



Berkeley Unified School District

Governance and
Community Relations

Comprehensive Review
January 2005

**Administrative Agent
Larry E. Reider
Office of Kern County
Superintendent of Schools**

Chief Executive Officer
Thomas E. Henry

1.1 Communications

Professional Standard

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

Progress on Recommendations and Improvement Plan

1. The Public Information Officer (PIO) has continued to pursue an effective and comprehensive communications plan. The plan substantively addresses both internal and external communications activities. The board should formally review the key communications goals and key messages of this plan.

While the plan does not yet address specific outreach strategies designed to improve communications with non-English-speaking, traditionally disenfranchised or less-involved parents, the district has indicated that these goals will be a part of the implementation of Measure B funding.

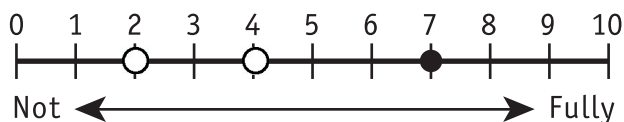
2. Interviews indicate that improvements are evident in the area of customer service. The district should formalize this goal in order to sustain the progress made.
3. Most activities described in the communications plan have already been implemented and proved to be effective. The Superintendent and PIO should continue to monitor the implementation of strategies identified in the plan in order to evaluate the effectiveness of the district's overall communications efforts.

It is evident that during the last six months, the district has gained a better understanding of the role and responsibilities of the PIO. As a result of more coordination through the PIO office, execution of communications strategies has been more consistent. The relationship with the local media has improved, and the community's perception is that articles about the district are more positive.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	4
July 2004 Rating:	5
January 2005 Self-Rating	None Provided
January 2005 New Rating:	7

Implementation Scale:



1.2 Communications

Professional Standard

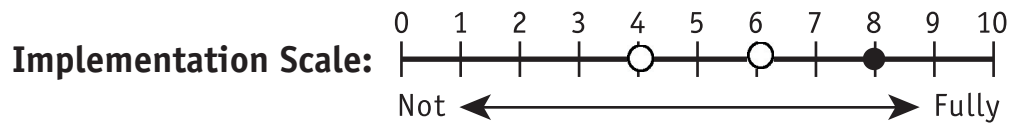
Information is communicated to staff at all levels in an effective and timely manner.

Progress on Recommendations and Improvement Plan

1. The district has demonstrated progress in using its communications plan to enhance internal communications and has sustained a variety of communications strategies. For example, the district continues to produce “BUSD Board Updates,” a document describing board actions that is distributed to staff on the day following board meetings. The district staff has maintained the strategies that ensure highly significant matters are communicated to staff prior to any public announcements. Information including calendars, deadlines, reminders and other items of importance is sent regularly to all principals. The district’s Web site continues to be an excellent resource with well-organized, frequently updated information for the staff and the public alike. It is a model for other districts. Response continues to be positive to the “PIO News” district newsletter. This newsletter contains employment-related information and is distributed to all staff members each month along with paychecks. E-mail notices also continue to be used by the PIO often to communicate with the staff.
2. The Superintendent indicates that ongoing emphasis is being placed on enhancing staff responsiveness to requests for information or assistance. This was previously a topic at a districtwide staff development day. During the past year, the central office staff has been reduced, which poses challenges to its ongoing ability to deliver high-quality services. The district should continue to provide periodic training and hold the district office staff accountable for its level of service and support to school sites. A directory has been added to the district Web site, allowing users to more easily identify which staff or departments to contact for particular information.
3. The Superintendent continues to work to improve communications between the district office and school sites. As in past years, all staff members in the district attend a staff development day. As part of that meeting, the Superintendent sets priorities with the district’s clerical workers. There is a growing recognition by the staff that decisions made at each school site have a direct effect on the district as a whole. The Superintendent continues the practice of visiting school sites each week.

Standard Implemented: Fully - Substantially

July 2003 Rating: 4
January 2004 Rating: 6
July 2004 Rating: 7
January 2005 Self-Rating: None Provided
January 2005 New Rating: 8



1.3 Communications

Professional Standard

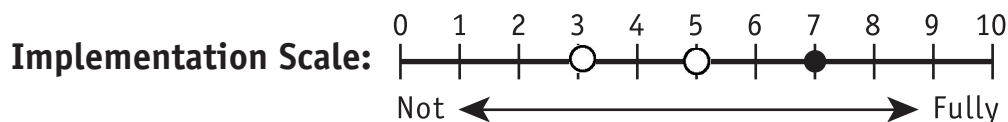
Staff input into school and district operations is encouraged.

