

1.1 Communications

Professional Standard

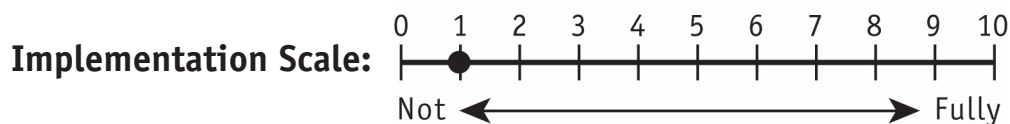
The district has developed a comprehensive plan for internal and external communications, including media relations.

Progress on Recommendations and Improvement Plan

1. The district has made no progress toward developing a comprehensive communications plan addressing internal and/or external communications, nor were any plans to initiate this effort indicated. As recommended in the July 2003 report, the district should develop such a plan with input from parents, community members, administrators and staff.
2. The district should review and update its policies related to communications and media relations to ensure consistency with the comprehensive communications plan.
3. Once developed, the district should monitor the implementation of strategies identified in the communications plan.

Standard Implemented: Partially

June 2003 Rating: 1
December 2003 Rating: Not Reviewed
June 2004 Self-Rating: None Provided
June 2004 New Rating: 1



1.2 Communications

Professional Standard

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

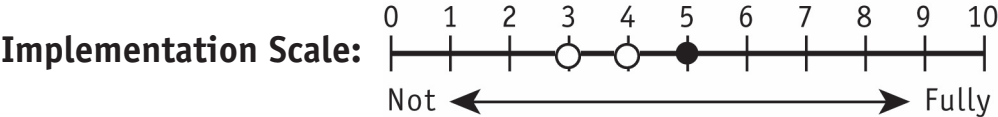
Progress on Recommendations and Improvement Plan

1. The district continues to utilize a number of mechanisms to facilitate communication to staff at all levels. The state administrator continues to be regarded as doing a strong job of keeping staff informed. He holds a monthly meeting the first Monday of each month for all staff in the district. The district’s administrative team, which includes the two site principals, meets weekly. Participants generally report a positive, open climate where people feel comfortable to share ideas. Principals also meet weekly with their lead teachers. Principals report that they reinforce and encourage staff to bring up issues so they can be effectively addressed. The district also sponsors a staff awards event at the end of the year. E-mail is utilized frequently to communicate among staff as well, and the proximity of the sites (adjacent to the central office) further facilitates good internal communication.

The district does not yet have a comprehensive communications plan (see Standard 1.1) that formally describes strategies for effective internal communications and would provide long-term stability and direction. These strategies for strengthening ongoing internal communications to staff at all levels should continue to be developed and implemented in a timely manner.

Standard Implemented: Partially

June 2003 Rating:	3
December 2003 Rating:	4
June 2004 Self-Rating:	None Provided
June 2004 New Rating:	5



1.4 Communications

Professional Standard

The district effectively implements strategies for communicating with parents, the community and the media.

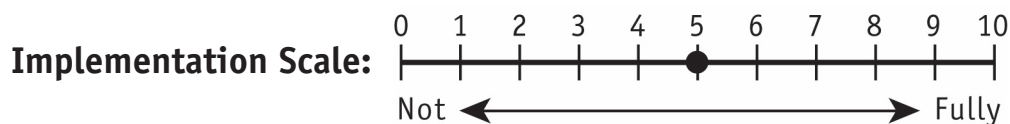
Progress on Recommendations and Improvement Plan

1. The district does not initiate any proactive media relations to highlight the accomplishments of students and staff in the district, as recommended in the July 2003 report. The state administrator serves as the chief spokesperson for the district. He indicates that during the past six months there were no media inquiries. Given the past negative media coverage surrounding the district's fiscal situation and the state takeover, a more aggressive media relations strategy aimed at highlighting the accomplishments of students and staff in the district is needed to continue rebuilding public confidence.
2. The district continues to implement a range of strategies for communicating with parents and the community. Often these efforts are focused on encouraging parents to attend meetings or events on the campuses. Notices and information are sent home with students, letters and fliers are mailed, personal calls made, and the district's auto-dialer system is used to leave phone messages. Multiple events are held at the school sites to which parents are invited. The staff also indicates plans to establish a parent-teacher association in the district, which would be valuable in enhancing communications with parents (see also Standard 2.7).

A component of the district's Local Education Agency Plan (LEAP) addresses strategies for parent communications. The district should continue to refine and extend outreach strategies to better communicate with non-English-speaking and traditionally less-involved parents.

Standard Implemented: Partially

June 2003 Rating:	5
December 2003 Rating:	Not Reviewed
June 2004 Self-Rating:	None Provided
June 2004 Rating:	5



2.1 Parent/Community Relations

Legal Standard

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. (Education Code 48980, 48985)

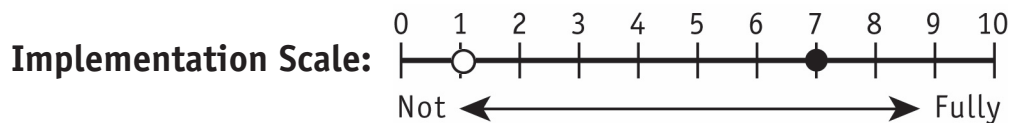
Progress on Recommendations and Improvement Plan

1. As mentioned in the January 2004 report, the district distributed the parental notifications for the 2003-04 school year in accordance with law. Further, the district translated the document into both Spanish and Hmong, as required by law. No additional notifications covered by this standard were scheduled to be issued in the past six months.

At the beginning of the 2004-05 school year, the district must sustain the effort to issue all of the required parental notifications. It may be helpful to include a list of required notifications in the district's policy manual. The district can easily incorporate such a list as it works with a policy consultant to update its policy manual (see Standard 4.3).

