



Compton Unified School District

Community Relations

Comprehensive Review
August 2001

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

Chief Executive Officer
Thomas E. Henry

1.3 Communications

Professional Standard

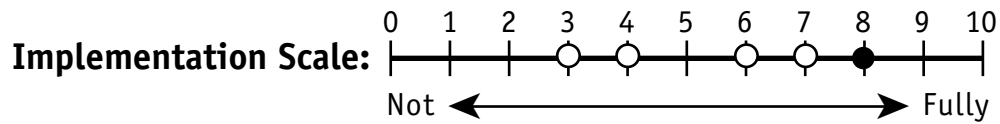
The Board has a proactive communications and media relations plan.

Progress on Recommendations and Recovery Steps

1. The district continued to implement its approved Communications Plan throughout the school year, sustaining efforts in this area. However, in June 2001, the district's Public Information Officer left the district to take a position elsewhere, and existing support staff is attempting to continue the public information and media responsibilities. The office's secretary and staff have been trained on the office's responsibilities and legal requirements and can respond to requests for information. The district's information office has been effective in handling the district's public relations for the last few years, and media representatives now approach the district for accurate information.
2. Memos and newsletters are periodically sent to staff and parents/community updating them on district news and operations. Most of these communications are mailed. The district sent direct mail newsletters to 60,000 residents during the year to provide accurate information about the district and dispel rumors that were circulating during the recent city elections. The district intends to continue to mail district newsletters to the community every six months at a minimum.
3. Media news releases are still being made to staff and various public entities simultaneously. The district employs a broadcast FAX system to inform district sites of any news releases that are sent to the media. Schools receive the media releases at the same time they are disseminated to the news media. Board members also receive these messages by FAX machines provided by the district.
4. The district's cable television channel, Channel 57 The Education Channel, continues to provide programs and informational items throughout the day and evening. A multimedia cable billboard has been developed to inform the community of the positive achievements of the district. Each school has five pages devoted to their activities and student and staff awards.
5. The district has an attractive website that continues to provide information about the district and its sites.
6. The board invited parents, community, clergy members to provide community input in the recent superintendent search process. Representatives of parent and community agencies also participated on a community interview panel.

Standard Implemented: Fully Implemented –Substantial

February 1999 Rating: 3
August 1999 Rating: 4
February 2000 Rating: 6
August 2000 Rating: Not Reviewed
February 2001 Rating: 7
August 2001 Self Rating: 8
August 2001 New Rating: 8



1.4 Communications

Professional Standard

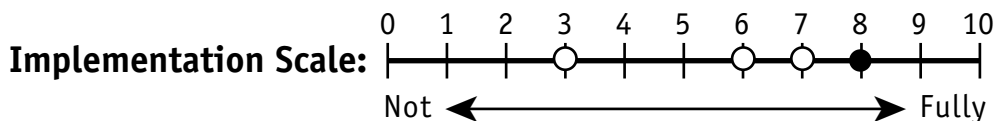
News releases are prepared and made available simultaneously to all appropriate news media.

Progress on Recommendations and Recovery Steps

1. As reported in previous progress reports, the district releases prepared news items to all appropriate news media simultaneously. The district has a list of media and community agencies and local associations who will receive news releases of district information.
2. The district also continues to employ a broadcast FAX system to simultaneously inform district sites of any news releases that are sent to the media. Board members and schools receive the media releases at the same time they are disseminated to the news media. The district has met and substantially implemented this standard.
3. The district should continually monitor the effectiveness of its news releases by tracking coverage and column inches or measuring the degree to which coverage is positive or negative. With the absence of a formal district Public Information Officer, this may be a task that will assess the effectiveness of operations.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating:	3
August 1999 Rating:	Not Reviewed
February 2000 Rating:	6
August 2000 Rating:	Not Reviewed
February 2001 Rating:	7
August 2001 Self Rating:	8
August 2001 New Rating:	8



1.5 Communications

Professional Standard

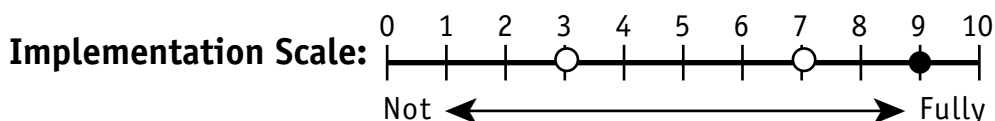
Media contacts and spokespersons who have the authority to speak on behalf of the district have been identified.

Progress on Recommendations and Recovery Steps

1. The district's Public Information Officer, the State Administrator and the School Board President are identified spokespersons for the district. The recognized district spokespersons are contacted by the media for accurate information about the district.
2. The district provides news releases simultaneously to the news media, board members, and district and school staffs. Examples of recent news releases included the information about the \$1.3 million the district received for the teacher recruitment program (TAP), and information on the increase in the number of graduating seniors accepted to the University of California system. District news items released to the media have been much more positive. The simultaneous electronic FAX news release provides the district with wide distribution of positive informational items to an extended internal and external audience.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating:	3
August 1999 Rating:	Not Reviewed
February 2000 Rating:	7
August 2000 Rating:	Not Reviewed
February 2001 Rating:	Not Reviewed
August 2001 Self Rating:	9
August 2001 New Rating:	9



1.6 Communications

Professional Standard

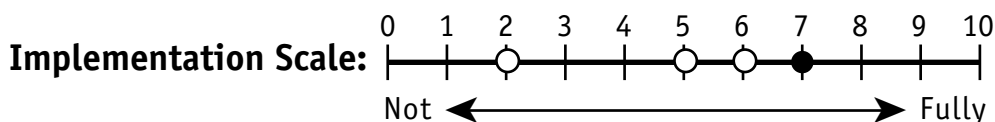
Board spokespersons are skilled at public speaking and communications and are knowledgeable about district programs and issues.

Progress on Recommendations and Recovery Steps

1. The six Board members who met with FCMAT for this six-month review acknowledge that the Board President is the spokesperson for the board. The Public Information Officer is recognized as the spokesperson for the district.
2. Board members continue to participate in CSBA-conducted boardsmanship workshops to better understand their roles and responsibilities. The last training presented was held on February 9, 2001. However, only three of the seven board members attended the training.
3. The board has increased the number of board meetings per month from one to two meetings per month. This action was taken in the spring, 2001. The board now meets on the second and fourth Tuesday of the month. The first board meeting of the month includes student presentations, informational study sessions, award recognitions, etc., as well as district action items. The second board meeting, which has a later start time, is held for district business, finance and action items only. Extensive information and printed materials are being provided to board members. One or two district programs or issues are regularly presented at board meetings to further educate the board members and the community about specific district programs and/or issues, and to ensure that Board members receive current and accurate information.
4. A newly designed Compton Award has been created to recognize staff, students and community members.

