



Berkeley Unified School District

Governance and
Community Relations

Comprehensive Review
July 2004

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

Chief Executive Officer
Thomas E. Henry

1.1 Communications

Professional Standard

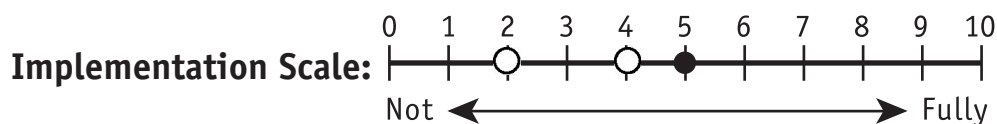
The district has developed a comprehensive plan for internal and external communications, including media relations.

Progress on Recommendations and Improvement Plan

1. District administrators increasingly recognize the importance of a comprehensive communications plan, and focused efforts to develop an effective plan have continued, driven by the Public Information Officer (PIO). Recognizing that such a plan is an ever-evolving document, an initial draft of the plan is currently being reviewed by members of the Superintendent's Cabinet. A draft was previously presented for input at a principals' meeting. Members of the Berkeley Schools Excellence Project (BSEP) Communications Committee, which includes parents, also have had opportunities to provide input into the plan. Some individual board members have previously been involved in aspects of developing the plan through their work on related committees. After all this input is incorporated, the staff indicates that a draft of the plan will be submitted to the board for comment, discussion, and ultimately, adoption. The district should move forward with the adoption of this plan.
2. As described in the January 2004 FCMAT progress report, the draft communications plan is substantive and comprehensive relative to both internal and external communications activities, including overall objectives, responsibilities of the public information office, crisis communications guidelines, responsibilities of the district staff and spokesperson designations. The plan reflects considerable effort and attention. However, the draft plan does not yet address specific outreach strategies designed to improve communications with non-English-speaking, traditionally disenfranchised or less-involved parents, as previously recommended.
3. The draft communications plan does not provide a strategy for improving customer service, identified in the July 2003 FCMAT review as an area needing special attention.
4. Many activities described in the communications plan have already been implemented and proven to be effective. The Superintendent and PIO should monitor the implementation of strategies identified in the plan in order to evaluate the effectiveness of the district's overall communications efforts.

Standard Implemented: Partially

July 2003 Rating: 2
January 2004 Rating: 4
July 2004 Self-Rating: None provided
July 2004 New Rating: 5



1.2 Communications

Professional Standard

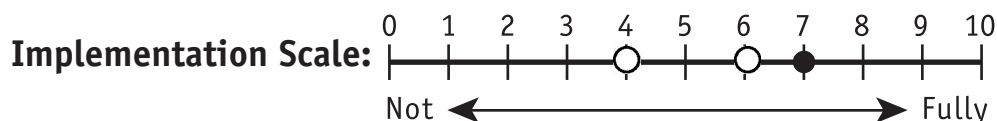
Information is communicated to staff at all levels in an effective and timely manner.

Progress on Recommendations and Improvement Plan

1. Extensive strategies and activities for internal communications are included in the district's draft communications plan. The district continues to strengthen communications among the staff at all levels. For example, the district continues to produce BUSD Board Updates, a document describing board actions that is distributed to the staff the day after board meetings. The district staff also has implemented mechanisms to better ensure that highly significant matters are communicated to the staff prior to any public announcements. A regular bulletin is sent to all principals and includes calendars, deadlines, reminders and other items of importance. The district's Web site is outstanding, well organized, updated frequently, and serves as an excellent source of information for the staff as well as the public. In the past six months, the district started a newsletter that is sent to all the staff each month along with paychecks. This newsletter contains employment-related information, and response to it has been positive. E-mail notices also continue to be utilized frequently to communicate with the staff.
2. The Superintendent indicates that an ongoing emphasis is being placed on enhancing staff responsiveness to requests for information or assistance. Previously, this was a topic at a districtwide staff development day. During the past year, the number of staff members at the central office has been reduced, making it more difficult to deliver high-quality services. The Executive Assistant to the superintendent and board began initiating regular meetings with other district administrative staff members to facilitate greater sharing of information internally and to promote consistency and standardization in the materials the district office forwards to sites and the public. Cross-training of key central office staff also has been occurring so that vital communications will not cease if an employee is absent. The district should continue to provide periodic training and hold the district office staff accountable for the level of service and support to school sites.
3. As described in the January 2004 progress report, the Superintendent personally has worked to strengthen communications between the district office and school sites. The superintendent's regular attendance at principals' meetings allows for more frequent and direct sharing of information. The Superintendent also visits school sites each Monday morning.