Standard Implemented: Partially

June 2003 Rating:	1
December 2003 Rating:	7
June 2004 Self-Rating:	None Provided
June 2004 New Rating:	7



2.2 Parent/Community Relations

Legal Standard

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

Progress on Recommendations and Improvement Plan

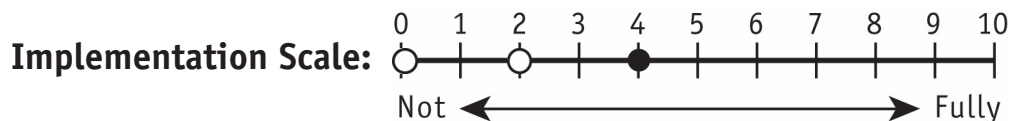
1. The district developed the 2002-03 school accountability report cards for the elementary and middle schools in the spring of 2004. The district is in the process of translating the report cards into both Spanish and Hmong. The district plans to mail the report cards out to parents by the end of the school year. In addition, copies of the report cards are available at the district office upon request.

The report cards contain most of the required state and federal criteria. There were a few sections in the report cards that did not have the required information, including the number of teachers teaching outside their subject area; the availability of substitute teachers; suspension and expulsion data for the past three years; a portion of the subgroup Academic Performance Index data and participation rates; and teacher and administrator salaries. All of the required Academic Performance Index data are currently available on the California Department of Education's Web site. The state administrator and district staff should work to incorporate these required elements into the 2003-04 report cards.

2. The district has not yet adopted a policy and/or regulation to reflect current law regarding school accountability report cards.

Standard Implemented: Partially

June 2003 Rating: 0
December 2003 Rating: 2
June 2004 Self-Rating: None Provided
June 2004 New Rating: 4



2.3 Parent/Community Relations

Legal Standard

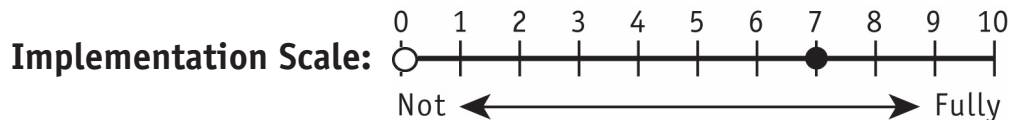
The district has developed and annually disseminates uniform complaint procedures. (Title 5, Sections 4621 and 4622)

Progress on Recommendations and Improvement Plan

1. As mentioned in the January 2004 report, the district's uniform complaint procedures were reviewed, adopted and disseminated in accordance with law. The procedures provided to project staff reflected current law and were translated into both Spanish and Hmong. The district office staff was aware of the policy and indicated understanding of the procedures. There was no need for further review or dissemination of the procedures during the past six months, although further training on the procedures could still be useful.

Standard Implemented: Partially

June 2003 Rating: 0
December 2003 Rating: 7
June 2004 Self-Rating: None Provided
June 2004 New Rating: 7



2.7 Parent/Community Relations

Professional Standard

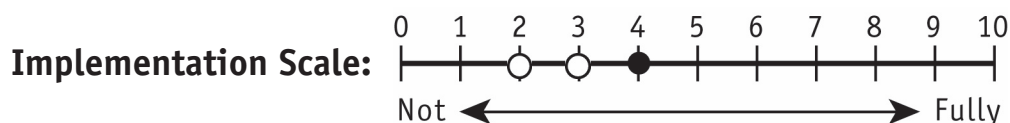
Parent and public input into school and district operations is encouraged.

Progress on Recommendations and Improvement Plan

1. The state administrator has continued to provide “meet and greets” each month with parents to encourage two-way communication. Typically 10 to 20 parents will attend these meetings to share their concerns and hear updates on the events at each of the schools. In addition, the district has conducted a few community forums although attendance has been generally modest. A primary mode of engagement is hosting events at the district or sites, such as Open House and Back-to-School Night. While these events are effective in bringing parents into contact with the schools and building relations, they do not necessarily provide meaningful opportunities for parents to provide input into operations.
2. To reach out and involve traditionally disenfranchised parents, the district continues to use three parent advisors who are fluent in the home languages of a majority of the parents. In addition, parents continue to be involved in the district’s Leadership Team, Parent Advisory Council, English Language Advisory Council, School Site Council and Migrant Advisory Committee. These groups have been meeting regularly and are representative of the student population. The district is also planning to work with local parents to establish a parent-teacher association. The district should continue to develop strategies such as these to encourage two-way communications with diverse groups of parents and community members.
3. Although committees/councils are meeting as noted in No. 2 above, the extent to which their input contributes to decision making continues to be unclear based on the documentation review. District staff reported working with the School Site Councils to allocate some discretionary dollars toward activities suggested by parents, such as sending out a “homework helper” tip sheet to parents. The state administrator should continue to examine the extent to which parent/community input is focused on district and/or school priorities and should develop strategies to encourage input that is most meaningful.

Standard Implemented: Partially

June 2003 Rating: 2
December 2003 Rating: 3
June 2004 Self-Rating: None Provided
June 2004 New Rating: 4



2.10 Parent/Community Relations

Professional Standard

Board members are actively involved in building community relations.

Progress on Recommendations and Improvement Plan

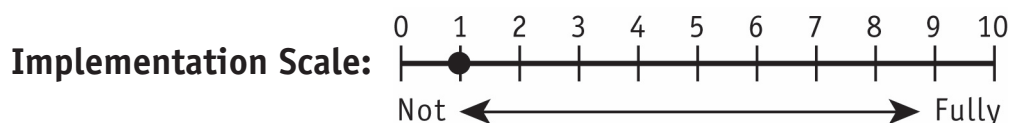
1. As reported in the January 2004 progress report, at least some individual board members continue to communicate often with parents and members of the community. However, a majority of board members did not provide information related to their efforts during the past six months to help build positive community relations.

