



West Fresno Elementary School District

Governance and
Community Relations

Comprehensive Review
January 2004

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

Chief Executive Officer
Thomas E. Henry

1.2 Communications

Professional Standard

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

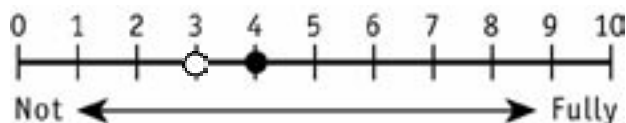
Progress on Recommendations and Improvement Plan

1. The district does not yet have a comprehensive communications plan that could include strategies for effective internal communications and provide long-term stability and direction. An informal flow of information currently occurs and is workable given the relatively small number of staff. More systematic communication now includes meetings for all staff conducted on the first Monday of each month. The staff continues to say that communications have improved under the state administrator. Staff morale is reported to have risen significantly, and some emphatically state that the change in climate within the district has been the most visible progress in the district. Nevertheless, formal 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 Self-Rating: None Provided
December 2003 New Rating: 4

Implementation Scale:



1.3 Communications

Professional Standard

Staff input into school and district operations is encouraged.

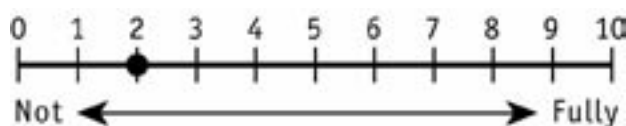
Progress on Recommendations and Improvement Plan

1. Specific information was not provided to assess whether opportunities for staff input have increased in the past six months, although staff morale is reported to have improved in general (see Standard 1.2). Also, the district now holds monthly meetings for all staff, which presumably would provide greater opportunities for input along with the sharing of information from the district to site-level staff. The district should continue to develop, formalize and implement strategies for involving staff in school and district decision-making.

Standard Implemented: Partially

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

Implementation Scale:



1.5 Communications

Professional Standard

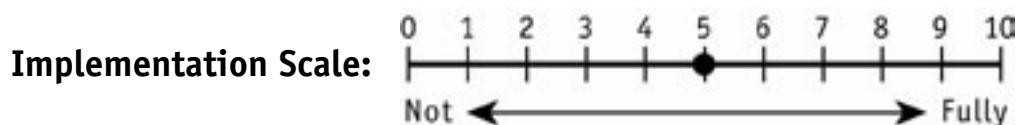
Media contacts and spokespersons who have the authority to speak on behalf of the district have been identified.

Progress on Recommendations and Improvement Plan

1. Local media have been told that the state administrator is to be contacted for media inquiries, and district staff has been similarly informed by word of mouth. District procedures such as these should be formalized, distributed and institutionalized through district policy/regulations and as part of a larger district communications plan.

Standard Implemented: Partially

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



2.1 Parent/Community Relations

Legal Standard

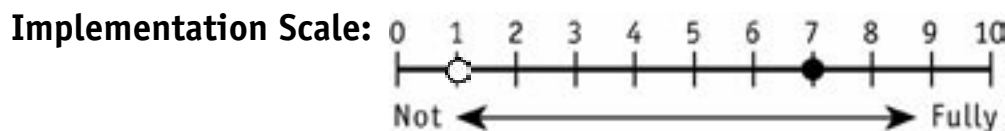
Annual parental notice of rights and responsibilities is provided at the beginning of the school year. This notice is provided in English and in languages other than English when 15 percent or more speak other languages. (Education Code 48980, 48985)

Progress on Recommendations and Improvement Plan

1. 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. The packet of notifications provided appears to substantially comply with the content required by law. In subsequent years the district should ensure that district policies included in parental notifications reflect current law and have been adopted by the district. Procedures used to develop and distribute parental notifications this year should be formalized to help sustain the district's effort.

