

## **1.1 Communications**

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### **Professional Standard**

The district has developed a comprehensive plan for internal and external communications, including media relations.

### **Progress on Recommendations and Improvement Plan**

1. District administrators recognize the importance of a comprehensive communications plan, and focused and deliberate efforts have taken place to develop an effective plan. Although this plan is approximately 30 percent complete, it is being discussed with the relevant staff members and coordinated with the Superintendent. The board has not yet had opportunities to comment on the draft plan.

The draft communications plan is substantive and comprehensive regarding both internal and external communications activities. This includes overall objectives, responsibilities of the public information office, crisis communications guidelines, district staff responsibilities and spokesperson designations. The draft plan includes a detailed matrix with actions such as projects, meetings, and e-trees followed by time lines, frequency, responsible staff members, expected outcomes and intended audiences. This matrix will provide stability and long-term direction for the public information office and the district. The plan identifies the diverse audiences with which the district may communicate throughout the year and which the district needs to consider as communications activities are developed. These audiences include parents, students, staff, media, legislators, alumni, foundations, UC Berkeley community, and individuals with and without e-mail access. In addition, a communications activities time line has been developed. The chart identifies projects, activities and events during the year. Projects include release of the school calendar, the parent/student handbook, budget interim reports, SAT results and CBED deadlines.

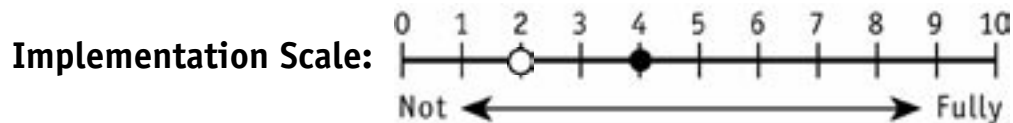
Other recommended components that have not yet been addressed in the draft plan include (1) a specific outreach strategy designed to improve communications with non-English-speaking, disenfranchised or less-involved parents and community members; (2) a strategy for improved customer service, identified in the July 2003 FCMAT review as an area needing special attention (see No. 2 below); (3) the production of key messages, fact sheets and other briefing materials that can provide relevant and timely talking points to the district staff and board members, particularly those who may be identified as district spokespersons; and (4) a process for monitoring implementation of the plan and evaluating the effectiveness of the district's communications efforts.

The district should build on recent, effective efforts to communicate on issues such as the district's budget situation and relocation of the adult school by continuing to be proactive and strategic. Adopting and distributing the communications plan should be a priority for the district's communications program.

2. The draft plan does not include strategies to strengthen responsiveness and customer service among the staff. As the plan is completed, the district should consider including strategies for enhancing personal contacts between the staff and the public.
3. Although the communications plan is not yet complete, the district has begun to implement some elements. The Public Information Officer should monitor the implementation of plan strategies. Continued monitoring should occur as the plan is adopted and more fully implemented.

**Standard Implemented: Partially**

July 2003 Rating: 2  
January 2004 Self-Rating: None provided  
January 2004 New Rating: 4



## 1.2 Communications

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### Professional Standard

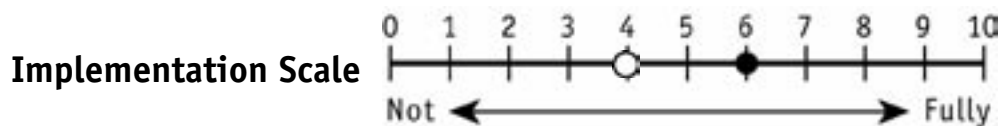
Information is communicated to staff at all levels in an effective and timely manner.

### Progress on Recommendations and Improvement Plan

1. Strategies for internal communications are now included in the district's draft communications plan (see standard 1.1) and should continue to be refined as the plan is completed. The district has taken several positive steps to enhance communications among the staff at all levels. For example, the Public Information Officer now produces "BUSD Board Updates," a document describing board actions that is distributed to the staff the day after board meetings. The district's Web site continues to provide considerable relevant information. In addition, the district conducted a cabinet retreat that allowed the senior staff to learn more about the roles and responsibilities of each position within the district. The Superintendent has personally been more accessible to principals and other site-level staff members. (see No.3 below).
2. Staff responsiveness to requests for information or assistance was discussed at a recent districtwide staff development day. The Superintendent also has attempted to increase the central office's responsiveness to the sites by assigning specific staff members to demonstrate progress on certain goals from the July 2003 FCMAT report. The district should continue to provide periodic training and hold the district office staff accountable for service and support to school sites.
3. The Superintendent has worked to strengthen communications between the district office and school sites. For example, the district coordinated a districtwide staff development day for both classified and certificated employees. The activity provided a forum to disseminate relevant information to all the staff. The Superintendent's regular attendance at principals' meetings allows for more frequent and direct sharing of information. The Superintendent also visits schools each Monday morning. School board members are invited to accompany the Superintendent.