While the board has not yet been playing a lead role, the state administrator and district staff have developed a few partnerships with agencies and organizations in the community to support the needs of children and families in the district. The district has recently implemented a Community Based English Tutoring program in collaboration with a local community leader. The district is also working to expand this partnership to some of the neighboring schools in the Fresno Unified School District to provide English as a Second Language to parents in those communities. In addition, the district participates in a partnership, GEAR UP, with California State University, Fresno, to encourage college students to provide tutoring during the school day at the middle school.

2. There continue to be perceptions that individual board members' efforts to build community relations are not linked to the district's goals. Some individual board members have expressed a desire to work with the administration and to be helpful in strengthening community relations, but a proactive, coordinated strategy has not yet been agreed upon by the board and administration. Building positive relations among the entire community should be a high priority for board members. As community leaders, board members can be helpful in developing and building relationships with other community leaders and encouraging cooperation. The board and appropriate staff should consider participating in continuing education or conduct a study of effective community collaboratives, as appropriate, in order to provide meaningful input.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	1
July 2004 Self-Rating:	None Provided
July 2004 New Rating:	1



3.8 Community Collaboratives, District Advisory Committees and School Site Councils

Legal Standard

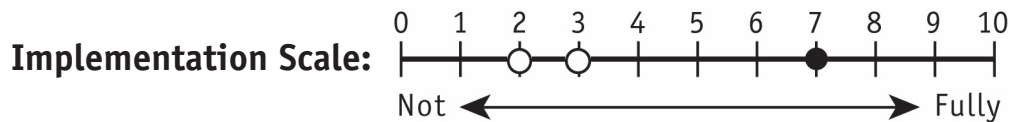
The school site council develops a Single Plan for Student Achievement at each school applying for categorical programs through the consolidated application. (Education Code 64001)

Progress on Recommendations and Improvement Plan

1. The School Site Councils at both the elementary and middle schools were involved in the development of the Single Plan for Student Achievement. These plans were adopted by the state administrator in March 2004.
2. The district had updated its Policy 0420, School Plans/Site Councils, in September 2003 to reflect the requirements of the Single Plan, and no additional revisions were necessary.

Standard Implemented: Partially

June 2003 Rating: 2
December 2003 Rating: 3
June 2004 Self-Rating: None Provided
June 2004 New Rating: 7



3.9 Community Collaboratives, District Advisory Committees and School Site Councils

Legal Standard

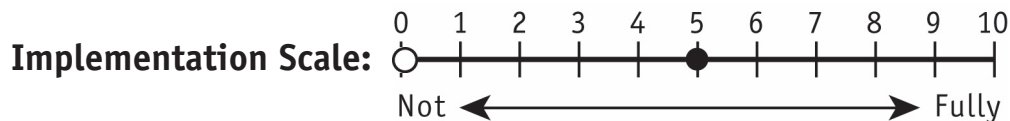
School plans are comprehensive and have sufficient content to meet the statutory requirements. (Education Code 64001)

Progress on Recommendations and Improvement Plan

1. The Single Plans for Student Achievement adopted in March 2004 for the elementary and middle schools contain all the elements required by law. The plans were based on the district's Local Education Agency Plan (LEAP), which includes a needs assessment, analysis of student achievement data, strategies to support student achievement and school goals for improving student achievement. The district should implement the elementary and middle schools' Single Plan for Student Achievement and use district and state-level data to continually assess the district's progress toward meeting the goals set forth in the plan for improving student achievement.

Standard Implemented: Partially

June 2003 Rating: 0
December 2003 Rating: 0
June 2004 Self-Rating: None Provided
June 2004 New Rating: 5



4.1 Policy

Professional Standard

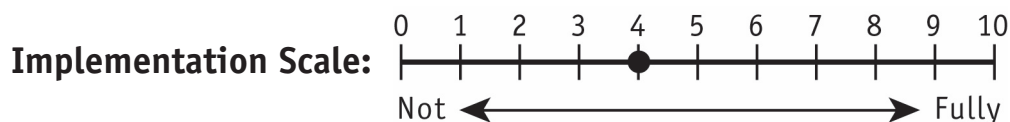
Policies are written, organized and readily available to all members of the staff and to the public.

Progress on Recommendations and Improvement Plan

1. The incomplete status of the district's policy manual remained largely unchanged in the past six months. The district must begin the process of overhauling its manual. Staff indicates that plans are under way to accomplish this with the help of a consultant (see Standard 4.3). The district should also develop procedures and assign staff who will be accountable for maintaining the manual.
2. The coding system and index for the district's policy manual have not yet been improved, but these improvements will likely be made as part of the overhaul of the policy manual.
3. Because the district has adopted just a few policies since January 2004, communications to staff, parents and other interested persons regarding policy changes could not be adequately assessed. It is recommended that the district develop plans for communicating any critical policy changes that arise in the overhauling of the district's policy manual.

Standard Implemented: Partially

June 2003 Rating: 4
December 2003 Rating: 4
June 2004 Self-Rating: None Provided
June 2004 New Rating: 4



4.3 Policy

Professional Standard

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

Progress on Recommendations and Improvement Plan

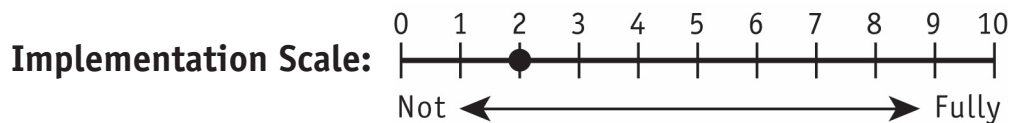
1. The district's policy manual remains substantially noncompliant in terms of including policies mandated by state and/or federal law. Within the past six months the district appears to have adopted a few policies. However, the district has not adopted any of the required mandated policies or regulations.