Standard Implemented: Partially

| | |
|------------------------|---------------|
| July 2003 Rating: | 4 |
| January 2004 Rating: | 6 |
| July 2004 Self-Rating: | None provided |
| July 2004 New Rating: | 7 |



1.3 Communications

Professional Standard

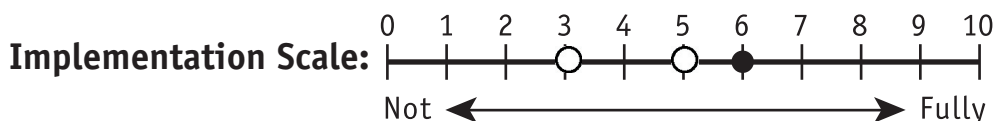
Staff input into school and district operations is encouraged.

Progress on Recommendations and Improvement Plan

1. The draft communications plan includes strategies for internal communications (see Standard 1.1) and acknowledges 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, however, these specific strategies should be formalized as part of the comprehensive plan.
2. The district has been working to provide greater 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 stronger two-way communication. Site visits by the Superintendent and board members also provide opportunities for the site-level staff to share information and concerns. Teachers generally feel that some progress has been made, although they would like more direct input, especially on issues related to staff development.
3. A new staff directory is being developed, and the district Web site is being refined to make it easier to identify which staff members or departments should be contacted for particular information.

Standard Implemented: Partially

July 2003 Rating: 3
January 2004 Rating: 5
July 2004 Self-Rating: None provided
July 2004 New Rating: 6



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. A greater emphasis is being placed on the need for all the staff to be responsive to the sites and the public (see Standard 1.2, No. 2). Board members generally report hearing fewer concerns about a lack of responsiveness or customer service, although it is generally felt that the district is still establishing a highly service-oriented culture. Certain staff members are often acknowledged for their outstanding responsiveness. Significant improvement in the responsiveness of the Payroll Department was especially noted. Professional development in this area should be provided, and staff members should be held accountable through the evaluation process for their 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, the 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 also has been working with parents and community members to try to formalize approaches to communicating with the district's various audiences.
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.

The recent opening of the new high school facilities was cited as a major achievement in generating positive publicity for, and interest in, the community's schools. Several communitywide forums also have been held in recent months. Attendance at these events was high, and the district made efforts to reach out through e-mails, letters and personal phone calls to parent leaders and organizations to increase attendance, especially among district parents who traditionally have not participated.

A review of the district's publications and communications materials also is being conducted.

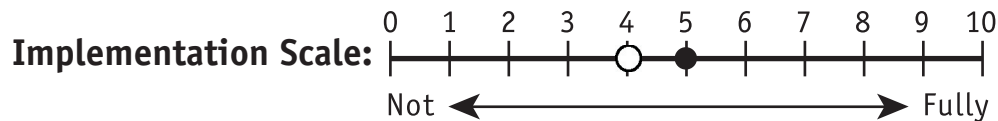
4. Although some positive steps have been taken, such as the outreach efforts for the opening of the high school facilities and the recent BSEP community forums, the district needs to be more aggressive in developing and sustaining ongoing and creative outreach strategies to better communicate with its non-English-speaking and traditionally underrepresented or less-involved parents. Building on the success of the recent BSEP community forums, the district should more directly involve these parents in the development of strategies, as appropriate, or consider assigning additional staff members with specific responsibilities for parent outreach. The district should ensure that it is

providing an appropriate level of translation services to assist the district staff and school sites with communications efforts (see Standard 2.6). The BSEP “bridge” measure may seek specific funding to assist in these efforts.

5. The PIO regularly contacts reporters and the media to inform them about activities in the district, accomplishments, or public education topics of interest.
6. Board members better understand the importance of following the district’s spokesperson protocol. There was also improvement in the sharing of information among board members and the district staff 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, the 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 provide their opinions about district performance. Such assessments should be aligned with the 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 Self-Rating: | None Provided |
| July 2004 New Rating: | 5 |



2.2 Parent/Community Relations

Legal Standard

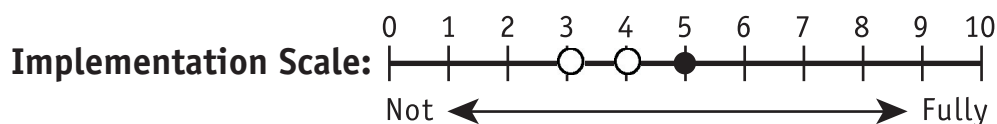
A school accountability report card is issued annually for each school site. (Education Code 35256)

Progress on Recommendations and Improvement Plan

1. All the 2002-03 school accountability report cards from the 11 elementary schools, three middle schools and one high school were available for review for the inclusion of mandatory content. Much of the required information was reported, but significant omissions continue, including contact names/phone numbers, school safety information, suspension/expulsion rates, teacher evaluation, school/instructional leadership and quality/currency of instructional materials. The district indicates that it is in the process of adding the additional information through its contractor, School Wise Press.

