

1.1 Communications

Professional Standard

Decisions and other information are effectively communicated throughout the system in a timely manner.

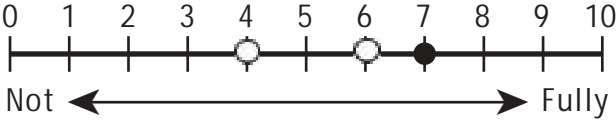
Progress on Recommendations and Improvement Plan

1. “Friday FYI,” a weekly update designed to inform district staff, parents, city government, community members and the media, has continued and has become a part of the district’s communications department system. The update includes relevant information on school site activities, policy information and board schedules. The update is both e-mailed and faxed to individuals. The diverse distribution list of recipients demonstrates that the district recognizes the importance of communicating a consistent message to the school community and general public.
2. “Apple Bites,” the district’s press releases, are prepared and distributed regularly to the media and general public. To date, the district has released 15 “Apple Bites.” Press releases also have been faxed and e-mailed to the broader distribution list. Education reporters are provided a direct e-mail copy and a copy is faxed to the media outlet. The quantity and quality of district press releases is one of the strengths of the district.
3. The communications department and district superintendent have developed a superintendent fax group and superintendent e-mail group. Although both groups include the media, as well as community members, PTA representatives, parents, city council members and others, it is reported that the e-mail group has an even larger pool of individuals. These groups receive the Friday FYIs, Apple Bites and other relevant district information as it becomes available. The list of these groups are continually growing and being updated as the district recognizes the importance of public information in the larger scope of community relations.
4. Information contained within the Friday FYI and Apple Bites is posted on the district Web site soon after its release to the public.
5. Since November 2001, consistency has been the primary challenge to the district’s communications strategy. Many, if not most of the basic communications processes were in place; however, there was inconsistency in the completion and distribution of much of the information. Since last November, there has been a substantial improvement in the delivery of external and internal communications. Perhaps the most telling statement was from a district staff member who said that the communications vehicles were “becoming routine” and that production of them is much easier as they become more consistent and produced on a regular schedule.

Standard Implemented: Partially

June 2001 Rating: 4
December 2001 Rating: 6
June 2002 Self-Rating: 6
June 2002 New Rating: 7

Implementation Scale:



1.2 Communications

Professional Standard

Staff input into school and district operations is encouraged.

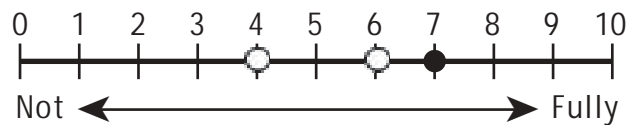
Progress on Recommendations and Improvement Plan

1. The development and implementation of the district's communications plan has solidified and focused the district's goals and objectives, including the need for and benefits of staff input. The district recognizes the importance of staff and other key stakeholder input, and has established a major objective of the communications plan as such. Activities include conducting focus groups to determine information needs and creating both an electronic "suggestion box" on the district Web site and a "suggestion schoolhouse" (both in English and Spanish) placed in the lobby of the district's administration building.

Standard Implemented: Partially

June 2001 Rating:	4
December 2001 Rating:	6
June 2002 Self-Rating:	6
June 2002 New Rating:	7

Implementation Scale:



1.3 Communications

Professional Standard

The board and superintendent have developed and effectively implemented a proactive communications and media relations plan.

Progress on Recommendations and Improvement Plan

1. The district has made significant strides in the implementation of its communications plan. The plan is comprehensive, and has identified numerous communications objectives. The plan clearly states a mission, which supports building a long-term, positive relationship with stakeholders that “enhances their understanding of, engagement with and support for the district’s missions, strategic priorities and goals.”
2. In addition, the communications plan contains the following three strategic goals:
 - a. The district and its schools communicate decisions and information throughout the system in ways that build positive relationships with its publics.
 - b. The district and its schools provide a variety of opportunities for two-way communication with their key publics.
 - c. The district and its schools share information that highlights positive stories about student achievement and other related accomplishments.
3. The objectives for each strategic goal are supported by identified activities, timelines and responsible individuals. Example:

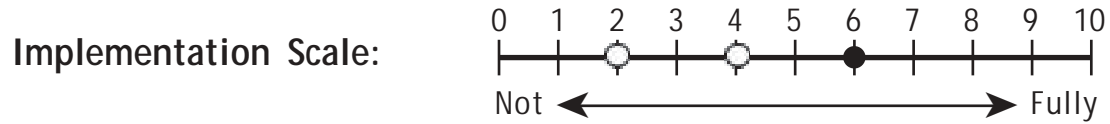
Strategic Goal No. 3

 - a. Objective 3.1 – Assist school and district administrators and school staffs to build positive relationships between the school district and key publics.
 - b. Activity 3.1a – Develop tip sheets for principals to share best practices and positive accomplishments at their schools.
 - c. Timeline – August 2002
 - d. Responsibility – Communications
4. The comprehensive plan also delineates the various objectives of the district, including strengthening the relationship with local media, increasing the visibility of the superintendent, and building relationships with local officials. The district has clearly made an effort to implement several facets of the plan and its objectives. Two examples of this include the rotation of board meetings to the northern part of the district and assigning board members to each of the five cities to attend city council meetings.
5. The district is working with the local cable network to begin televising board meetings.
6. An impressive example of the district’s communications outreach is the “West County Reads!” program and campaign. The program seeks to rally the entire community to ensure that every child in West Contra Costa County is read to for 20 minutes each day, and that every child reads at grade level upon completion of third grade. The district has collaborated with the local business community, health groups, and other community groups to develop

the Community Alliance for Public Education, which has produced a newsletter on the program. These activities demonstrate the district's initiative in becoming an educational resource and leader within the community.

Standard Implemented: Partially

June 2001 Rating:	2
December 2001 Rating:	4
June 2002 Self-Rating:	5
June 2002 New Rating:	6



1.6 Communication

Professional Standard

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

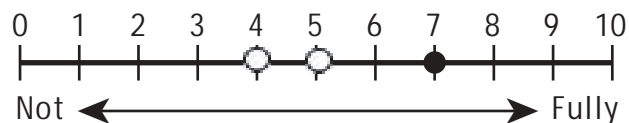
Progress on Recommendations and Improvement Plan

1. There is evidence that board members and superintendent have demonstrated self-restraint when speaking on behalf of the district, even prior to the first FCMAT report. Since the initial FCMAT findings, the district has conducted media training for board members and created a communications subcommittee – fostering a more interactive, two-way dialogue between district staff, the superintendent and board members. As time progresses, the procedures and protocols discussed in meetings and trainings will become part of the district's culture.

Standard Implemented: Partially

June 2001 Rating:	4
December 2001 Rating:	5
June 2002 Self-Rating:	5
June 2002 New Rating:	7

Implementation Scale:



1.7 Communications

Professional Standard

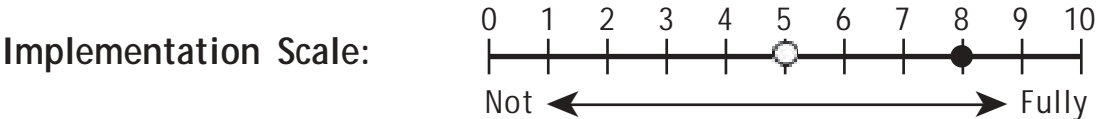
Board spokespersons are skilled at public speaking and communications and are knowledgeable about district programs and issues.

Progress on Recommendations and Improvement Plan

1. Board members have developed increased skill as spokespersons for the district. They have made conscious efforts to improve their skill in this area. For example, one trustee attended the CSBA Board Spokespersons Training in 2002. Other board members have attended workshops where education issues were addressed. The entire Governance Team attended the CSBA Annual Conference where several topics were covered, including communications.
2. A district trustee has been elected to the CSBA Delegate Assembly and gave the invocation at the May 2002 Delegate Assembly meeting in Sacramento. The superintendent and the board communicate frequently at meetings regarding pertinent issues and progress toward goals.
3. The board receives a weekly update from Communications called "Apple Bites." This Friday letter contains important information, updates and other information to help the board with its many speaking engagements.
4. The board president has assigned each board member to a city within the district boundaries to establish a liaison between the city and school district governing boards.
5. Board members receive numerous briefings on district programs. For example, because of the number of facilities projects and the passage of Measure D, each board member is given a comprehensive facilities briefing document. This summary document contains pictures, updates, current status, budget and plan regarding important facilities improvement and construction within the district.

Standard Implemented: Fully – Substantially

June 2001 Rating:	5
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	6
June 2002 New Rating:	8



2.2 Parent/Community Relations

Professional Standard

A school accountability report card is issued annually for each school site.