The district has contracted with a policy consultant to provide assistance with a complete overhaul of its policy manual, including those policies that are mandated by law. A workshop with the consultant has been set for June 2004. The district is urged to follow through on its scheduled workshop to ensure that the policy manual is up to date.

2. The district continues to subscribe to the California School Boards Association's policy services and thus has access to an updated list of mandated policies.

Standard Implemented: Partially

June 2003 Rating:	2
December 2003 Rating:	2
June 2004 Self-Rating:	None Provided
June 2004 New Rating:	2



4.6 Policy

Professional Standard

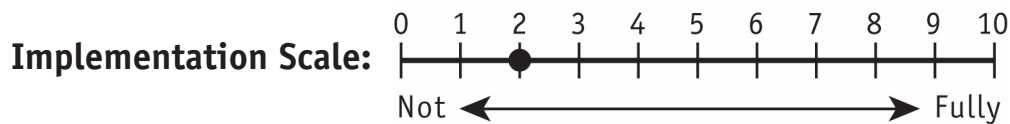
The board supports and follows its own policies once they are adopted.

Progress on Recommendations and Improvement Plan

1. Because the district's policy manual has not been regularly updated or maintained (see Standards 4.1 and 4.3), policy does not serve as a guiding force in the district. As the district's policies are updated, the state administrator should inform and involve the board as appropriate in order to generate support and "buy-in" and to begin building a sustainable, policy-driven culture within the district. The other recommendations described in the July 2004 report should also be followed as the district moves forward with this work.

Standard Implemented: Partially

June 2003 Rating: 2
December 2003 Rating: 2
June 2004 Self-Rating: None Provided
June 2004 New Rating: 2



5.2 Board Roles/Boardsmanship

Professional Standard

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

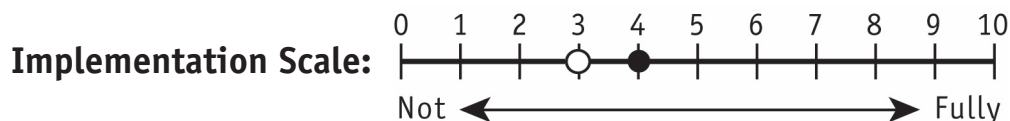
Progress on Recommendations and Improvement Plan

1. In the past six months, some individual board members have attended statewide trainings on governance topics, including the board's role in setting direction for the district, and critical education issues such as the state budget and legislative issues. One board member attended the CSBA Annual Education Conference, where workshops and trainings on a full range of subjects are available. One member of the board is also enrolled in the complete CSBA Masters in Governance program. While this individual participation in training represents progress, there appears to be no coordination among board members and the state administrator for identifying the board's and district's greatest areas of need. Board members also do not appear to have formal opportunities to report back about information they receive at the trainings they attend. The board and state administrator should work together to develop a comprehensive continuing education agenda for the coming year that includes opportunities for all members to obtain essential training and to share what they have learned with each other.

As identified in the July 2003 report, continuing education for the board should also include periodic district-provided workshops or information on critical education topics. Furthermore, the district should provide for or contract with an outside firm to conduct a comprehensive governance training program aimed at helping the board to better understand its current advisory role, and building capacity and skills to assist in the smooth functioning of the district when authority is restored.

Standard Implemented: Partially

June 2003 Rating: 3
December 2003 Rating: 3
June 2004 Self-Rating: None Provided
June 2004 New Rating: 4



5.3 Board Roles/Boardsmanship

Professional Standard

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

Progress on Recommendations and Improvement Plan

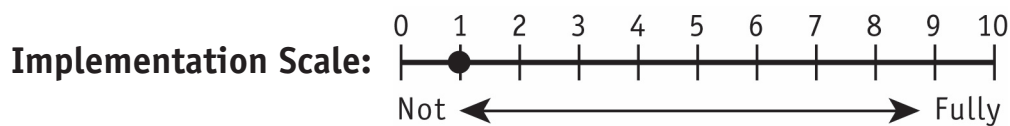
1. While some individual members have attended training (see Standard 5.2), the district has not contracted for or provided board members with a specialized continuing education program to increase their understanding of school governance, including training specifically related to the role of an advisory board, as recommended in the July 2003 report.

The FCMAT Assessment and Improvement Plan includes a series of essential standards related to boardsmanship that describe duties, functions and the scope of authority of board members. The state administrator must actively engage the board in addressing these standards, thereby enabling the board to demonstrate improvement over time.

2. The district is a member of the state school boards association, which makes pertinent literature about governance and education issues available to board members. The extent to which this literature and other types of helpful information is shared by the district with board members is questionable, as is the extent to which individual members avail themselves of this information when it is available.

Standard Implemented: Partially

June 2003 Rating:	1
December 2003 Rating:	1
June 2004 Self-Rating:	None Provided
June 2004 New Rating:	1



5.4 Board Roles/Boardsmanship

Professional Standard

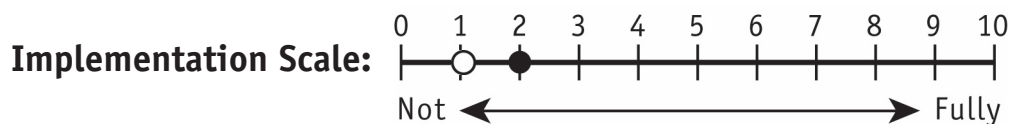
The board has identified the needs of the students, staff and educational community through a needs assessment process.

Progress on Recommendations and Improvement Plan

1. The district recently completed a needs assessment as part of its 2004 Local Education Agency Plan (LEAP) as required by the federal No Child Left Behind Act. A leadership team consisting of administrators, teachers, parents and school staff led the development of this work.
2. The process of developing site plans includes using a needs assessment to develop strategies for student achievement. The results of the July 2003 FCMAT study and subsequent progress reports should also be used to identify and implement program and operational improvements. There is no indication that results of these needs assessments have been discussed with the board. The state administrator should ensure that needs assessment results are reviewed by the board, administration and staff.