Standard Implemented: Partially

June 2003 Rating:	1
December 2003 Self-Rating:	None Provided
December 2003 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 has not yet developed or issued a school accountability report card for 2002-03 for either the elementary or middle school. Much of the data required for these report cards is now available from the California Department of Education. District staff members are working with an outside consultant to make the report cards available to parents and the public by early spring 2004. The state administrator or designee must ensure that these report cards are issued in accordance with law and that they contain all the required elements, including elements required by new state law and the federal No Child Left Behind Act.
2. The district has not adopted a policy and/or regulation to reflect current law regarding school accountability report cards.

Standard Implemented: Partially

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



2.3 Parent/Community Relations

Legal Standard

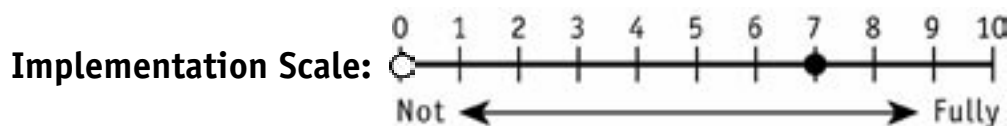
The district has developed and annually disseminates uniform complaint procedures. (Title 5, Sections 4621 and 4622)

Progress on Recommendations and Improvement Plan

1. Review of the district's uniform complaint procedures was indicated on the July 2003 agenda of the advisory board, and it appears that these procedures were adopted and disseminated in accordance with law. The procedures reflected current law. The document was translated into both Spanish and Hmong. District office staff were aware of the policy and indicated understanding of the procedures. However, further training on the procedures for staff at all levels would be beneficial.

Standard Implemented: Partially

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



2.7 Parent/Community Relations

Professional Standard

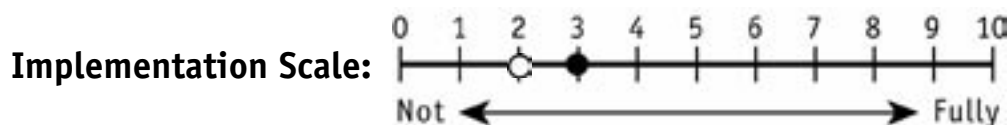
Parent and public input into school and district operations is encouraged.

Progress on Recommendations and Improvement Plan

1. The state administrator has created “meet and greets” each month with parents and has established an open-door policy with parents. Given the level of distrust in the past, the board (as well as the state administrator and staff) must make extra efforts to demonstrate to parents and the public that all perspectives and viewpoints are welcome.
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 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 should continue to develop strategies 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 is unclear. Similarly, it is unclear whether parent/community input obtained through other channels has affected the decision-making process. The state administrator should examine whether 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 Self-Rating: None Provided
December 2003 New Rating: 3



2.10 Parent/Community Relations

Professional Standard

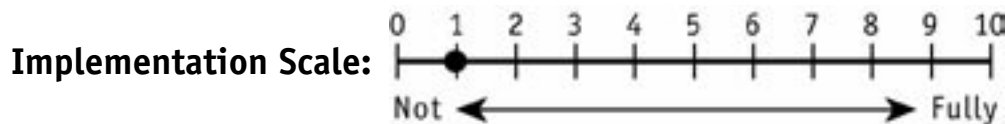
Board members are actively involved in building community relations.

Progress on Recommendations and Improvement Plan

1. Board members did not provide information to assess whether progress has been made in terms of board members' efforts to build positive community relations. There is a perception that individual board members continue to communicate frequently with some members of the community, but it is not clear whether these communications extend to all segments of the community or focus on issues identified as district priorities. Building positive relations among the entire community should be a high priority for board members.
2. Individual board members' efforts to build community relations still are not linked to a proactive coordinated strategy to improve the community's understanding and knowledge of district issues and goals.

Standard Implemented: Partially

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



3.1 Community Collaboratives, District Advisory Committees and School Site Councils

Professional Standard

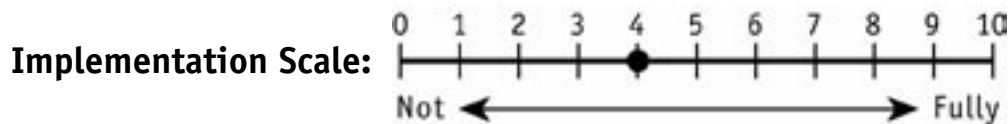
The board and superintendent support partnerships and collaborations with community groups, local agencies and businesses.