Standard Implemented: Partially

| | |
|------------------------|---------------|
| July 2003 Rating: | 3 |
| January 2004 Rating: | 4 |
| July 2004 Self-Rating: | None provided |
| July 2004 New Rating: | 5 |



2.6 Parent/Community Relations

Professional Standard

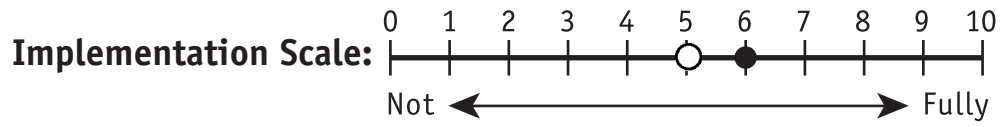
Parents and community members are encouraged to be involved in school activities and their children's education.

Progress on Recommendations and Improvement Plan

1. Several of the district's schools maintain a very high level of parent/community involvement, while involvement levels vary at the other sites. The staff indicates that some efforts to identify additional strategies to encourage parent involvement may be included in the comprehensive communications plan, which is being developed (see Standard 1.4). In addition, a BSEP communications subcommittee has been meeting to identify strategies. The district still needs to provide stronger support and coordination to the sites as part of overall parent outreach efforts.
2. The staff and board members indicate that since January 2004, significant progress has been made in enhancing constructive parent engagement at the high school. This is attributed largely to new leadership at that school.
3. The need to engage all parents is ongoing, especially in a district as diverse as Berkeley. During the past six months the district initiated some additional efforts to involve traditionally underrepresented parents. Most significantly, two communitywide forums were held to solicit input on setting priorities for the reauthorization of the local parcel tax measure (BSEP). These forums were well attended, and the district made special efforts to ensure more attendance by traditionally underrepresented groups. Other public forums on topics such as the student assignment policy and the No Child Left Behind Act also have been held.
4. District mailings continue to be distributed in both Spanish and English. The staff indicates that in most situations, especially at campuses with concentrations of Spanish-speaking parents, translation services are available. More efforts should be made by the district to ensure and expand the availability of these services.
5. The district's public information office has strengthened the two-way flow of information between sites and the district office, and the office encourages sites to keep the district informed about site-initiated parent/community involvement activities.
6. The Superintendent has emphasized responsiveness at the sites, such as ensuring that phones are always answered. The Superintendent or designee should continue to identify ways to hold staff accountable for their responsiveness and outreach to parents and community members.

Standard Implemented: Partially

July 2003 Rating: 5
January 2004 Rating: 5
July 2004 Self-Rating: None provided
July 2004 New Rating: 6



2.9 Parent/Community Relations

Legal Standard

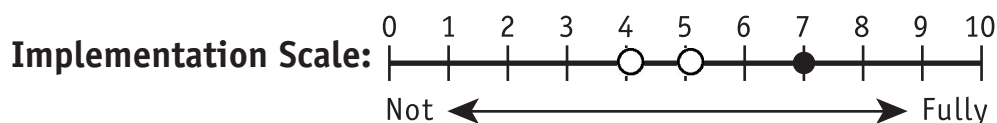
The district has established procedures for visitor registration and posts registration requirements at each school site. (Penal Code 627.2, 627.6)

Progress on Recommendations and Improvement Plan

1. A draft policy on visitors to schools that reflects legal requirements has been submitted to the board and is pending adoption.
2. The staff indicates that visitor registration information plaques displaying all required information are appropriately posted at each site, and that visitor name badges are required and worn by all visitors at each site. Consistent with FCMAT recommendations in the facilities section of this report, the district should ensure that visitor registration requirements (including directions on where to check in) are posted at rear entrances or gates on certain campuses, as appropriate.

Standard Implemented: Partially

July 2003 Rating: 4
January 2004 Rating: 5
July 2004 Self-Rating: None provided
July 2004 New Rating: 7



3.3 Community Collaboratives, District Advisory Committees, School Site Councils

Professional Standard

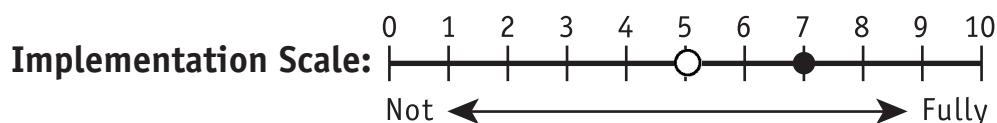
Community collaboratives and district and school advisory councils all have specified outcome goals that are understood by all members.

