

## 1.3 Communications

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### Professional Standard

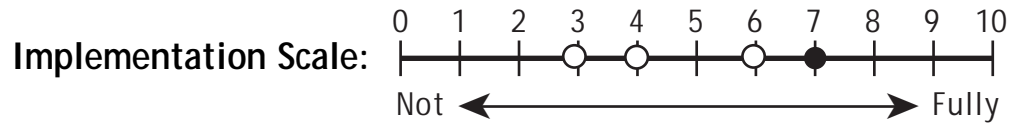
The Board has a proactive communications and media relations plan.

### Progress on Recommendations and Recovery Steps

1. The district continues to implement its approved Communications Plan and has developed additional materials for dissemination to the public. Some of the additional informational materials developed include a “Guide to Community Participation” at Board meetings, a Section 504 Program guide, several postcards and informational brochures about the district for direct mailing to homes. All of these materials are provided in English and Spanish.
2. The district-wide committee of key communicators continues to be active, meeting monthly to become informed about district issues and provide feedback to district staff. The last meeting of the Office of Public Affairs Government & Community Relations committee was in December 2000.
3. The district employs a broadcast FAX system to simultaneously 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, provides 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. Television production staff are working on developing instructional tapes on “heroes” of the community and state to serve as instructional motivators for students.
5. The district has established an attractive website that provides information about the district and its sites.

## Standard Implemented: Partially Implemented

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



## 1.4 Communications

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### Professional Standard

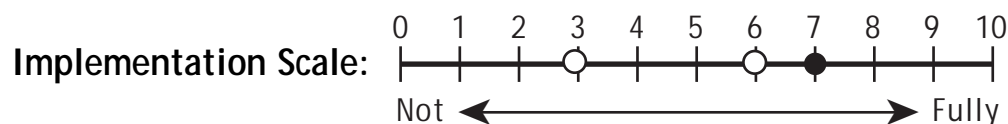
News releases are prepared and made available simultaneously to all appropriate news media.

### Progress on Recommendations and Recovery Steps

1. 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 employs 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.
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.

### Standard Implemented: Partially Implemented

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



## 1.6 Communications

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### Professional Standard

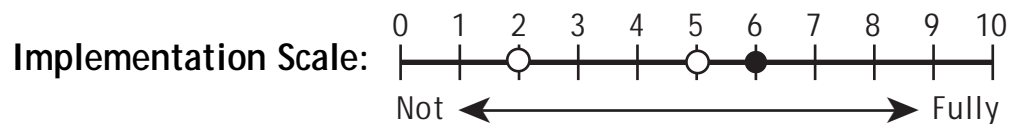
Board spokespersons are skilled at public speaking and communications and are knowledgeable about district programs and issues.

### 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 November 18, 2000. Six of the seven board members attended the training. The seventh board member who did not attend was involved in another training workshop occurring at the same time.
3. One or two items are presented at each board meeting to further educate the board members and the community about specific district programs and/or issues, to ensure that Board members receive current information.

### Standard Implemented: Partially Implemented

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



## 2.4 Parents/Community Relations

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### Professional Standard

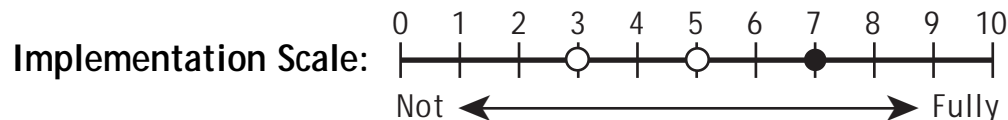
Charges or complaints against any employee will be addressed in a timely manner.

### Progress on Recommendations and Recovery Steps

1. The uniform complaint procedures have recently been 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, and which would not involve a potential appeal to the California Department of Education.
2. Complaints shared with board members are 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.
3. CSBA-provided training for board members reinforces the process of referring complaints to the state administrator.
4. Workshops are being provided to all certificated and classified staff on sexual harassment to avoid such complaints from staff or students. Personnel division staff are providing the workshops and have targeted middle and high school staffs first. All school staffs will eventually receive this training.

### Standard Implemented: Partially Implemented

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



## 2.5 Parents/Community Relations

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### Professional Standard

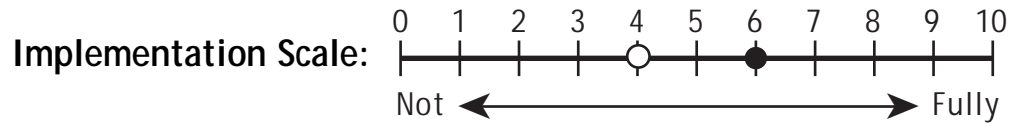
Board members refer informal public concerns to the appropriate staff for attention and response.

