

## 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.a. The five Advisory Board members who agreed to meet individually with FCMAT for this six-month review, acknowledged that the Advisory Board President is the spokesperson for the Board. Many of them indicated that she is a skilled spokesperson and chairperson.

The Advisory Board members participated in CSBA-conducted boardsmanship workshops in the summer and fall of 1999. In addition, a number of district-provided workshops have been offered. Workshop topics included fiscal issues, budgeting, roles and responsibilities of Board members, and team building. The Division of Human Resources has also employed an outside consulting firm to provide training sessions to Advisory Board members. The training sessions, conducted in May, included methods of communication, such as public speaking, to assist Advisory Board members in their interactions with the public and media.

- 1.b. The district's public information officer prepares information sheets that are FAXed to Advisory Board members often. The district provided FAX machines to Advisory Board members to improve communications and provide Advisory Board members with pertinent information in a timely manner. News releases are FAXed to Advisory Board members as they are sent to the media. Misinformation that may have been attributed to Advisory Board members in the past is decreasing.

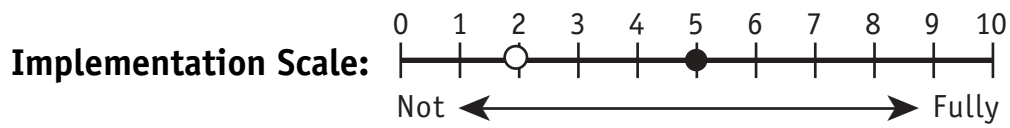
A number of public relations efforts have been undertaken by the district.

- Several billboards have been made available within the district to provide advertising about the district in English and Spanish. Ten billboards were made available for a three-month period, financed by the U.S. Census Bureau.
- A flyer describing each school is being developed for distribution to the community, and for placement in employee pay envelopes.
- The public information office has developed personalized letters in English and Spanish for site administrators to use in communicating with their parents.
- The district's television station operates a message board, providing the community with up-to-the-minute information about school district Board meetings and activities, job opportunities and special programs.
- The district is continuing its "Great Ideas" program, using a mail-in postcard to solicit suggestions from the public for improvement of the schools.
- The district is planning another video as a sequel to "The Compton Come-back" produced last year.

1.c. Advisory Board members continue to receive training on the Advisory Board members' role in community relations. The State Administrator conducted a workshop with Advisory Board members on May 20, 2000 to review the Community Relations Standards, and specifically addressed how to respond as Board members to community concerns about the schools.

**Standard Implemented: Partially Implemented**

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



## 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. All district Board policies have been updated and adopted, including policies on referring public comments and requests. A uniform complaint procedure was developed and has met compliance requirements.

A CSBA-conducted boardsmanship workshop was offered to Advisory Board members in the summer and fall of 1999. In addition, a number of district-provided workshops have been offered. The topics included fiscal issues and budgeting, roles and responsibilities of Board members, and team building. The Division of Human Resources also employed an outside consulting firm to provide training sessions to Advisory Board members. The training sessions, conducted in May, included methods of communication, such as public speaking, to assist Advisory Board members in their interactions with the public and media.

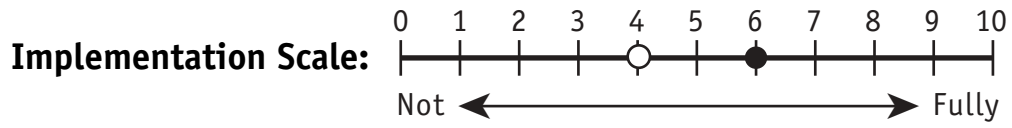
Advisory Board members interviewed indicated that concerns received from the public are shared with the State Administrator, although they acknowledged that some Advisory Board members still want to be directly involved in resolving complaints. The State Administrator verified that Advisory Board members do not generally go directly to directors and administrators with concerns or complaints, but communicate directly to his office.

Advisory Board members continue to receive training on the Advisory Board members' role in community relations. The State Administrator conducted a workshop with Advisory Board members on May 20, 2000 to review the Community Relations Standards, and specifically addressed how to respond as Board members to community concerns about the schools. Stressed in the workshop was the need to listen to complainants respectfully, to suggest that the complainant discuss the concern with the appropriate administrator, and to forward the concern to the State Administrator. The State Administrator indicates that he reports back to the Board regarding any action taken in response to the concerns. All of these positive efforts need to be sustained.