Progress on Recommendations and Improvement Plan

1. During the past year, the Superintendent and board completed a review of all committees, councils and task forces. Based on that review, the board updated and adopted policies clarifying the district's system, including specifying the role of the different councils, committees and task forces. These policies are accessible to the community through the district's Web site.
2. Generally, there seems to be great awareness and understanding about the goals of each of these bodies, and their relationship to the board. The staff reports that communications between these bodies and the board also have improved.
3. The district continues to engage in several significant community collaboratives that are well understood by the participants. Most noteworthy is the BSEP, which includes a districtwide committee as well as site-level committees. Communication and collaboration between the school district and city also have been strong, especially in efforts to address integrated services for students and families.
4. The district has been transitioning toward a more central model of district/site governance with combined meetings of the District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC), and school site councils with the site-level English Learner Advisory Committees (ELACs). The site committees and councils at the high school are more closely aligned with district goals. The district should seek to identify and implement additional ways of providing information to members and prospective members regarding their roles and responsibilities, with an emphasis on ensuring that the parent voices of the DELAC and ELAC are not diminished through a centralized governance system (see CR 3.5).

Standard Implemented: Partially

| | |
|------------------------|---------------|
| July 2003 Rating: | 5 |
| January 2004 Rating: | Not reviewed |
| July 2004 Self-Rating: | None provided |
| July 2004 New Rating: | 7 |



3.5 Community Collaboratives, District Advisory Committees, School Site Councils

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.

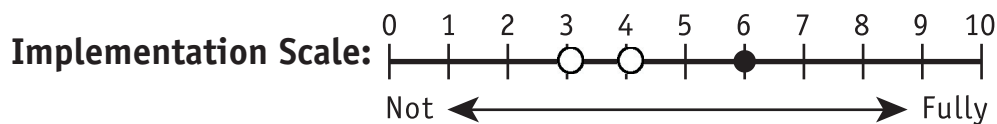
Progress on Recommendations and Improvement Plan

1. In February, the district conducted a training session for school site council members that focused on their major roles and responsibilities as well as on using data to make decisions about developing a useful school site plan and improving instruction.

As mentioned in the January 2004 progress report, the 2003-04 DAC, DELAC and BSEP committees 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 similarly should ensure that all the district's committees receive training regarding their roles and responsibilities.

Standard Implemented: Partially

| | |
|------------------------|---------------|
| July 2003 Rating: | 3 |
| January 2004 Rating: | 4 |
| July 2004 Self-Rating: | None provided |
| July 2004 New Rating: | 6 |



3.11 Community Collaboratives, District Advisory Committees, School Site Councils

Professional Standard

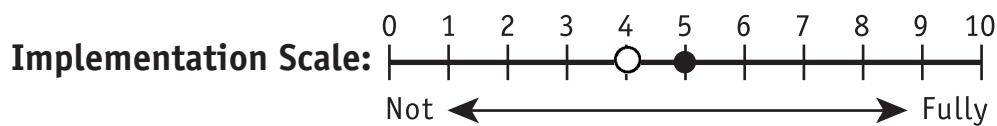
School plans are a vital part of school operations and accountability.

Progress on Recommendations and Improvement Plan

1. At many school sites, staff members know about the plans and regard them as meaningful, and the plans are becoming more integrated with overall district goals. However, the role taken by these plans is still inconsistent at different schools, depending mainly on the principal and the level of site participation. The high school site plan appears to be a vital part of operations.
2. To enhance accountability, the district has initiated a new process that calls for an interim or mid-term report to be presented to the board on each site plan. The intent of this additional report, along with the annual review, is to help focus attention on which provisions of the school plan have been successfully implemented and whether the school's actions have improved student learning.

Standard Implemented: Partially

| | |
|------------------------|---------------|
| July 2003 Rating: | 4 |
| January 2004 Rating: | Not reviewed |
| July 2004 Self-Rating: | None provided |
| July 2004 New Rating: | 5 |



4.1 Policy

Professional Standard

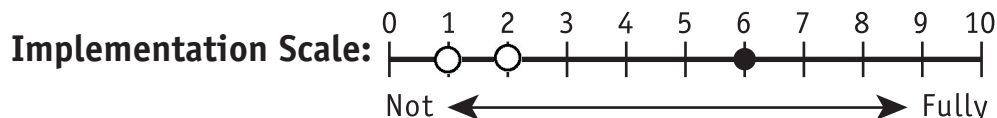
Policies are written, organized and readily available to all members of the staff and to the public.