### Progress on Recommendations and Recovery Steps

1. Board members interviewed indicated that concerns received from the public are shared with the State Administrator. Some board members acknowledged that there are board members who still want to resolve the complaints individually. The State Administrator verified that most board members communicate complaints directly to his office. However, other staff members interviewed indicated that some individual board members are visiting sites and attempting to manage operations.
2. The State Administrator indicates 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. 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, and CA Unity 2000 Kids First.
4. Board members have developed and agreed to a list of behavioral standards to govern their behavior at board meetings. The agreements include listening respectfully, remaining in their seats during the meeting, and refraining from making personal comments.
5. The board has 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.

## Standard Implemented: Partially Implemented

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



## 2.7 Parents/Community Relations

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### 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.

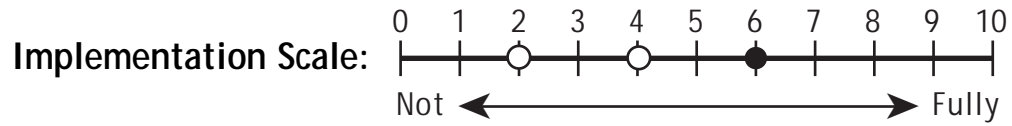
### Progress on Recommendations and Recovery Steps

1. The district continues to work to ensure that parents and community members feel welcome in the schools. Parent centers are available at 14 out of 35 school sites, and all schools have identified a designated area for parents to meet.
2. Districtwide parent committees have been established to provide input for school safety and facilities issues. School site councils are part of the volunteer recruitment program and site representatives participate on the District Advisory Council. An annual District Parent Institute is conducted with more than 400 participants attending the last institute held.
3. Mandatory training sessions on “customer service” were provided to classified employees, particularly front office staff. The district’s emphasis continues to be to make school visitors welcome and comfortable.
4. 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 is being conducted.
5. Other services provided to parents and families include four school-based health clinics that operate daily, and one evening a week, to provide access to health care.



## Standard Implemented: Partially Implemented

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



## 2.8 Parents/Community Relations

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### Professional Standard

The Board provides access to schools for parents and community members while addressing safety issues related to visitors and volunteers.

### Progress on Recommendations and Recovery Steps

1. The district continues working to ensure that parents and community members feel welcome in the schools. “Customer Service” training continues to be provided for front office staff. The “Volunteers in Public Schools” (VIPS) handbook, developed and approved by the Advisory Board, provides direction to volunteers about becoming involved in their schools. Schools monitor volunteer participation and number of volunteer hours with sign-in sheets that are monitored by district staff. Training is being provided for committee facilitators. The district’s desegregation grant program has a parent component that requires the monthly tracking of parent involvement activities.

School site councils are part of the volunteer recruitment program and site representatives participate on the District Advisory Council. A number of district-wide advisory committees have been established, such as for Facilities, Safety, and Communications. An Annual District Parent Institute is conducted with more than 400 participants. Most school sites have a designated area or meeting place for parents on campus.

The Americorps Volunteers in Service to America (VISTA) program has established a volunteer tutoring program in three Compton elementary schools. They are recruiting volunteer tutors and will train them to support the literacy programs in the schools.

Site safety committees at all sites, and Action Planning Teams at ten 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. Twelve additional district schools have been accepted into the II/USP program for the 2000-01 school year. Four district schools participate in the Comprehensive School Reform and Development (CSR/D) program, a school improvement program similar to the II/USP program.

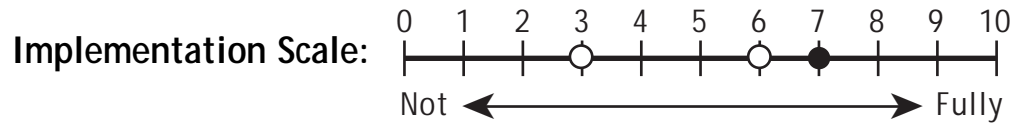
A zero-period class in ethics has been established at Centennial High School which is taught by the high school principal and the district’s public information officer. Parents have attended this class on a drop-in basis with participating students.

2. All Board policies have been updated and adopted, including those related to visitors and volunteers. The district has developed a safety plan. Each school is required to have a safety plan available for public view. Compliance is monitored by a periodic visual inspection of the plan by district staff. School sites have posted signs directing all visitors to report to the principal’s office.

School visitation processes are also outlined in the Parent Handbook, updated for the 2000-01 school year and distributed to all students and parents.

## Standard Implemented: Partially Implemented

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



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

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### 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

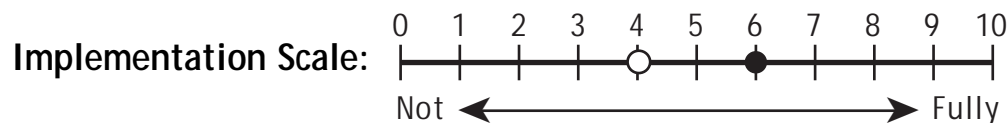
1. The district has established a number of district-wide advisory committees for specific purposes, such as for Facilities and Boundary issues, Safety issues, and improving Communications. Participants understand their advisory role and the goals of their committee's work.