Progress on Recommendations and Improvement Plan

1. The strategies for internal communications contained in the communications plan address the importance of effective two-way communications. The district engages in several positive activities and has several mechanisms to help facilitate and secure staff input, including staff forums and staff development days. These successful strategies should be continued. The district should work to monitor and validate that these efforts are sustained. In the past six months, the district held its annual staff development day for all employees, and as part of that meeting, the Superintendent set priorities with the district's clerical workers. The employee unions also continue to have a regularly scheduled opportunity to speak during board meetings.
2. The district continues to provide opportunities for the site-level staff to provide input regarding school and district operations. Regular principals' meetings are viewed as one of the key vehicles for facilitating better discussion. Site visits by the Superintendent and board members maintain the opportunities for the site-level staff to share information and concerns.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	5
July 2004 Rating:	Not Reviewed
January 2005 Self-Rating	None Provided
January 2005 New Rating:	7



1.4 Communications

Professional Standard

The district effectively implements strategies for communicating with parents, the community and the media.

Progress on Recommendations and Improvement Plan

1. The district continues to emphasize the need for all staff members to be responsive to parents and the community. Board members generally report hearing few concerns about a lack of responsiveness or customer service from the staff. However, it is generally felt that the district is still progressing in its efforts to establish a highly service-oriented culture. Significant improvement in the Payroll Department's responsiveness was especially evident. Professional development in this area should continue to be provided, and the staff should be held accountable through the evaluation process for its ability to effectively address the questions and concerns of parents and the public.
2. The PIO appears to communicate frequently with the school site staff, district staff and board members regarding the role of the public information office and how the office can assist in district and school-site communications efforts. The PIO has also been working with parents and community members to try to ensure that the district is communicating with all of its various audiences. The district has increased its outreach efforts to the University of California and to local preschools while maintaining strong relationships with community organizations and the faith-based community.
3. The district has implemented strategies to keep the community and parents better informed about pending board discussions and actions. The district's Web site contains a wealth of information and is updated frequently. The local cable television station also frequently broadcasts programs about activities at the district's schools, including the program that precedes the board meetings and is hosted by the PIO. While communications via e-mail reach a significant percentage of parents in the district, concerns remain that the district relies too much on this method of communication.

The passage of Measure B bridge funding for the Berkeley Schools Excellence Project (BSEP) parcel tax is heralded as a major accomplishment in generating positive views of the district's schools by members of the community. This campaign generated goodwill in the community toward teachers, students and public education in general. More than 100 community members were actively involved in the campaign, and the district continues to engage the community in discussions about implementing the programs funded by Measure B. These efforts must focus on ensuring that the district will reach out to those parents who traditionally have had low participation in the district.

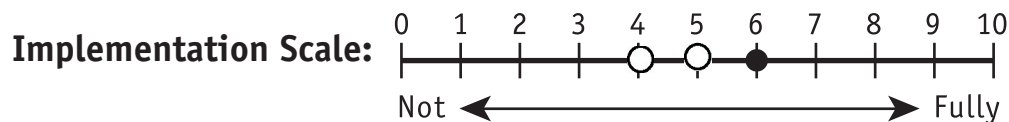
4. Some steps have been taken to develop and sustain ongoing and creative outreach strategies for communicating with the district's non-English-speaking and traditionally under-represented or less-involved parents. These include outreach efforts related to the passage of Measure B. However, the district should be even more aggressive in this area. In the future, the funds from Measure B should allow the district to ensure that it is providing

an appropriate level of translation services to assist the district staff and school sites with communications efforts. The district has also been working with local organizations, the University of California, and area preschools to reach out more directly to the community.

5. The PIO regularly contacts reporters and the media to inform them about activities in the district, accomplishments, or public education topics of interest. A more positive relationship with the press was noted by parents, as evidenced by positive headlines in the newspaper.
6. Board members continue to demonstrate understanding about the importance of following the district's spokesperson protocol. Board members and the district staff also continue to share information about individual spokesperson activities and the messages they are communicating.
7. To monitor the effectiveness of the district's communications efforts, the Superintendent or designee should periodically assess whether the district's key messages are reaching their intended audiences and affecting the perception of students, parents, staff and community members about district performance and specific district issues. The district might use surveys, focus groups, or other methods that encourage participants to freely share their opinions about district performance. Such assessments should be aligned with critical issues and key messages identified in the district's communications plan.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	Not Reviewed
July 2004 Rating:	5
January 2005 Self-Rating	None Provided
January 2005 New Rating:	6



1.6 Communications

Professional Standard

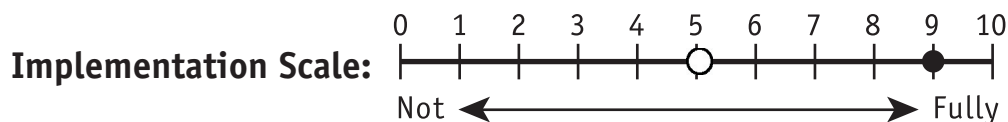
Individuals not authorized to speak on behalf of the district refrain from public comments on board decisions and district programs.