### Standard Implemented: Partially

July 2003 Rating: 4  
January 2004 Self-Rating: None provided  
January 2004 New Rating: 6



## 1.3 Communications

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### Professional Standard

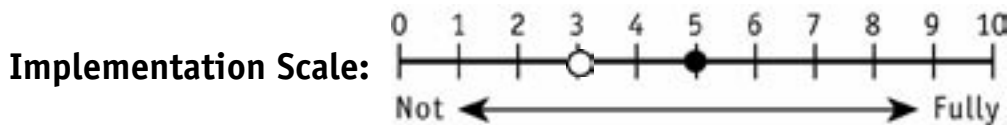
Staff input into school and district operations is encouraged.

### Progress on Recommendations and Improvement Plan

1. The draft communications plan now includes strategies for internal communications (see standard 1.1.). As the communications plan is refined and adopted, the district should ensure that these strategies address *two-way* communications.
2. The district has been working to provide greater opportunities for the site-level staff to provide input regarding school and district operations. For example, the structure of the principals' meetings has been modified to facilitate more dialogue, and the Superintendent now regularly attends principals' meetings. The Superintendent's increased visibility at school sites (see standard 1.2) also provides opportunities for the site-level staff to share information and concerns.

### Standard Implemented: Partially

July 2003 Rating: 3  
January 2004 Self-Rating: None provided  
January 2004 New Rating: 5



## 1.5 Communications

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### Professional Standard

Media contacts and spokespersons that have the authority to speak on behalf of the district have been identified.

### Progress on Recommendations and Improvement Plan

1. The district practice on media contacts and spokespersons remains essentially unchanged since July 2003. The Public Information Officer is the primary contact for media inquiries. The board has continued the informal practice of having the board president act as the general spokesperson, yet individual board members on subcommittees may act as spokespersons on particular subject areas. The Superintendent, Public Information Officer and board appear to be abiding by the established process. The board should carry out its plans to formalize the procedures in board bylaws.
2. The site staff is informed through site manuals that media inquiries regarding district issues should be referred to the Public Information Officer. Additional strategies are being developed to provide information about district communications protocols. The draft communications plan includes the intent to conduct communications trainings and communications briefs at the monthly principals' meetings. These meetings would offer an opportunity to educate the district staff on the role and responsibility of the public information office.

### Standard Implemented: Partially

July 2003 Rating: 5  
January 2004 Self-Rating: None provided  
January 2004 New Rating: 5

### Implementation Scale:



## 2.2 Parent/Community Relations

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### Legal Standard:

A school accountability report card is issued annually for each school site. (Education Code 35256)

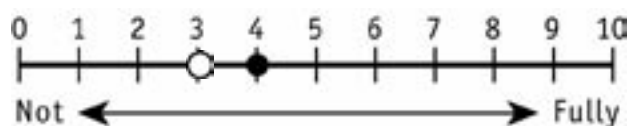
### Progress on Recommendations and Improvement Plan

1. The 2001-02 school accountability report cards for the district's 11 elementary schools, three middle schools and the high school were reviewed to determine whether they included mandatory content. Most of the required information was included, including student achievement data, Academic Performance Index information, teacher qualifications, class size, specialized programs and staff, dropout rate, graduation rate, and college and workforce preparation indicators. Many schools also included information on curriculum, textbooks and staff development, as required by law. Other information was omitted from all the report cards, including employee salary information, suspension and expulsion data, instructional time, estimated per pupil expenditures, and the pass rate on the California High School Exit Exam. As the 2002-03 school accountability report cards are completed, the Superintendent or designee should ensure that each reflects the most recent requirements of state law and the federal No Child Left Behind Act.
2. Since the July 2003 FCMAT review, the district posted the full 2001-02 school accountability report cards for every school on the district's Web site. In addition, copies of all of the report cards are available for review in the Superintendent's Office, the public information office, and the office of the Director of Curriculum, and each school's report card continues to be made available at the school site. As the 2002-03 school accountability report cards are completed, they should be made available in a timely manner through these same channels.

### Standard Implemented: Partially

July 2003 Rating: 3  
January 2004 Self-Rating: None provided  
January 2004 New Rating: 4

### Implementation Scale:



## **2.6 Parent/Community Relations**

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### **Professional Standard**

Parents and community members are encouraged to be involved in school activities and their children's education.

