaneously
 - Chains of command and lines of authority
 - Closed Session confidentiality and other brown Act issues
- New board members will be encouraged to attend the CSBA new Board Member Orientation at the Annual Conference in December and the New Board Member Institute when it is held.

Protocols and Procedures to Facilitate Governance Leadership

Protocol 1 on Communication has been developed; other protocols will be developed yearly.

General Procedures:

Board Meeting Dates/Times: Second Thursday of Month: 5:30 p.m. at Board Room

Order of Items on Agenda:

1. Roll Call/Pledge of Allegiance
2. Public Comments
3. Superintendent's Report
4. Student Member Report
5. Consent
6. Curriculum/Instruction Items
7. Administrative/Organizational Items
8. Board Member Comments
9. Closed Session

Purpose of Public Comments Section: To allow the public to comment on topics of interest to them that they feel the Board should be aware of and possibly address at a future meeting.

Purpose of Board Member Comments Section: To allow each Board member to report on activities or raise issues that they would like to see addressed at future Board meetings.

Board Member Benefits:

Stipend	Maximum allowed per Education Code - \$240.00 per month
Health Benefits	Board members participate in the same plans as selected by the management team.
Attending Conferences, Educational Meetings/ Community Events	Contact Superintendent or Board President to place on agenda. Contact Superintendent's Administrative Assistant for paper work and reservations.
Travel Expenses and Reimbursements	Contact Chief Financial Officer to sign out district credit card; if you wish to be reimbursed for an expense, turn in original receipts.
Business Cards	Contact Superintendent's Administrative Assistant to order.
Laptop	Contact Superintendent's Administrative Assistant to check out your laptop.
Email address	Contact Superintendent's Administrative Assistant to have email address set up.

Setting Direction for the District

Key Concepts:

- The District has developed and refined a Leadership Systems Cycle focused on the Common Core State Standards implementation and the Local Control Accountability Plan's development and implementation.
- Leaders understand and leverage **Culture and Context**, which shaped the **Vision, Goals and Strategy**. **Results and Continuous Improvement** is the outcome of this strategic planning process.
- The Superintendent and the District administration provide evidence to support increase results in the Local Control Accountability Plan goals and the implementation of the Common Core State Standards.
- The Governance Team ensures the District Goals are met and there is continued improvement in student learning.

Proposed Actions:

- The Superintendent and Administrative Staff will bring progress reports to the board during each regularly scheduled board meeting.
- The Governance Team will hold a workshop in January to review:
 - Governance Team Core Values and Beliefs
 - Board Bylaws
 - Accountability Plans and Common Core State Standards Implementation Progress
- The Superintendent's evaluation (which is to be completed by June 30) will be structured around success indicators developed for an agreed upon number of district goals.

Superintendent Evaluation

The Cutler-Orosi Governance Team believes that superintendent evaluation should be a communications process that serves as a model for district evaluation at all levels. It should be:

- Based on district goals
- Data-driven
- Ongoing
- Collaborative (Working together as a governance team to agree on success indicators for each goal.)

We believe superintendent evaluation is an important leadership tool to focus and align all district efforts, an opportunity for the governance team to reflect and talk about where the district is going, not just this year, but with an eye to the future.

The superintendent's evaluation should:

- Provide an opportunity for acknowledging and commending the superintendent's accomplishments;
- Support growth of the superintendent and sustained improvement for the district, and
- If necessary, identify areas of improvement that need to be addressed by the superintendent to ensure continuous progress.
- Be conducted through a collaborative process with the Board's coach.