Progress on Recommendations and Improvement Plan

1. District spokespersons have been clearly identified, with the Superintendent or PIO serving as the primary spokespersons for the district and the board president serving as the primary spokesperson for the board on significant issues. The board members and district staff appear to understand and respect the district's protocol. The board has adopted a policy on media relations (Board policy No. 1112) addressing the issues of district spokespersons.
2. A training session was conducted for principals, raising the level of awareness about the role of the PIO and how he can assist in district and school-site communications efforts.

Standard Implemented: Fully - Substantially

July 2003 Rating:	5
January 2004 Rating:	Not Reviewed
July 2004 Rating:	Not Reviewed
January 2005 Self-Rating	None Provided
January 2005 New Rating:	9



2.1 Parent/Community Relations

Legal Standard

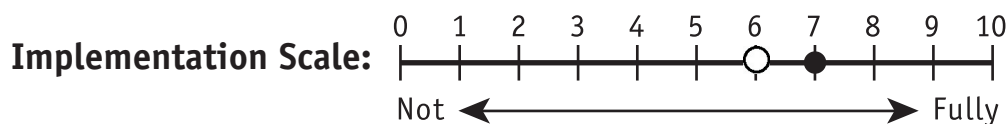
Annual parental notice of rights and responsibilities is provided at the beginning of the school year. This notice is provided in English and in languages other than English when 15 percent or more speak other languages. (Education Code 48980, 48985)

Progress on Recommendations and Improvement Plan

1. The district provides parents with a parent/student handbook that covers most of the elements that are required in the annual parental notice of rights and responsibilities. This handbook is available in English on the district's Web site. The district also provides parents with a notice compiled by the Alameda County Office of Education, which contains the remainder of the elements that are required in the annual parental notice of rights and responsibilities.
2. While the district has translated the annual parental notice of rights and responsibilities into Spanish, the Spanish-language version of the handbook should be made more easily accessible by adding it to the district's Web site.

Standard Implemented: Partially

July 2003 Rating:	6
January 2004 Rating:	Not Reviewed
July 2004 Rating:	Not Reviewed
January 2005 Self-Rating	None Provided
January 2005 New Rating:	7



2.2 Parent/Community Relations

Legal Standard

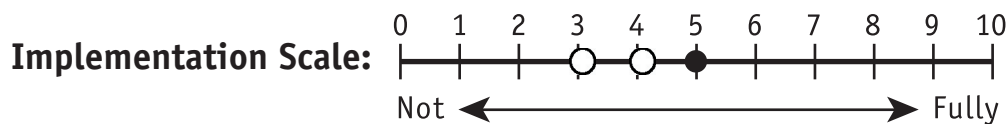
A school accountability report card is issued annually for each school site. (Education Code 35256)

Progress on Recommendations and Improvement Plan

1. The district is not expected to complete school accountability report cards for the 2003-04 school year until the spring of 2005. In preparing to complete the 2003-04 SARCs, the district has solicited bids from contractors who can assist the school sites in completing and producing the SARCs.
2. Summary versions of the SARCs for the 2002-03 school year are available for all school sites on the district's Web site. When the 2003-04 SARCs are issued, it is recommended that the full text of each school's report card be made available through the district's Web site.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	4
July 2004 Rating:	5
January 2005 Self-Rating	None Provided
January 2005 New Rating:	5



2.6 Parent/Community Relations

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. Parents generally acknowledge that the district makes consistent and meaningful attempts to keep parents and the community informed and provides opportunity for their participation. Parents recognize that the district's use of BSEP funds to hire a Public Information Officer has resulted in increased information to parents and the community, enhancing opportunities to participate and become engaged in district/school activities. The district also recently redesigned its Web site in order to make the information easier to access.

The most meaningful tool for disseminating information continues to be the various school site "e-tree" e-mail distribution lists in the district. Parents who have access to the Internet and to the e-trees find them to be a very meaningful source of information. However, there is continued concern about how parents who lack access to the Internet can be kept well-informed regarding district and site activities.

The recent campaign for Measure B included significant outreach to parents and the community. Many parents attribute the passage of Measure B to a renewed support and commitment to the district.

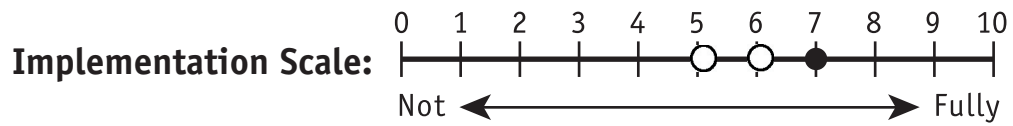
2. As noted in previous FCMAT progress reports, the need to engage all parents is ongoing, especially in a district as diverse as Berkeley. The district continues to initiate efforts to involve traditionally underrepresented parents, especially through the Measure B campaign. Sustaining these efforts should be a continual priority for the district.