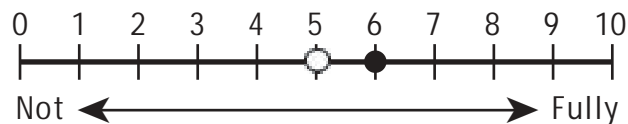
Progress on Recommendations and Improvement Plan

1. The district has entered into a contract with SchoolWise Press to develop school accountability report cards (SARC) for the 59 school sites; 12 SARCs will be translated into Spanish.
2. The district is currently completing its report cards for the 2000-01 school year. They will be released in June 2002.
3. In advance of the completion of the SARCs for the 2000-01 school year, the district has posted school profiles for each school that contain the same data as the SARCs.
4. The district plans to provide all parents with a summary SARC, and will have the complete SARC available at the school sites.
5. The district has a goal for completing the 2001-02 SARCs by December 2002.
6. The district is also exploring the possibility of organizing the required information in the SARCs around the district's strategic goal areas. This will provide a consistency in message between the state's priorities and the district's priorities.

Standard Implemented: Partially

June 2001 Rating:	5
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	7
June 2002 New Rating:	6

Implementation Scale:



2.8 Parent/Community Relations

Professional Standard

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

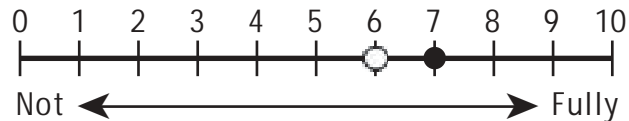
Progress on Recommendations and Improvement Plan

1. The district continues to sustain its efforts highlighted in the December 2001 progress report.
2. The district is planning to increase its focus on family and community involvement by making it a priority in the coming year, consistent with the district's Strategic Goal No. 6: "Engage families and community in supporting the instructional focus."
3. The district indicates that an administrator will likely be hired to coordinate a comprehensive parent and community involvement effort.

Standard Implemented: Partially

June 2001 Rating:	6
December 2001 Rating:	7
June 2002 Self-Rating:	7
June 2002 New Rating:	7

Implementation Scale:



2.10 Parent/Community Relations

Professional Standard

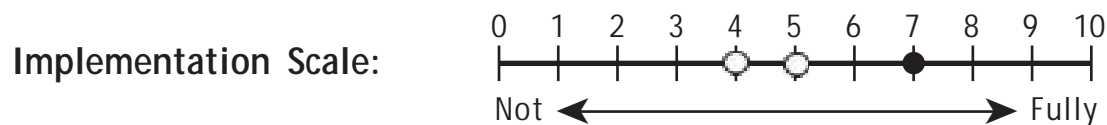
Board members are actively involved in building community relations.

Progress on Recommendations and Improvement Plan

1. The board is very involved in community activities. Members attend various councils, meetings and events each week. Each board member is assigned certain schools to visit in each of the five cities represented by the district.
2. The superintendent has designed a process by which every board member receives “planned priorities” for the week. Trustees know the major events of importance in the district. Frequent phone calls and other means of communication allow ongoing communication between board members and the superintendent.
3. As indicated earlier, each trustee has been assigned one of the five cities to create links between the city councils and school board.
4. Trustees and the superintendent serve on several major collaborative community councils and partnerships. Some of these are: the Community Alliance for Public Education, WCC Public Education Fund, Contra Costa College Foundation Board, City of Richmond Joint Project for the construction of Kennedy Swim Center, San Pablo-Pinole Joint Project for After School Programs, the effort to pass Measure M, Back to School Student Study Materials, and Chamber of Commerce. This is a small sample of the comprehensive list.
5. Trustees receive frequent and accurate information from the superintendent at board meetings, and in weekly highlights from the Communications Department that give them the background and knowledge to speak at liaison committees and councils.

Standard Implemented: Partially

June 2001 Rating:	4
December 2001 Rating:	5
June 2002 Self-Rating:	6
June 2002 New Rating:	7



3.11 Community Collaboratives, District Advisory Committees, School Site Councils

Professional Standard

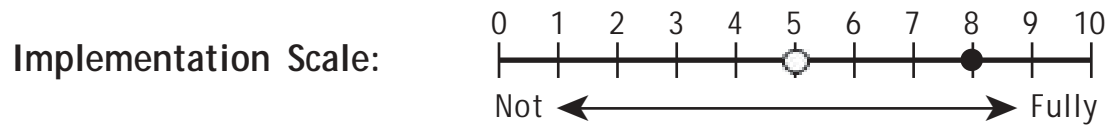
The school site council annually reviews the school plan and the board annually approves or disapproves all site councils' plans.