### **Progress on Recommendations and Improvement Plan**

1. The district's schools have maintained a generally high level of parent/community involvement, although parent/community involvement continues to vary from site to site depending on the efforts of the principal and teachers. The district has drafted, but not yet adopted or fully implemented, a comprehensive communications plan (see standard 1.1) that includes a coordinated effort with school sites to improve the communication between school and home.
2. As was the case in July 2003, the elementary schools and to a large extent the middle schools are viewed as fairly responsive to parents' needs and concerns. The district has acknowledged a perceived lack of responsiveness by the high school staff and has hired a full-time person to answer the school information line. New leadership at the high school may also help to address this issue.
3. Many activities to involve traditionally underrepresented parents continue to be generated at the site level. The district attempts to encourage these efforts; however, it still needs to provide greater districtwide direction and to coordinate support more effectively to the sites as appropriate. Groups such as the District Advisory Committee (DAC) have had discussions regarding avenues to achieve more parent participation. Additional staff training on cultural sensitivity is also planned. The draft communications plan currently contains no outreach strategies specifically addressing communications with underrepresented groups of parents and community members. Such strategies should be identified and added as the communications plan is completed.
4. It is not clear whether progress has been made in informing the district office about site-initiated parent/community involvement activities. As the district's communications plan is fully developed and implemented, reporting of such activities to a central location such as the public information office should be included so that information can be widely shared and the district can assist as needed.
5. Staff training on customer service should help build an expectation among all school staff that parent/community relations are an important part of their job. The Superintendent or designee should continue to identify ways to hold staff members accountable for their responsiveness and for providing outreach to parents and community members.

## Standard Implemented: Partially

July 2003 Rating: 5  
January 2004 Self-Rating: None provided  
January 2004 New Rating: 5

**Implementation Scale:**





## 2.9 Parent/Community Relations

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### Legal Standard

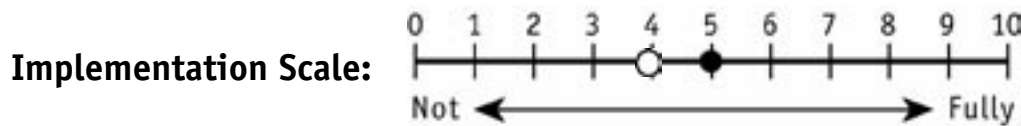
The district has established procedures for visitor registration and posts registration requirements at each school site. (Penal Code 627.2, 627.6)

### Progress on Recommendations and Improvement Plan

1. As noted in the July 2003 report, the district's policy on visitors to schools was last revised in 1984 and does not reflect the legal requirements to post registration requirements at each school entrance. This policy has not yet been updated. However, the district staff has indicated that visitor registration information plaques displaying the required information are currently being created for each site. The staff also indicates that visitor name badges are being worn by all visitors at each site.

### Standard Implemented: Partially

July 2003 Rating: 4  
January 2004 Self-Rating: None provided  
January 2004 New Rating: 5



### 3.4 Community Collaboratives, District Advisory Committees, School Site Councils

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#### Professional Standard

The membership of community collaboratives and district and school advisory councils reflects the full cultural, ethnic, gender and socioeconomic diversity of the student population.

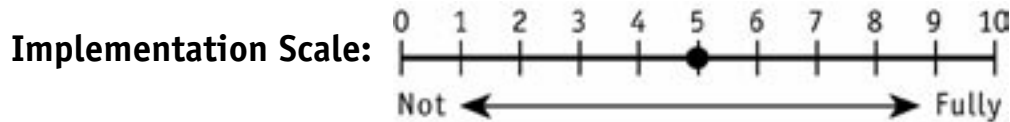
#### Progress on Recommendations and Improvement Plan

1. The ethnic composition of district advisory groups is largely unchanged. The District English Learner Advisory Committee (DELAC) consists primarily of Latino/Hispanic parents although there are other groups of English learners in the district, and the District Advisory Committee (DAC) consists primarily of African-American parents. The diversity of school site councils and advisory committees continues to vary widely from school to school.

Site-level outreach efforts continue, but the district does not yet seem to make a concerted effort to encourage underrepresented groups to participate. Training on the responsibilities of the various committees does not include inclusiveness. The district has held joint meetings between the DAC and the DELAC to address some of the interests and responsibilities these groups share. These efforts should be continued, and the district should work with the schools and the broader community to encourage broader representation on these committees.

#### Standard Implemented: Partially

July 2003 Rating: 5  
January 2004 Self-Rating: None provided  
January 2004 New Rating: 5



### 3.5 Community Collaboratives, District Advisory Committees, School Site Councils

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#### Professional Standard

The district encourages and provides the necessary training for collaborative and advisory council members to understand the basic administrative structure, program processes and goals of all district partners.