The district was informed at the end of June that they will receive an \$870,000 state grant for the coming year to strengthen communication between schools and parents through home visits or community meetings.

## Standard Implemented: Partially Implemented

February 1999 Rating: 4  
August 1999 Rating: Not Reviewed  
February 2000 Rating: Not Reviewed  
August 2000 Self Rating: 7  
August 2000 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 has been working to ensure parents and community members feel welcome in the schools. Parent centers are available at 14 school sites, and all schools have identified a designated area for parents to meet. The district's intent to provide parent centers at all school sites was included in its revised Facilities Master Plan and in its applications for Modernization and New Construction state funds.

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. The Title I program mandates that one percent of funding be set aside for parent involvement activities. Most school site parent support programs exceed this set aside to ten percent or more. An annual District Parent Institute is conducted with more than 400 participants attending the last institute held.

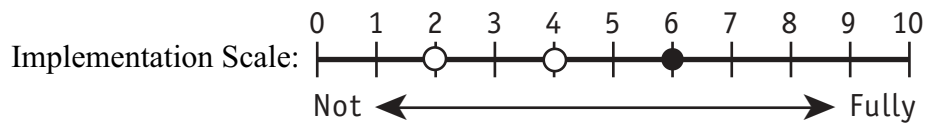
2. During the last six months, mandatory training sessions on "customer service" attitudes were provided to classified personnel, particularly front office staff. These workshops were presented by district staff trainers. Parent handbooks have been updated and sent home with each student. The district reports receiving fewer calls complaining about rude behavior or ill treatment.
3. The "Volunteers in Public Schools" (VIPS) handbook was developed and approved by the Advisory Board. It provides direction to volunteers about becoming involved in their schools. Schools monitor volunteer participation and number of parent volunteer hours with sign-in sheets that are monitored by district staff. Training for school volunteers is being developed.
4. The district has established a number of collaboratives with local agencies to enhance services for parents and families. Four school-based health clinics operate daily and provide access to health care.

The district has received an \$870,000 state grant for the coming school year to strengthen communication between schools and parents through home visits or com-

munity meetings. From this grant, elementary schools will receive approximately \$25,000 and middle and high schools will receive approximately \$40,000. Each school has developed a plan to promote this parent/teacher partnering program.

### Standard Implemented: Partially Implemented

February 1999 Rating: 2  
August 1999 Rating: 4  
February 2000 Rating: 6  
August 2000 Self Rating: 6  
August 2000 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 has been working to ensure parents and community members feel welcome in the schools. During the last six months, mandatory training sessions on “customer service” attitudes were provided to classified personnel, particularly front office staff. These workshops were presented by district staff trainers. Several staff members participated in other external training workshops, such as the workshop offered by the Pageant Thompson group in “conflict resolution.” Parent handbooks have been updated and sent home with each student. The district reports receiving fewer calls complaining about rude behavior or ill treatment.

The “Volunteers in Public Schools” (VIPS) handbook was developed and approved by the Advisory Board. It 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 for school volunteers is being developed.

School site councils are part of the volunteer recruitment program and site representatives participate on the District Advisory Council. An annual parent survey is conducted to determine school needs and to provide direction for a comprehensive plan to involve parents in meeting the identified needs. Title I mandates that one percent of funding be set aside for parent involvement activities. Most parent support programs have exceeded this set aside to ten percent. 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 district has received an \$870,000 state grant for the coming year to strengthen communication between schools and parents through home visits or community meetings. From this grant, elementary schools will get approximately \$25,000 and middle and high schools will receive approximately \$40,000. Each school has developed a plan to promote this parent/teacher partnering program.

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. At Centennial High School, a security officer stands at the main access door during regular school hours. At Centennial, visitors must sign in before entering the area where the administrative offices are located. At Compton High School security officers

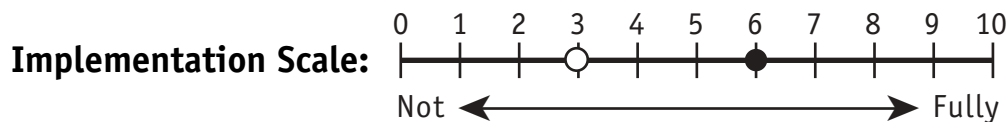
supervise the entrance gates to ensure that visitors follow school policies and that students remain on campus. All school campuses are closed after hours and on weekends to maintain security. A district security committee was established to review the development of the district security plan. This group meets quarterly with the State Administrator.