Progress on Recommendations and Improvement Plan

1. Significant progress has been demonstrated toward this standard. The district's policies are maintained in a hard-copy policy manual that is at the district office, and these policies are now easily accessible 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 the staff and board members provide expanded access within this system.
2. A district consultant and a staff person work with a board subcommittee to facilitate and coordinate efforts to ensure that the policies are written, organized and available. All those who participate in the review and in updating the district policy materials, including the board and Superintendent, have made a thorough and focused effort in this area. While the work has not been completed, the district continues to work to apply a consistent coding system and index that make it easy to locate policies.
3. Information about policies being considered or adopted by the board is included in board agenda materials, posted on the district Web site, and communicated to staff in e-mails or other means as appropriate. The staff has developed a draft document on internal procedures for maintenance of the policy manual, which describes a system for updating the manual and communicating with other staff members, parents and the community when new policies are adopted. Efforts should be made to move forward with this system in order to track all policies so that they are maintained in a comprehensive manual, and to ensure the sustainability of progress to date. Strong communications with the 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 Self-Rating: | None provided |
| July 2004 New Rating: | 6 |



4.2 Policy

Professional Standard

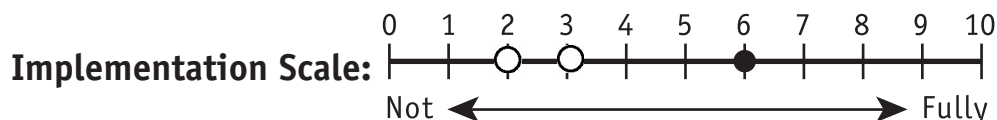
Policies and administrative regulations are up to date and reflect current law and local needs.

Progress on Recommendations and Improvement Plan

1. The board has made solid progress in its review of 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. A subcommittee of board members, assisted by the staff and a policy consultant, 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.
2. All mandated policy language has been adopted (or is addressed within district contracts). In the past months, the district reviewed and adopted a series of policies recommended in the FCMAT report, primarily in the areas of student achievement and community relations. The policy subcommittee is now reviewing policies in other areas. A second board subcommittee also is moving forward in recommending revisions to the board's bylaws.
3. When material is presented to the board for consideration, a cover sheet is provided by the staff with background information on the origin and purpose of the material. Policy number, education codes and FCMAT standards numbers are identified on this cover sheet along with the staff or board member recommendation for board actions.
4. The district staff has developed a document on internal procedures for maintenance of the policy manual, which describes the system to be used for ensuring the regular review and updating of policies, and the staff assigned to each responsibility. This 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. The staff also should be encouraged to recommend policy needs within their areas of operation.

Standard Implemented: Partially

| | |
|------------------------|---------------|
| July 2003 Rating: | 2 |
| January 2004 Rating: | 3 |
| July 2004 Self-Rating: | None provided |
| July 2004 New Rating: | 6 |



4.6 Policy

Professional Standard

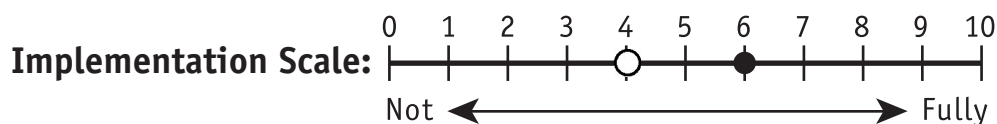
The board supports and follows its own policies once they are adopted.

Progress on Recommendations and Improvement Plan

1. There is a greater understanding among all board members about the importance of policies as a driving force in the district, and about the board's role in reviewing and adopting policies. The process that the district has designed, which actively involves board members on subcommittees, helps to keep members aware of policy issues and the importance of policy language.
2. All members of the board now have easy access to the district's entire policy manual, as well as to supplementary information such as related education codes, policies in other districts and sample policy language through the online system. Board agendas also continue to include any existing policy language that may be pertinent to topics being addressed by the board.
3. As recommended in the July 2003 report, the board should strive to set an example by consistently adhering to existing policies. If a policy no longer meets the district's needs, the board should initiate a review and revision of the policy.

Standard Implemented: Partially

| | |
|------------------------|---------------|
| July 2003 Rating: | 4 |
| January 2004 Rating: | Not reviewed |
| July 2004 Self-Rating: | None provided |
| July 2004 New Rating: | 6 |



5.5 Board Roles/Boardsmanship

Professional Standard

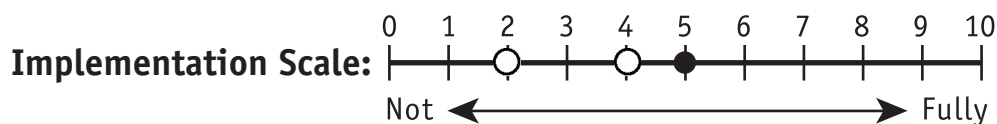
The board has established a district-wide vision/mission and uses that vision/mission as a framework for district action.