While the district continues to forward mailings in both Spanish and English, parents indicated that translation services are still not consistently available at all school sites. The district needs to ensure and expand the availability of these services.

3. The public information office has continued to demonstrate progress in strengthening the two-way flow of information between sites and the district office. Sites are encouraged to keep the district informed about site-initiated parent/community involvement activities.
4. Principals' training was held earlier this year, and outreach to parents and community members was one of the areas discussed. The Superintendent continues to emphasize site responsiveness such as ensuring that phones are always answered.

Standard Implemented: Partially

July 2003 Rating: 5
January 2004 Rating: 5
July 2004 Rating: 6
January 2005 Self-Rating: None Provided
January 2005 New Rating: 7



3.4 Community Collaboratives, District Advisory Committees, School Site Councils

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.

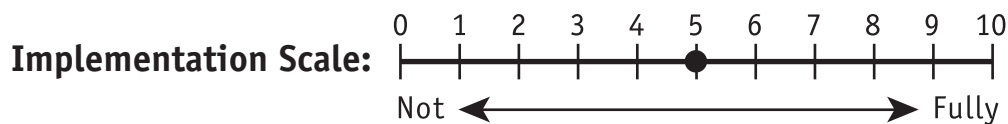
Progress on Recommendations and Improvement Plan

1. The diversity of the district/site committees and councils has not changed since the prior review. Parents indicated that the English Learner Advisory Committees typically begins the school year with a broader representation of parents who have different primary languages, but during the school year, the participation tends to be limited to Spanish-speaking parents.

Parents indicate that the various councils lack diversity partly because the parents themselves tend to encourage only friends to participate. The district is actively engaged in outreach to parents, but increased recruitment efforts by principals and ongoing support of council members may help diversify councils/committees. The district should utilize resources earmarked for parent outreach to recruit non-English speaking parents to serve on district and school advisory councils.

Standard Implemented: Partially

July 2003 Rating:	5
January 2004 Rating:	5
July 2004 Rating:	Not Reviewed
January 2005 Self-Rating	None Provided
January 2005 New Rating:	5



3.7 Community Collaboratives, District Advisory Committees, School-site councils

Professional Standard

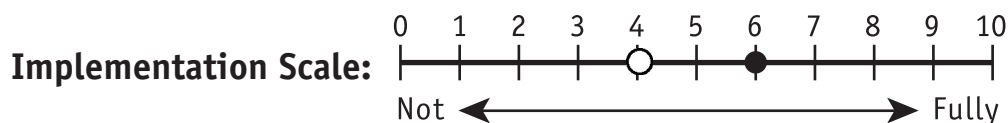
Community collaboratives and district and school advisory councils effectively fulfill their responsibilities (e.g., research issues, develop recommendations, etc.).

Progress on Recommendations and Improvement Plan

1. At the district level, significant reforms have been put into place regarding the committee structure. The number of board committees has been decreased to the BSEP, School Construction Oversight, and Facility Safety and Maintenance Oversight Committees. The Superintendent appoints task forces on an ad hoc basis in order to provide the cabinet with additional insight and recommendations on other issues. These recommendations are then submitted to the board through the superintendent's office. As a result of these ad hoc task forces operating in an advisory capacity to the Superintendent, many of the misunderstandings about the role and responsibility of the prior board committees have been eliminated.
2. There is no indication through interviews with staff, board members or community members that district committees overstep their advisory role as had been revealed in the July 2003 initial assessment and improvement report.
3. Interviews with council members indicate that the extent to which they fulfill their roles and responsibilities varies from site to site and council to council. Most indicate that the sites and district provide sufficient background information (often voluminous amounts of information) to assist them in making informed decisions. Many still perceived that the site councils in particular often "rubber stamp" the principals' plans. The board has been aware of this perception, and requested that district office staff and school sites revise the initial drafts of school plans to address specific district priorities, including the achievement gap.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	Not Reviewed
July 2004 Rating:	Not Reviewed
January 2005 Self-Rating	None Provided
January 2005 New Rating:	6



3.11 Community Collaboratives, District Advisory Committees, School Site Councils

Professional Standard

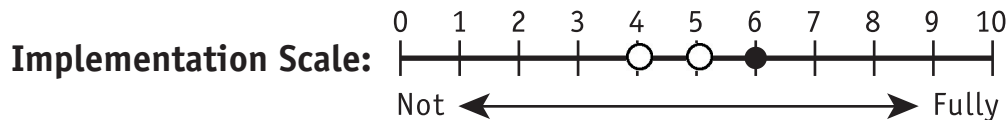
School plans are a vital part of school operations and accountability.