Site safety committees at all sites, and Action Planning Teams at ten 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. Twelve additional district schools have been accepted into the II/USP program for the 2000-01 school year. Four district schools participate in the Comprehensive School Reform and Development (CSR/D) program, a school improvement program similar to the II/USP program.

2. 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.
3. The district should continue 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 Self Rating: 6  
February 2001 New Rating: 6



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

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#### Professional Standard

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

#### Progress on Recommendations and 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.

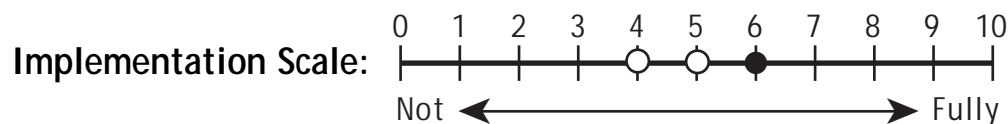
Training is being provided for committee facilitators.

Site safety committees at all sites, and Action Planning Teams at ten 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. Twelve additional district schools have been accepted into the II/USP program for the 2000-01 school year. Four district schools participate in the Comprehensive School Reform and Development (CSRSD) program, a school improvement program similar to the II/USP program.

2. An Annual District Parent Institute is conducted with more than 400 participants. Most school sites have a designated area or meeting place for parents on campus.

#### Standard Implemented: Partially Implemented

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



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

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#### Professional Standard

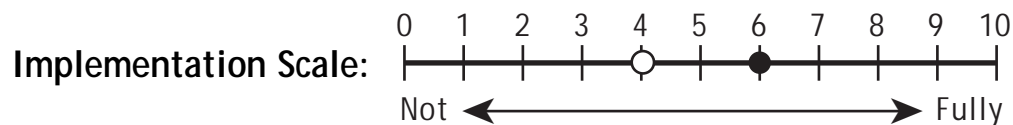
The decision-making structure of community collaboratives and advisory councils led by the district ensures that decisions are made at the appropriate level (e.g., site-level team, district-wide interagency body) with appropriate input from parents, members of the community and agency policy makers.

#### Progress on Recommendations and Recovery Steps

1. 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, in addition to the well-established District Advisory Council (DAC/BDAC). Participants understand their advisory role and the goals of their committee's work. Training is being provided for committee facilitators. The district utilizes these advisory committees as opportunities to gather input on policies and district operations.
2. Site safety committees at all sites, and school improvement programs at most sites (II/USP, CSRD) provide additional opportunities for parents and community members to participate in meaningful school improvement activities.
3. 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.
4. The district should continue 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 Self Rating: 6  
February 2001 New Rating: 6



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

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#### 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

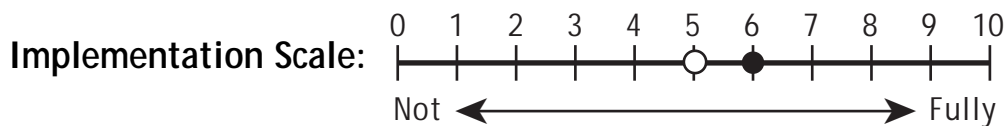
1. The district has established a number of district-wide advisory committees for specific purposes, such as for Facilities and Boundary issues, Safety issues, and improving Communications, in addition to the well-established District Advisory Council (DAC/BDAC). Participants understand their advisory role and the goals of their committee's work. Training is being provided for committee facilitators. The district utilizes these advisory committees as opportunities to gather input on policies and district operations.
2. Site safety committees at all sites, and school improvement programs at most sites (II/USP, CSRD) provide opportunities for parents and community members to participate in meaningful school improvement activities.

Action Planning Teams at ten schools participating in the Immediate Intervention/Underperforming Schools Program (II/USP) provide additional opportunities for parents and community members to help make student performance improvement happen. Twelve additional district schools have been accepted into the II/USP program for the 2000-01 school year. Four district schools participate in the Comprehensive School Reform and Development (CSRD) program, a school improvement program similar to the II/USP program.

3. Training is being provided for committee facilitators. This training should include a focus on the facilitator's leadership role in ensuring that all committee members are given an opportunity to participate. The district should continue to provide training to principals and community aides/liasons regarding the roles and responsibilities of school-site councils and committees.

#### 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 Self Rating: 6  
February 2001 New Rating: 6



## 4.5 Policy

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### Professional Standard

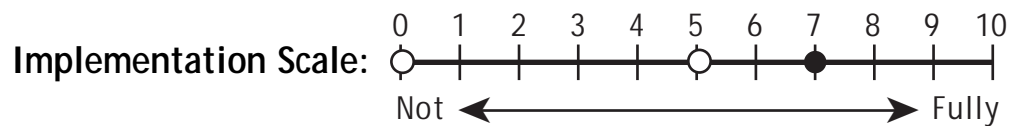
Existing board policies are regularly reviewed with the involvement of the staff.