Standard Implemented: Partially Implemented

February 1999 Rating:	2
August 1999 Rating:	Not Reviewed
February 2000 Rating:	Not Reviewed
August 2000 Rating:	5
February 2001 Rating:	6
August 2001 Self Rating:	7
August 2001 New Rating:	7



2.2 Parents/Community Relations

Legal Standard

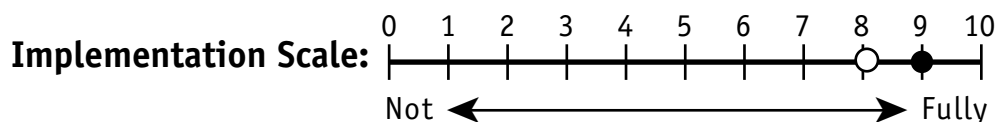
A school accountability report card is issued annually for each school site. (Education Code 35256)

Progress on Recommendations and Recovery Steps

1. This standard was substantially met when first reviewed in February 1999. All elements of the standard are fully and substantially implemented and have been sustained for two years.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating:	8
August 1999 Rating:	Not Reviewed
February 2000 Rating:	Not Reviewed
August 2000 Rating:	Not Reviewed
February 2001 Rating:	Not Reviewed
August 2001 Self Rating:	9
August 2001 New Rating:	9



2.3 Parents/Community Relations

Legal Standard

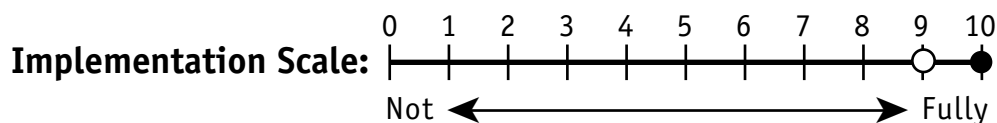
The board has developed uniform complaint procedures. (Title 5, Section 4621)

Progress on Recommendations and Recovery Steps

1. This standard was substantially met when first reviewed in February 1999. All elements of the standard are fully and substantially implemented and have been sustained for two years.

Standard Implemented: Fully Implemented – Sustained

February 1999 Rating: 9
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: Not Reviewed
February 2001 Rating: Not Reviewed
August 2001 Self Rating: 10
August 2001 New Rating: 10



2.4 Parents/Community Relations

Professional Standard

Charges or complaints against any employee will be addressed in a timely manner.

Progress on Recommendations and Recovery Steps

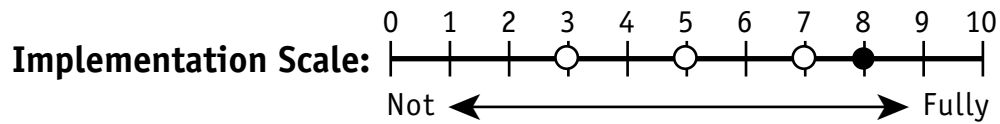
1. As reported in the fourth six-month progress report, the uniform complaint procedures are updated to reflect the new district complaints officers resulting from staffing changes. Copies of the procedures are available at each school site. In addition, the district has an approved Board Policy and Administrative Regulation 4144 for complaints by employees against other employees, approved on November 9, 1999. This provides an internal process to address concerns and complaints which are not contract violations involving the grievance process. This standard has been substantially met.
2. Complaints shared with board members continue to be directed to the state administrator for resolution. The state administrator continues to send informational Friday letters to the Board, in which he responds to issues and complaints raised by the board members. Sample letters were provided for review.
3. The complaint process is set up to record and respond to complaints. Complainants who have not first sought a resolution at the site where the complaint occurred are referred to the site for resolution. Site personnel are directed to respond to complaints at the first level.

An example of the district's responsiveness to parents' complaints concerned the lack of a 5th grade level at Laurel Elementary School. Laurel Elementary, a K-4 school, did not offer 5th grade, so students were being sent to another elementary school for one year as 5th graders before going on to another middle school site for grades 6-7-8. Parents objected to two moves in two years for their children. The district met with and polled the parents, and agreed that circumstances and overcrowding at Laurel Elementary School have now changed. The district agreed to change Laurel Elementary back to a K-5 elementary school.

4. Workshops continue to be provided to all certificated and classified staff on sexual harassment to avoid such complaints from staff or students. Personnel division staff provide the workshops and have targeted middle and high school staffs first. All school staffs receive this training.
5. The complaint process appears to be working as people are following the system. The district is responsive to its public and constituents. The Associate Superintendent for grades 9-12 meets regularly with students at Student Leadership Conferences to address student issues and concerns. The District Safety Committee is still operational and meets quarterly to discuss any site or district safety issue. Any complaints by audience members or board members at board meetings are being followed up and reported back to the board and complainants.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating: 3
August 1999 Rating: Not Reviewed
February 2000 Rating: 5
August 2000 Rating: Not Reviewed
February 2001 Rating: 7
August 2001 Self Rating: 9
August 2001 New Rating: 8



2.5 Parents/Community Relations

Professional Standard

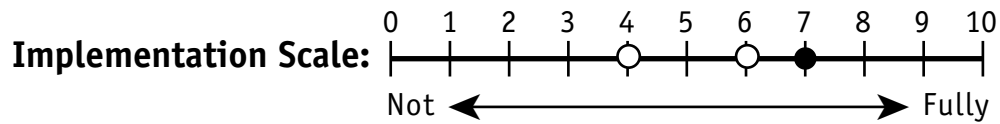
Board members refer informal public concerns to the appropriate staff for attention and response.

Progress on Recommendations and Recovery Steps

1. Board members interviewed reiterated that concerns received from the public are shared with the State Administrator. As reported in the fourth six-month progress report, some board members acknowledged that there were board members who still wanted to resolve complaints individually. Some staff members reported that a few board members were visiting sites and directing operations. During the last six-month period however, there have been no incidences of attempts by board members to micromanage operations or complaint resolution. The State Administrator verified that most board members continue to communicate complaints directly to his office.
2. The State Administrator reaffirmed that he reports back to the board regarding any action taken in response to the complaints or concerns received from board members through the Friday informational letters he sends to the board. Friday letters were available to the team for review. The State Administrator continues to make himself available to meet with board members to discuss district matters.
3. Board members continue to receive CSBA-provided training on the board members' role in community relations. In addition, board members have attended various training workshops and conferences during the 2000-01 school year. Each board member has a \$4,000 training and travel budget and members have attended such workshops as: CSBA Annual Conference, Congressional Black Caucus, NABSE Annual Conference, CA Unity 2000 Kids First, CSBA Spokesperson Training, California League of Middle Schools Conference, CIF State Championships, NSBA Annual Conference, CSBA Annual Celebrating Educational Opportunities for Hispanic Students, and CSBA Legislative Action Conference.
4. As reported in previous progress reports, board members developed and agreed to follow a list of behavioral standards to govern their behavior at board meetings. The list of agreements includes listening respectfully, remaining in their seats during the meeting, and refraining from making personal comments. Recent board meetings have been business-like and effectively managed.
5. Early in the school year, the board organized itself into board committees to meet once a month with staff in various operational areas. Each board member is assigned as chair to one of the following committees: Board Development, Curriculum, Finance, Grounds and Facilities, Policy, Recognition, and Safety. In the last six months, the board committees have been operational.

Standard Implemented: Partially Implemented

February 1999 Rating: 4
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: 6
February 2001 Rating: 6
August 2001 Self Rating: 8
August 2001 New Rating: 7



2.6 Parents/Community Relations

Professional Standard

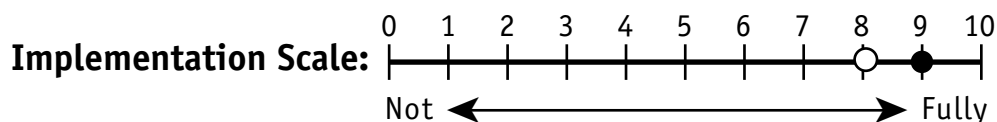
The board has identified the needs of the students, staff and educational community through a needs assessment process.

