

Mendocino Unified School District



MINUTES

Regular Board Meeting

NOVEMBER 20, 2025

**MENDOCINO HIGH SCHOOL
10700 FORD STREET
MENDOCINO, CA 95460**

4:30 P.M. CLOSED SESSION – VIA TELECONFERENCE

(Closed Session Public Hearing – link on page 2)

**5:00 P.M. OPEN SESSION – IN PERSON at MENDOCINO HIGH SCHOOL
& VIA TELECONFERENCE**

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/83699621854?pwd=8NmLvN4i25nNHI2obJawZFDkKjKUqL.1>

Passcode: 707740

*Please "mute" your device during the meeting.
MUSD is not available for technical support for remote meetings.*

Board Priorities

- *Develop and expand community partnerships and communication*
- *Increase learning and achievement for all students, families, and staff*
- *Plan wisely for the future while maintaining fiscal integrity*
- *Maintain and improve the physical plant*

Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the MUSD website at <https://www.mendocinoused.org/District/3118-2025-26-Agendas.html>. In compliance with Government Code section 54954.2(a) Mendocino Unified School District will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability related modification or accommodation in order to participate in the meeting should contact, Erin Placido Exec. Assistant to the Superintendent, in writing at P.O. Box 1154, Mendocino, CA 95460 or via email at doerin@mcn.org.
MENDOCINO UNIFIED SCHOOL DISTRICT IS PROUD TO BE AN EQUAL OPPORTUNITY EMPLOYER

1. 4:30 P.M., CLOSED SESSION CALL TO ORDER AND ROLL CALL

- 1.1. Call to order and roll call

The meeting was called to order at 4:30 P.M. Present were Trustees Bloyd, Morton, Schaeffer, Aum. Virtually present was Trustee Griffen.

- 1.2. The President will verbally identify the agenda items to be discussed during closed session as listed below.

The president verbally identified the agenda items to be discussed.

2. PUBLIC HEARING FOR CLOSED SESSION

Members of the public may take this opportunity to comment on closed session agenda items per Board Policy 9322. Under the requirements of the Brown Act open meeting law, members of the community wishing to address an item on the closed session agenda may do so at this time. Items not on the agenda cannot be addressed at this time. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes. (Government Code 54954.3).

Join Zoom Meeting

<https://us02web.zoom.us/j/81491020665?pwd=M49RphbohIwwgKRAi3Uot6YdEbWz4b.1>

Meeting ID: 814 9102 0665 Passcode: 256858

3. CLOSED SESSION

The Board will adjourn to closed session pursuant to Government Code 54950 - 54962.

- 3.1. Conference with labor negotiators (Govt. Code 54957.6) Agency Representative:
Superintendent Jason Morse
Employee organizations: CEMUS and MTA bargaining units
- 3.2. Employment/Personnel Changes

4. 5:00 P.M. OPEN SESSION

- 4.1. Call to order and roll call

The meeting was called to order at 5:02 P.M. Present were Trustees Bloyd, Morton, Schaeffer, Aum. Virtually present was Trustee Griffen.

- 4.2. Closed session disclosure

Any reportable action taken during closed session will be disclosed at this time.

Nothing was disclosed out of closed session.

- 4.3. Approval of agenda

Items to be removed from the agenda or changes to the agenda should be done at this time.

MSA Schaeffer/Morton (5/0) to approve the agenda with the acknowledgement that Trustee Griffen is attending remotely due to illness, which is an accepted circumstance.

5. PUBLIC HEARING – SUNSHINING ITEMS TO BE NEGOTIATED BETWEEN MTA AND MUSD

Both the Certificated Employees of Mendocino Unified School District (MTA) and the District will present their openers for the negotiation of the MTA contract for the 2025-26 school year.

The Public Hearing was opened at 5:05 P.M. and closed at 5:05 P.M. due to lack of MTA representation at that time.

The Public Hearing was re-opened at 5:22 P.M.

The District is sunshining Article 4 and Appendix A.

MTA is sunshining Article 12, Article 10 and Article 3.

The Public Hearing was closed at 5:23 P.M.

6. CONSENT AGENDA

Items on the consent agenda are passed in one motion without discussion. Any item may be pulled from the consent agenda by any member of the Board and moved to action when approving the agenda.