### Progress on Recommendations and Recovery Steps

1. A policy review committee 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 scheduled as a regular part of board meetings. Policies are regularly presented for review, discussion, and adoption at each board meeting. Board policies are introduced for first reading, and brought back at another board meeting for public input and action.

### Standard Implemented: Partially Implemented

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





## 4.6 Policy

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### Professional Standard

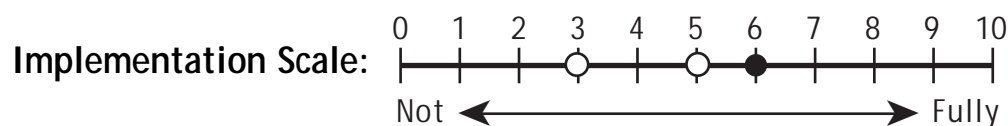
The district has established a system of securing citizen input in policy development and district operation.

### Progress on Recommendations and Recovery Steps

1. Districtwide parent committees have been established to provide input for school safety, communications, and facilities issues. School site councils are part of the volunteer recruitment program and site representatives participate on the District Advisory Council. The district has worked for greater diversity of representative parents and community members on its various district and school committees. The district utilizes these councils to solicit input on policies and district operations.
2. A one-day high school student leadership summit was convened 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. Another student leadership summit is scheduled for February 2001.
3. Policy discussions are scheduled as a regular part of every board meeting. The public is invited to provide input on the policies during these meetings.
4. Board members have developed and agreed to a list of behavioral standards to govern their behavior at board meetings to be more welcoming to parents and community members. The agreements include listening respectfully, remaining in their seats during the meeting, and refraining from making personal comments.

### Standard Implemented: Partially Implemented

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



## 4.7 Policy

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### Professional Standard

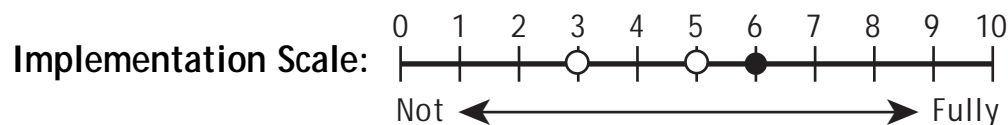
The Board supports and follows its own policies once they are adopted.

### Progress on Recommendations and Recovery Steps

1. The district contracted with the California School Boards Association (CSBA) to produce an updated policy manual for the district. All sections of the updated policy manual have been reviewed and adopted by the Advisory Board.
2. A policy review committee 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.
3. Board policy discussion is scheduled as a regular part of board meetings. Policies are regularly presented for review, discussion, and adoption at each board meeting. Board policies are introduced for first reading, and brought back at another board meeting for public input and action.
4. Now that all the district's policies have been updated, district staff should include in the Board agendas any policy language pertinent to the current issue being addressed by the Board, so adopted policies can be followed.

### Standard Implemented: Partially Implemented

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



## 5.5 Board Roles/Boardsmanship

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### 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 on the Board members' role in community relations. The most recent CSBA-provided workshop was held in November 2000, at which six of seven board members attended. The seventh member was attending another training session held at the same time.
2. 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.
3. Board members have developed and agreed to a list of behavioral standards to govern their behavior at board meetings. The agreements include listening respectfully, remaining in their seats during the meeting, and refraining from making personal comments.
4. The board members recognize the district's Public Information Officer as the spokesperson for the district. The Public Information Office has developed good media relations with print and television reporters. Numerous media releases are disseminated to provide accurate and timely information to the public. The district appears to be maintaining control of the issues. A strong public relations effort is underway in the district and community.
5. A few incidents that have recently occurred since the return of the two operational areas of Community Relations and Facilities Management have raised concern about the Board's proper exercise of its governing authority. These incidents have resulted in a decrease in the score of this standard.

In a February board meeting, board members demonstrated divisiveness on the Facilities items submitted by the State Administrator for action, holding up administrative action on some issues.

Individual board members have visited school sites and district offices, and/or made phone calls to employees, directing their work and affecting scheduled time timetables. For example, individual board members have directed staff to move portable classrooms, and to paint a high school gymnasium, moving forward the timetable of work already scheduled. A board member has threatened to notify the media if the directed work was not done. Other board members have threatened staff, saying that staff will lose their jobs when the State Administrator leaves.

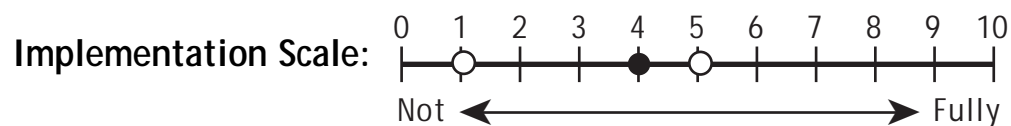
Individual board members have visited school sites and disrupted operations. For example, a student protest was recently organized by students at one of the high school sites. A board member joined the student protest and encouraged students' disruptive behavior. Another board member visited the school site at a later time, demanding to participate in a student/administration meeting. Board members need to be reminded that they have governing authority only as a board and not as an individual.