Progress on Recommendations and Improvement Plan

1. The district indicates that district staff members check all school site council plans to ensure that the site councils have reviewed the plans.
2. Board agendas indicate that site councils have reviewed the school site plans.
3. School site council minutes reflect the review of site plans.

Standard Implemented: Fully - Substantially

June 2001 Rating:	5
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	8
June 2002 New Rating:	8



4.1 Policy

Professional Standard

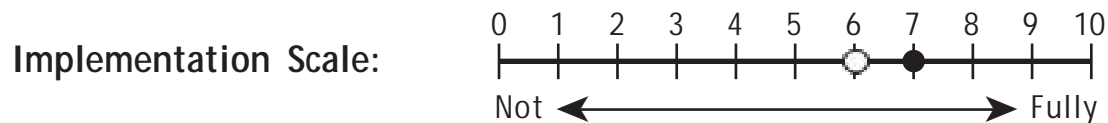
Policies are written, organized and readily available to all members of the staff and to the public.

Progress on Recommendations and Improvement Plan

1. According to the report by the Assistant Superintendent, Personnel Services, who has previously overseen the review, adoption and distribution of new policies for the district, as new policies and regulations have been adopted/approved by the board, copies of these have been sent to each school site, the central office, board members and board secretary, representatives of employee groups, and other key personnel to be added to the policy manual at that location. (List of recipients from BB 9310, revised 1996) This paper copy distribution is a standard practice for many districts.
2. The district has decided to make some major changes to facilitate access by staff and the public to the latest versions of district policies and regulations. One important change is to coordinate policy development, review, adoption and distribution through the office of district General Counsel Alan Hersh. Better access to policy information also will be obtained through an audit of current policy conducted with CSBA Policy Services, with conversion to an electronic format that will be accessible through the Internet.
3. The Assistant Superintendent, Personnel Services, indicates that the district will consider additional methods for publicizing and explaining policy changes.

Standard Implemented: Partially

June 2001 Rating:	6
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	6
June 2002 New Rating:	7



4.3 Policy

Legal Standard

The board has adopted all policies mandated by state and federal law.

Progress on Recommendations and Improvement Plan

1. WCC staff has reviewed Attachment G from the initial Assessment and Improvement Plan, which found some legally mandated language (in four policies/ regulations) missing from the district policy manual. The district reports that policy is being updated in those areas found to be lacking.

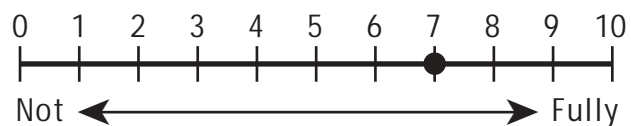
However, a recent review of the district's policy manual indicates that some of the mandates could be met by review of additional documents. For example, the mandate in Education Code 51101, which calls for language providing a list of ways that parents can support student learning, was actually met within the set of documents that is given to parents as part of the annual parent notification packet. In each area of parent information (e.g., attendance, behavior, homework, classes) a section provided a list of actions by which parents could help their child. This could be a more effective way of meeting the intent of the mandate.

2. The district's action to involve the new district legal counsel and to work with CSBA Policy Services to assist with identifying and correcting any non-compliant areas in policy is a positive step. Progress should be monitored.

Standard Implemented: Partially

June 2001 Rating:	7
December 2001 Rating:	7
June 2002 Self-Rating:	7
June 2002 New Rating:	7

Implementation Scale:



4.5 Policy

Professional Standard

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

Progress on Recommendations and Improvement Plan

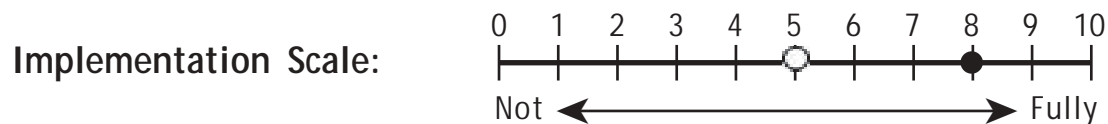
1. The process described by West Contra Costa staff parallels the general process itemized in Board Bylaw and Regulation 9310. Development or review of policy is delegated to the appropriate cabinet level staff with expertise. Issues are discussed in cabinet meetings, and legal counsel may review legal questions. The proposed new or amended policy or regulation is then sent back to the superintendent for review and then goes to the board for discussion and adoption.