School site safety committees hold safety meetings and conduct site inspections to determine repair and maintenance needs and priorities. Safety meetings are scheduled once per month, particularly at the high schools. They are developing procedures to effectively utilize their Safe Schools Grants. Schools are assigning security personnel to monitor specific campus areas.

The principal or school staff should accompany visitors while they are on campus unless the principal determines on a case-by-case basis that it is unnecessary. The next revision of the parent handbook should include the visitor registration procedures.

### **Standard Implemented: Partially Implemented**

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





## 2.9 Parents/Community Relations

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### Professional Standard

Board members are actively involved in building community relations.

### Progress on Recommendations and Recovery Steps

1. Boardsmanship workshops developed by CSBA were provided to Advisory Board members throughout the year. Advisory Board members also participated in a number of district-provided workshops on such topics as fiscal issues, budgeting, the roles and responsibilities of Board members, and team building. The Division of Human Resources also employed a consulting firm to provide training sessions to Advisory Board members that include methods of communication, such as public speaking, to assist Advisory Board members in their interactions with the public and media. All of these positive efforts need to be sustained.

The State Administrator continues Friday letters to Advisory Board members to provide informational updates and status of ongoing programs and/or projects. The FAX machines provided for Board member use facilitate the provision of timely information from the district. Board members, as well as staff, receive copies of news releases to the media so that Board members have appropriate, current information.

2. Advisory Board members indicated that the Advisory Board President is the acknowledged spokesperson for the Board, and that she has the public speaking skills to serve as spokesperson. The district now directs greater focus on the events that the Advisory Board President should attend as a representative of the Advisory Board. The Advisory Board President has been more visible recently at community functions, participating in community awards programs and graduation programs. It was reported that Advisory Board members do not sensationalize events as they may have done in the past.
3. Advisory Board members feel they are visible in churches and community groups. District staff confirm that Board members have been visible, attending various school events, conferences and several training workshops.

The district's Communications Plan attempts to identify key messages for staff and Advisory Board members to share with the community. However, no coordination of Advisory Board members' presence in community functions is evident. The Key Community contacts list has been updated.

The Board continues to acknowledge the district's business partnerships at Board meetings. The business partnership program has been reassigned to the Public Information Department and has been expanded to include outreach to community foundations. Data bases are being developed and letters are being sent to explore additional partnership opportunities.

## Standard Implemented: Partially Implemented

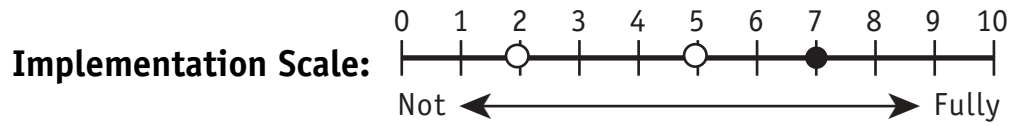
February 1999 Rating: 2

August 1999 Rating: 2

February 2000 Rating: 5

August 2000 Self Rating: 7

August 2000 New Rating: 7



### **3.1 Community Collaboratives, District Advisory Committees, School Site Councils**

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#### **Professional Standard**

The Board supports partnerships with community groups, local agencies and businesses.

#### **Progress on Recommendations and Recovery Steps**

1. The district has established many working partnerships with community agencies. The district has begun to focus on greater coordination of its various programs and is moving to evaluate the effectiveness of programs supported by state and federal grants. Business and public partnerships have been assigned to the Public Information Department, and the manager of Public/Private Partnerships now reports to the Public Information Officer. The district has also established a new administrative position to coordinate state and federal grants and assess the effectiveness of these grant programs.