Standard Implemented: Partially

June 2003 Rating: 1
December 2003 Rating: Not Reviewed
June 2004 Self-Rating: None Provided
June 2004 New Rating: 2



5.5 Board Roles/Boardsmanship

Professional Standard

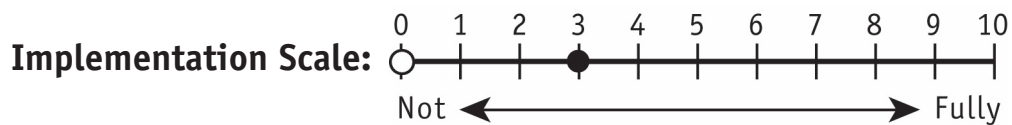
The board has established a district-wide vision/mission and uses that vision/mission as a framework for district action.

Progress on Recommendations and Improvement Plan

1. The 2004 Local Education Agency Plan describes a vision and mission for the school district. The state administrator has not yet engaged the board in addressing this standard.

Standard Implemented: Partially

June 2003 Rating: 0
December 2003 Rating: Not Reviewed
June 2004 Self-Rating: None Provided
June 2004 New Rating: 3



5.9 Board Roles/Boardsmanship

Professional Standard

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

Progress on Recommendations and Improvement Plan

1. The state administrator has scheduled meetings on approximately a monthly basis with the advisory board. However, attendance by all members has not been regular. All board members should make every attempt to regularly attend board meetings.

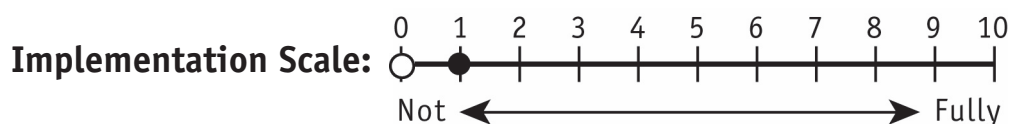
Between meetings, the state administrator is generally regarded as accessible to individual board members. Some members meet or talk with him regularly, although some individual board members perceive that the board's input is not seriously considered by the state administrator. Similarly, the state administrator perceives that not all members of the board share the same commitment to functioning in a constructive and collaborative manner.

Board members appear to understand and generally respect the processes and channels of communication established by the state administrator. Board members also generally relate complaints or concerns directly to the state administrator. Individual members express frustration at not receiving more pertinent information about district operations and student performance from the state administrator. As recommended in the July 2003 report, all board members should continue to demonstrate respect and professionalism in all of their interactions with the state administrator and staff.

2. The state administrator has not yet engaged the board in a review of district policies regarding board and administrator roles and responsibilities. This review should be initiated.
3. Board members have not yet participated in training regarding the board's role in the areas of human resources and personnel.

Standard Implemented: Partially

June 2003 Rating: 0
December 2003 Rating: 0
June 2004 Self-Rating: None Provided
June 2004 New Rating: 1



5.10 Board Roles/Boardsmanship

Professional Standard

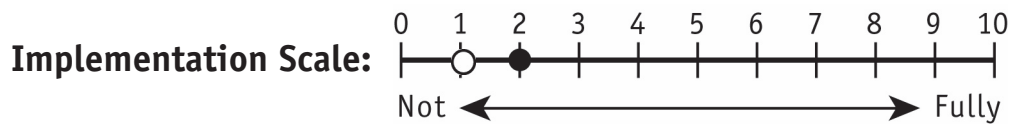
The board publicly demonstrates respect for and support for district and school site staff.

Progress on Recommendations and Improvement Plan

1. District and school staff have not typically been participating in advisory board meetings. Therefore, formal contact between staff and members of the board has been limited or has not occurred. No specific concerns were reported related to this standard during the past six months. Each of the recommendations offered in the July 2003 report should continue to be pursued.

Standard Implemented: Partially

June 2003 Rating: 1
December 2003 Rating: 1
June 2004 Self-Rating: None Provided
June 2004 New Rating: 2



5.11 Board Roles/Boardsmanship

Professional Standard

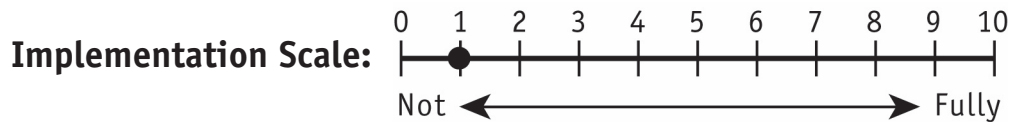
The board demonstrates respect for public input at meetings and public hearings.

Progress on Recommendations and Improvement Plan

1. Few members of the public have attended the advisory board meetings. Therefore, progress on this standard cannot be adequately determined at this time. The administration should ensure that all meetings are properly noticed and publicized and that agendas are posted in advance. Meeting agendas do not contain a specific item for public testimony, as recommended in the January 2004 progress report (see Standard 6.8). The state administrator should make this a standard practice.

Standard Implemented: Partially

June 2003 Rating: 1
December 2003 Rating: Not Reviewed
June 2004 Self-Rating: None Provided
June 2004 New Rating: 1



5.14 Board Roles/Boardsmanship

Professional Standard

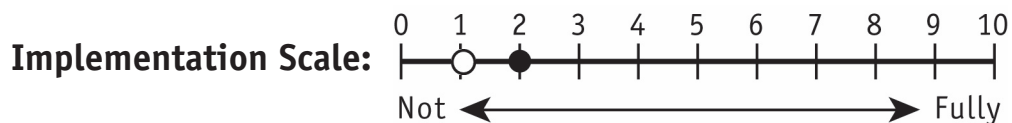
No individual board member attempts to exercise any administrative responsibility.