Progress on Recommendations and Improvement Plan

1. As noted in the January 2004 report, the board adopted a vision and goals statement as part of the district's Local Education Agency Plan for 2003-08, as required by federal law, however, the board was not significantly involved in developing that document. The Superintendent indicates there are plans to begin a new process that will build on the vision and goals work by engaging the community and educational experts to help define the "essentials of a first class education," as well as identifying the essential values of local parents and the community.
2. The current mission, vision and goals document is displayed on the district's Web site and in other materials.
3. The Superintendent and board continue to utilize the July 2003 FCMAT report and the subsequent progress report, as well as priorities developed by the Superintendent and senior cabinet, as a framework for guiding district actions. The Superintendent has assigned specific objectives to members of the staff and plans to incorporate them as part of the staff evaluation process.
4. In the past year, the board and Superintendent have attempted to incorporate and align the district goals in the superintendent's evaluation process, as appropriate. The evaluation for this year has not yet been completed. When it is completed, this process will provide a way to progress toward the district's goals. In addition, the district has developed procedures detailing reports that will be provided to the board throughout the year (see Standard 5.17).

Standard Implemented: Partially

| | |
|------------------------|---------------|
| July 2003 rating: | 2 |
| January 2004 Rating: | 4 |
| July 2004 Self-Rating: | None provided |
| July 2004 New Rating: | 5 |



5.10 Board Roles/Boardsmanship

Professional Standard

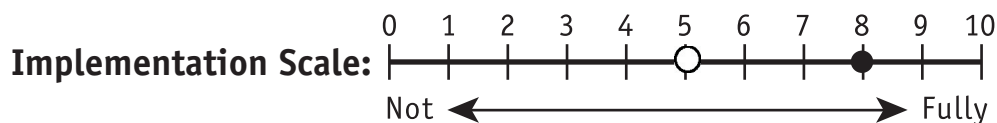
The board publicly demonstrates respect for and support for the district and school site staff.

Progress on Recommendations and Improvement Plan

1. The board demonstrates respect for the staff, and continues to regularly and publicly acknowledge and praise the staff for jobs well done. In addition, the Superintendent frequently acknowledges the staff at meetings for accomplishments or awards. Through the public information office, the district has also enhanced its efforts to recognize the work and achievements of staff members. The district should consider formalizing other activities or rewards to continue to encourage the staff to do its best.
2. The Superintendent has made a significant effort to visit school sites more frequently, and this involvement at the sites is recognized as a key contributor to enhancing two-way communications and morale among staff. Most of the board members regularly visit school sites as well, and each member is “assigned” a set of schools as part of the board’s “adopt-a-school” program.

Standard Implemented: Fully - Substantially

July 2003 Rating: 5
January 2004 Rating: Not reviewed
July 2004 Self-Rating: None provided
July 2004 New Rating: 8



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

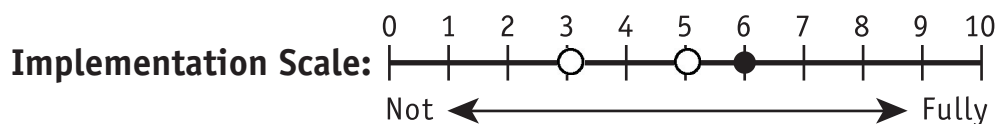
1. Board members are strongly aware of the importance of representing the entire community's interests. While individual members do not actively solicit input from all segments of the community with the same vigor, once issues arise, all members of the board genuinely value the input.
2. The district recently held two well-attended community forums where parents and the public were invited to offer input on district priorities, as part of the pending "bridge" campaign for the BSEP measure. Additional efforts were made to ensure diverse attendance at these forums. The staff and board members indicated that the input received at these forums especially helped raise their awareness (and other community members' awareness) about issues of importance to Spanish-speaking parents. Through its committees, councils and task forces, the district also continues to reach out to parents and community members to invite their involvement.

As mentioned in the January 2004 report, most board members regularly attend school, district and community events. 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. Actively building and strengthening relations with faith-based and other community groups are ongoing needs.

3. The governance team has demonstrated progress toward focusing meetings more on matters related to student achievement (see Standard 6.9) and using disaggregated student achievement data to identify and address district needs (see Standard 5.17).