The district has received a new “Community Teen Service” grant for the high schools which will provide counseling support to teens who are in trouble. The after school programs, funded by newly awarded grants last year, were implemented during the second semester. The summer school and extended year programs observed were well-attended. A special program in mathematics provides instruction in algebra for 7<sup>th</sup> and 8<sup>th</sup> graders, as well as staff development to teachers who enhance their instructional skills by attending related staff development classes and develop curriculum. A partnership has been established with the Systems of Care program to provide counseling for special education students demonstrating negative behavior requiring discipline. The district’s desegregation program has been re-funded for the new school year. The district was commended for the assessment format submitted in its reapplication.

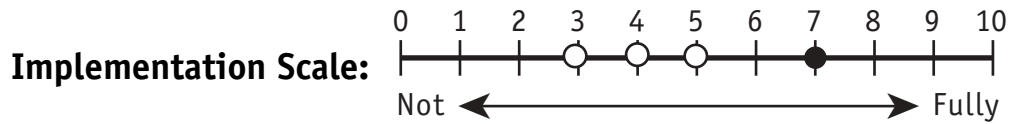
Some of the district collaboratives include work with the Compton Local Planning Council, Partners for Survival, Early Mental Health Initiative, L.A. County Department of Mental Health, Family Preservations, Department of Children, L.A. County Probation Department, Spa 6, L.A. County District Attorney’s Office, Theatricum Botanicum, YWCA of Compton, L.A. Music Center, Student Attendance Review Board, Shields for Families, and the Greater Long Beach Child Guidance Center. Collaborative partnerships have resulted in the award of a Medi-Cal Outreach contract for Mother Net L.A., which will enhance the district’s outreach services and increase health insurance enrollment. Parents will serve as insurance assistors after receiving training. The district also has an interagency agreement for services to Head Start students, and has a partnership grant with the Department of Rehabilitation.

2. Advisory Board members support the district’s collaborative efforts with community agencies. The Advisory Board acknowledges the district’s business and community partnerships at Board meetings.

3. A new Testing/Research Coordinator has been appointed in the district. Formal evaluations of some of the collaborative programs are expected to occur during the next school year. The district needs to determine the effectiveness of its many collaboratives and grant programs.

**Standard Implemented: Partially Implemented**

February 1999 Rating: 3  
August 1999 Rating: 4  
February 2000 Rating: 5  
August 2000 Self Rating: 7  
August 2000 New Rating: 7



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

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#### Professional Standard

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.

#### Progress on Recommendations and Recovery Steps

1. The district has been working to ensure parents and community members feel welcome in the schools. The “Volunteers in Public Schools” (VIPS) handbook was developed and approved by the Advisory Board. It provides direction for 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 for school volunteers is being developed.

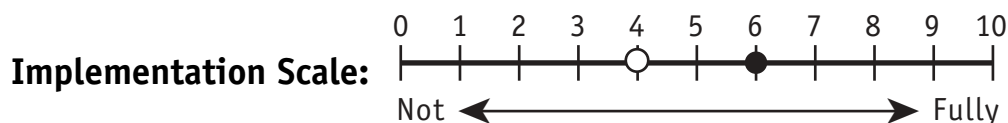
School site councils are part of the volunteer recruitment program and are represented on the District Advisory Council. A yearly parent survey is conducted to determine needs and to provide direction for a comprehensive plan to involve parents in meeting the needs. Most school sites have a designated area or meeting place for parents on campus. Community Assistants are assigned to each site and are responsible for providing information to parents and encouraging their participation.

2. The district has pushed for greater diversity of representative parents and community members on its various district and school committees, particularly for the Site Safety Committees, the Districtwide Safety Committee, the District Facilities Committee, the Districtwide Communications Committee, the Immediate Intervention/Underperforming Schools Program (II/USP) advisory committees, the Office for Civil Rights (OCR) Voluntary Resolution group, and the school site Leadership Teams.

The district has received an \$870,000 state grant for the coming year to strengthen communication between schools and parents through home visits or community meetings. From this grant, elementary schools will get approximately \$25,000. Middle and high schools will receive approximately \$40,000. Each school has developed a plan to promote this parent/teacher partnering program.