Progress on Recommendations and Improvement Plan

1. The school plans have received increased focus from the school board, but efforts to make the site staff more familiar with the content and the role of the school plans needs to continue.
2. Reviews of school plans have placed greater emphasis on the effectiveness of the school's strategies to enhance student achievement. The board provided a thoughtful interim review of school plans. The site plans are increasingly integrated with the district goals. The board noted some exceptions and requested that most of the plans' initial drafts be revised to address specific district priorities, including the achievement gap. The board has focused attention by reviewing the site plans' contents and requesting that resources be allocated to ensure that future plans focus on student achievement. Parents interviewed indicated that the plans reflect priorities and practices in their schools.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	Not Reviewed
July 2004 Rating:	5
January 2005 Self-Rating	None Provided
January 2005 New Rating:	6



4.1 Policy

Professional Standard

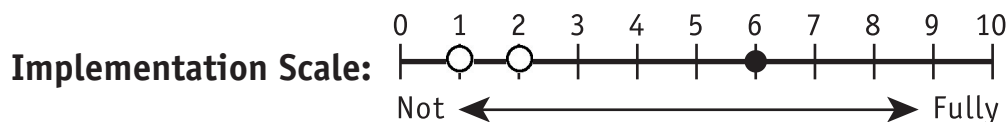
Policies are written, organized and readily available to all members of the staff and to the public.

Progress on Recommendations and Improvement Plan

1. The district's policies continue to be maintained in a hard-copy policy manual at the district office and are now easily accessible to all staff members and the public on the district's Web site. For community access to district policies and regulations, a public access password is provided on the district's Web site. Access passwords for staff and board members provide expanded access within this system. The district continues to work to apply a consistent coding system and index that makes it easy to locate policies. An effective process has been established to maintain the policy manuals.
2. Information about policies being considered or adopted by the board is included in board agenda materials, posted on the district's Web site, and communicated to the staff in e-mails or other means as appropriate. Efforts should be made to continue with the system for updating the manual and communicating to other staff members, parents and the community when new policies are adopted. The board needs to ensure the sustainability of progress that has been made. Effective communications with appropriate staff departments about policy changes should be emphasized within this system.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	2
July 2004 Rating:	6
January 2005 Self-Rating	None Provided
January 2005 New Rating:	6



4.2 Policy

Professional Standard

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

Progress on Recommendations and Improvement Plan

1. The board has reaffirmed its commitment to policy development and continues to progress in reviewing policies in order to provide consistent direction to the staff, students and the public, and to ensure that the district is complying with current law. The board has recently adopted a new food policy and is in the process of adopting a conflict-of-interest policy. The district also continues to review and adopt a series of policies recommended in the FCMAT comprehensive review. All mandated policy language had been adopted (or addressed within district contracts) by the July 2004 report.

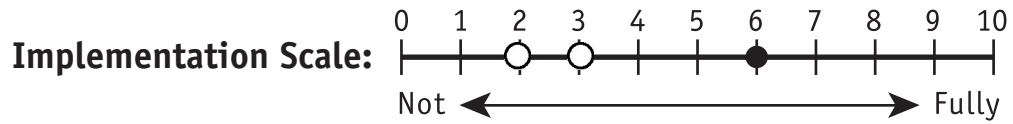
The district should focus on adding new policies and repealing or revising existing policies. The board should also adopt a process for monitoring changes in law and to update their policies accordingly. A subcommittee of board members, assisted by a district policy consultant and the staff, has continued to review mandated and suggested board policies and administrative regulations.

A combination of current sample policies produced by the California School Boards Association and customized district language are being successfully used to build the district's policy manual. When material is presented to the board for consideration, a cover sheet is provided by the staff with background information on the origination and purpose of the material. Policy number, education codes and FCMAT standard numbers are identified on this cover sheet along with the staff or board member recommendation for board actions.

2. The district staff should continue to follow "internal procedures for maintenance of the policy manual" to ensure the regular review and updating of policies, and assign the staff to each responsibility. This internal procedures document describes standard procedures for presenting new or revised policies to the board, reporting new policy adoptions for incorporation into the online policy manual, and temporarily posting new adoptions on the Web site for staff and public access. These procedures should be followed as the board continues its systematic review. Staff members should also be encouraged to recommend policy needs within their areas of operation.

Standard Implemented: Partially

July 2003 Rating: 2
January 2004 Rating: 3
July 2004 Rating: 6
January 2005 Self-Rating: None Provided
January 2005 New Rating: 6



5.5 Board Roles/Boardsmanship

Professional Standard

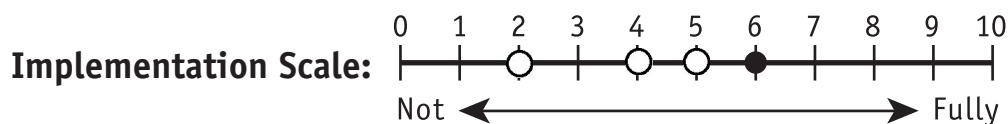
The board has established a districtwide vision/mission and uses that vision/mission as a framework for district action.