Standard Implemented: Partially

| | |
|------------------------|---------------|
| July 2003 Rating: | 3 |
| January 2004 Rating: | 5 |
| July 2004 Self-Rating: | None provided |
| July 2004 New Rating: | 6 |



5.17 Board Roles/Boardsmanship

Professional Standard

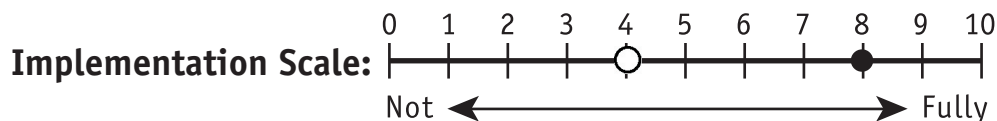
The board receives and reviews reports from the superintendent regarding district performance.

Progress on Recommendations and Improvement Plan

1. The district formalized its reporting procedures by adopting Board Policy 6141, which details when specific organizational and student performance indicators and data will be provided by the staff to the board and public. This “calendar” includes fiscal and facilities reports, student data, site plans, and many other important indicators. The staff and board members also indicated more confidence in the accuracy of the data and reports being provided.
2. Student data are disaggregated as appropriate to assist in better determining the effectiveness of programs for various student populations.

Standard Implemented: Fully - Substantially

| | |
|------------------------|---------------|
| July 2003 Rating: | 4 |
| January 2004 Rating: | Not reviewed |
| July 2004 Self-Rating: | None provided |
| July 2004 New Rating: | 8 |



6.9 Board Meetings

Professional Standard

Board meetings focus on matters related to student achievement.

Progress on Recommendations and Improvement Plan

1. Since the July 2003 report, issues related to the district's fiscal condition have continued to be a focal point of board meetings, and the board is generally perceived as functioning effectively as a team to address these vital fiscal matters. At the same time, there is a high awareness – and a strong desire – among all board members and the Superintendent to devote more time and energy to achievement matters, and several positive steps have been demonstrated. For instance, the board and Superintendent developed and are following a calendar that specifies when specific data and reports related to student achievement and district operations will be provided (see Standard 5.17). Additionally, the board president is effectively engaged with the Superintendent in developing meeting agendas, and an emphasis is placed on ensuring that one or more achievement or instructional-specific items are included on each agenda. In past months, among other items, the board reviewed the district's graduation requirements and adopted a number of policies related to instructional services.

Board members have also generally demonstrated progress in terms of engaging in matters at the appropriate, broad policy-setting and oversight levels at meetings.

Standard Implemented: Partially

| | |
|------------------------|---------------|
| July 2003 Rating: | 4 |
| January 2004 Rating: | Not reviewed |
| July 2004 Self-Rating: | None provided |
| July 2004 New Rating: | 6 |

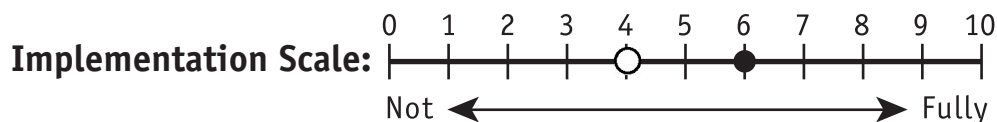


Table of Standards for Community Relations/Governance

Community Relations

| Standard to be addressed | | July 2003 rating | January 2004 rating | July 2004 rating | Focus for January 2005 |
|--------------------------|--|------------------|---------------------|------------------|--------------------------|
| 1.1 | The district has developed a comprehensive plan for internal and external communications, including media relations. | 2 | 4 | 5 | <input type="checkbox"/> |
| 1.2 | Information is communicated to the staff at all levels in an effective and timely manner. | 4 | 6 | 7 | <input type="checkbox"/> |
| 1.3 | Staff input into school and district operations is encouraged. | 3 | 5 | 6 | <input type="checkbox"/> |
| 1.4 | The district effectively implements strategies for communicating with parents, the community and the media. | 4 | NR | 5 | <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 | |
| 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 | <input type="checkbox"/> |
| 1.7 | Board spokespersons are skilled at public speaking and communication and are knowledgeable about district programs and issues. | 7 | 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 | <input type="checkbox"/> |
| 2.2 | A school accountability report card is issued annually for each school site (EC 35256). | 3 | 4 | 5 | <input type="checkbox"/> |
| 2.3 | The district has developed and annually disseminates uniform complaint procedures (Title 5, Section 4621, 4622) | 8 | NR | NR | |