Progress on Recommendations and Improvement Plan

1. The state administrator continues to indicate that members of the board, in their advisory capacity, have not attempted to exercise administrative responsibilities. Board members who participated in this progress report generally indicated an improved understanding about the appropriate roles of the board and administrative staff.

Standard Implemented: Partially

June 2003 Rating: 1
December 2003 Rating: 1
June 2004 Self-Rating: None Provided
June 2004 New Rating: 2



5.16 Board Roles/Boardsmanship

Professional Standard

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

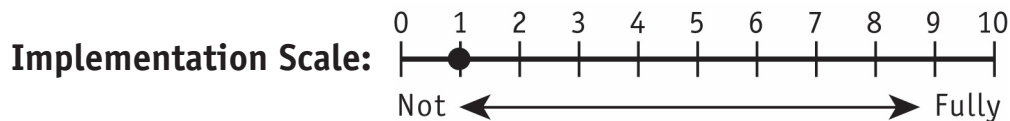
Progress on Recommendations and Improvement Plan

1. Board members who participated in this progress report indicated some efforts to communicate with parents and members of the community. They also indicated a desire to play a more active role in engaging the community. The state administrator should make efforts to engage the board, as part of regular advisory board meetings, in discussions concerning parent/community outreach efforts.

The district does not prepare summaries of board meeting discussions that might provide additional information about the extent to which this standard is being addressed.

Standard Implemented: Partially

June 2003 Rating: 1
December 2003 Rating: 1
June 2004 Self-Rating: None Provided
June 2004 New Rating: 1



6.2 Board Meetings

Legal Standard

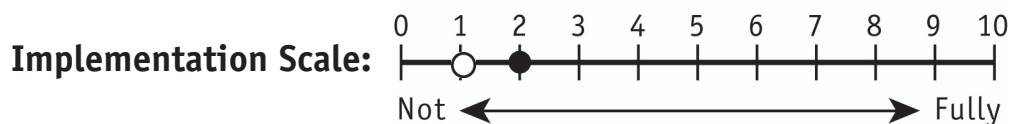
The board agenda is made available to the public in the manner and under the time lines prescribed by law. (Government Code 54954.1, 54954.2, 54956)

Progress on Recommendations and Improvement Plan

1. Although staff indicates that all agendas for advisory board meetings have been made available to the public pursuant to law, complete documentation to confirm this continues to be unavailable. Because this topic was one of significant concern to members of the public and staff prior to the state's takeover of the district – and was raised again in the January 2004 progress report – it is imperative that the state administrator model excellent practices with regard to board meetings.
2. The advisory board does not hold special meetings. Therefore, the recommendation in the July 2003 FCMAT report regarding notices for special meetings is not applicable at this time.

Standard Implemented: Partially

June 2003 Rating: 1
December 2003 Rating: 2
June 2004 Self-Rating: None Provided
June 2004 New Rating: 2



6.3 Board Meetings

Professional Standard

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

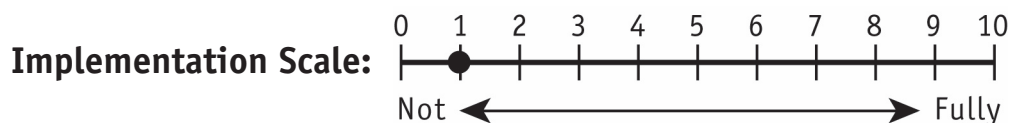
Progress on Recommendations and Improvement Plan

1. It does not appear that any background materials, data or minutes from previous meetings are being provided to board members prior to meetings. In fact, it could not be confirmed as to whether copies of meeting agendas are regularly provided in advance of meetings.

As recommended in the July 2003 report, the district must establish a process for preparing and distributing high-quality agenda packets in advance of every meeting. These packets might include background information, analyses, relevant laws, policies and/or reports, budget implications, staff recommendations and other information as appropriate to each item on the agenda. Implementation of this recommendation is essential to building and sustaining effective operational systems in the district.

Standard Implemented: Partially

June 2003 Rating:	1
December 2003 Rating:	1
June 2004 Self-Rating:	None Provided
June 2004 New Rating:	1



6.5 Board Meetings

Legal Standard

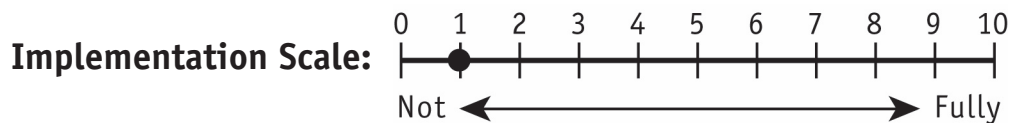
Open and closed sessions are conducted according to the Ralph M. Brown Act. (Government Code 54950 et seq.)

Progress on Recommendations and Improvement Plan

1. The district indicates that meetings have been properly noticed according to the Brown Act, although this could not be confirmed by documentation (see Standard 6.2). Meeting agendas suggest that topics appropriate for closed sessions are not currently being addressed by the advisory board. Per the July 2003 recommendations, the district should review and update all policies related to the Brown Act to ensure compliance with the law, and all board members should receive training about the requirements of the Brown Act.

Standard Implemented: Partially

June 2003 Rating: 1
December 2003 Rating: 1
June 2004 Self-Rating: None Provided
June 2004 New Rating: 1



6.6 Board Meetings

Professional Standard

Meetings of the board proceed in a businesslike manner while allowing opportunity for full discussion.