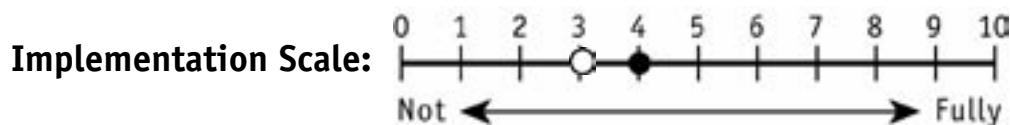
#### Progress on Recommendations and Improvement Plan

1. Although the district has not yet conducted districtwide training for school site councils in the 2003-04 school year, the district staff is planning for such an event. The staff has indicated that the training will address the major roles and responsibilities of school site council members and provide useful information on how to fulfill those responsibilities. In particular, the training will include information on how to understand and utilize student achievement data to develop a useful school site plan and improve instruction.

The 2003-04 District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and the Berkeley School Excellence Project (BSEP) have each received information and training on their roles and responsibilities. In addition, the DAC and DELAC have discussed student achievement in the district, new federal accountability requirements, applicable state and federal funds and ways to engage parents. The BSEP committee also has discussed student achievement issues and the district's budget and recovery plan. The Superintendent or designee should similarly ensure that all the district's committees receive training regarding their roles and responsibilities.

#### Standard Implemented: Partially

July 2003 Rating: 3  
January 2004 Self-Rating: None provided  
January 2004 New Rating: 4



## 4.1 Policy

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### Professional Standard

Policies are written, organized and readily available to all members of the staff and to the public.

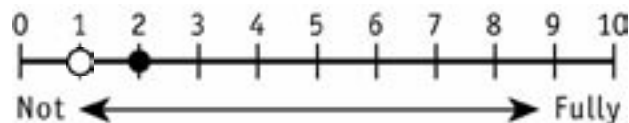
### Progress on Recommendations and Improvement Plan

1. Most district policies are maintained in a hard-copy policy manual at the district office. Policies adopted in May 2003 have been processed and reproduced, and are available in the hard-copy policy manual and through CSBA's online policy service, which the district can now access. However, the district needs to ensure that all adopted policies are maintained as part of one core manual, both online and in hard copy. For example, all the mandated policies are currently available online, but some district policies pertaining to "Board Committees" on the district's Web site should be included as part of the full manual. An effort should be made to track all policies and ensure that they are maintained in a comprehensive manual. Discussions are occurring to develop this process.
2. The district is actively working with an outside consultant to apply a consistent coding system and index that makes it easy to locate policies.
3. The district is still developing a plan to implement the most effective way to distribute and maintain hard-copy manuals of adopted policies at appropriate locations, and to make district policies available through the district's Web site.

### Standard Implemented: Partially

July 2003 Rating: 1  
January 2004 Self-Rating: None provided  
January 2004 New Rating: 2

Implementation Scale:



## 4.2 Policy

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### Professional Standard

Policies and administrative regulations are up to date and reflect current law and local needs.

### Progress on Recommendations and Improvement Plan

1. In May 2003, the board adopted the majority of the state and federal legally mandated policies, which reflected law current at that time. Additional policies were issued in July 2003, and more were expected to be adopted in November 2003. The district will need to review and update current policies to reflect additional changes in law.

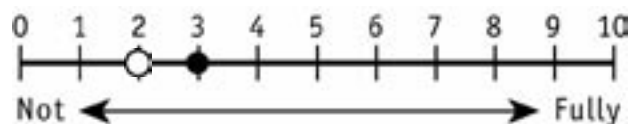
A subcommittee of two board members has continued to work with a staff member and a district consultant to select, review, and recommend needed board policies. A second board subcommittee has been established to begin reviewing board bylaws (those “policies” that address board operations). Overall, the board appears to be much more aware of the need to continually update policy for legal compliance. The board and the Superintendent have discussed a process for reviewing policies and developing a policy manual that reflects district/board/community needs and goals and that reflects current legal requirements.

2. As the district continues to update its policy manual, it should formalize a process for reviewing and updating policies regularly in the future and ensure that involved staff members know their responsibilities.

### Standard Implemented: Partially

July 2003 Rating: 2  
January 2004 Self-Rating: None provided  
January 2004 New Rating: 3

### Implementation Scale:



## 4.5 Policy

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### Professional Standard

The district has established a system of securing staff and citizen input in policy development and review.