Progress on Recommendations and Improvement Plan

1. The district continues to be guided by a vision and goals statement as part of the district's Local Education Agency Plan for 2003-08. In addition, the Superintendent and board are continuing, in partnership with the University of California, to engage both the community and educational experts in helping to define the "essentials of a first class education," as well as identifying the essential values of local parents and the community. This process will provide specific data and research to be used in goal setting.
2. The current mission, vision and goals document is displayed on the district's Web site and in other materials. All district employees have been provided with a copy of the document.
3. Progress has been made in using the district's mission, vision and goals as a framework for all district action. The board is working to ensure that site plans are aligned with the overall district mission, vision and goals. In addition, the Superintendent has used the FCMAT comprehensive assessment and the subsequent progress report, to assign specific objectives to members of the staff and plans to incorporate them into the staff evaluation process.
4. To assess progress toward the district's goals, the board and Superintendent have worked to incorporate and align the district goals in the Superintendent evaluation process. In addition, the district has identified procedures detailing reports of student indicators that will be provided to the board throughout the year.

Standard Implemented: Partially

July 2003 rating:	2
January 2004 Rating:	4
July 2004 Rating:	5
January 2005 Self-Rating	None Provided
January 2005 New Rating:	6



5.6 Board Roles/Boardsmanship

Professional Standard

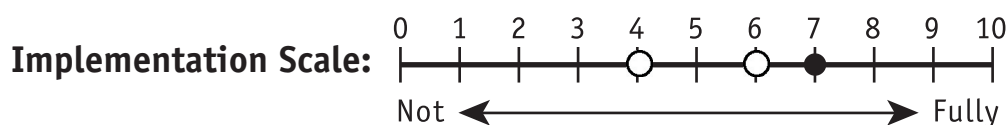
The board makes decisions based on the study of all available data, including the recommendation of the Superintendent.

Progress on Recommendations and Improvement Plan

1. The board and Superintendent have continued to discuss and reach agreement on the types of information and data that would be most beneficial to decision making. The board and the community have a “calendar” of student performance indicators, listed in the board agendas, to ensure that information is disseminated in a timely manner. The regular flow of information to the board continues via a “Friday letter” prepared by the Superintendent and the staff and distributed weekly to the board. Both the board and Superintendent must consistently adhere to the agreements reached.
2. The Superintendent has continued to improve the district’s reporting capabilities. Board members expressed satisfaction at the way in which district internal systems have been able to generate more reliable financial data and information, although there still is an on-going desire for more consistent, reliable student achievement data.
3. Board members continue to devote a considerable amount of time to school district business. All board members serve on subcommittees or in other key roles, which helps to expand their knowledge and facilitate informed decision making. Ongoing board development to keep abreast of current education issues is also recommended.

Standard Implemented: Partially

July 2003 rating:	4
January 2004 Rating:	6
July 2004 Rating:	Not Reviewed
January 2005 Self-Rating	None Provided
January 2005 New Rating:	7



5.15 Board Roles/Boardsmanship

Professional Standard

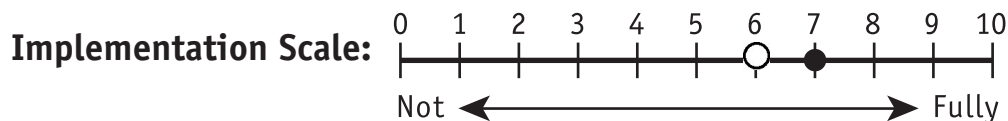
The board evaluates the performance of the Superintendent regularly on criteria that will encourage student achievement.

Progress on Recommendations and Improvement Plan

1. The board again fulfilled its commitment to conduct an annual evaluation of the Superintendent. The board holds quarterly evaluation conferences in addition to the annual evaluation. The governance team has expressed a desire to make the evaluation process even more comprehensive. The board has demonstrated a continued commitment to refine the evaluation process so that it is meaningful. However, the board should adopt specific processes for the evaluation in order to ensure that the objectives are sustained.
2. The board has worked to set priorities and performance measurements for the Superintendent that are in alignment with the district mission, vision and goals. Ensuring alignment of evaluation criteria to the district's mission, vision and goals needs to be an ongoing process.