Progress on Recommendations and Improvement Plan

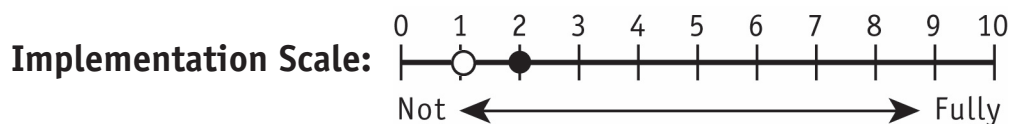
1. Board bylaws related to meeting conduct have not yet been updated to ensure compliance with the law. The state administrator and board should review and update bylaws on meeting conduct.
2. While the study team has not yet had an opportunity to directly observe an advisory board meeting, perspectives from the administration and some individual board members indicate that, with one exception, advisory board meetings are no longer characterized by the same negative behaviors that were described in reference to regular board meetings during the initial July 2003 study.

Advisory board meetings are conducted by the state administrator, who is generally perceived as accessible and willing to listen. Some individual board members, however, perceive that the advisory board meetings do not allow meaningful opportunities for the board to discuss or engage in district matters. The state administrator indicates that engaging the board is difficult when meetings are not consistently attended by all board members. Minutes or summaries of advisory meetings that might further demonstrate the course and general content of discussions at meetings have not yet been produced by the district.

The district should consider continuing education or an in-service training tailored to the specific needs and circumstances of this district and board, including a focus on boardmanship principles and meeting operations.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	Not Reviewed
July 2004 Self-Rating:	None Provided
July 2004 New Rating:	2



6.8 Board Meetings

Legal Standard

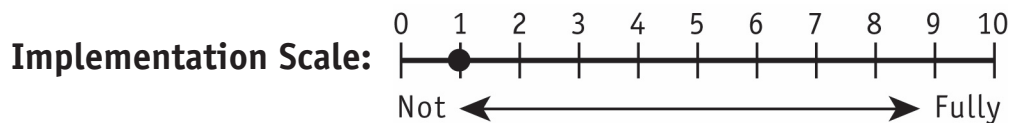
Members of the public have an opportunity to address the board before or during the board's consideration of each item of business to be discussed at regular or special meetings, and to bring before the board matters that are not on the agenda. (Education Code 35145.5)

Progress on Recommendations and Improvement Plan

1. Advisory board meetings to date have not included an item on the agenda indicating an opportunity for public input, and there has been limited or no attendance by members of the public at these meetings. In the January 2004 report, the state administrator indicated his intent to begin placing opportunities for public input on meeting agendas. However, no progress appears to have been made. Once this step has been taken, the other recommendations offered in the July 2003 report should be pursued.

Standard Implemented: Partially

June 2003 Rating: 1
December 2003 Rating: 1
June 2004 Self-Rating: None Provided
June 2004 New Rating: 1



6.9 Board Meetings

Professional Standard

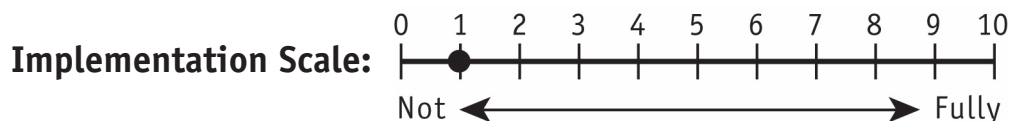
Board meetings focus on matters related to student achievement.

Progress on Recommendations and Improvement Plan

1. Recent advisory board meeting agendas seem to be effectively organized around the five areas within the FCMAT Assessment and Improvement Plan: Pupil Achievement, Personnel Management, Facilities Management, Financial Management, and Governance and Community Relations. A range of topics is covered within each of these items, especially at the most recent two meetings. In its advisory role, the board is no longer engaged in lengthy closed session discussions about personnel, so there is more time to devote to student achievement matters. The district should prepare and make available minutes and summaries of each board meeting to reflect the general nature of discussions and decisions, and to facilitate follow up on requested data and information pertinent to student achievement.

Standard Implemented: Partially

June 2003 Rating: 1
December 2003 Rating: 1
June 2004 Self-Rating: None Provided
June 2004 New Rating: 1



Community Relations and Governance

Standard to be addressed		June 2003 Rating	Dec. 2003 Rating	June 2004 Rating	Focus for Dec. 2004
1.1	The district has developed a comprehensive plan for internal and external communications, including media relations.	1	NR	1	<input type="checkbox"/>
1.2	Information is communicated to the staff at all levels in an effective and timely manner.	3		5	<input type="checkbox"/>
1.3	Staff input into school and district operations is encouraged.	2	2	NR	
1.4	The district effectively implements strategies for communicating with parents, the community and the media.	5	NR	5	<input type="checkbox"/>
1.5	Media contacts and spokespersons who have the authority to speak on behalf of the district have been identified.	5	5	NR	
1.6	Individuals not authorized to speak on behalf of the district refrain from public comments on board decisions and district programs	NA	NA	NR	
1.7	Board spokespersons are skilled at public speaking and communication and are knowledgeable about district programs and issues.	NA	NA	NR	
2.1	Annual parental notice of rights and responsibilities is provided at the beginning of the school year. This notice is provided in English and in languages other than English when 15 percent or more speak other languages (EC 48980, 48985).	1	7	7	<input type="checkbox"/>
2.2	A school accountability report card is issued annually for each school site (EC 35256).	0	2	4	<input type="checkbox"/>
2.3	The district has developed and annually disseminates uniform complaint procedures (Title 5, Section 4621, 4622)	0	7	7	<input type="checkbox"/>
2.4	Procedures are in place for addressing parents' and community members' complaints against employees in a fair and timely manner.	2	NR	NR	
2.5	Board members refer informal public concerns to the appropriate staff members for attention and response.	NA	NA	NR	
2.6	Parents and community members are encouraged to be involved in school activities and in their children's education.	5	NR	NR	

The identified subset of standards appears in bold print.