There is no formal process for site participation in this process except as newly adopted policy material is distributed to sites and other staff. This is true of the policy practice of most districts. Individuals with expertise are consulted as to practice and feasibility of implementation. Except for highly controversial issues, most districts don't assemble committees to review or create policy or regulations.

2. Comments or suggestions on policy or district practice may be sent to the board or administrators via e-mail contact through the district Web site or may be placed in the suggestion box in the district office reception area.
3. The practices of the district match the reality that the team has observed in working with other districts. It is an efficient and practical system of review.

Standard Implemented: Fully - Substantially

June 2001 Rating:	5
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	5
June 2002 New Rating:	8



4.6 Policy

Professional Standard

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

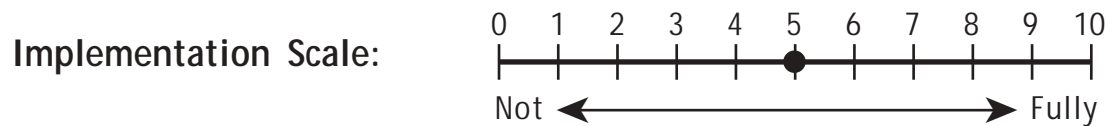
Progress on Recommendations and Improvement Plan

1. The district has previously listed the community and cultural committees that meet and may influence district practices. One of the current published goals of the district is improved parent participation. It is obvious that the district is making a great effort to listen to representatives of the many communities within its boundaries.
2. The process of involving the district professional staff in policy review and development follows recommended practice. The community is represented in this process by the elected board members who are involved in decisions influencing district policy. According to current Board Bylaws (BB 9310 to 9313), board members review and discuss policies proposed by district staff and vote to adopt policies that meet their approval. The board may assemble a committee to work with staff to study a pending policy issue.

The routine review, revision and adoption of board policy and regulations as laws are changed, new mandates required, and legal opinions are published is a matter of efficient district governance and administration.

Standard Implemented: Partially

June 2001 Rating:	5
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	5
June 2002 New Rating:	5



4.7 Policy

Professional Standard

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

Progress on Recommendations and Improvement Plan

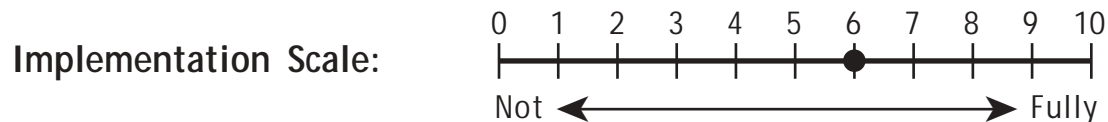
1. According to the current policy manual, the board has established a regular system of policy review (BB/AR 9311, 1996), scheduling and assigning to staff various sections of the policy manual for review on an annual or biennial basis.

Regulation 9311 itemizes the process for reviewing each section. Criteria include current legal compliance of policies and procedures, any conflicts with other policies, and whether policies appropriately reflect district philosophy and practice.

2. The board has recently decided to use CSBA Policy Services, working with the district's new legal counsel to do an in-depth review of all the district policies. Once this audit is completed, the district plans to use CSBA services to maintain and update the district policy manual, providing the staff, the board and the public access to the district material through the CSBA GAMUT online service.
3. Easier and more widespread access to district board policies may provide greater awareness of policy requirements and procedures and facilitate implementation and evaluation. This standard needs continued monitoring.

Standard Implemented: Partially

June 2001 Rating:	6
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	6
June 2002 New Rating:	6



5.2 Board Roles/Boardsmanship

Professional Standard

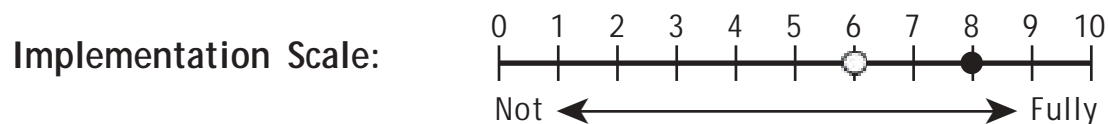
Board members participate in orientation sessions, workshops, conventions, and special meetings sponsored by board associations.