#### Standard Implemented: Partially Implemented

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



## 4.1 Policy

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### Professional Standard

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

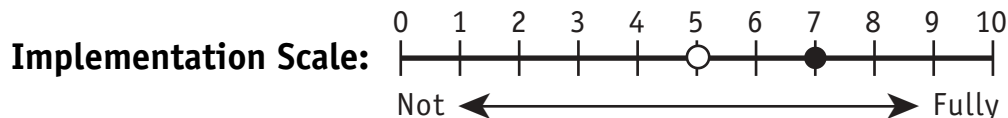
### Progress on Recommendations and Recovery Steps

1. The district contracted with the California School Boards Association (CSBA) to produce an updated policy manual for the district. A policy review committee was established, and spent four days in August 1999 reviewing drafts of revised policies and regulations. The committee included site and district staff, parents, and representative Advisory Board members. The Advisory Board scheduled reviews and adoptions of the various sections of the policy review manual at monthly Advisory Board meetings over the course of the school year. All sections of the updated policy manual have been adopted by the Advisory Board. A process for the continual review and revision of policies must be maintained.
2. Since CSBA assisted the district in revising and updating its policy manual, the index is aligned to the CSBA coding system.
3. The updated policy manuals have been printed and will be distributed to school sites and divisions in the fall of 2000. Each complete set of policies requires several binders. The district needs to ensure that the policy manuals are accessible for viewing at the district office and school sites. The district needs to maintain the distribution list to determine who receives ongoing policy/procedure updates.

The district needs to provide inservice training to principals and appropriate district staff to provide, at a minimum, an explanation of the process the district will use to review and update policies on a regular basis, ways to use available resources to access district policies, other policy information and state and federal law, and any major content changes. Follow-up inservice training will be needed as individual policies are adopted in order to explain major content changes to those staff most directly affected.

### Standard Implemented: Partially Implemented

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



## 4.6 Policy

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### Professional Standard

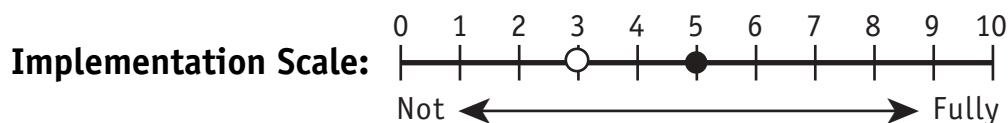
The district has established a system of securing citizen input in policy development and district operation.

### Progress on Recommendations and Recovery Steps

1. Districtwide parent committees have been established to provide input for school safety and facilities issues. School site councils are part of the volunteer recruitment program and site representatives participate on the District Advisory Council.
2. The “Volunteers in Public Schools” (VIP) handbook was developed and approved by the Advisory Board. It provides direction to volunteers about becoming involved in their schools. Schools monitor volunteer participation and number of parent volunteer hours with sign-in sheets that are monitored by district staff. Training for school volunteers is being developed.
3. The district has worked for greater diversity of representative parents and community members on its various district and school committees, particularly for the Site Safety Committees, the Districtwide Safety Committee, the Immediate Intervention/Underperforming Schools Program (II/USP) advisory committees, the Office for Civil Rights (OCR) Voluntary Resolution group, and the school site Leadership Teams.

### Standard Implemented: Partially Implemented

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



## 4.7 Policy

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### Professional Standard

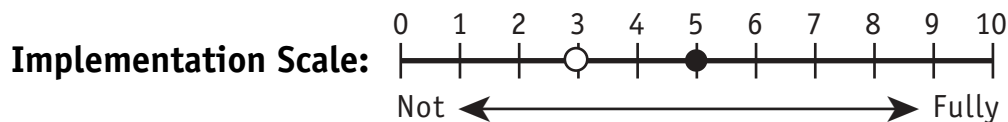
The Board supports and follows its own policies once they are adopted.

### 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. A policy review committee was established and spent four days in August 1999 reviewing drafts of revised policies and regulations. The committee included site and district staff, parents and representative Advisory Board members. The Advisory Board scheduled reviews and adoptions of the various sections of the policy review manual at monthly Advisory Board meetings over the course of the school year. All sections of the updated policy manual have been adopted by the Advisory Board. A process for the continual review and revision of policies must be maintained.
2. Now that all the district's policies have been updated, district staff should include in the Advisory Board agendas any policy language pertinent to the current issue being addressed by the Advisory Board, so adopted policies can be followed. Periodic reviews might be conducted at Advisory Board meetings of selected policies and bylaws that may be relevant to Advisory Board action or behaviors.