6.1. Approval of Warrants

6.1.1. 10/8/25, 10/15/25, 10/22/25, 10/29/25

6.2. Approval of Minutes

6.2.1. Board Meeting Minutes: 10/16/25

6.3. Approval of Employment/Personnel Changes

6.3.1. Increase, Classified Employee, from 6.25 hrs/day to 6.50 hrs/day, 10 mos/yr, effective 8/20/25

6.3.2. Hire, Classified Employee, 6.0 hrs/day, 10 mos/yr, effective 10/22/25

6.3.3. Hire, Long-term Certificated Substitute, 7.5 hrs/day, effective 10/6/25 – 11/17/25

6.3.4. Hire, Temporary Categorical Employee, 0.438626 FTE, effective 7/1/25 thru 6/30/26

6.3.5. Hire, Classified Coach, stipend position, effective 8/11/25

6.3.6. Hire, Classified Coach, stipend position, effective 8/11/25

6.3.7. Hire, Classified Coach, stipend position, effective 8/11/25

6.3.8. Hire, Classified Coach, stipend position, effective 8/11/25

6.3.9. Hire, Classified Coach, stipend position, effective 8/11/25

6.3.10. Hire, Classified Coach, stipend position, effective 10/27/25

6.3.11. Hire, Classified Coach, stipend position, effective 10/27/25

6.3.12. Hire, Classified Coach, stipend position, effective 11/3/25

6.3.13. Hire, Classified Coach, stipend position, effective 11/3/25

6.3.14. Hire, Classified Coach, stipend position, effective 11/3/25

6.3.15. Hire, Classified Coach, stipend position, effective 11/1/25

6.4. Approval of the Current Budget Change Report

6.5. Approval of Student Body Reports – October 2025

6.6. Approval of the MUSD Emergency Operations Plan for 2025-26

6.7. Approval of the Annual Organizational Meeting at the December 18, 2025 Regular Board Meeting

6.8. Approval of Grant Donation Opportunities for 2025-26

6.8.1. North Coast Builders Exchange Teacher Grant Program - \$1,400

MSA Morton/Bloyd (5/0) to approve the consent agenda.

7. REPORTS

7.1. Student Trustee – Max Oatney

Student Trustee Oatney reported that the high school had the AE Week assembly recently and that it went well. There are many really cool experiences being offered.

7.2. Administrative

7.2.1. Principal – Kim Humrichouse

Principal Humrichouse gave the attached presentation.

7.2.2. Superintendent – Jason Morse

Superintendent Morse reported that he recently attended a Pacific Core Restoration meeting which focuses on how to get community college students off the land and into the water. There is consideration for a Dual Enrollment program centered around Marine Conservation. Also, reported that the septic repairs in Elk at the Greenwood Preschool are not complete. Thank you to the maintenance team for stepping in.

7.3. Bargaining Units

7.3.1. Mendocino Unified Teachers Association (MUTA)

Interim President, Josh Potter, reported that the teachers and staff are looking forward to the upcoming visit from the board of trustees. Staff appreciates you taking the time to come and meet. Also, a huge thank you to the RtI staff.

7.3.2. Classified Employees of Mendocino Unified Schools (CEMUS)

There was no report from CEMUS.

7.4. Board Trustee Reports

Trustee Schaeffer reported that the recent memorial for Judy McDonel was a huge success. There were many who came to Comptche to celebrate her life.

Superintendent Morse notified the board and community of the passing of Tiffany Grant. Tiffany worked for many years at the District Office and was also the K8 Librarian. Trustee Morton will advise on any memorials.

8. TIMED ITEM 5:30 P.M. - PARENT/COMMUNITY COMMENT

Items not on the agenda, but within the jurisdiction of this body, may be addressed at this time or be submitted to the Superintendent in writing for Board consideration as an agenda item. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes (Government Code 54952). The Brown Act does not permit the Board to take action on any item that is not on the agenda. In addition, in order to protect the rights of all involved, complaints about employees should be addressed through the District complaint process. Speaking about a personnel issue at a Board meeting may prevent the Board from being able to act on it. Please see an administrator to initiate the complaint process.

The Board may briefly respond to public comments by asking questions to clarify the speaker's comments and refer the speaker to the Superintendent for further clarification. We thank you for your comments and participation at this meeting.

There was no parent/community comment.

9. INFORMATION/DISCUSSION/POSSIBLE ACTION ITEMS

9.1. Mendocino High School Phase III

The Board will discuss the small construction projects included in Phase III of the High School Modernization Project.

Superintendent Morse reported that the locker rooms are finished. The Woodshop building repairs are slated to begin next along with the railing at the PAC and window at the Band Room. Progress is moving along nicely.