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 need 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 Self Rating: 6  
February 2001 New Rating: 4



## 5.6 Board Roles/Boardsmanship

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### Professional Standard

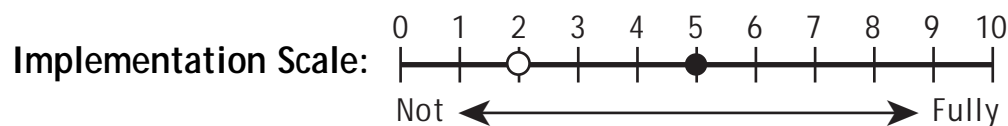
Functional working relations are maintained between the Board and administrative team.

### Progress on Recommendations and Recovery Steps

1. The functional working relationship between board members and the State Administrator that was observed at the time of FCMAT's last report, appears to be continuing. Board members acknowledge that the Board President is the spokesperson for the Board. The Board President was reelected to the position at the December reorganization meeting of the Board. Board members continue to be more supportive at meetings and meetings continue to adjourn at reasonable hours.
2. Board members have developed and agreed to a list of behavioral standards to govern their behavior at board meetings. The agreements include listening respectfully, remaining in their seats during the meeting, and refraining from making personal comments.
3. 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.
4. CSBA-conducted boardsmanship workshops are participated in by board members. The latest training was conducted in November 2000, in which six of the seven board members participated. Board members continue to receive training on board members' role in community relations.
5. Individual board members have threatened administrative staff members, indicating that they will lose their jobs when the State Administrator leaves the district.

### Standard Implemented: Partially Implemented

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



## 5.7 Board Roles/Boardsmanship

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### Professional Standard

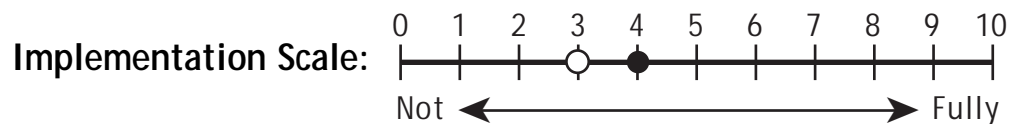
The Board publicly demonstrates respect and support for district staff.

### Progress on Recommendations and Recovery Steps

1. Board members have developed and agreed to a list of behavioral standards to govern their behavior at board meetings. The agreements include listening respectfully, remaining in their seats during the meeting, and refraining from making personal comments.
2. CSBA-conducted boardsmanship workshops are participated in by board members. The latest training was conducted in November 2000, in which six of the seven board members participated. Board members continue to receive training on board members' role in community relations.
3. Board members continue to join the State Administrator in celebrating staff successes in the public recognition portion of the opening of the Board meetings. However, in private, some individual board members have threatened administrative staff, indicating that they will lose their jobs when the State Administrator leaves the district.

### Standard Implemented: Partially Implemented

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



## 5.8 Board Roles/Boardsmanship

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### Professional Standard

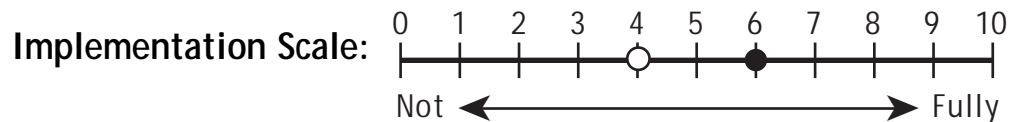
The Board demonstrates respect for public input at meetings and public hearings.

### Progress on Recommendations and Recovery Steps

1. Board members have developed and agreed to a list of behavioral standards to govern their behavior at board meetings. The agreements include listening respectfully, remaining in their seats during the meeting, and refraining from making personal comments.
2. Board members continue to receive training on the Board members' role in community relations. The most recent CSBA-provided workshop was held in November 2000, at which six of seven board members attended. The seventh member was attending another training session held at the same time.
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 and acceptance of public input.

### 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 Self Rating: 6  
February 2001 New Rating: 6



## 5.9 Board Roles/Boardsmanship

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### Professional Standard

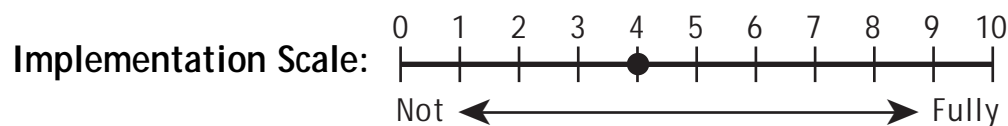
Board members respect confidentiality of information by the administration.