### Standard Implemented: Partially Implemented

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





## 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

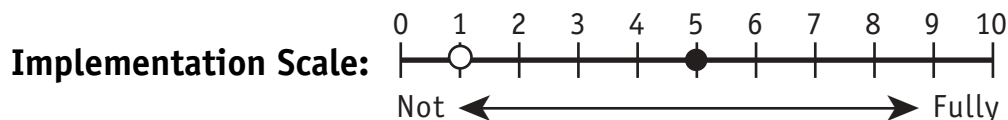
1. A number of district-provided workshops have been offered to Advisory Board members on such topics as fiscal issues, budgeting, roles and responsibilities of Board members, and team building. In addition Advisory Board members participated in CSBA-conducted boardsmanship workshops. Advisory Board members continue to receive training on Advisory Board members' role in community relations. The State Administrator conducted a workshop with Advisory Board members on May 20, 2000 to review the Community Relations Standards, and specifically to address how to respond as Board members to community concerns about the schools.

Advisory Board members have acknowledged that the Advisory Board President is the spokesperson for the Advisory Board. It was reported that Advisory Board members do not sensationalize events as they may have done in the past, and individual members are not "grandstanding." Advisory Board members have been more supportive at meetings and meetings have been adjourning at reasonable hours. One member indicated that Advisory Board meetings are more enjoyable.

The district's proactive Public Information Office has good media relations with print and television reporters and distributes numerous media releases to provide accurate and timely information to the public. The district appears to be maintaining control of the issues. News conferences are kept to a minimum. A strong public relations effort is underway in the district and community.

### Standard Implemented: Partially Implemented

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



## 5.6 Board Roles/Boardsmanship

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### Professional Standard

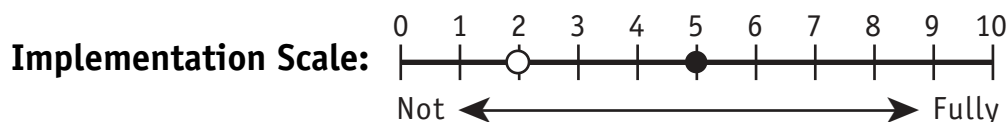
Functional working relations are maintained between the Board and administrative team.

### Progress on Recommendations and Recovery Steps

1. A functional working relationship appears to be established between Advisory Board members and the State Administrator. Advisory Board members have acknowledged that the Advisory Board President is the spokesperson for the Advisory Board. Advisory Board members have been more supportive at meetings and meetings have been adjourning at reasonable hours. One member indicated that Advisory Board meetings now were more enjoyable.
2. The State Administrator sends weekly Friday letters home to the Advisory Board members. The district has provided Advisory Board members with FAX machines to send communication about important issues in a timely manner. The State Administrator is open to meeting with each Advisory Board member.
3. CSBA-conducted boardsmanship workshops were participated in by Advisory Board members. In addition, a number of district provided workshops have been offered, on fiscal issues and budgeting, and on the roles and responsibilities of Board members and team building. Advisory Board members continue to receive training on Advisory Board members' role in community relations. The State Administrator conducted a workshop with Advisory Board members on May 20, 2000 to review the Community Relations Standards, and specifically to address how to respond as Board members to community concerns about the schools. Advisory Board members interviewed indicated that concerns received from the public are shared with the State Administrator, although they acknowledged that some Advisory Board members still want to be directly involved in resolving complaints. The State Administrator verified that Advisory Board members do not generally go directly to directors and administrators with concerns or complaints, but communicate directly to his office.

### Standard Implemented: Partially Implemented

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



## 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

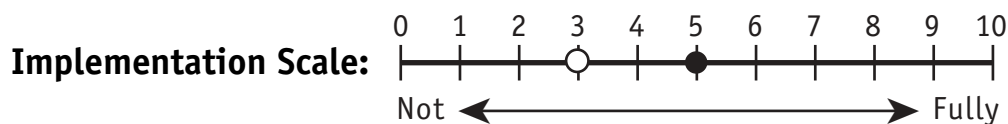
1. The district contracted with the California School Boards Association (CSBA) to produce an updated policy manual for the district. A policy review committee was established and spent four days in August 1999 reviewing drafts of revised policies and regulations. The committee included site and district staff, parents, and representative Advisory Board members. The Advisory Board scheduled reviews and adoptions of various sections of the policy review manual at monthly Advisory Board meetings over the course of the school year. All sections of the updated policy manual have been adopted by the Advisory Board. A process for the continual review and revision of policies must be maintained.