9.2. Approval/Authorization of Certificated Teaching Assignments

9.2.1. Approval of 6th Grade Math Teacher to be assigned to teach math under a Limited Assignment Option under Education Code 44256(b) which allows the holder of a Multiple Subject or Standard Elementary Teaching Credential to be assigned to teach classes in grades 5-8 in a middle school if they meet specific unit requirements of the subject taught. Action of the governing board and teacher consent is required.

MSA Schaeffer/Morton (4/0/1) to approve the authorization of the teaching assignment. Trustee Griffen abstained.

9.3. MHS Alternative Education Week Trips

The Board will take action to approve out-of-state/country AE Week trips as well as trips that create adverse risk scenarios.

MSA Schaeffer/Morton (5/0) to approve the MHS AE Week Trips.

9.4. District of Choice Transfer Report

Superintendent, Jason Morse, will give a report on District of Choice transfers for the School year 2025-26. This report is sent to the Department of Finance.

MSA Morton/Bloyd (5/0) to approve the District of Choice Report.

9.5. Report on California Assessment of Student Performance and Progress (CAASPP)

Superintendent, Jason Morse, will give a report on CAASPP results for the district.

Superintendent Morse reported on the attached.

9.6. 2025-26 Board Calendar

The Board will discuss possible changes to the board calendar.

MSA Morton/Bloyd (5/0) to move the February 10th meeting to February 10th in addition to the changes noted on the attached.

9.7. Board Policies, Bylaws and Administrative Regulations (first reading)

9.7.1. BB 9150: Student Board Members (board bylaws)

9.7.2. BB 9250: Remuneration, Reimbursement, and Other Benefits (board bylaws)

MSA Schaeffer/Morton (5/0) to form an ad hoc committee in order to report possible changes. Ad hoc committee will be Trustee Griffen, Trustee Schaeffer and Superintendent Morse.

9.8. Board Policies, Bylaws and Administrative Regulations (information only)

9.8.1. AR 2131.2: Business Manager (administration)

The Board agreed to bring this item back as a first reading at the December board meeting.

10. FUTURE AGENDA ITEMS

BB 9270, Board Organizational Meeting, First Interim Budget, Developer Fee Resolution, School Single Plans, Enrollment Projections

11. ADJOURNMENT

The next regular Board meeting is scheduled for **December 18, 2025 at the Mendocino High School.**

The meeting was adjourned at 6:02 P.M.

Mendocino K8 Schools

November 2025



Transitional Kindergarten

- **Must be 4 by September 1st**
 - Gives us 3-year olds for a few days
- **Pre-school in the K-12 program/structure**
 - Developmental needs
 - Structures/systems
 - Staffing
- **Focus on play-based learning**
 - Use of the DRDP as a guide

Measures at a Glance

DRDP (2025) Preschool/Transitional Kindergarten/Kindergarten (PTK) View

Domain Name: Approaches to Learning (ATL)

1. ATL 1: Engagement, Attention, and Persistence
2. ATL 2: Curiosity, Interest, and Initiative
3. ATL 3: Problem-Solving
4. ATL 4: Planning

Domain Name: Social and Emotional Development (SED)

1. SED 1: Self-Awareness
2. SED 2: Social Awareness
3. SED 3: Relationships and Reciprocal Interactions with Familiar Adults
4. SED 4: Relationships and Interactions with Peers
5. SED 5: Emotional Knowledge and Regulation

Domain Name: Foundational Language Development (FLD)

1. FLD 1: Understanding Language (Receptive)
2. FLD 2: Using Language (Expressive)
3. FLD 3: Shared Communication and Conversation
4. FLD 4: Foundational Literacy Skills
5. FLD 5: Alphabetics and Print Knowledge
6. FLD 6: Writing

Domain Name: English Language Development (ELD)

1. ELD 1: Comprehension of English (Receptive English)*
2. ELD 2: Self-Expression in English (Expressive English)*
3. ELD 3: Understanding and Responding to English Literacy Activities*

Domain Name: Math (MATH)

1. MATH 1: Spatial Thinking
2. MATH 2: Classification
3. MATH 3: Number and Counting
4. MATH 4: Number Operations
5. MATH 5: Measurement

Domain Name: Science (SCI)

1. SCI 1: Cause and Effect
2. SCI 2: Inquiry Through Observation and Investigation
3. SCI 3: Documentation and Communication of Inquiry