Progress on Recommendations and Recovery Steps

1. This standard was substantially met when first reviewed in February 1999. All elements of the standard are fully and substantially implemented and have been sustained for two years.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating:	8
August 1999 Rating:	Not Reviewed
February 2000 Rating:	Not Reviewed
August 2000 Rating:	Not Reviewed
February 2001 Rating:	Not Reviewed
August 2001 Self Rating:	9
August 2001 New Rating:	9



2.7 Parents/Community Relations

Professional Standard

Parents and community members are encouraged to be involved in the schools.

Consent Decree Stipulations

Section 23 of the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, includes the following stipulations: the district is to develop a parent involvement plan, develop a form to record voluntarism, recruit parents to volunteer 40 hours per year, keep records of the number of volunteer hours at the schools, conduct monthly recognition programs and provide a certificate to the volunteer of the month.

Progress on Recommendations and Recovery Steps

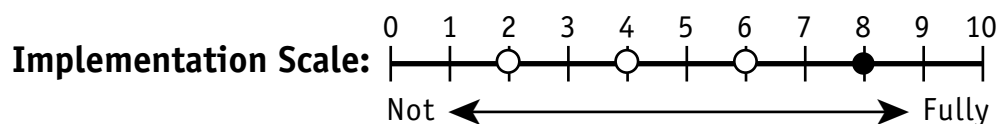
1. As reported in previous progress reports, the district continues efforts to ensure that parents and community members feel welcome in the schools. Parent centers are available at 14 of 35 school sites, and all schools have an identified designated area for parents to meet. Mandatory training sessions on “customer service,” interpersonal communications, and cultural sensitivity were provided to classified employees, particularly front office staff. The district’s emphasis continues to be to make school visitors welcome and comfortable.
2. Staff evaluation forms assess effective community relations. Teachers and principals collaboratively identify objectives related to the teachers’ effective communication with parents. Principals are evaluated on their effectiveness in interpreting their school program to the community and how effectively they work with parents and community. Non-principal administrators are evaluated on their ability to demonstrate sensitivity and effective human relations skills.
3. District parent committees provide opportunities for parent input into school and district operations. School site councils are established at all schools and site representatives participate on district level advisory councils. The central DAC has a Parent Involvement Committee and a Racial Diversity Committee. The District Safety Committee is still operational and meets quarterly. A District Parent Institute is conducted annually with more than 400 participants attending. Each school year, Parent Handbooks are mailed to the homes.
4. Parent involvement is a major component of several grant programs awarded to the district. The Voluntary Desegregation grant, for example, requires a strong parent involvement program with documentation including parents’ name, school, organization, etc. The Read Across America program requires each site to develop a plan to involve parents and community members as readers. The Sylvan reading programs conduct regular parent surveys. The Immediate Intervention/Underperforming Schools Program (II/USP) requires the involvement of community members and parents on the action team that develops the school’s Action Plan for implementation. The Title I program requires a parent involvement component to meet program compliance. Extensive parent training is conducted under Title I. Thirty district schools

received the Nell Soto parent involvement grant that provides \$30,000-40,000 per school site for parent involvement activities. Four schools have received the Tom Hayden grant for parent/community involvement and training. Numerous ESL classes are held for parents.

5. The “Volunteers in Public Schools” (VIPS) handbook continues to be used to promote volunteerism. The handbook provides direction to volunteers about becoming involved in their schools. Schools monitor volunteer participation and the number of parent volunteer hours with sign-in sheets that are monitored by district staff and a FCMAT consultant. Training for parent volunteers continues to be conducted. Parent volunteer hours are documented and total volunteer hours tabulated annually. This spring, the district held a recognition dinner to recognize two outstanding volunteers from each school site. Seventy-five volunteers were recognized, and approximately 250 people attended the event.
6. The district continues to provide other services to parents and families such as four school-based health clinics that operate daily, and one evening a week, to provide access to health care. Several outreach activities have been conducted for the district’s homeless population.
7. The board has involved parents and the community in the recent superintendent search process. Representatives included community business representatives, local pastors, parents, union representatives, and other community members. A committee interview panel was established as part of the process, in addition to the interviews conducted by the board members. After a lengthy search process conducted by CSBA, the board hired a new superintendent from New Mexico who will begin work in the district on August 27, 2001.
8. The district surveyed numerous parents in determining whether the kindergarten program should be expanded into a full-day program. A parent survey was distributed, and several information items on the subject were presented at the board meetings. Input from parents was welcomed. The board approved the extended learning program, providing a full day of kindergarten for incoming kindergarten students in the new school year.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating: 2
 August 1999 Rating: 4
 February 2000 Rating: 6
 August 2000 Rating: 6
 February 2001 Rating: 6
 August 2001 Self Rating: 8
 August 2001 New Rating: 8



3.2 Community Collaboratives, District Advisory Committees, School Site Councils

Professional Standard

Community collaboratives and advisory councils led by the district all have identified specific outcome goals that are understood by all members.

Progress on Recommendations and Recovery Steps

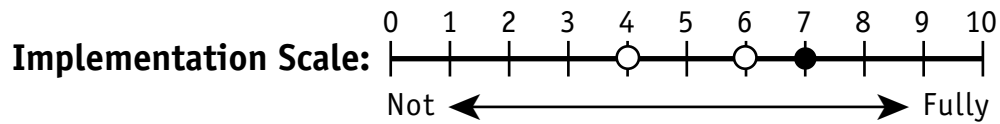
1. The district has established a number of district-wide advisory committees for specific purposes, such as for Facilities and Boundary issues, Safety issues, and improving Communications. Participants understand their advisory role and the goals of their committee's work. Other special committees include the student representative council, the parent/community committee involved in the recent superintendent search process, and the summer school program committee to set up the current summer institutes.
2. District personnel are very knowledgeable of the goals and objectives of the district's many advisory committees, and are aware of leadership's expectation that parents/community be an integral part of district operations. A memo dated June 11, 2001 to site principals clarifies the principal's responsibilities in managing special projects with their School Site Councils.
3. Various parent/community advisory councils provide opportunities for parents and community members to participate in meaningful school improvement activities. The Action Teams (which were required to include parents and community members) that were established at the 22 schools participating in the Immediate Intervention/Underperforming Schools Program (II/USP) provided important input into the development of Action Plans to improve student achievement. Ten schools were part of the first cohort of schools during 1999-2000 and twelve additional schools are part of the second cohort during 2000-2001. Four district schools participate in the Comprehensive School Reform and Development (CSR/D) program, a school improvement program similar to the II/USP program.

See also Standard 2.7 for other programs and grants which require the involvement of parents and community members.

4. The district has updated all policies and regulations to clarify the roles and responsibilities of district and school-site advisory groups and decision-making bodies. The district continues to provide training to principals and community aides/liaisons regarding the roles and responsibilities of school-site councils and committees.

Standard Implemented: Partially Implemented

February 1999 Rating: 4
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: Not Reviewed
February 2001 Rating: 6
August 2001 Self Rating: 7
August 2001 New Rating: 7



3.4 Community Collaboratives, District Advisory Committees, School Site Councils

Professional Standard

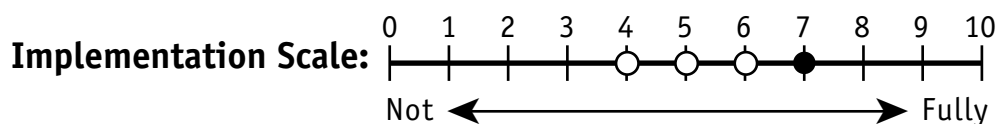
The district encourages and provides the necessary training for collaborative and advisory council members to understand the basic administrative structure, program processes and goals of all district partners.