Standard Implemented: Partially

July 2003 Rating:	6
January 2004 Rating:	6
July 2004 Rating:	Not Reviewed
January 2005 Self-Rating	None Provided
January 2005 New Rating:	7



5.16 Board Roles/Boardsmanship

Professional Standard

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

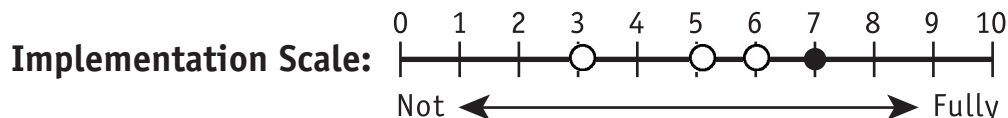
Progress on Recommendations and Improvement Plan

1. There continues to be a strong awareness among board members about the importance of representing the interests of all students. The board has been vocal about the goal of renewing the district's focus on student achievement. The board has demonstrated its concern for the interests of all students by setting a high priority on closing the achievement gap. Board feedback on draft school plans included requests to address specific district priorities such as the achievement gap. As school and district plans are implemented, school and district programs should be evaluated for effectiveness in raising the achievement of all student populations.
2. The board appears to genuinely value community input and involvement. The passage of the Measure B campaign for the BSEP parcel tax involved significant effort by the board and community. Through its committees, councils and task forces, the district also continues to reach out to parents and community members to invite their involvement. The district is aware that diverse groups of parents need to be engaged and that outreach to non-English speaking parents must be extended.

As mentioned in prior progress reports, most board members regularly attend not only school and district events, but community events as well. Board members serve on various district-related committees, as well as interagency committees and councils that provide members with access to a diverse range of individuals and information about a wide range of issues. The board and staff continue to build and strengthen relations with faith-based and other community groups.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	5
July 2004 Rating:	6
January 2005 Self-Rating	None Provided
January 2005 New Rating:	7



6.9 Board Meetings

Professional Standard

Board meetings focus on matters related to student achievement.

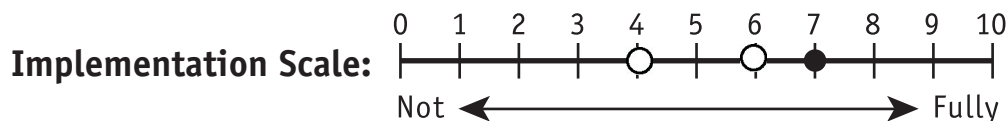
Progress on Recommendations and Improvement Plan

1. The district's fiscal condition has been a primary concern for the board since the FCMAT comprehensive assessment in July 2003. The board is successfully addressing these vital fiscal matters, and it is working to refocus the district's goals on student achievement. Several steps have been taken toward this goal. The board and Superintendent developed and follow a calendar of student performance indicators that specifies when specific data and reports related to student achievement and district operations will be provided. In addition, the board has stated its desire to focus attention on the achievement gap and to concentrate board meetings on matters that affect student achievement.

The Superintendent develops meeting agendas in consultation with the board president, ensuring that one or more items related to achievement or instruction are included on each agenda. The board agenda also now begins with a presentation on an educational program in the district.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	Not Reviewed
July 2004 Rating:	6
January 2005 Self-Rating:	None Provided
January 2005 New Rating:	7



Community Relations

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	Focus for July 2005
1.1	The district has developed a comprehensive plan for internal and external communications, including media relations.	2	4	5	7	<input type="checkbox"/>
1.2	Information is communicated to the staff at all levels in an effective and timely manner.	4	6	7	8	
1.3	Staff input into school and district operations is encouraged.	3	5	6	7	<input type="checkbox"/>
1.4	The district effectively implements strategies for communicating with parents, the community and the media.	4	NR	5	6	<input type="checkbox"/>
1.5	Media contacts and spokespersons who have the authority to speak on behalf of the district have been identified.	5	5	NR	NR	
1.6	Individuals not authorized to speak on behalf of the district refrain from making public comments on board decisions and district programs	5	NR	NR	9	
1.7	Board spokespersons are skilled at public speaking and communication and are knowledgeable about district programs and issues.	7	NR	NR	NR	
2.1	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	NR	7	<input type="checkbox"/>
2.2	A school accountability report card is issued annually for each school site (EC 35256).	3	4	5	5	<input type="checkbox"/>
2.3	The district has developed and annually disseminates uniform complaint procedures (Title 5, Section 4621, 4622)	8	NR	NR	NR	
2.4	Procedures are in place for addressing parents' and community members' complaints against employees in a fair and timely manner.	6	NR	NR	NR	<input type="checkbox"/>
2.5	Board members refer informal public concerns to the appropriate staff members for attention and response.	8	NR	NR	NR	<input type="checkbox"/>
2.6	Parents and community members are encouraged to be involved in school activities and in their children's education.	5	5	6	7	<input type="checkbox"/>
2.7	Parent and public input into school and district operations is encouraged.	7	NR	NR	NR	