### Progress on Recommendations and Improvement Plan

1. The district staff recognizes that the scope of solicited input depends on the policy under review and consideration. The staff also believes that the staff, parents and the community regularly provide input into district policy development. For example, the board recently gathered extensive input from the staff, parents and community members in adopting a new small-schools policy.

Most recently adopted policies were mandated by law and did not necessarily call for extensive input. The ongoing policies review will be led by a subcommittee of two board members working with the appropriate staff and a consultant (see standard 4.2). Typically, all policies are submitted to the board at two or more different public meetings where the public has opportunities to comment. Policies with far-reaching impact also may be discussed by committees or advisory groups. As the board begins reviewing additional policies, it should clearly articulate a procedure for gathering input.

### Standard Implemented: Partially

July 2003 Rating: 3  
January 2004 Self-Rating: None provided  
January 2004 New Rating: 5



## 5.5 Board Roles/Boardsmanship

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### Professional Standard

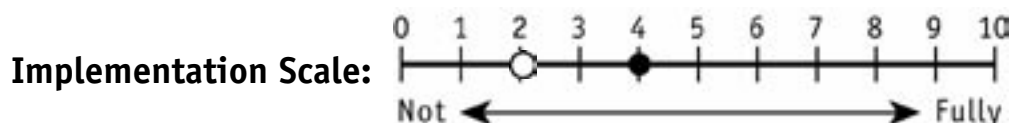
The board has established a districtwide vision/mission and uses that vision/mission as a framework for district action.

### Progress on Recommendations and Improvement Plan

1. As noted in the July 2003 report, the district's vision and goals statement has not been reviewed in at least five years, and the board and staff does not regularly reference the document. Building on the community and staff input sessions held in the past year by the Superintendent, a new statement was developed and adopted as part of the district's Local Education Agency Plan for 2003-08, as required by federal law. This document is now prominently displayed on the district's Web site and in other materials. While this work represents progress, it was essentially staff-driven. In the future, the board should build on the staff's work to reaffirm or modify the document so that it fully reflects the governing team's values on behalf of the entire community.
2. There appears to be a strong desire to increase focus on student performance issues, especially now that the board feels major steps have been taken to address the fiscal crisis and hire a new high school principal. To this end, at least one major student-oriented topic will be featured on each board meeting agenda, such as an instructional or student services program review or discussion.
3. The Superintendent has utilized the July 2003 FCMAT comprehensive review, as well as priorities developed by her and the senior district staff, as a framework for guiding district actions. The Superintendent has assigned specific objectives to staff members and plans to incorporate them into the staff evaluation. Additionally, the board has established a board subcommittee to review the July 2003 FCMAT report and provide direction in addressing standards specifically related to the board.
4. The board is still working on ways to tie the vision and goals to the Superintendent's evaluation. The most recent evaluation included efforts to move in this direction. Additionally, as noted in No. 3 above, the Superintendent has developed a plan to assign and hold staff accountable for progress on specific goals and priorities.

### Standard Implemented: Partially

July 2003 Rating: 2  
January 2004 Self-Rating: None provided  
January 2004 New Rating: 4



## 5.6 Board Roles/Boardmanship

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### Professional Standard

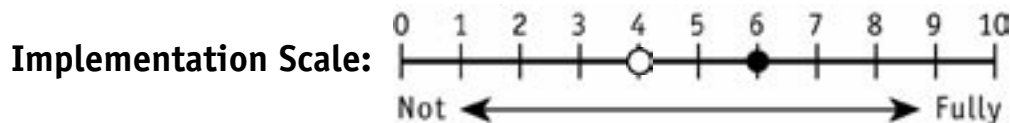
The board makes decisions based on the study of all available data, including the recommendation of the superintendent.

### Progress on Recommendations and Improvement Plan

1. The board and Superintendent have discussed and agreed on the types of information and data that would most benefit decision-making. The Superintendent is working to provide the agreed-upon types of information. For example, the Superintendent has made it a priority to improve the district's reporting capabilities (see No.2 below) and has taken steps to increase the regular flow of information to the board via a letter prepared by the Superintendent and staff and distributed weekly to the board. Both the board and Superintendent must consistently adhere to the agreements reached.
2. Based on the board-Superintendent agreements about the types of information to be provided to the board, the district is implementing a performance report/data guide that will describe which reports will be available and when. Additionally, better internal systems (including computer systems) have aided this process. Board members are satisfied at the way that new district internal systems have been able to generate more reliable financial data and information, although there is an ongoing desire for more consistent, reliable student achievement data.
3. Board members appear to devote considerable time to school district business. All board members serve on subcommittees or in other key roles, which helps to expand their knowledge and make informed decisions. Ongoing board development to keep abreast of current education issues is also recommended.