Progress on Recommendations and Recovery Steps

1. The district has established a number of district-wide parent/community advisory committees for specific purposes. Standard 2.7 provides greater detail on the various committees and councils the district has established to involve parents and community members as partners in the educational process.
2. Training is provided for advisory and site council parent and community volunteers on an annual basis. Each school site has at least one parent that serves as a parent coordinator at the school to coordinate parent activities and training. Some schools have as many as three parent coordinators. A District Parent Institute is conducted annually with more than 400 participants.
3. Parent centers are available at 14 of 35 school sites, and all schools have an identified designated area for parents to meet. Mandatory training sessions on “customer service,” interpersonal communications, and cultural sensitivity were provided to classified employees, particularly front office staff. The district’s emphasis continues to be to make school visitors welcome and comfortable.

Standard Implemented: Partially Implemented

February 1999 Rating: 4
August 1999 Rating: 4
February 2000 Rating: 5
August 2000 Rating: Not Reviewed
February 2001 Rating: 6
August 2001 Self Rating: 7
August 2001 New Rating: 7



3.5 Community Collaboratives, District Advisory Committees, School Site Councils

Professional Standard

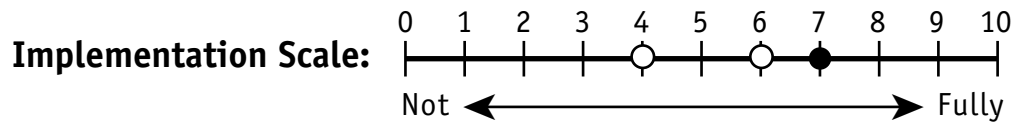
The decision-making structure of community collaboratives and advisory councils led by the district ensures that decisions are made at the appropriate level (e.g., site-level team, district-wide interagency body) with appropriate input from parents, members of the community and agency policy makers.

Progress on Recommendations and Recovery Steps

1. With assistance from CSBA, the district updated all board policies and regulations during the 1999-2000 school year. These policies and regulations clarify the roles and responsibilities of district and school-site advisory groups and decision-making bodies.
2. The district has established a number of district-wide advisory committees for specific purposes, such as for Facilities and Boundary issues, Safety issues, and improving Communications. Participants understand their advisory role and the goals of their committee's work. Other special committees include the student representative council, the parent/community committee involved in the recent superintendent search process, and the summer school program committee to set up the current summer institutes.
3. District parent committees provide opportunities for parent input into school and district operations. School site councils are established at all schools and site representatives participate on district level advisory councils. The central DAC has a Parent Involvement Committee and a Racial Diversity Committee. The District Safety Committee is still operational and meets quarterly. A District Parent Institute is conducted annually with more than 400 participants attending. Each school year, Parent Handbooks are mailed to the homes. Various other parent and community advisory groups have been established for several district programs. See also Standard 2.7 for greater detail on these programs.
4. District personnel are very knowledgeable of the goals and objectives of the district's many advisory committees, and are aware of leadership's expectation that parents/community be an integral part of district operations. A memo dated June 11, 2001 to site principals clarifies the principal's responsibilities in managing special projects with their School Site Councils. Training for principals, parent/community volunteers and council/committee members continues to be provided annually.

Standard Implemented: Partially Implemented

February 1999 Rating: 4
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: Not Reviewed
February 2001 Rating: 6
August 2001 Self Rating: 7
August 2001 New Rating: 7



3.6 Community Collaboratives, District Advisory Committees, School Site Councils

Professional Standard

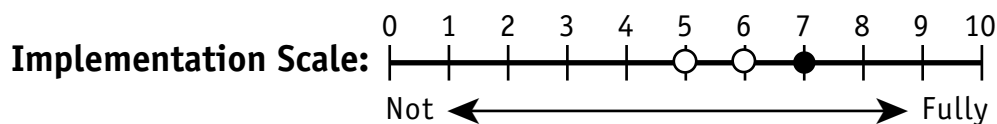
Collaborative and advisory council processes are structured in such a way that there is a clear, meaningful role for all participants.

Progress on Recommendations and Recovery Steps

1. The district has a number of advisory committees established to involve parents and community members in district educational programs. Participants understand their advisory role and the goals of their committee's work. Training is provided for committee facilitators and volunteers. The district utilizes these advisory committees as opportunities to gather input on policies and district operations.
2. District personnel are very knowledgeable of the goals and objectives of the district's many advisory committees, and are aware of leadership's expectation that parents/community be an integral part of district operations. A memo dated June 11, 2001 to site principals clarifies the principal's responsibilities in managing special projects with their School Site Councils. Training for principals, parent/community volunteers and council/committee members continues to be provided annually.
3. Decisions are being made at the appropriate levels, with meaningful roles for council advisory participants, and school and district councils are allowed to perform their roles. School site councils, for example, made budgetary and educational decisions concerning the use of their Title I funds for the next school year. Schools conducted a self-assessment, determining the effectiveness of their reading programs. Some schools determined not to contract with the Sylvan Learning Centers to provide their reading program for next year. The district leadership honored the decisions of the site councils. As another example, the District Advisory Council (DAC) and the District English Learner Advisory Council (DELAC) were involved in the review of the proposed revision of the report cards for grades K-5. The K-5 report cards are ready for use in the new school year. Revisions to the middle and high school report cards are currently being worked on, and will involve advisory groups at all levels.

Standard Implemented: Partially Implemented

February 1999 Rating: 5
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: Not Reviewed
February 2001 Rating: 6
August 2001 Self Rating: 7
August 2001 New Rating: 7



3.10 Community Collaboratives, District Advisory Committees, School Site Councils

Legal Standard

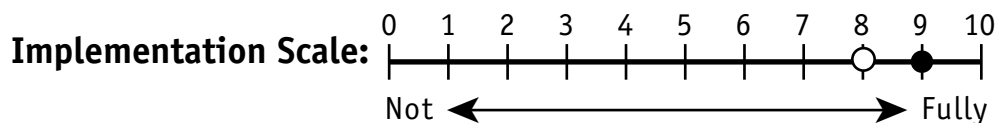
School plans are comprehensive and have sufficient content to meet the statutory requirements. (Education Code 52853)

Progress on Recommendations and Recovery Steps

1. This standard was substantially met when first reviewed in February 1999. All elements of the standard are fully and substantially implemented and have been sustained for two years.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating:	8
August 1999 Rating:	Not Reviewed
February 2000 Rating:	Not Reviewed
August 2000 Rating:	Not Reviewed
February 2001 Rating:	Not Reviewed
August 2001 Self Rating:	9
August 2001 New Rating:	9



4.5 Policy

Professional Standard

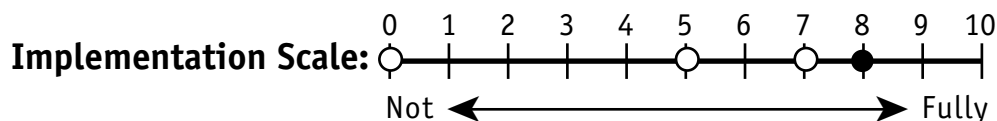
Existing board policies are regularly reviewed with the involvement of the staff.