The Advisory Board members have participated in CSBA conducted boardsmanship workshops. In addition, a number of district-provided workshops have been offered on fiscal issues, budgeting, roles and responsibilities of Board members and team building. Advisory Board members continue to receive training on Advisory Board members' role in community relations. The State Administrator conducted a workshop with Advisory Board members on May 20, 2000 to review the Community Relations Standards, and specifically to address how to respond as Board members to community concerns about the schools.

2. Now that the district's policies have all been updated, district staff should include in the Advisory Board agendas any policy language that is pertinent to the current issue being addressed by the Advisory Board, so that adopted policies can be followed. Periodic reviews might be conducted at Advisory Board meetings of selected policies and bylaws that may be relevant to Advisory Board action or behaviors. Only additional time will determine if Advisory Board members refrain from attempts to administer the policies adopted.

### Standard Implemented: Partially Implemented

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



## 5.13 Board Roles/Boardsmanship

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### Professional Standard

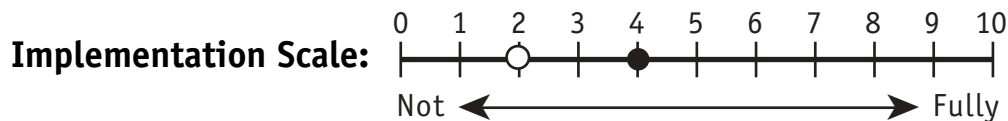
The board acts for the community and in the interests of all students in the district.

### Progress on Recommendations and Recovery Steps

1. In May 2000 the State Administrator conducted a workshop for Advisory Board members to review the Community Relations Standards, and specifically to address how to respond as Board members to community concerns about the schools. Advisory Board members also have participated in CSBA-conducted boardsmanship workshops. A number of district-provided workshops have been offered on such subjects as fiscal issues, budgeting, roles and responsibilities of Board members, and team building. Advisory Board members continue to receive training on their role in community relations.
2. Advisory Board members support the district's collaborative efforts with community agencies. The Advisory Board acknowledges the district's business and community partnerships at Advisory Board meetings. Advisory Board members are more visible and/or active in community functions.

### Standard Implemented: Partially Implemented

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



<b>Community Relations</b>						
<b>Standard to be addressed</b>		Feb. 99 Rating	Aug. 99 Rating	Feb. 2000 Rating	Aug. 2000 Rating	Feb. 2001 Focus
<b>1.1</b>	Decisions and other information are effectively communicated throughout the system in a timely manner.	3	5	7	NR	
<b>1.2</b>	Staff input into school and district operations is encouraged.	3	NR	6	NR	
<b>1.3</b>	The board has a proactive communications and media relations plan.	3	4	6	NR	
<b>1.4</b>	News releases are prepared and made available simultaneously to all appropriate news media.	3	NR	6	NR	
<b>1.5</b>	Media contacts and spokespersons who have the authority to speak on behalf of the district have been identified.	3	NR	7	NR	
<b>1.6</b>	Board spokespersons are skilled at public speaking and communications and are knowledgeable about district programs and issues.	2	NR	NR	5	
<b>2.1</b>	Annual parental notice of rights and responsibilities is provided at the beginning of the school year. This notice is provided in English and Spanish.	10	NR	NR	NR	
<b>2.2</b>	A school accountability report card is issued annually for each school site.	8	NR	NR	NR	
<b>2.3</b>	The board has developed uniform complaint procedures.	9	NR	NR	NR	
<b>2.4</b>	Charges or complaints against any employee will be addressed in a timely manner.	3	NR	5	NR	
<b>2.5</b>	Board members refer informal public concerns to the appropriate staff for attention and response.	4	NR	NR	6	<input type="checkbox"/>
<b>2.6</b>	The board has identified the needs of the students, staff and educational community through a needs assessment process.	8	NR	NR	NR	