### Standard Implemented: Partially

July 2003 Rating: 4  
January 2004 Self-Rating: None provided  
January 2004 New Rating: 6





## 5.15 Board Roles/Boardsmanship

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### Professional Standard

The board evaluates the performance of the superintendent regularly on criteria which will encourage student achievement.

### Progress on Recommendations and Improvement Plan

1. Building on a process used each of the past two years, the board once again conducted an annual evaluation of the Superintendent. As in past years, this year's evaluation process included an opportunity for each board member to share feedback. This year, the governing team attempted an even more ambitious and comprehensive evaluation process that had not been fully completed by November 20. Although board members differed in their assessments of how effective this modified process has been, it demonstrates a continued commitment by the Governing Board and Superintendent to refine the evaluation process continually to ensure that it is meaningful.
2. The board and Superintendent have engaged in discussions to align the evaluation to the district vision and goals; however, they are still determining the best ways to achieve this alignment. As part of the most recent evaluation, the board will set priorities for the following year and plans to establish realistic performance measurements.

### Standard Implemented: Partially

July 2003 Rating: 6  
January 2004 Self-Rating: None provided  
January 2004 New Rating: 6



## **5.16 Board Roles/Boardsmanship**

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### **Professional Standard**

The board acts for the community and in the interests of all students in the district.

### **Progress on Recommendations and Improvement Plan**

1. In the past six months, the board continued to make difficult decisions to balance the district's budget. In making these decisions, board members demonstrated a greater ability to balance perceived constituent interests or priorities to act on behalf of the district and its students. Board members seem to be more aware of how important it is to represent broader interests. Now that the governing team believes the district weathered the most serious part of the fiscal crisis, the team also wants to renew the district's focus on student achievement. For example, during the past six months, the board adopted a new policy on the topic of small schools, which was identified by many parents and community leaders as a priority. In this process, a superintendent's task force gathered input from members of the community, parents and staff. Another example is that board meetings now regularly include at least one significant report or discussion item directly related to student performance or services. Highlighting student and faculty successes is also a part of the comprehensive communications plan under development (see standard 1.1).
2. The Superintendent has increased efforts to meet with various community groups and visit more schools. Board members indicate that they regularly attend school, district and community events, although there is a need for more of this type of activity. Board members also serve on various district-related committees, as well as on interagency committees and councils that provide members with access to a diverse group of people and information about a wide range of issues. Individual members try to attend meetings and events held by faith groups. Governing team members report a high level of interaction with city officials.

One example of how the Governing Board has worked to reach out to parents and community members is the adult school's recent relocation. This was a contentious issue, and while not all community members agree with the district's decision, the board made significant efforts to solicit and consider opinions. For example, the board established a two-member subcommittee to discuss the issues regularly and directly with community members and held a one-hour discussion with a community group before a regular board meeting. The district used a communications specialist to facilitate discussion. The board should continue to implement these types of proactive plans to ensure that various perspectives are heard.

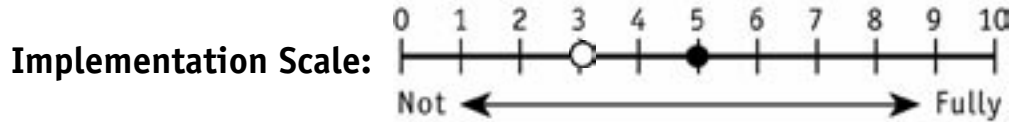
The board's revisions to the district's committee and council processes have helped parents and community members understand how best to provide input. The staff indicates that the process of hiring a new principal at the high school also resulted in greater understanding by the community of the need to work with the district collaboratively on common priorities.

The board has not yet had substantive discussions about ways to improve outreach to more parents, especially those who have not traditionally been active in school or district affairs. All board members should continue to demonstrate that they actively seek comment and opinion from parents and all segments of the community, and that they value and take seriously this input. This topic should be discussed by the full board, and the district should develop strategies as part of the comprehensive communications plan. All board members also should continue to visit school sites.

3. Consistent with the recommendations in the July 2003 comprehensive review, there is an ongoing need for district programs to be evaluated on their effectiveness with subpopulations of students (e.g., based on race/ethnicity, gender or special needs).

**Standard Implemented: Partially**

July 2003 Rating: 3  
January 2004 Self-Rating: None provided  
January 2004 New Rating: 5



## 6.4 Board Meetings

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### Professional Standard

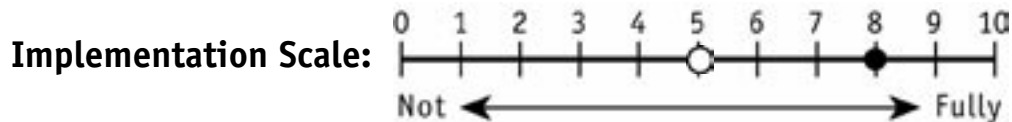
Board meetings are conducted according to a set of bylaws adopted by the board.