### Progress on Recommendations and Recovery Steps

1. There continues to be the perception that confidential information presented to the Board does not remain confidential for long. For example, 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. No improvement has been made toward meeting this standard.
2. The State Administrator remains reluctant to share sensitive issues such as negotiations with board members. Negotiations with the teachers have not been settled for the current school year, and some teachers are lobbying directly with individual board members.
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.
4. When the Board has made a commitment to respect confidentiality, the State Administrator must be willing to share confidential matters with the Board, which can only prove itself to be trustworthy if provided the opportunity.

### 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 Self Rating: 4  
February 2001 New Rating: 4





## 5.10 Board Roles/Boardsmanship

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### 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. The district contracted with the California School Boards Association (CSBA) to produce an updated policy manual for the district. All sections of the updated policy manual have been adopted by the Board. A process for the continual review and revision of policies has been established.

A policy review committee 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.

Board policy discussion is scheduled as a regular part of board meetings. Policies are regularly presented for review, discussion, and adoption at each board meeting. Board policies are introduced for first reading, and brought back at another board meeting for public input and action.

2. The board members continue to participate in CSBA conducted boardsmanship workshops. Board members continue to receive training on board members' role in community relations.
3. Now that all the district's policies have been updated, district staff should include in the Board agendas any policy language pertinent to the current issue being addressed by the Board, so adopted policies can be followed.
4. Since the return of the two operational areas of Community Relations and Facilities Management, recent actions of some individual board members have raised concern about the Board's proper exercise of its governing authority. As a result of these incidents, the score for this standard has been decreased.

Individual board members have visited school sites and district offices, and/or made phone calls to employees, directing their work and affecting scheduled time tables. For example, individual board members have directed staff to move portable classrooms, and to paint a high school gymnasium, moving forward the timetable of work already scheduled. A board member has threatened to notify the media if the directed work was not done. Other board members have threatened staff, saying that staff will lose their jobs when the State Administrator leaves.

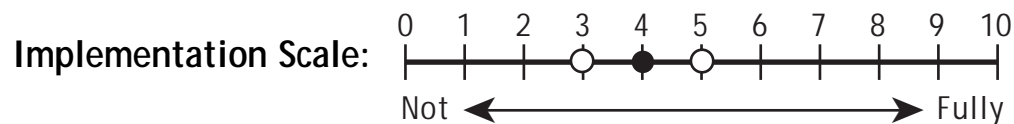
Individual board members have visited school sites and disrupted operations. For example, a student protest was recently organized by students at one of the high school sites. A board member joined the student protest and encouraged students' disruptive behavior. Another board member visited the school site at a later time,

demanding to participate in a student/administration meeting. Board members need to be reminded that they have governing authority only as a board and not as an individual.

5. Only additional time will determine if board members refrain from attempts to exercise administrative authority.

### Standard Implemented: Partially Implemented

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



## 5.11 Board Roles/Boardsmanship

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### Professional Standard

No individual board member attempts to exercise any administrative responsibility.

### Progress on Recommendations and Recovery Steps

1. Board members must understand the source and limit of their authority. Board members interviewed indicated that concerns received from the public are shared with the State Administrator. Some board members acknowledged that there are board members who still want to resolve the complaints individually. The State Administrator verified that most board members communicate complaints directly to his office.
2. The State Administrator indicates 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. 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, and CA Unity 2000 Kids First.
4. Since the return of the two operational areas of Community Relations and Facilities Management, recent actions of some individual board members have raised concern about the Board's proper exercise of its governing authority.

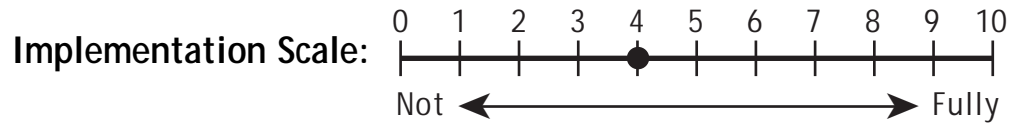
Individual board members have visited school sites and district offices, and/or made phone calls to employees, directing their work and affecting scheduled time timetables. For example, individual board members have directed staff to move portable classrooms, and to paint a high school gymnasium, moving forward the timetable of work already scheduled. A board member has threatened to notify the media if the directed work was not done. Other board members have threatened staff, saying that staff will lose their jobs when the State Administrator leaves.

Individual board members have visited school sites and disrupted operations. For example, a student protest was recently organized by students at one of the high school sites. A board member joined the student protest and encouraged students' disruptive behavior. Another board member visited the school site at a later time, demanding to participate in a student/administration meeting. Board members need to be reminded that they have governing authority only as a board and not as an individual.

5. Only additional time will determine if board members refrain from attempts to exercise administrative authority.

## 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 Self Rating: 5  
February 2001 New Rating: 4



## 5.13 Board Roles/Boardsmanship

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### Professional Standard

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

### Progress on Recommendations and 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. The district utilizes these advisory committees to solicit public input into district policies and operations.

The Facilities Master Plan, approved by the Board, is an example of an effort to act in the interests of all students in the district, as the plan identifies facilities resource inequities in the district and attempts to resolve them. Staffing formulas also have been developed to provide equity of personnel resources at all sites. These formulas are being strictly monitored by district staff.