Domain Name: Physical Development (PD)

1. PD 1: Perceptual-Motor Skills and Movement Concepts
2. PD 2: Gross Locomotor Movement Skills
3. PD 3: Gross Motor Manipulative Skills
4. PD 4: Fine Motor Manipulative Skills

Domain Name: Health (HLTH)

1. HLTH 1: Safety
2. HLTH 2: Understanding of Health and Wellness
3. HLTH 3: Personal Care Routines: Hygiene**
4. HLTH 4: Personal Care Routines: Feeding**
5. HLTH 5: Personal Care Routines: Self-Dressing**

ATL 3: Problem-Solving *continued*

- ☐ Child is emerging to the next developmental level.
- ☐ Unable to rate this measure due to extended absence.

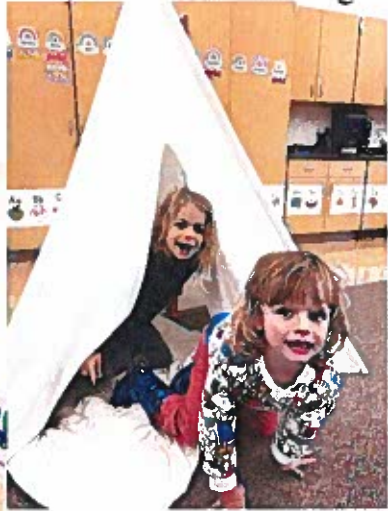
Mark the latest developmental level the child has mastered:

Integrating			Extending		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier N/A	Middle N/A	Later N/A
Examines novel or complex problems and seeks help to come up with strategies to solve them	Uses strategies to solve the first part of novel or complex problems, then examines the next part of problems, and shifts strategy to solve them, sometimes with adult support	Uses a variety of strategies to solve novel or complex problems on own	Identifies some potential novel or complex problems and takes steps to proactively solve them	Describes or demonstrates strategies that might be used to solve novel or complex problems, sometimes with adult support	Identifies and uses strategies to solve novel or complex problems on own, examines the result, and then pivots to another strategy as needed
Possible Examples <ul style="list-style-type: none"> Places multiple pieces of a new car track set on a flat surface and, when the pieces do not fit together, asks a peer if they know how to put together the track. Tries to make a pattern with different colored animals (cat, dog, bear), then communicates to an adult that they can't make the ABC pattern with only two colors. The adult asks, "Is there another way to organize them besides by color?" so they try patterning by animal type. Tries to rebuild a large block structure that keeps falling down, studies the block pieces for a while, then gestures for a larger piece to use as the base. 	<ul style="list-style-type: none"> Lines up pieces of car track carefully and fits them together on the table, tries to extend the track over the edge of the table and, after an adult asks if the track needs more support, uses blocks to prop up the additional pieces of track. Uses the strategy of decoding each sound and communicates "cack-y" when trying to read the word "cake" for the first time. Realizes "cack-y" is not a word, tries the "long a" sound instead, and reads "cake." Notifies all the chairs at the table are taken and brings a chair over from another table. Realizes there isn't room at the table for another chair and finds a seat at a different table. 	<ul style="list-style-type: none"> Uses their fingers to figure out how many pieces of track they need to build their car ramp, then lines up the pieces of track and counts them. Looks for another glue stick when they run out of glue. Finds there aren't any more glue sticks left and uses a combination of tape and string secure the pieces of the art project together. Tries to sound out an unfamiliar word and checks the "word wall" for it before asking a familiar adult for help. 	<ul style="list-style-type: none"> Notifies that one of the wheels fits too loosely on the toy car they are building and tries a wheel with a smaller hole so that it fits more snugly on the axle. Switches from a problem on the math worksheet that they do not know how to solve to a more familiar problem, completes that one, and then returns to work on the original problem. Begins reading a book and notices it is too hard for them so goes to an adult to help them find a better book. 	<ul style="list-style-type: none"> Communicates how they could tape pieces of track together to make the car ramp wider after an adult asks if there is enough room for two cars. Explains how they figured out the meaning of a new word using context cues. Shows an adult some different ways they could figure out a new math problem. 	<ul style="list-style-type: none"> Builds their own car ramp by taping together pieces of cardboard, runs a toy car down it, then adds sides to the ramp when the car falls off the edge before reaching the bottom of the ramp. Uses a t-chart to compare and contrast two books, then switches to using a Venn diagram when they realize they also want to show similarities between the two books. Solves the multiplication problems six times three and seven times three from memory, notices they got the same answer for both, and tries a different strategy of solving six and seven times two first and then adding six and seven.