Progress on Recommendations and Recovery Steps

1. The district subscribes to the GAMUT system that provides updated board policies and administrative regulations. A policy review committee meets regularly to review policy updates and to consider new policies necessitated by new legislation and/or education code changes. One of the board members is a co-chair of the committee, assigned to review board policies. Committee members are representative of high school and elementary school levels, various representative ethnic groups, and include church and community members.
2. Proper approval processes are followed. Board policies are regularly presented for review, discussion, and/or adoption at each board meeting. Board policies are introduced for first reading, and brought back at another board meeting for public input, second reading and action.
3. An index of all board policies has been produced in Spanish so that parents can reference policies as needed.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating: 0
August 1999 Rating: Not Reviewed
February 2000 Rating: 5
August 2000 Rating: Not Reviewed
February 2001 Rating: 7
August 2001 Self Rating: 8
August 2001 New Rating: 8



4.6 Policy

Professional Standard

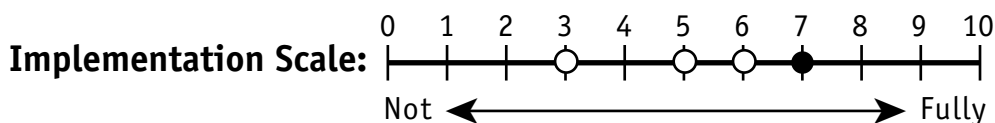
The district has established a system of securing citizen input in policy development and district operation.

Progress on Recommendations and Recovery Steps

1. The district secures citizen input in the development of policy through its policy review committee, which meets regularly to review policy updates and to consider new policies necessitated by new legislation and/or education code changes. One of the board members is a co-chair of the committee. Committee members are representative of high school and elementary school levels, various representative ethnic groups, and include church and community members.
2. Board policies are regularly presented for review, discussion, and/or adoption at each board meeting. Board policies are introduced for first reading, and brought back at another board meeting for public input, second reading and action. The public is invited to provide input on the policies during these meetings.
3. The district also secures citizen input on policies and district operations through the various advisory councils and committees established at the school and district level. The district has worked for greater diversity of representative parents and community members on its various district and school councils/committees. Training is provided for all parents and community members who serve as volunteers on these councils/committees.
4. The district also seeks input from students and high school student leadership summits were conducted in November 2000 and February 2001. In the summit held in November 2000, students heard a motivational speaker, addressed student concerns and provided input to the district on school issues from their perspective. Eighty-four students from five high schools and eight middle schools participated in the meeting which was held in the city's public library. Approximately 150 students participated in the summit conducted on February 22, 2001. A Celebration of Student Leadership was held on May 16, 2001 to recognize student leaders at a dinner meeting. Students reported on major student activities and events during the year.

Standard Implemented: Partially Implemented

February 1999 Rating:	3
August 1999 Rating:	Not Reviewed
February 2000 Rating:	Not Reviewed
August 2000 Rating:	5
February 2001 Rating:	6
August 2001 Self Rating:	7
August 2001 New Rating:	7



4.7 Policy

Professional Standard

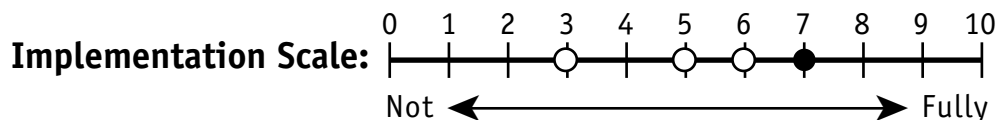
The Board supports and follows its own policies once they are adopted.

Progress on Recommendations and Recovery Steps

1. The district updated all board policies and administrative regulations during the 1999-2000 school year. The district subscribes to the GAMUT system that provides new or updated policies and regulations. A policy review committee, co-chaired by a board member, meets regularly to review policy updates and to consider new policies necessitated by new legislation and/or education code changes. Committee members are representative of high school and elementary school levels, various district ethnic groups, and include church and community members.
2. Board policy discussion is a regularly scheduled item on board agendas. Policies are presented for review, discussion, and/or adoption at each board meeting. Board policies are introduced for first reading, and brought back at another board meeting for public input, second reading and action.
3. District staff should reference appropriate policy pertinent to the current issue being addressed by the board, so adopted policies can be followed. The state administrator verifies that the board is following the policies. Examples include the review and implementation of the attendance policy and the kindergarten registration policy at recent board meetings. District leadership continues to train staff on the policies and administrative regulations.
4. As reported in previous progress reports, board members developed and agreed to follow a list of behavioral standards to govern their behavior at board meetings. The list of agreements includes listening respectfully, remaining in their seats during the meeting, and refraining from making personal comments. Recent board meetings have been business-like and effectively managed.

Standard Implemented: Partially Implemented

February 1999 Rating:	3
August 1999 Rating:	Not Reviewed
February 2000 Rating:	Not Reviewed
August 2000 Rating:	5
February 2001 Rating:	6
August 2001 Self Rating:	8
August 2001 New Rating:	7



5.2 Board Roles/Boardsmanship

Professional Standard

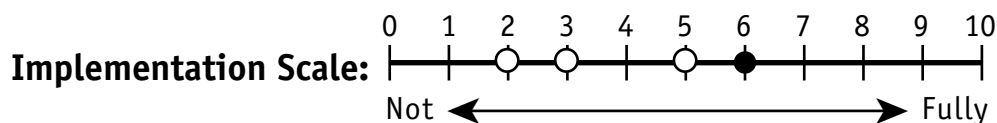
Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations.

Progress on Recommendations and Recovery Steps

1. Board members participate in numerous school and district activities, as well as various professional development activities. Some of the board members, in preparation for this six-month review, submitted detailed lists of the activities that they have participated in as board members. The lists are extensive.
2. Board members continue to receive CSBA-provided training on the board members' role in community relations. In addition, each board member has a \$4,000 training and travel budget and members have attended during the 2000-2001 school year such workshops as: CSBA Annual Conference, Congressional Black Caucus, NABSE Annual Conference, CA Unity 2000 Kids First, CSBA Spokesperson Training, California League of Middle Schools Conference, CIF State Championships, NSBA Annual Conference, Nguzo Saba Conference, CSBA Annual Celebrating Educational Opportunities for Hispanic Students, and CSBA Legislative Action Conference.

Standard Implemented: Partially Implemented

February 1999 Rating:	2
August 1999 Rating:	3
February 2000 Rating:	5
August 2000 Rating:	Not Reviewed
February 2001 Rating:	Not Reviewed
August 2001 Self Rating:	6
August 2001 New Rating:	6



5.3 Board Roles/Boardsmanship

Professional Standard

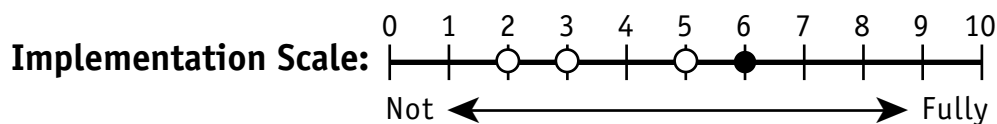
Pertinent literature, statutes, legal counsel and recognized authorities are available to and utilized by the board to understand duties, functions, authority and responsibilities of members.

Progress on Recommendations and Recovery Steps

1. In preparation for resuming governance of the district, the board has increased its knowledge of board roles and responsibilities. The various professional development activities participated in by board members is detailed in Standard 5.2. In addition to those workshops and conferences held away from the district, the district staff has presented several training workshops, particularly in the fiscal area, that board members have attended.
2. The duties of the board have recently been more clearly formalized and delineated by the State Superintendent of Public Instruction, as governance over the operational areas of Facilities Management and Community Relations were returned to the board effective January, 2001. The SPI authorized the board to begin a superintendent search, and indicated that the State Administrator would serve as the interim superintendent over the two operational areas returned to board governance, and would continue as the State Administrator over the remaining three operational areas of Personnel Management, Financial Management and Pupil Achievement. Board duties will become further delineated as additional operational areas are returned to board control.