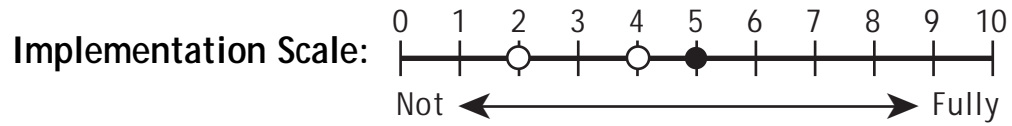
Site safety committees at all sites, and Action Planning Teams at several district schools participating in the Immediate Intervention/Underperforming Schools Program (II/USP) provide opportunities for parents and community members to participate in meaningful school improvement activities.

2. The board members continue to participate in CSBA conducted boardsmanship workshops. Board members continue to receive training on board members' role in community relations.
3. 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 more visible and/or active in community functions.

The district continues to seek business partnerships to support the district's curricular programs. Packard Foundation, for example, is providing literary coaches to grades Kindergarten through third grade to support the Open Court reading program implementation.

## Standard Implemented: Partially Implemented

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



## 6.3 Board Meetings

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### Professional Standard

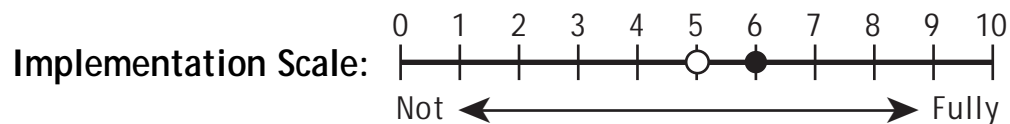
Board members are prepared for board meetings by becoming familiar with the agenda and support materials prior to the meeting.

### Progress on Recommendations and Recovery Steps

1. Board members interviewed indicated that most board members have accepted and demonstrated the responsibility for reviewing the agenda materials prior to the meeting and preparing their questions and comments.
2. Board members have developed and agreed to a list of behavioral standards to govern their behavior at board meetings. The agreements include listening respectfully, remaining in their seats during the meeting, and refraining from making personal comments.
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 Self Rating: 6  
February 2001 New Rating: 6







## Community Relations

Standard to be addressed		Feb. 99 Rating	Aug. 99 Rating	Feb. 2000 Rating	Aug. 2000 Rating	Feb. 2001 Rating	Aug. 2001 Focus
1.1	Decisions and other information are effectively communicated throughout the system in a timely manner.	3	5	7	NR	NR	
1.2	Staff input into school and district operations is encouraged.	3	NR	6	NR	NR	
1.3	The board has a proactive communications and media relations plan.	3	4	6	NR	7	<input type="checkbox"/>
1.4	News releases are prepared and made available simultaneously to all appropriate news media.	3	NR	6	NR	7	<input type="checkbox"/>
1.5	Media contacts and spokespersons who have the authority to speak on behalf of the district have been identified.	3	NR	7	NR	NR	<input type="checkbox"/>
1.6	Board spokespersons are skilled at public speaking and communications and are knowledgeable about district programs and issues.	2	NR	NR	5	6	<input type="checkbox"/>
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 Spanish.	10	NR	NR	NR	NR	
2.2	A school accountability report card is issued annually for each school site.	8	NR	NR	NR	NR	
2.3	The board has developed uniform complaint procedures.	9	NR	NR	NR	NR	
2.4	Charges or complaints against any employee will be addressed in a timely manner.	3	NR	5	NR	7	<input type="checkbox"/>
2.5	Board members refer informal public concerns to the appropriate staff for attention and response.	4	NR	NR	6	6	<input type="checkbox"/>
2.6	The board has identified the needs of the students, staff and educational community through a needs assessment process.	8	NR	NR	NR	NR	

NR not reviewed

targeted for review

## Community Relations (continued)

Standard to be addressed		Feb. 99 Rating	Aug. 99 Rating	Feb. 2000 Rating	Aug. 2000 Rating	Feb. 2001 Rating	Aug. 2001 Focus
2.7	Parents and community members are encouraged to be involved in the schools.	2	4	6	6	6	<input type="checkbox"/>
2.8	The board provides access to schools for parents and community members while addressing safety issues related to visitors and volunteers.	3	NR	NR	6	7	
2.9	Board members are actively involved in building community relations.	2	2	5	7	NR	
3.1	The board supports partnerships with community groups, local agencies and businesses.	3	4	5	7	NR	
3.2	Community collaboratives and advisory councils led by the district all have identified specific outcome goals that are understood by all members.	4	NR	NR	NR	6	<input type="checkbox"/>
3.3	The membership of community collaboratives and advisory councils led by the district reflects the full cultural, ethnic, gender and socioeconomic diversity of the student population.	4	NR	NR	6	NR	
3.4	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.	4	4	5	NR	6	<input type="checkbox"/>
3.5	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 policymakers.	4	NR	NR	NR	6	<input type="checkbox"/>
3.6	Collaborative and advisory council processes are structured in such a way that there is a clear, meaningful role for all participants.	5	NR	NR	NR	6	<input type="checkbox"/>