Community Relations

| Standard to be addressed | | July 2003 rating | January 2004 rating | July 2004 rating | Focus for January 2005 |
|--------------------------|--|------------------|---------------------|------------------|--------------------------|
| 2.4 | Procedures are in place for addressing parents' and community members' complaints against employees in a fair and timely manner. | 6 | NR | NR | |
| 2.5 | Board members refer informal public concerns to the appropriate staff members for attention and response. | 8 | NR | NR | |
| 2.6 | Parents and community members are encouraged to be involved in school activities and in their children's education. | 5 | 5 | 6 | <input type="checkbox"/> |
| 2.7 | Parent and public input into school and district operations is encouraged. | 7 | NR | NR | |
| 2.8 | Volunteers receive appropriate training and play a meaningful role that contributes to the educational program. | 9 | 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 | |
| 2.10 | Board members are actively involved in building community relations. | 6 | NR | NR | |
| 3.1 | The board and Superintendent support partnerships and collaborations with community groups, local agencies and businesses. | 6 | 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 | |
| 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 | |

| Community Relations | | | | | |
|---------------------------------|--|-------------------------|----------------------------|-------------------------|-------------------------------|
| Standard to be addressed | | July 2003 rating | January 2004 rating | July 2004 rating | Focus for January 2005 |
| 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 | <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 | |
| 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 | |
| 3.7 | Community collaboratives and district and school advisory councils effectively fulfill their responsibilities (e.g. researching issues, developing recommendations). | 4 | NR | NR | <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 | |
| 3.9 | School plans are comprehensive and have sufficient content to meet the statutory requirements (EC 52853). | 7 | NR | NR | |
| 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 | |
| 3.11 | School plans are a vital part of school operations and accountability. | 4 | NR | 5 | <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 | <input type="checkbox"/> |

NR - Not Reviewed

☐ - Targeted for Review

Community Relations

| Standard to be addressed | | July 2003 rating | January 2004 rating | July 2004 rating | Focus for January 2005 |
|--------------------------|---|------------------|---------------------|------------------|--------------------------|
| 4.2 | Policies and administrative regulations are up to date and reflect current law and local needs. | 2 | 3 | 6 | <input type="checkbox"/> |
| 4.3 | The board has adopted all policies mandated by state and federal law. | 7 | NR | NR | |
| 4.4 | The board annually reviews its policies on intradistrict open enrollment and extracurricular/cocurricular activities (EC 35160.5). | 7 | NR | NR | |
| 4.5 | The district has established a system of securing staff and citizen input in policy development and review. | 3 | 5 | NR | |
| 4.6 | The board supports and follows its own policies once they are adopted. | 4 | NR | 6 | |
| 5.1 | Each board member meets the eligibility requirements of being a board member (EC 35107). | 10 | NR | NR | |
| 5.2 | Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations. | 5 | NR | NR | |
| 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 | |
| 5.4 | The board has identified the needs of the students, staff and educational community through a needs assessment process. | 6 | 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 | <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 | <input type="checkbox"/> |

Community Relations

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|--------------------------|---|------------------|---------------------|------------------|--------------------------|
| 5.7 | Functional working relations are maintained among board members. | 7 | NR | NR | |
| 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 | |
| 5.9 | Functional working relations are maintained between the board and administrative team. | 7 | NR | NR | |
| 5.10 | The board publicly demonstrates respect for and support for the district and school site staff. | 5 | NR | 8 | |
| 5.11 | The board demonstrates respect for public input at meetings and public hearings. | 6 | NR | NR | |
| 5.12 | Board members respect confidentiality of information by the administration. | 7 | 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 | |
| 5.14 | No individual board member attempts to exercise any administrative responsibility. | 6 | NR | NR | |
| 5.15 | The board evaluates the performance of the Superintendent regularly on criteria that will encourage student achievement. | 6 | 6 | NR | <input type="checkbox"/> |
| 5.16 | The board acts for the community and in the interests of all students in the district. | 3 | 5 | 6 | <input type="checkbox"/> |
| 5.17 | The board receives and reviews reports from the Superintendent regarding district performance. | 4 | NR | 8 | |
| 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 | |

Community Relations

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|--------------------------|---|------------------|---------------------|------------------|------------------------|
| 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 | |
| 6.3 | Board members prepare for board meetings by becoming familiar with the agenda and support materials prior to the meeting. | 7 | NR | NR | |
| 6.4 | Board meetings are conducted according to a set of bylaws adopted by the board. | 5 | 8 | NR | |
| 6.5 | Open and closed sessions are conducted according to the Ralph M. Brown Act (GC 54950 et seq.). | 7 | NR | NR | |
| 6.6 | The board president ensures that meetings proceed in a businesslike manner while allowing opportunity for full discussion. | 7 | NR | NR | |
| 6.7 | The board has adopted bylaws for the placement of items on the board agenda by members of the public. | 8 | NR | NR | |

Community Relations

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|--------------------------|--|------------------|---------------------|------------------|--------------------------|
| 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 | |
| 6.9 | Board meetings focus on matters related to student achievement. | 4 | NR | 6 | <input type="checkbox"/> |