Mendocino K8 Transitional Kindergarten

- Chelsy Thompson - Teacher
- Angela Shelley - Paraprofessional
- 8 Students (4 girls, 4 boys)
- Recess with kindergarten
- Lunch with kindergarten & 1st grade
- Chelsy is doing an amazing job focusing on developmental needs and play-based learning





Mendocino Unified School District

2025 CA Comparison

English Language Arts

% met or exceeded	2017	2018	2019	2022	2023	2024	2025	Change	CA Comparison	MUSD	Difference
All Students	57%	53%	55%	49%	52%	58%	58%	0%	49%	58%	+9%
Overall											
Exceeded	24%	19%	21%	17%	18%	24%	21%		22%	21%	-1%
Met	33%	35%	35%	32%	34%	34%	38%	+1%	27%	38%	+11%
Nearly Met	28%	30%	23%	32%	27%	20%	18%		22%	18%	-4%
Not Met	15%	17%	21%	20%	21%	22%	24%	0%	29%	24%	-5%

Grade Level	2017	2018	2019	2022	2023	2024	2025	Cohort Change	Grade Change	CA Comparison	MUSD	Difference
Grade 3	39%	48%	49%	38%	65%	41%	37%	+9%	-4%	44%	37%	-7%
Grade 4	56%	39%	42%	46%	36%	50%	50%	+9%	0%	46%	50%	+4%
Grade 5	52%	63%	59%	36%	62%	53%	72%	+22%	+19%	49%	72%	+23%
Grade 6	36%	50%	50%	41%	40%	70%	47%	-6%	-23%	48%	47%	-1%
Grade 7	61%	59%	45%	58%	46%	52%	71%	+1%	+19%	50%	71%	+21%
Grade 8	64%	53%	61%	67%	48%	46%	56%	+4%	+10%	48%	56%	+8%
Grade 11	83%	55%	81%	60%	74%	81%	72%	+5%	-9%	57%	72%	+15%
Reading and Listening	2017	2018	2019	*Cohorts represent cohorts						CA Comparison	MUSD	Difference
Above Standard				2022	2023	2024	2025	Change		23%	31%	+8%
Near Standard								51%	0%	49%	51%	+2%
Below Standard								20%	-1%	26%	19%	-9%
Writing and Research	2017	2018	2019	2022	2023	2024	2025	Change		CA Comparison	MUSD	Difference
Above Standard								32%	-8%	27%	24%	-3%
Near Standard								47%	+3%	43%	50%	+7%
Below Standard								21%	+5%	31%	26%	-5%

Mendocino Unified School District

2025 CA Comparison

Mathematics

% met or exceeded

All Students

	2017	2018	2019
All Students	49%	52%	46%

Overall

	2017	2018	2019
Exceeded	25%	24%	16%
Met	23%	28%	30%
Nearly Met	29%	25%	30%
Not Met	22%	24%	25%

Grade Level

	2017	2018	2019
Grade 3	45%	77%	63%
Grade 4	54%	50%	42%
Grade 5	40%	59%	52%
Grade 6	18%	34%	36%
Grade 7	63%	52%	38%
Grade 8	72%	65%	49%
Grade 11	52%	33%	43%

Concepts and Processes

	2017	2018	2019
Above Standard			
Near Standard			
Below Standard			

Mathematical Practice

	2017	2018	2019
Above Standard			
Near Standard			
Below Standard			

	2022	2023	2024	2025	Change
	40%	34%	37%	43%	+6%

	2022	2023	2024	2025	Change
	16%	13%	15%	20%	+6%
	24%	21%	22%	23%	+6%
	33%	32%	37%	30%	-6%
	28%	34%	26%	27%	-6%

	2022	2023	2024	2025	Color Change	Grade Change
	42%	35%	31%	58%	-1%	+27%
	46%	18%	40%	30%	-10%	-15%
	32%	41%	37%	22%	-18%	-4%
	24%	40%	46%	42%	+5%	+32%
	42%	21%	31%	63%	+17%	+9%
	62%	48%	32%	41%	+10%	-2%
	41%	39%	42%	40%	-22%	-2%