NA not applicable
 targeted for review

Community Relations and Governance
 NR not reviewed

Community Relations and Governance

Standard to be addressed		June 2003 Rating	Dec. 2003 Rating	June 2004 Rating	Focus for Dec. 2004
2.7	Parent and public input into school and district operations is encouraged.	2	3	4	<input type="checkbox"/>
2.8	Volunteers receive appropriate training and play a meaningful role that contributes to the educational program.	0	NR	NR	
2.9	The district has established procedures for visitor registration and posts registration requirements at each school entrance. (Penal Code 627.2, 627.6)	1	NR	NR	
2.10	Board members are actively involved in building community relations.	1	1	1	<input type="checkbox"/>
3.1	The board and Superintendent support partnerships and collaborations with community groups, local agencies and businesses.	4	4	NR	
3.2	The board and the Superintendent establish broad-based committees or councils to advise the district on critical district issues and operations and appropriate.	4	NR	NR	
3.3	Community collaboratives and district and school advisory councils all have identified specific outcomes goals that are understood by all members.	3	NR	NR	
3.4	The membership of community collaboratives and district and school advisory councils reflects the full cultural, ethnic, gender and socioeconomic diversity of the student population.	5	NR	NR	
3.5	The district encourages and provides the necessary training for collaborative and advisory council members to understand the basic administrative structure, program processes and goals of all district partners.	5	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 policy makers.	4	NR	NR	
3.7	Community collaboratives and district and school advisory councils led by the district effectively fulfill their responsibilities (e.g., researching issues, developing recommendations).	2	NR	NR	
3.8	The school site council develops a Single Plan for Student Achievement at each school applying for categorical programs through the consolidated application (EC 64001).	2	3	7	<input type="checkbox"/>

The identified subset of standards appears in bold print.

Community Relations and Governance

Standard to be addressed		June 2003 Rating	Dec. 2003 Rating	June 2004 Rating	Focus for Dec. 2004
3.9	School plans are comprehensive and have sufficient content to meet the statutory requirements (EC 64001).	0	0	5	<input type="checkbox"/>
3.10	The school site council annually reviews the school plan and the board annually approves or disapproves all site councils' plans (EC 64001).	0	NR	NR	
3.11	School plans are a vital part of school operations and school accountability.	0	NR	NR	
4.1	Policies are written, organized and readily available to all members of the staff and to the public.	4	4	4	<input type="checkbox"/>
4.2	Policies and administrative regulations are up to date and reflect current law and local needs.	2	NR	NR	
4.3	The board has adopted all policies mandated by state and federal law.	2	2	2	<input type="checkbox"/>
4.4	The board annually reviews its policies on intradistrict open enrollment and extracurricular/cocurricular activities (EC 35160.5).	0	NR	NR	
4.5	The district has established a system of securing staff and citizen input in policy development and review.	1	NR	NR	
4.6	The board supports and follows district policies.	2	2	2	<input type="checkbox"/>
5.1	Each board member meets the eligibility requirements of being a board member (EC 35107).	NA	NA	NR	
5.2	Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations.	3	3	4	<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.	1	1	1	<input type="checkbox"/>
5.4	The board has identified the needs of the students, staff and educational community through a needs assessment process.	1	1	2	<input type="checkbox"/>
5.5	The board has established a districtwide vision/mission and uses that vision/mission as a framework for district action.	0	0	3	<input type="checkbox"/>

The identified subset of standards appears in bold print.

NA not applicable
 targeted for review

Community Relations and Governance
NR not reviewed

Community Relations and Governance

Standard to be addressed		June 2003 Rating	Dec. 2003 Rating	June 2004 Rating	Focus for Dec. 2004
5.6	The board makes decisions based on the study of all available data, including the recommendations of the Superintendent.	0	NR	NR	
5.7	Functional working relations are maintained among board members.	0	NR	NR	
5.8	Individual board members respect the decisions of the board majority and do not undermine the board's actions in public.	NA	NA	NR	
5.9	Functional working relations are maintained between the board and administrative team.	0	0	1	<input type="checkbox"/>
5.10	The board publicly demonstrates respect for and support for district and school site staff.	1	1	2	<input type="checkbox"/>
5.11	The board demonstrates respect for public input at meetings and public hearings.	1	1	1	<input type="checkbox"/>
5.12	Board members respect confidentiality of information by the administration.	NA	NA	NR	
5.13	The board does not involve itself in operational issues that are the responsibility of the Superintendent and staff.	0	NR	NR	
5.14	No individual board member attempts to exercise any administrative responsibility.	1	1	2	<input type="checkbox"/>
5.15	The board evaluates the performance of the Superintendent regularly on criteria that will encourage student achievement.	0	NR	NR	
5.16	Members of the board act for the community and in the interests of all students in the district.	1	1	1	<input type="checkbox"/>
5.17	The board receives and reviews reports from the Superintendent regarding district performance.	4	NR	NR	
6.1	An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting (EC 35140).	1	NR	NR	

Community Relations and Governance

Standard to be addressed		June 2003 Rating	Dec. 2003 Rating	June 2004 Rating	Focus for Dec. 2004
6.2	The board agenda is made available to the public in the manner and under the time lines prescribed by law (Government Code 54954.1, 54954.2, 54956).	1	2	2	<input type="checkbox"/>
6.3	Board members are prepared for board meetings by becoming familiar with the agenda and support materials prior to the meeting.	1	1	1	<input type="checkbox"/>
6.4	Board meetings are conducted according to a set of bylaws adopted by the board.	1	1	NR	
6.5	Open and closed sessions are conducted according to the Ralph M. Brown Act (GC 54950 et seq.).	1	1	1	<input type="checkbox"/>
6.6	Meetings of the board proceed in a businesslike manner while allowing opportunity for full discussion.	1	NR	2	<input type="checkbox"/>
6.7	The board has adopted bylaws for the placement of items on the board agenda by members of the public (Education Code 35145.5).	6	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).	1	1	1	<input type="checkbox"/>
6.9	Board meetings focus on matters related to student achievement.	1	1	1	<input type="checkbox"/>