### Progress on Recommendations and Improvement Plan

1. The district has confirmed that the board updated and adopted board bylaw 9323 regarding meeting conduct in May 2003.
2. The board conducts meetings in a professional manner that follows parliamentary procedure and follows a number of procedures that generally reflect good board meeting practices. The position of board president is scheduled to change, and future board presidents are aware of resources and training available to assist them in running effective meetings.

### Standard Implemented: Fully-Substantially

July 2003 Rating: 5  
January 2004 Self-Rating: None provided  
January 2004 New Rating: 8



**Chart of  
Community Relations & Governance  
Standards**  
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*Progress Ratings Toward Implementation of the Improvement Plan*



# Community Relations

Standard to be addressed		July 2003 rating	January 2004 rating	Focus for July 2004
<b>1.1</b>	The district has developed a comprehensive plan for internal and external communications, including media relations.	2	4	<input type="checkbox"/>
<b>1.2</b>	Information is communicated to the staff at all levels in an effective and timely manner.	4	6	<input type="checkbox"/>
<b>1.3</b>	Staff input into school and district operations is encouraged.	3	5	<input type="checkbox"/>
<b>1.4</b>	The district effectively implements strategies for communicating with parents, the community and the media.	4	NR	<input type="checkbox"/>
<b>1.5</b>	Media contacts and spokespersons who have the authority to speak on behalf of the district have been identified.	5	5	
<b>1.6</b>	Individuals not authorized to speak on behalf of the district refrain from making public comments on board decisions and district programs	5	NR	
<b>1.7</b>	Board spokespersons are skilled at public speaking and communication and are knowledgeable about district programs and issues.	7	NR	
<b>2.1</b>	Annual parental notice of rights and responsibilities is provided at the beginning of the school year. This notice is provided in English and in languages other than English when 15 percent or more speak other languages (EC 48980, 48985).	6	NR	
<b>2.2</b>	A school accountability report card is issued annually for each school site (EC 35256).	3	4	<input type="checkbox"/>
<b>2.3</b>	The district has developed and annually disseminates uniform complaint procedures (Title 5, Section 4621, 4622)	8	NR	
<b>2.4</b>	Procedures are in place for addressing parents' and community members' complaints against employees in a fair and timely manner.	6	NR	
<b>2.5</b>	Board members refer informal public concerns to the appropriate staff members for attention and response.	8	NR	

# Community Relations

Standard to be addressed		July 2003 rating	January 2004 rating	Focus for July 2004
<b>2.6</b>	Parents and community members are encouraged to be involved in school activities and in their children's education.	5	5	<input type="checkbox"/>
<b>2.7</b>	Parent and public input into school and district operations is encouraged.	7	NR	
<b>2.8</b>	Volunteers receive appropriate training and play a meaningful role that contributes to the educational program.	9	NR	
<b>2.9</b>	The district has established procedures for visitor registration and posts registration requirements at each school entrance. (Penal Code 627.2, 627.6)	4	5	<input type="checkbox"/>
<b>2.10</b>	Board members are actively involved in building community relations.	6	NR	
<b>3.1</b>	The board and Superintendent support partnerships and collaborations with community groups, local agencies and businesses.	6	NR	
<b>3.2</b>	The board and the Superintendent establish broad-based committees or councils to advise the district on critical district issues and operations and appropriate.	5	NR	
<b>3.3</b>	Community collaboratives and district and school advisory councils all have identified specific outcome goals that are understood by all members.	5	NR	<input type="checkbox"/>
<b>3.4</b>	The membership of community collaboratives and district and school advisory councils reflects the full cultural, ethnic, gender and socioeconomic diversity of the student population.	5	5	
<b>3.5</b>	The district encourages and provides the necessary training for collaborative and advisory council members to understand the basic administrative structure, program processes and goals of all district partners.	3	4	<input type="checkbox"/>
<b>3.6</b>	Collaborative and advisory council processes are structured in such a way that there is a clear, meaningful role for all participants, with appropriate input from parents, members of the community and agency policy makers.	6	NR	