Progress on Recommendations and Improvement Plan

1. There are many partnerships and agreements for shared services to children and families within the district. The district implements a \$60 million grant, participates with the major universities, and conducts comprehensive intern and teacher-training programs, business partnerships and school-to-career programs.
2. The governance team has three scheduled “advances” each year. These meetings are specifically designed to reflect progress, evaluate effectiveness and reaffirm direction. One of these meetings is devoted to the discussion of the superintendent’s evaluation, which is directly aligned with district goals and progress.
3. Every member of the governance team attended the CSBA Annual Conference this year, which included a variety of workshops designed to expand skills and knowledge and to continue team development.
4. Board members and the superintendent share information about workshops and conferences on a regular basis, both in informal communications as well as at board meetings.
5. All board members have access to information and receive the regular formalized, weekly communications from the superintendent and the Communications Department.

Standard Implemented: Fully - Substantially

June 2001 Rating: 6
December 2001 Rating: Not Reviewed
June 2002 Self-Rating: 6
June 2002 New Rating: 8



5.4 Board Roles/Boardsmanship

Professional Standard

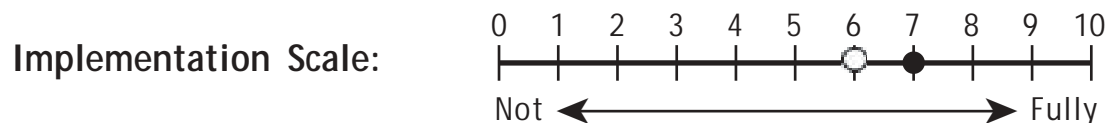
The board has established a districtwide vision/mission and makes decisions that advance the district toward that vision.

Progress on Recommendations and Improvement Plan

1. All stakeholders were represented in the formulation of a comprehensive strategic plan when the superintendent began her tenure in the district. The vision, mission and goals are being revisited this spring, and the board will be fully represented in those discussions.
2. The district is organized to follow the current strategic goals. All evaluation of progress is centered on the accomplishment of the present plan. The board communicates a common vision, supports the emphasis on student achievement and attention to the developing child, and works with the district and the community to lead efforts to support the unified plan. Attention to equity and the unique nature of every child, family and school is promoted.
3. Budget decisions are made to support priorities and goals. When one of those goals required additional resources, board members became active as community leaders in the promotion of those efforts. The passage of Measure M was an example of board leadership with regard to a critical facilities priority.
4. The board has a comprehensive superintendent evaluation in place, complete with process, content and timelines.
5. The board and the superintendent are in the process of formal review of the vision, mission and goals this spring, 2002.

Standard Implemented: Partially

June 2001 Rating:	6
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	6
June 2002 New Rating:	7



5.9 Board Roles/Boardsmanship

Professional Standard

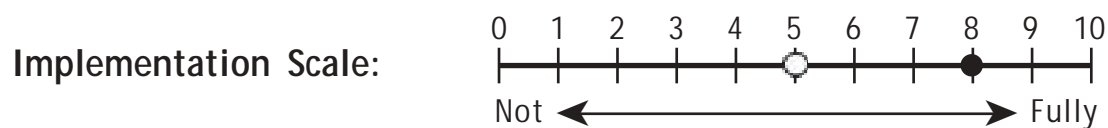
The board publicly demonstrates respect for and support for district and school site staff.

Progress on Recommendations and Improvement Plan

1. The board conducts a formal awards recognition at the opening of every board meeting. Recognition and encouragement are given to all members of the district community, including students, parents, families, employees, business partners, community leaders, city councils, and volunteers.
2. The board and superintendent model effective behavior and respect at board meetings.
3. Exchanges of information are open and community comments are welcome.
4. Board members visit schools and portray an encouraging and respectful attitude during site visits.
5. The district celebrates successes. Board members and the superintendent are clear about those accomplishments that have significantly facilitated student achievement and improved the climate of the schools in the district.

Standard Implemented: Fully - Substantially

June 2001 Rating:	5
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	6
June 2002 New Rating:	8



5.10 Board Roles/Boardsmanship

Professional Standard

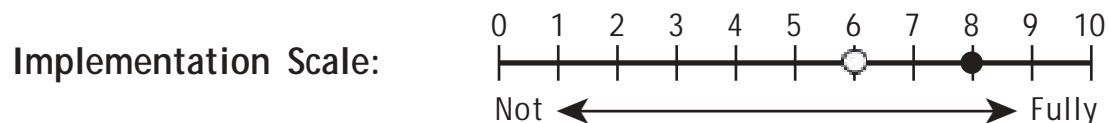
The board demonstrates respect for public input at board meetings and public hearings.