Cutler-Orosí Joint Unified District

About the District

School District Address	12623 Avenue 416, Orosi, CA, 93647
Main District Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Cell Phone Number	559-351-4641
Email Address	yovaldez@cojUSD.org
Superintendent's Administrative Assistant	Micaela Macareno
Cell Phone Number	559-246-5520
Email Address	mmacareno@cojUSD.org

Board Members

<u>Name</u>	<u>Area</u>	<u>Office</u>	<u>Email Address</u>
Sandra Williams	3	President	smwilliams@cojUSD.org
Delia Martinez	3	Vice President	dmartinez@cojUSD.org
Joni Jordan	4	Clerk	jojordan@cojUSD.org
Marisol Rubalcaba	1	Trustee	mrubalcaba@cojUSD.org
Mary Helen Espino	2	Trustee	mhespino@cojUSD.org
Margie Salazar	1	Trustee	masalazar@cojUSD.org
Javier Quevedo	2	Trustee	jquevedo@cojUSD.org

Communities Served by the District: Cutler, Orosi, Yettem, Badger and the surrounding Fresno and Tulare Counties' areas within Cutler-Orosi Joint Unified School District boundaries.

Reason District is considered a "Joint Unified School District": The district has a boundary that crosses Fresno County's line. Therefore, it is a "joint" district—joint with two counties.

Number of Employees in the District: Certificated – 331; Classified - 219
Confidential/Management - 77

Bargaining Units: COUTA: Cutler-Orosi Unified Teachers' Association, CSEA: California Schools Employees Association

The Cutler-Orosi Management group meets as a group but has no bargaining unit.

Grade Levels Served by the District: Preschool – Grade 12 and Adults

Number of Students Enrolled: 2023-2024:

K – 5: 1887

6 – 8= 963

9 – 12 = 1136

Total - 4085

Student Population *(based on 2022-23 Data)*

Ethnic Groups by percentage

African American: 0.1% American Indian or Alaska Native: 0.1% Asian: 0.5%
Filipino: 2.5% Hispanic or Latino: 95.9% White: 0.6%

Percent of English Language Learners: 39.7%

Percent of Special Education Students: 11.3%

Percent of Students Receiving Free/Reduced Lunch: 93.0%

Percent of Students Classified as Dropouts: 4.4%

Percent of Students Expelled: .4%

Percent of Students Suspended: 4.9%

Percent of Chronic Absenteeism: 18.8%

Number of Square Miles the District Covers: 571.1

Home to School Transportation: 1091

General District Information *(based on 2022-23 Data)*

Number of Full-time Equivalent Teachers: 217

Average Years Teaching Experience: 14

Percent of First- and Second-Year Teachers: 28

Average Pupil-Teacher Ratio: 18

Average Class Size in District: 21

Average Teacher Salary: \$85,962

Per Pupil Total Revenue: \$15,074

District Office/Departments
All may be reached at 559-528-4763

<u>Department</u>	<u>Department Head</u>	<u>Department Phone:</u>
Administration	Yolanda Valdez	(559) 528-4763 x 1102
Personnel	Craig Drennan	(559) 528-4763 x 1107
Business	Faith Price	(559) 528-4763 x 1208
Curriculum/Instruction	Shevonne Swanson	(559) 528-4075 x 1313
Categorical Programs/ Student Services	Sunsie Tumacder	(559) 528-6949 x 1407
Adult Education	Victoria Guzman	(559) 528-4703 x 6001
Special Services	Antonio Quintanilla	(559) 528-4075 x 1309
Mental Health Services	Linda Montemayor	(559) 528-4763 x 1305
Information Technology	Ray Quintana	(559) 528-4763 x 1668
College and Career Readiness	Lisa Castillo	(559) 528-4075 x 1312
Maintenance, Transportation, Facilities	Raffi Soghomonian	(559) 528-4763 x 1104
Food Services	Jody Rush	(559) 528-4763 x 1213
Instructional Programs/ ELOP	Jayboy Camaquin	(559) 528-4763 x 1406
Dual Immersion and Biliteracy	Veronica Raigoza	(559) 528-4763 x 1314
ELL & Early Education Administrator	Leanne Cerda	(559) 528-4763 x 1416
District Nurse	Ellen Suarez	(559) 528-4763 x 1311

District Documents

Governance Handbook
Board Policies/Bylaws
Certificated/Classified/Administrative Handbooks
District School Calendar
Collective Bargaining Agreements - COUTA & CSEA