NR not reviewed

targeted for review

## Community Relations (continued)

Standard to be addressed		Feb. 99 Rating	Aug. 99 Rating	Feb. 2000 Rating	Aug. 2000 Rating	Feb. 2001 Rating	Aug. 2001 Focus
3.7	Community collaboratives and advisory councils led by the district form action committees to research issues, and develop and implement recommendations.	10	NR	NR	NR	NR	
3.8	Policies exist for the establishment of school site councils.	10	NR	NR	NR	NR	
3.9	School plans for the School-Based Coordinated Program exist at each school.	10	NR	NR	NR	NR	
3.10	School plans are comprehensive and have sufficient content to meet the statutory requirements.	8	NR	NR	NR	NR	
3.11	The school site council annually reviews the school plan and the board annually approves or disapproves all site councils' plans.	6	6	7	NR	NR	
4.1	Policies are written, organized and readily available to all members of the staff and the public.	5	NR	NR	7	NR	
4.2	Policies and administrative regulations are up to date and reflect current law and local needs.	0	1	7	NR	NR	
4.3	The board has adopted all policies mandated by state and federal law.	4	4	7	NR	NR	
4.4	The board annually reviews its policies on intradistrict open enrollment and extracurricular/co-curricular activities.	0	5	7	NR	NR	
4.5	Existing board policies are regularly reviewed with the involvement of the staff.	0	NR	5	NR	7	<input type="checkbox"/>
4.6	The district has established a system of securing citizen input in policy development and district operation.	3	NR	NR	5	6	<input type="checkbox"/>
4.7	The board supports and follows its own policies once they are adopted.	3	NR	NR	5	6	<input type="checkbox"/>

NR not reviewed

targeted for review

## Community Relations (continued)

Standard to be addressed		Feb. 99 Rating	Aug. 99 Rating	Feb. 2000 Rating	Aug. 2000 Rating	Feb. 2001 Rating	Aug. 2001 Focus	
5.1	Each board member meets the eligibility requirements of being a board member.	10	NR	NR	NR	NR		
5.2	Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations.	2	3	5	NR	NR	<input type="checkbox"/>	
5.3	Pertinent literature, statutes, legal counsel and recognized authorities are available to and utilized by the board to understand duties, functions, authority and responsibilities of members.	2	3	5	NR	NR	<input type="checkbox"/>	
5.4	Functional working relations are maintained among board members.	0	1	5	NR	NR	<input type="checkbox"/>	
5.5	Individual board members respect the decisions of the board majority and support the board's actions in public.	1	NR	NR	5	4	<input type="checkbox"/>	
5.6	Functional working relations are maintained between the board and administrative team.	2	NR	NR	5	5	<input type="checkbox"/>	
5.7	The board publicly demonstrates respect and support for district staff.	3	3	4	NR	4	<input type="checkbox"/>	
5.8	The board demonstrates respect for public input at meetings and public hearings.	4	NR	NR	NR	6	<input type="checkbox"/>	
5.9	Board members respect confidentiality of information by the administration.	4	NR	NR	NR	4	<input type="checkbox"/>	
5.10	The board restricts itself to a policy-making role and does not attempt to administer policies.	3	NR	NR	5	4	<input type="checkbox"/>	
5.11	No individual board member attempts to exercise any administrative responsibility.	4	NR	NR	NR	4	<input type="checkbox"/>	
5.12	The board evaluates the performance of the superintendent regularly on criteria which will encourage student achievement.	0	<i>n o t a p p l i c a b l e</i>					
5.13	The board acts for the community and in the interests of all students in the district.	2	NR	NR	4	5	<input type="checkbox"/>	

## Community Relations (continued)

Standard to be addressed		Feb. 99 Rating	Aug. 99 Rating	Feb. 2000 Rating	Aug. 2000 Rating	Feb. 2001 Rating	Aug. 2001 Focus
6.1	An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting.	0	6	8	NR	NR	
6.2	Agendas, minutes and other pertinent data are available to the public during regular working hours.	5	7	8	NR	NR	
6.3	Board members are prepared for board meetings by becoming familiar with the agenda and support materials prior to the meeting.	5	NR	NR	NR	6	
6.4	Board meetings are conducted according to a set of bylaws adopted by the board.	0	1	6	NR	NR	<input type="checkbox"/>
6.5	Open and closed sessions are conducted according to the Ralph M. Brown Act.	8	NR	NR	NR	NR	<input type="checkbox"/>
6.6	The board has adopted bylaws for the placement of items on the board agenda by members of the public.	8	NR	NR	NR	NR	
6.7	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.	10	NR	NR	NR	NR	

NR not reviewed

targeted for review