NR - Not Reviewed

☐ - Targeted for Review

Community Relations

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	Focus for July 2005
2.8	Volunteers receive appropriate training and play a meaningful role that contributes to the educational program.	9	NR	NR	NR	
2.9	The district has established procedures for visitor registration and posts registration requirements at each school entrance. (Penal Code 627.2, 627.6)	4	5	7	NR	
2.10	Board members are actively involved in building community relations.	6	NR	NR	NR	
3.1	The board and Superintendent support partnerships and collaborations with community groups, local agencies and businesses.	6	NR	NR	NR	
3.2	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	NR	NR	
3.3	Community collaboratives and district and school advisory councils all have identified specific outcome goals that are understood by all members.	5	NR	5	NR	
3.4	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	NR	5	<input type="checkbox"/>
3.5	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	6	NR	<input type="checkbox"/>
3.6	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	NR	NR	
3.7	Community collaboratives and district and school advisory councils effectively fulfill their responsibilities (e.g. researching issues, developing recommendations).	4	NR	NR	6	<input type="checkbox"/>
3.8	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	NR	NR	
3.9	School plans are comprehensive and have sufficient content to meet the statutory requirements (EC 52853).	7	NR	NR	NR	

Community Relations

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	Focus for July 2005
3.10	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	NR	NR	
3.11	School plans are a vital part of school operations and accountability.	4	NR	5	6	<input type="checkbox"/>
4.1	Policies are written, organized and readily available to all members of the staff and to the public.	1	2	6	6	<input type="checkbox"/>
4.2	Policies and administrative regulations are up to date and reflect current law and local needs.	2	3	6	6	<input type="checkbox"/>
4.3	The board has adopted all policies mandated by state and federal law.	7	NR	NR	NR	
4.4	The board annually reviews its policies on intra-district open enrollment and extracurricular/co-curricular activities (EC 35160.5).	7	NR	NR	NR	
4.5	The district has established a system of securing staff and citizen input in policy development and review.	3	5	NR	NR	<input type="checkbox"/>
4.6	The board supports and follows its own policies once they are adopted.	4	NR	6	NR	<input type="checkbox"/>
5.1	Each board member meets the eligibility requirements of being a board member (EC 35107).	10	NR	NR	NR	
5.2	Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations.	5	NR	NR	NR	<input type="checkbox"/>
5.3	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	NR	NR	
5.4	The board has identified the needs of the students, staff and educational community through a needs assessment process.	6	NR	NR	NR	
5.5	The board has established a districtwide vision/mission and uses that vision/mission as a framework for district action.	2	4	5	6	<input type="checkbox"/>
5.6	The board makes decisions based on the study of all available data, including the recommendations of the Superintendent.	4	6	NR	7	
5.7	Functional working relations are maintained among board members.	7	NR	NR		

Community Relations

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	Focus for July 2005
5.8	Individual board members respect the decisions of the board majority and do not undermine the board's actions in public.	9	NR	NR	NR	
5.9	Functional working relations are maintained between the board and administrative team.	7	NR	NR	NR	
5.10	The board publicly demonstrates respect for and support for the district and school site staff.	5	NR	8	NR	
5.11	The board demonstrates respect for public input at meetings and public hearings.	6	NR	NR	NR	
5.12	Board members respect confidentiality of information by the administration.	7	NR	NR	NR	
5.13	The board does not involve itself in operational issues that are the responsibility of the Superintendent and staff.	6	NR	NR	NR	<input type="checkbox"/>
5.14	No individual board member attempts to exercise any administrative responsibility.	6	NR	NR	NR	
5.15	The board evaluates the performance of the Superintendent regularly on criteria that will encourage student achievement.	6	6	NR	7	
5.16	The board acts for the community and in the interests of all students in the district.	3	5	6	7	<input type="checkbox"/>
5.17	The board receives and reviews reports from the Superintendent regarding district performance.	4	NR	8	NR	<input type="checkbox"/>
6.1	An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting (EC 35140).	10	NR	NR	NR	
6.2	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	NR	NR	
6.3	Board members prepare for board meetings by becoming familiar with the agenda and support materials prior to the meeting.	7	NR	NR	NR	
6.4	Board meetings are conducted according to a set of bylaws adopted by the board.	5	8	NR	NR	
6.5	Open and closed sessions are conducted according to the Ralph M. Brown Act (GC 54950 et seq.).	7	NR	NR	NR	
6.6	The board president ensures that meetings proceed in a businesslike manner while allowing opportunity for full discussion.	7	NR	NR	NR	

Community Relations

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	Focus for July 2005
6.7	The board has adopted bylaws for the placement of items on the board agenda by members of the public.	8	NR	NR	NR	
6.8	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	NR	NR	
6.9	Board meetings focus on matters related to student achievement.	4	NR	6	7	<input type="checkbox"/>