<b>Community Relations</b>				
<b>Standard to be addressed</b>		<b>July 2003 rating</b>	<b>January 2004 rating</b>	<b>Focus for July 2004</b>
<b>3.7</b>	Community collaboratives and district and school advisory councils effectively fulfill their responsibilities (e.g. researching issues, developing recommendations).	4	NR	
<b>3.8</b>	The school site council develops a single plan for student achievement at each school applying for categorical programs through the consolidated application (EC64001).	7	NR	
<b>3.9</b>	School plans are comprehensive and have sufficient content to meet the statutory requirements (EC 52853).	7	NR	
<b>3.10</b>	The school site council annually reviews the school plan and the board annually approves or disapproves all site councils' plans (EC 52853, 52855).	7	NR	
<b>3.11</b>	School plans are a vital part of school operations and accountability.	4	NR	<input type="checkbox"/>
<b>4.1</b>	Policies are written, organized and readily available to all members of the staff and to the public.	1	2	<input type="checkbox"/>
<b>4.2</b>	Policies and administrative regulations are up to date and reflect current law and local needs.	2	3	<input type="checkbox"/>
<b>4.3</b>	The board has adopted all policies mandated by state and federal law.	7	NR	
<b>4.4</b>	The board annually reviews its policies on intradistrict open enrollment and extracurricular/cocurricular activities (EC 35160.5).	7	NR	
<b>4.5</b>	The district has established a system of securing staff and citizen input in policy development and review.	3	5	
<b>4.6</b>	The board supports and follows its own policies once they are adopted.	4	NR	<input type="checkbox"/>
<b>5.1</b>	Each board member meets the eligibility requirements of being a board member (EC 35107).	10	NR	
<b>5.2</b>	Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations.	5	NR	

NR - Not Reviewed

- Targeted for Review

# Community Relations

Standard to be addressed		July 2003 rating	January 2004 rating	Focus for July 2004
<b>5.3</b>	Pertinent literature, statutes, legal counsel and recognized authorities are available to and utilized by the board to understand duties, functions, authority and responsibilities of members.	5	NR	
<b>5.4</b>	The board has identified the needs of the students, staff and educational community through a needs assessment process.	6	NR	
<b>5.5</b>	The board has established a districtwide vision/mission and uses that vision/mission as a framework for district action.	2	4	<input type="checkbox"/>
<b>5.6</b>	The board makes decisions based on the study of all available data, including the recommendations of the Superintendent.	4	6	
<b>5.7</b>	Functional working relations are maintained among board members.	7	NR	
<b>5.8</b>	Individual board members respect the decisions of the board majority and do not undermine the board's actions in public.	9	NR	
<b>5.9</b>	Functional working relations are maintained between the board and administrative team.	7	NR	
<b>5.10</b>	The board publicly demonstrates respect for and support for the district and school site staff.	5	NR	<input type="checkbox"/>
<b>5.11</b>	The board demonstrates respect for public input at meetings and public hearings.	6	NR	
<b>5.12</b>	Board members respect confidentiality of information by the administration.	7	NR	
<b>5.13</b>	The board does not involve itself in operational issues that are the responsibility of the Superintendent and staff.	6	NR	
<b>5.14</b>	No individual board member attempts to exercise any administrative responsibility.	6	NR	
<b>5.15</b>	The board evaluates the performance of the Superintendent regularly on criteria that will encourage student achievement.	6	6	

# Community Relations

Standard to be addressed		July 2003 rating	January 2004 rating	Focus for July 2004
<b>5.16</b>	The board acts for the community and in the interests of all students in the district.	3	5	<input type="checkbox"/>
<b>5.17</b>	The board receives and reviews reports from the Superintendent regarding district performance.	4	NR	<input type="checkbox"/>
<b>6.1</b>	An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting (EC 35140).	10	NR	
<b>6.2</b>	The board agenda is made available to the public in the manner and under the time lines prescribed by law (Government Code 54954.1, 54954.2).	10	NR	
<b>6.3</b>	Board members prepare for board meetings by becoming familiar with the agenda and support materials prior to the meeting.	7	NR	
<b>6.4</b>	Board meetings are conducted according to a set of bylaws adopted by the board.	5	8	
<b>6.5</b>	Open and closed sessions are conducted according to the Ralph M. Brown Act (GC 54950 et seq.).	7	NR	
<b>6.6</b>	The board president ensures that meetings proceed in a businesslike manner while allowing opportunity for full discussion.	7	NR	
<b>6.7</b>	The board has adopted bylaws for the placement of items on the board agenda by members of the public.	8	NR	
<b>6.8</b>	Members of the public have an opportunity to address the board before or during the board's consideration of each item of business to be discussed at regular or special meetings and to bring before the board matters that are not on the agenda (EC 35145.5).	9	NR	
<b>6.9</b>	Board meetings focus on matters related to student achievement.	4	NR	<input type="checkbox"/>