Standard Implemented: Partially Implemented

February 1999 Rating:	2
August 1999 Rating:	3
February 2000 Rating:	5
August 2000 Rating:	Not Reviewed
February 2001 Rating:	Not Reviewed
August 2001 Self Rating:	6
August 2001 New Rating:	6



5.4 Board Roles/Boardsmanship

Professional Standard

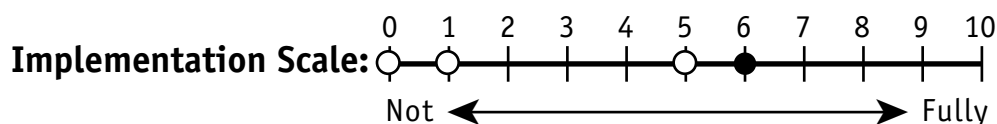
Functional working relations are maintained among board members.

Progress on Recommendations and Recovery Steps

1. Board members are communicating with one another in a professional, respectful manner. Board members are expected to continue this behavior and focus their common interest on serving students. Board workshops and retreats have been conducted to promote team-building.
2. The board worked collaboratively during the last several months in the superintendent search process. The board members unanimously agreed on the selection of the new superintendent.
3. Five of the seven board seats are open in the school board elections in November, 2001. The district and board should schedule a retreat for the returning and newly elected board members and superintendent as soon as possible after the board members are officially sworn in at the December board meeting to build the new team.
4. The board president has exhibited leadership skills and modeled desirable behaviors. Board meetings have been conducted during the last school year to be on task.
5. As reported in previous progress reports, board members developed, and agreed to follow, a list of behavioral standards to govern their behavior at board meetings. The list of agreements includes listening respectfully, remaining in their seats during the meeting, and refraining from making personal comments. Recent board meetings have been business-like and effectively managed.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
August 1999 Rating: 1
February 2000 Rating: 5
August 2000 Rating: Not Reviewed
February 2001 Rating: Not Reviewed
August 2001 Self Rating: 7
August 2001 New Rating: 6



5.5 Board Roles/Boardsmanship

Professional Standard

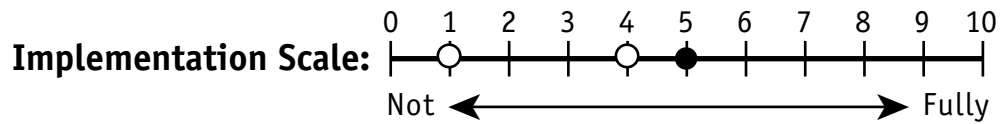
Individual Board members respect the decisions of the Board majority and support the Board's actions in public.

Progress on Recommendations and Recovery Steps

1. Board members continue to receive training in boardsmanship and the Board members' appropriate role in community relations. Board members have acknowledged that the Board President is the spokesperson for the Board. Board members have developed and agreed to follow a list of behavioral standards to govern their behavior at board meetings. Recent board meetings have been business-like and effectively managed.
2. The board members recognized the district's Public Information Officer as the spokesperson for the district. However, the Public Information Office has recently left the district for another position. The district will need to continue the good media relations established with print and television reporters, and continue the numerous media releases disseminated to the public to provide accurate and timely information and to maintain control of the issues.
3. This standard was reduced in the fourth six-month progress report, due to several reported incidences of three individual board members who were not properly exercising their governing authority. These individual board members visited school sites and district offices, and/or made phone calls to employees, directing their work and affecting scheduled time timetables. A board member threatened a staff member, saying that staff will lose their jobs when the State Administrator leaves. An individual board member visited a school site and disrupted operations. A board member shared confidential information with the news media concerning the district's investigation into a certificated personnel matter in which the district eventually terminated a teacher. Board members were cautioned, and reminded that they have governing authority only as a board and not as an individual.
4. No incidences of individual board members improperly exercising their authority have been reported during the last review period. Board members should continue to exercise their governing authority appropriately, as explained in CSBA provided board training on roles and responsibilities of board members.

Standard Implemented: Partially Implemented

February 1999 Rating: 1
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: 5
February 2001 Rating: 4
August 2001 Self Rating: 6
August 2001 New Rating: 5



5.6 Board Roles/Boardsmanship

Professional Standard

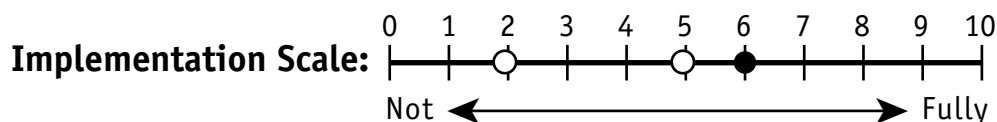
Functional working relations are maintained between the Board and administrative team.

Progress on Recommendations and Recovery Steps

1. A functional working relationship between board members and the State Administrator has continued for at least the last year and a half. Board members acknowledge that the Board President is the spokesperson for the Board. The Board President was reelected to a second year as president. Board members have developed and agreed to follow a list of behavioral standards to govern their behavior at board meetings. Recent board meetings have been business-like and effectively managed.
2. The State Administrator continues to send weekly Friday letters home to the board members. Responses to concerns or complaints raised by the board members are reported in these communications. The district has provided board members with FAX machines to receive communication about important issues in a timely manner. The State Administrator is open to meeting with each board member.
3. The board has hired a new superintendent who will begin work in the district on August 27, 2001. A transitional period is expected to occur over the next year as the new superintendent begins to assume greater leadership of the district. A functional working relationship between the State Administrator, superintendent and the board is expected to evolve over the next few months.

Standard Implemented: Partially Implemented

February 1999 Rating:	2
August 1999 Rating:	Not Reviewed
February 2000 Rating:	Not Reviewed
August 2000 Rating:	5
February 2001 Rating:	5
August 2001 Self Rating:	7
August 2001 New Rating:	6



5.7 Board Roles/Boardsmanship

Professional Standard

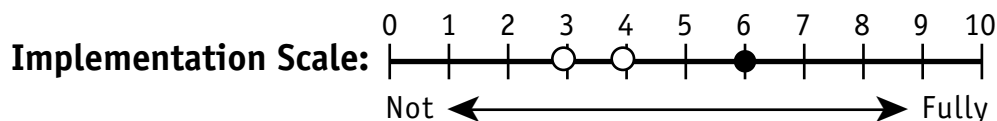
The Board publicly demonstrates respect and support for district staff.

Progress on Recommendations and Recovery Steps

1. Board members continue to join with the State Administrator in celebrating staff successes in the public recognition portion of the Board meetings. Several staff members received awards from the board in appreciation of their hard work and contributions to the district.
2. It was reported in the fourth six-month progress report, that a board member threatened a staff member, saying that staff will lose their jobs when the State Administrator leaves. There have been no incidences reported of individual board members improperly exercising their authority during the last review period. Board members should continue to exercise their governing authority appropriately, as explained in CSBA provided board training on roles and responsibilities of board members.