Progress on Recommendations and Improvement Plan

1. As observed at board meetings, the board is very respectful of the public and explains procedures for public input.
2. There is a cordial, welcoming attitude as the board enters the room, and the board president expresses a sense of openness and engagement. Each agenda is appropriately written to include public comment.
3. The board accepts all public comment and refrains from questions or debate as people are contributing.
4. The district recognizes the achievements of employees, parents, students, schools and programs as a regular part of every board meeting.
5. Board members treat each other with respect and their demeanor at board meetings is professional and cordial. The board takes the time to listen to comments from staff and from the public.
6. Opening the board meeting by celebrating the contributions of people and organizations sets a positive tone. The board and the superintendent operate as a team, have respectful question-and-answer sessions during meetings, and allow input from staff and comments from the public.

Standard Implemented: Fully - Substantially

June 2001 Rating:	6
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	7
June 2002 Rating:	8



5.16 Board Roles/Boardsmanship

Professional Standard

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

Progress on Recommendations and Improvement Plan

1. The superintendent evaluation process is comprehensive.
2. The timeline for superintendent evaluation includes formalized reports to the board on district progress, and the efforts of the superintendent to achieve the agreed upon goals.
3. The board and the superintendent discuss and review the agreed-upon goals, on a continual basis.
4. Informal and frequent communications regarding current events and status of progress occur between the board and the superintendent through phone calls and visits.
5. The superintendent informs the board of important weekly events through the Planned Highlights, which is adjusted to ensure both representation and visibility within the district.
6. Board members are prepared to speak at various events, through frequent and accurate information provided by staff and the superintendent.

Standard Implemented: Partially

June 2001 Rating:	5
December 2001 Rating:	6
June 2002 Self-Rating:	7
June 2002 New Rating	7

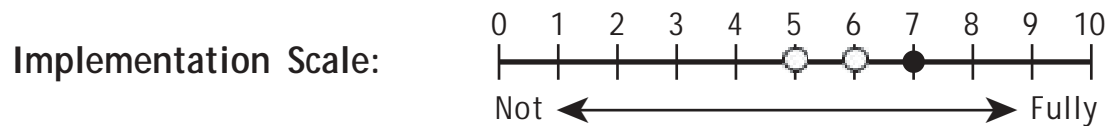


Chart of
Community Relations Standards

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Progress Ratings Toward Implementation of the Improvement Plan

Community Relations					
Standard to be addressed		June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Focus
1.1	Decisions and other information are effectively communicated throughout the system in a timely manner.	4	6	7	<input type="checkbox"/>
1.2	Staff input into school and district operations is encouraged.	4	6	7	
1.3	The board and Superintendent have developed and effectively implemented a proactive communications and media relations plan.	2	4	6	<input type="checkbox"/>
1.4	News releases are prepared and made available simultaneously to all appropriate news media.	9	NR	NR	
1.5	Media contacts and spokespersons who have the authority to speak on behalf of the district have been identified.	5	6	NR	
1.6	Individuals not authorized to speak on behalf of the district refrain from public comments on board decisions and district programs.	4	5	7	
1.7	Board spokespersons are skilled at public speaking and communications and are knowledgeable about district programs and issues.	5	NR	8	
2.1	Annual parental notice of rights and responsibilities is provided at the beginning of the school year. This notice is provided in English and in languages other than English when 15 percent or more speak other languages (EC 48980).	9	NR	NR	
2.2	A school accountability report card is issued annually for each school site (EC 35256).	5	NR	6	<input type="checkbox"/>
2.3	The board has developed uniform complaint procedures (Title 5, Section 4621).	6	8	NR	
2.4	Uniform complaint procedures are communicated throughout the system and implemented consistently.	8	NR	NR	
2.5	Charges or complaints against any employee are addressed in a timely manner.	3	7	NR	
2.6	Board members refer informal public concerns to the appropriate staff for attention and response.	8	NR	NR	

Community Relations (continued)

Standard to be addressed		June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Focus
2.7	The board has identified the needs of the students, staff and educational community through a needs assessment process.	6	NR	NR	
2.8	Parents and community members are encouraged to be involved in the schools.	6	7	7	<input type="checkbox"/>
2.9	The board and Superintendent provide access to schools for parents and community members while addressing safety issues related to visitors and volunteers.	6	NR	NR	
2.10	Board members are actively involved in building community relations.	4	5	7	
3.1	The board supports partnerships with community groups, local agencies and businesses.	5	NR	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	6	NR	
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	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.	5	6	NR	
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).	7	NR	NR	
3.6	Collaborative and advisory council processes are structured in such a way that there is a clear, meaningful role for all participants, with appropriate input from parents, members of the community and agency policymakers.	6	NR	NR	<input type="checkbox"/>