Colors represent cohorts

	2022	2023	2024	2025	Change
			16%	20%	+4%
			54%	49%	-5%
			30%	32%	+2%

	2022	2023	2024	2025	Change
			19%	24%	+5%
			52%	45%	-7%
			30%	32%	+2%

	CA Comparison	MAST	Change
	37%	43%	+6%

	CA Comparison	MAST	Change
	19%	20%	+1%
	18%	23%	+5%
	24%	30%	+6%
	39%	27%	-12%

	CA Comparison	MAST	Difference
	46%	58%	+12%
	42%	30%	-12%
	36%	22%	-14%
	37%	42%	+5%
	36%	63%	+27%
	34%	41%	+7%
	3%	40%	+9%

	CA Comparison	MAST	Difference
	2%	20%	-1%
	41%	49%	+8%
	38%	32%	-6%

	CA Comparison	MAST	Difference
	2%	24%	+3%
	37%	45%	+8%
	42%	32%	-10%

Mendocino Unified School District

2025 CA Comparisor

Science

% met or exceeded	2017	2018	2019
All Students			30%

2022	2023	2024	2025	Change
33%	36%	34%	52%	+18%

CA Comparison	CAUSD	Change
33%	52%	+19%

Overall	2017	2018	2019
Exceeded			7%
Met			23%
Nearly Met			62%
Not Met			8%

2022	2023	2024	2025	Change
12%	13%	8%	9%	+18%
21%	23%	26%	43%	
58%	21%	59%	41%	
10%	13%	7%	8%	-17%

CA Comparison	CAUSD	Change
11%	9%	-2%
22%	43%	+21%
53%	41%	-12%
14%	8%	-6%

Grade Level	2017	2018	2019
Grade 5			29%
Grade 8			31%
Grade 12			N/A

2022	2023	2024	2025	Change
18%	66%	37%	45%	+8%
40%	16%	28%	41%	+12%
40%	29%	38%	63%	+25%

CA Comparison	CAUSD	Difference
33%	45%	+12%
32%	41%	+9%
33%	63%	+30%

Life Science	2017	2018	2019
Above Standard			
Near Standard			
Below Standard			

2022	2023	2024	2025	Change
13%	14%	12%	14%	+2%
49%	45%	48%	58%	+10%
37%	41%	40%	26%	-14%

CA Comparison	CAUSD	Difference
13%	14%	+1%
42%	58%	+16%
46%	26%	-20%

Physical Science	2017	2018	2019
Above Standard			
Near Standard			
Below Standard			

2022	2023	2024	2025	Change
16%	17%	12%	24%	+12%
52%	38%	56%	46%	-10%
33%	47%	32%	30%	-2%

CA Comparison	CAUSD	Difference
15%	24%	+9%
38%	46%	+8%
47%	30%	-17%

Earth and Space	2017	2018	2019
Above Standard			
Near Standard			
Below Standard			

2022	2023	2024	2025	Change
16%	12%	17%	20%	+3%
58%	52%	62%	54%	-8%
27%	36%	21%	26%	+5%

CA Comparison	CAUSD	Difference
12%	20%	+8%
45%	54%	+9%
44%	26%	-18%

MENDOCINO UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING CALENDAR

2025-26

Regular Board meetings are typically on the 3rd Thurs of the month at 5:00 pm
at the Mendocino High School Campus in the Student Union (except as noted)

Month	Day	Year	Wednesday/ Thursday	Wk	Location
August	28	2025	4 th Thursday	4	Albion
September	11	2025	2 nd Thursday	2	
October	1	2025	1 st Wednesday	1	
October	16	2025	3 rd Thursday	3	
November	20	2025	3 rd Thursday	3	
December	18	2025	3 rd Thursday	3	
January	15	2026	3 rd Thursday	3	
January	28	2026	4 th Wednesday	3	
February	4	2026	1 st Wednesday	1	
February	12	2026	2 nd Thursday	3	
March	11	2026	2 nd Wednesday	2	
March	12	2026	2 nd Thursday	2	
April	23	2026	4 th Thursday	4	Elk
May	21	2026	3 rd Thursday	3	
June	4	2026	1 st Thursday	1	
June	9	2026	2 nd Tuesday	2	

Board meetings are typically the 3rd Thursday of the month. Exceptions may apply due to holidays, school events, and other conflicts.

Board Study Sessions: 3 per year in January, March, and October; also as needed

Superintendent Evaluation: February

*LCAP Public Hearing and Budget Adoption Public Hearing, first Thursday in June

1st Interim by December 15th

Organizational Meeting must take place after December 13th but before the 28th.