Standard Implemented: Partially Implemented

February 1999 Rating: 3
August 1999 Rating: 3
February 2000 Rating: 4
August 2000 Rating: Not Reviewed
February 2001 Rating: 4
August 2001 Self Rating: 6
August 2001 New Rating: 6



5.8 Board Roles/Boardsmanship

Professional Standard

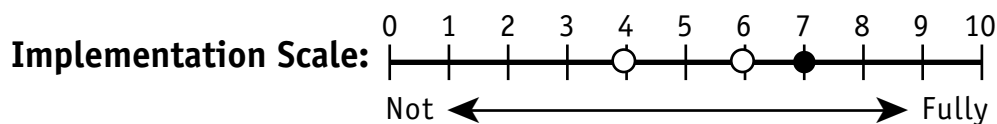
The Board demonstrates respect for public input at meetings and public hearings.

Progress on Recommendations and Recovery Steps

1. Board members are attentive to the concerns of parents and are respectful of the individuals who address them at the board meetings. Parent concerns are referred to staff to be addressed and reported on at subsequent meetings or through the Friday newsletters. The Board President maintains meeting decorum and acceptance of public input.
2. Board members continue to receive training in boardsmanship and the Board members' appropriate role in community relations. Board members have acknowledged that the Board President is the spokesperson for the Board. Board members have developed and agreed to follow a list of behavioral standards to govern their behavior at board meetings. Recent board meetings have been business-like and effectively managed. Board workshops and retreats have been conducted to promote team-building among members.

Standard Implemented: Partially Implemented

February 1999 Rating:	4
August 1999 Rating:	Not Reviewed
February 2000 Rating:	Not Reviewed
August 2000 Rating:	Not Reviewed
February 2001 Rating:	6
August 2001 Self Rating:	8
August 2001 New Rating:	7



5.9 Board Roles/Boardsmanship

Professional Standard

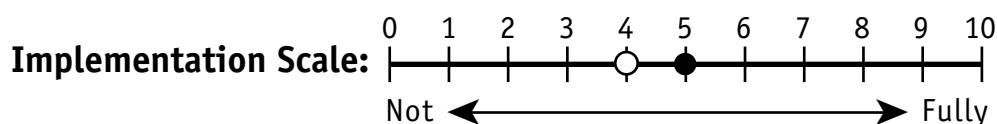
Board members respect confidentiality of information by the administration.

Progress on Recommendations and Recovery Steps

1. Earlier progress reports commented on the continued perception that confidential information presented to the Board does not remain confidential for long. For example, the fourth six-month progress report reported that a board member shared confidential information with the news media concerning the district's investigation into a certificated personnel matter in which the district eventually terminated a teacher. At this reporting period, however, it appears that board members are appropriately observing the confidentiality of closed session items. The State Administrator reported that board members appear to be more respectful of the need for confidentiality of sensitive issues.
2. The State Administrator has been reluctant to share sensitive issues such as negotiations items with board members in the past, because confidentiality was a concern. However, the board will become more active in the negotiations process in the future, and will need to remember to maintain confidentiality of closed session items. Negotiations for the new school year still needs to occur. The associations are waiting to negotiate with the new superintendent and will likely lobby the individual board members directly on their proposals.
3. Board members continue to receive training in boardsmanship and roles and responsibilities. Individual board members must demonstrate personal integrity in the handling of confidential matters, refraining from discussing such issues in public meetings, with friends or colleagues, or the media. A refresher workshop on collective bargaining issues is recommended.

Standard Implemented: Partially Implemented

February 1999 Rating: 4
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: Not Reviewed
February 2001 Rating: 4
August 2001 Self Rating: 5
August 2001 New Rating: 5



5.10 Board Roles/Boardsmanship

Professional Standard

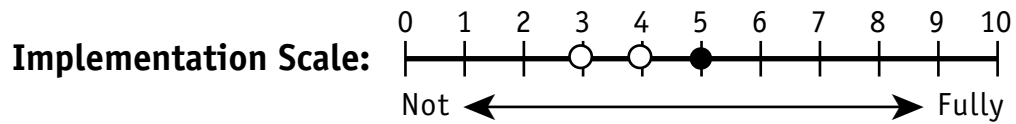
The Board restricts itself to a policy-making role and does not attempt to administer policies.

Progress on Recommendations and Recovery Steps

1. All sections of the policy manual have been updated and adopted by the Board. A process for the continual review and revision of policies has been established. The district uses the GAMUT system to update its policies. A policy review committee, co-chaired by a board member, meets regularly to review policy updates and to consider new policies necessitated by new legislation and/or education code changes. Committee members are representative of high school and elementary school levels, various district ethnic groups, and include church and community members.
2. Board policy review is scheduled as a regular board agenda item. Board policies are introduced for first reading, and brought back at another board meeting for public input, second reading and action. District staff need to ensure that any policy reference pertinent to the board agenda item or issue being addressed by the Board, is included in the materials so that adopted policies can be followed.
3. The fourth six-month progress report reported on several incidents in which three individual board members inappropriately exercised their governing board authority since the return of the two operational areas of Community Relations and Facilities Management to board control. As a result of those reported incidents, the score for this standard was decreased. For example, individual board members had visited school sites and district offices, and/or made phone calls to employees, directing their work and affecting scheduled time timetables. Another board member threatened staff, saying that staff will lose their jobs when the State Administrator leaves. An individual board member visited a school site and disrupted operations. However, there have been no incidences reported during this reporting period of board members improperly exercising their governing board authority.
4. Governing board members will need to continue to refrain from attempts to exercise administrative authority, and govern by policy. With a new superintendent beginning work in the district on August 27, 2001, the board and superintendent will need to establish a functional working relationship that allows the new superintendent to administer the district.

Standard Implemented: Partially Implemented

February 1999 Rating: 3
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: 5
February 2001 Rating: 4
August 2001 Self Rating: 6
August 2001 New Rating: 5



5.11 Board Roles/Boardsmanship

Professional Standard

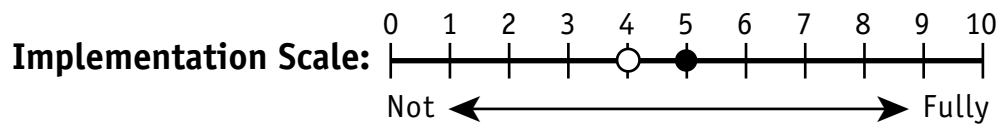
No individual board member attempts to exercise any administrative responsibility.

Progress on Recommendations and Recovery Steps

1. The fourth six-month progress report reported that since the return of the two operational areas of Community Relations and Facilities Management in January 2001, the actions of three individual board members raised concern about the Board's proper exercise of its governing authority. Individual board members visited school sites and district offices, and/or made phone calls to employees, directing their work and affecting scheduled time timetables. A board member threatened staff, saying that staff will lose their jobs when the State Administrator leaves. An individual board member visited a school site and disrupted operations. Board members were reminded in the progress report that they have governing authority only as a board and not as an individual. There have been no incidences of improper exercise of board authority reported during this reporting period.
2. Governing board members will need to continue to refrain from attempts to exercise administrative authority, and govern by policy. With a new superintendent beginning work in the district on August 27, 2001, the board and superintendent will need to establish a functional working relationship that allows the new superintendent to administer the district.
3. Board members must understand the source and limit of their authority. As reported in the fourth six-month progress report, board members interviewed indicated that concerns received from the public were shared with the State Administrator. Some board members acknowledged that there were a few board members who still wanted to resolve the complaints they received individually. The State Administrator verified that most board members, however, communicated complaints directly to his office.
4. The State Administrator continues to report back to the board through Friday informational newsletters, regarding any action taken in response to the complaints or concerns forwarded to him from board members.
5. Board members continue to receive CSBA-provided training on the board members' role in community relations. In addition, board members have attended various training workshops and conferences during the 2000-01 school year. Each board member has a \$4,000 training and travel budget and members have attended numerous workshops. See Standards 2.5 and 5.2 for greater detail.