Community Relations (continued)					
Standard to be addressed		June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Focus
3.7	Community collaboratives and advisory councils led by the district effectively fulfill their responsibilities (i.e., research issues, develop recommendations, etc).	6	NR	NR	<input type="checkbox"/>
3.8	Policies exist for the establishment of school site councils (EC 52852.5).	10	NR	NR	
3.9	School plans for the School-Based Coordinated Program exist at each school participating in the program (EC 52850).	10	NR	NR	
3.10	School plans are comprehensive and have sufficient content to meet the statutory requirements (EC 52853).	7	NR	NR	
3.11	The school site council annually reviews the school plan and the board annually approves or disapproves all site councils' plans (EC 52853, 52855).	5	NR	8	
3.12	School plans are a vital part of school operations and school accountability.	6	NR	NR	<input type="checkbox"/>
4.1	Policies are written, organized and readily available to all members of the staff and to the public.	6	NR	7	<input type="checkbox"/>
4.2	Policies and administrative regulations are up to date and reflect current law and local needs.	5	7	NR	
4.3	The board has adopted all policies mandated by state and federal law.	7	7	7	
4.4	The board annually reviews its policies on intradistrict open enrollment and extracurricular/cocurricular activities (EC 35160.5).	1	7	NR	
4.5	Existing board policies are regularly reviewed with the involvement of the staff.	5	NR	8	
4.6	The district has established a system of securing citizen input in policy development and district operation.	5	NR	5	
4.7	The board supports and follows its own policies once they are adopted.	6	NR	6	<input type="checkbox"/>

Community Relations (continued)					
Standard to be addressed		June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Focus
5.1	Each board member meets the eligibility requirements of being a board member (EC 35107).	10	NR	NR	
5.2	Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations.	6	NR	8	
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.	8	NR	NR	
5.4	The board has established a district-wide vision/mission and makes decisions that advance the district toward that vision.	6	NR	7	
5.5	The board makes decisions based on the study of all available data, including the recommendation of the Superintendent.	7	NR	NR	<input type="checkbox"/>
5.6	Functional working relations are maintained among board members.	7	NR	NR	<input type="checkbox"/>
5.7	Individual board members respect the decisions of the board majority and support the board's actions in public.	8	NR	NR	
5.8	Functional working relations are maintained between the board and administrative team.	8	NR	NR	
5.9	The board publicly demonstrates respect for and support for district and school-site staff.	5	NR	8	
5.10	The board demonstrates respect for public input at meetings and public hearings.	6	NR	8	
5.11	Board members respect confidentiality of information by the administration.	5	8	NR	
5.12	The board restricts itself to a policy-making role and does not attempt to administer policies.	7	NR	NR	
5.13	No individual board member attempts to exercise any administrative responsibility.	6	NR	NR	

Community Relations (continued)					
Standard to be addressed		June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Focus
5.14	The board evaluates the performance of the Superintendent regularly on criteria that will encourage student achievement.	6	9	NR	
5.15	The board acts for the community and in the interests of all students in the district.	4	6	NR	
5.16	The board receives and reviews reports from the Superintendent regarding district performance.	5	6	7	
6.1	An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting (EC 35140).	6	7	NR	
6.2	Agendas, minutes and other pertinent data are available to the public during regular working hours.	9	NR	NR	
6.3	Board members are prepared for board meetings by becoming familiar with the agenda and support materials prior to the meeting.	8	NR	NR	
6.4	Board meetings are conducted according to a set of bylaws adopted by the board.	9	NR	NR	
6.5	Open and closed sessions are conducted according to the Ralph M. Brown Act (GC 54950 et seq.).	8	NR	NR	
6.6	The board president ensures that meetings proceed in a business-like manner while allowing opportunity for full discussion.	8	NR	NR	
6.7	The board has adopted bylaws for the placement of items on the board agenda by members of the public.	10	NR	NR	
6.8	Members of the public have an opportunity to address the board before or during the board's consideration of each item of business to be discussed at regular or special meetings, and to bring before the board matters that are not on the agenda (EC 35145.5).	10	NR	NR	