NR not reviewed

targeted for review

<b>Community Relations (continued)</b>						
<b>Standard to be addressed</b>		Feb. 99 Rating	Aug. 99 Rating	Feb. 2000 Rating	Aug. 2000 Rating	Feb. 2001 Focus
<b>2.7</b>	Parents and community members are encouraged to be involved in the schools.	2	4	6	6	
<b>2.8</b>	The board provides access to schools for parents and community members while addressing safety issues related to visitors and volunteers.	3	NR	NR	6	<input type="checkbox"/>
<b>2.9</b>	Board members are actively involved in building community relations.	2	2	5	7	
<b>3.1</b>	The board supports partnerships with community groups, local agencies and businesses.	3	4	5	7	
<b>3.2</b>	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	
<b>3.3</b>	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	
<b>3.4</b>	The district encourages and provides the necessary training for collaborative and advisory council members to understand the basic administrative structure, program processes and goals of all district partners.	4	4	5	NR	
<b>3.5</b>	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	
<b>3.6</b>	Collaborative and advisory council processes are structured in such a way that there is a clear, meaningful role for all participants.	5	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 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	
3.8	Policies exist for the establishment of school site councils.	10	NR	NR	NR	
3.9	School plans for the School-Based Coordinated Program exist at each school.	10	NR	NR	NR	
3.10	School plans are comprehensive and have sufficient content to meet the statutory requirements.	8	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	
4.1	Policies are written, organized and readily available to all members of the staff and the public.	5	NR	NR	7	
4.2	Policies and administrative regulations are up to date and reflect current law and local needs.	0	1	7	NR	
4.3	The board has adopted all policies mandated by state and federal law.	4	4	7	NR	
4.4	The board annually reviews its policies on intradistrict open enrollment and extracurricular/co-curricular activities.	0	5	7	NR	
4.5	Existing board policies are regularly reviewed with the involvement of the staff.	0	NR	5	NR	
4.6	The district has established a system of securing citizen input in policy development and district operation.	3	NR	NR	5	<input type="checkbox"/>
4.7	The board supports and follows its own policies once they are adopted.	3	NR	NR	5	<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 Focus
5.1	Each board member meets the eligibility requirements of being a board member.	10	NR	NR	NR	
5.2	Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations.	2	3	5	NR	
5.3	Pertinent literature, statutes, legal counsel and recognized authorities are available to and utilized by the board to understand duties, functions, authority and responsibilities of members.	2	3	5	NR	
5.4	Functional working relations are maintained among board members.	0	1	5	NR	
5.5	Individual board members respect the decisions of the board majority and support the board's actions in public.	1	NR	NR	5	<input type="checkbox"/>
5.6	Functional working relations are maintained between the board and administrative team.	2	NR	NR	5	<input type="checkbox"/>
5.7	The board publicly demonstrates respect and support for district staff.	3	3	4	NR	
5.8	The board demonstrates respect for public input at meetings and public hearings.	4	NR	NR	NR	
5.9	Board members respect confidentiality of information by the administration.	4	NR	NR	NR	
5.10	The board restricts itself to a policy-making role and does not attempt to administer policies.	3	NR	NR	5	<input type="checkbox"/>
5.11	No individual board member attempts to exercise any administrative responsibility.	4	NR	NR	NR	
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	<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 Focus
<b>6.1</b>	An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting.	0	6	8	NR	
<b>6.2</b>	Agendas, minutes and other pertinent data are available to the public during regular working hours.	5	7	8	NR	
<b>6.3</b>	Board members are prepared for board meetings by becoming familiar with the agenda and support materials prior to the meeting.	5	NR	NR	NR	
<b>6.4</b>	Board meetings are conducted according to a set of bylaws adopted by the board.	0	1	6	NR	
<b>6.5</b>	Open and closed sessions are conducted according to the Ralph M. Brown Act.	8	NR	NR	NR	
<b>6.6</b>	The board has adopted bylaws for the placement of items on the board agenda by members of the public.	8	NR	NR	NR	
<b>6.7</b>	Members of the public have an opportunity to address the board before or during the board's consideration of each item of business to be discussed at regular or special meetings, and to bring before the board matters that are not on the agenda.	10	NR	NR	NR	

**NR** not reviewed

targeted for review