Standard Implemented: Partially Implemented

February 1999 Rating: 4
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: Not Reviewed
February 2001 Rating: 4
August 2001 Self Rating: 6
August 2001 New Rating: 5



5.13 Board Roles/Boardsmanship

Professional Standard

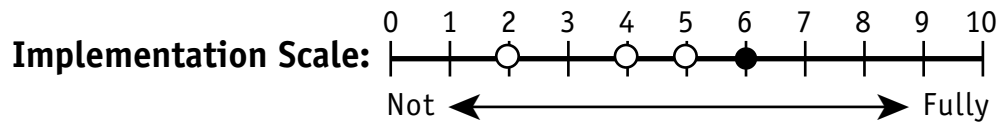
The board acts for the community and in the interests of all students in the district.

Progress on Recommendations and Recovery Steps

1. Board members support the district's collaborative efforts with community agencies. The Board acknowledges the district's business and community partnerships at Board meetings. Board members are very visible and active in community functions. The newly elected mayor and city council members have indicated their desire to work collaboratively with the school district and governing board in the future.
2. The district has established a number of district advisory committees to solicit public input for district policies and operations and to promote community involvement in the educational program. Every school also has a school site council and other parent support groups.
3. The district and board attempt to act in the best interests of its students. For example, the Facilities Master Plan identifies facilities resource inequities in the district and attempts to resolve them. A great deal of input from parents and community members was sought in the recent decision to expand the kindergarten program from a half-day to a full-day, through the extended learning program. Site safety committees at all sites, and Action Teams at several district schools participating in the Immediate Intervention/ Underperforming Schools Program (II/USP) provide opportunities for parents and community members to participate in meaningful school improvement activities. Recommendations from staff for program improvement changes are being supported by the board.
4. Board members supported the task force to review high school course credit requirements and the high school proficiency exam. They supported the improvement in the college going rates of seniors and participated in a program celebration. Fifty percent of the senior class have applied to an institution of higher learning. They attended the Volunteers in Public Schools (VIPS) recognition dinner and supported the outstanding parent volunteers. They have made outreach efforts to the newly elected mayor and city council members and pledged to work more collaboratively with them in the future.

Standard Implemented: Partially Implemented

February 1999 Rating: 2
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: 4
February 2001 Rating: 5
August 2001 Self Rating: 7
August 2001 New Rating: 6



6.3 Board Meetings

Professional Standard

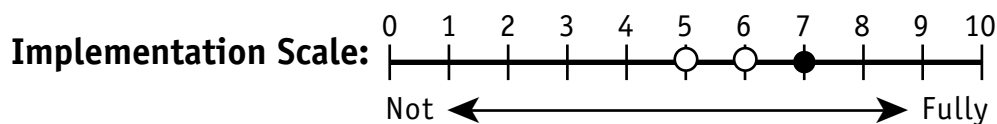
Board members are prepared for board meetings by becoming familiar with the agenda and support materials prior to the meeting.

Progress on Recommendations and Recovery Steps

1. Board members interviewed indicated that most board members have demonstrated responsibility for reviewing the agenda materials prior to the meeting and preparing their questions and comments.
2. Board members have developed and agreed to follow a list of behavioral standards to govern their behavior at board meetings. Recent board meetings have been business-like and effectively managed.
3. Board members have acknowledged that the Board President is the spokesperson for the Board. Board members have been more supportive at meetings and meetings have been adjourning at reasonable hours. The Board President maintains meeting decorum.

Standard Implemented: Partially Implemented

February 1999 Rating:	5
August 1999 Rating:	Not Reviewed
February 2000 Rating:	Not Reviewed
August 2000 Rating:	Not Reviewed
February 2001 Rating:	6
August 2001 Self Rating:	7
August 2001 New Rating:	7



6.4 Board Meetings

Professional Standard

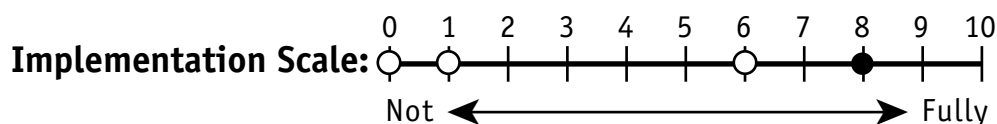
Board meetings are conducted according to a set of bylaws adopted by the board.

Progress on Recommendations and Recovery Steps

1. As reported in the second six-month progress report, the board amended and approved its bylaws in the 1999-2000 school year to be consistent with current practice.
2. Board members have developed and agreed to follow a list of behavioral standards to govern their behavior at board meetings. The list of agreements includes listening respectfully, remaining in their seats during the meeting, and refraining from making personal comments. The board follows parliamentary procedures in conducting its meetings. Recent board meetings have been business-like and effectively managed.
3. The board has increased the number of board meetings per month from one to two meetings per month. This action was taken in the spring, 2001. The board now meets on the second and fourth Tuesday of the month. The first board meeting of the month includes student presentations, informational study sessions, award recognitions, etc., as well as district action items. The second board meeting of the month, which has a later start time, is held for district business, finance and action items only. Extensive information and printed materials are being provided to board members. One or two district programs or issues are regularly presented at board meetings to further educate the board members and the community about specific district programs and/or issues, and to ensure that Board members receive current and accurate information.
4. A newly designed Compton Award has been created to recognize staff, students and community members.

Standard Implemented: Fully Implemented - Substantial

February 1999 Rating: 0
August 1999 Rating: 1
February 2000 Rating: 6
August 2000 Rating: Not Reviewed
February 2001 Rating: Not Reviewed
August 2001 Self Rating: 8
August 2001 New Rating: 8



6.5 Board Meetings

Legal Standard

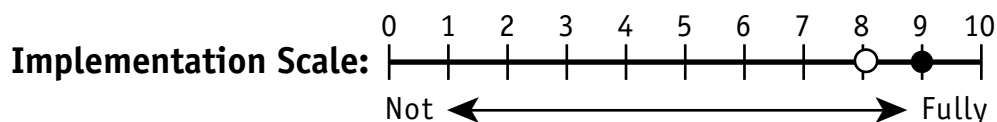
Open and closed sessions are conducted according to the Ralph M. Brown Act. (GC 54950 et seq.)

Progress on Recommendations and Recovery Steps

1. This standard was substantially met when first reviewed in February 1999. All elements of the standard are fully and substantially implemented and have been sustained for two years.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating:	8
August 1999 Rating:	Not Reviewed
February 2000 Rating:	Not Reviewed
August 2000 Rating:	Not Reviewed
February 2001 Rating:	Not Reviewed
August 2001 Self Rating:	9
August 2001 New Rating:	9



6.6 Board Meetings

Professional Standard

The Board has adopted bylaws for the placement of items on the board agenda by members of the public.

Progress on Recommendations and Recovery Steps

1. This standard was substantially met when first reviewed in February 1999. All elements of the standard are fully and substantially implemented and have been sustained for two years.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating:	8
August 1999 Rating:	Not Reviewed
February 2000 Rating:	Not Reviewed
August 2000 Rating:	Not Reviewed
February 2001 Rating:	Not Reviewed
August 2001 Self Rating:	9
August 2001 New Rating:	9