Progress on Recommendations and Improvement Plan

1. Information was not provided to assess whether progress has been made in developing new collaboratives/partnerships or in monitoring the effectiveness of existing collaboratives/partnerships. The board, state administrator and district staff should work with agencies and organizations in the community to ensure that children's and families' needs are being met.

Standard Implemented: Partially

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



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

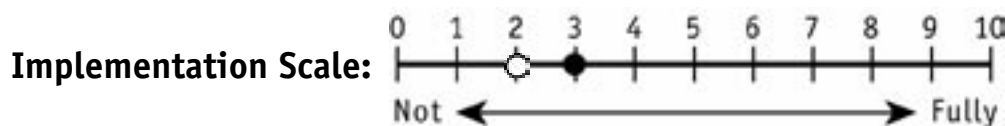
1. In 2003, the school site councils for the elementary school and middle school were actively engaged in developing the district's Local Education Agency Plan (LEAP) in order to comply with the new requirement under the federal No Child Left Behind Act. Each of the site councils is currently working to integrate into its site plan the LEAP's needs assessment, analysis of student achievement data and strategies to support student achievement.

This information will also contribute to the Single Plan for Student Achievement required by state law. Although the site councils have not completed the Single Plan, they are continuing to work with an outside consultant and expect to have the plans available by early spring 2004. The school site council and the state administrator or designee should ensure that these site plans are completed in a timely manner and contain the elements required by law.

2. The district updated its Policy 0420, School Plans/Site Councils, to reflect the requirements of the Single Plan. This policy was adopted by resolution in September 2003.

Standard Implemented: Partially

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



3.9 Community Collaboratives, District Advisory Committees and School Site Councils

Legal Standard

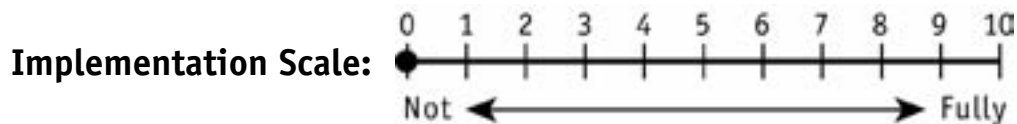
School plans are comprehensive and have sufficient content to meet the statutory requirements. (Education Code 64001)

Progress on Recommendations and Improvement Plan

1. Because the district does not currently have a Single Plan for Student Achievement for each school (see Standard 3.8), the content of the plans could not yet be evaluated. As the district develops and approves school plans, the school site council and state administrator must ensure that plans contain the required components.

Standard Implemented: Not Implemented

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



4.1 Policy

Professional Standard

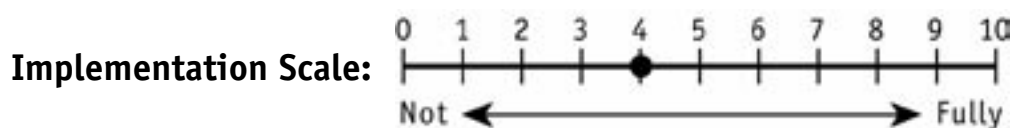
Policies are written, organized and readily available to all members of the staff and to the public.

Progress on Recommendations and Improvement Plan

1. There has been no change in the last six months in the organization, completeness and accessibility of the policy manual, and there is no evidence that any of the recommendations in the July 2003 report have been implemented. Furthermore, since few policies have been adopted since July 2003, communications to staff, parents and other interested persons regarding policy changes could not be assessed. The district should ensure that the policy manual and its index are current and should establish procedures that will be used to communicate policy changes when applicable.

Standard Implemented: Partially

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



4.3 Policy

Professional Standard

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

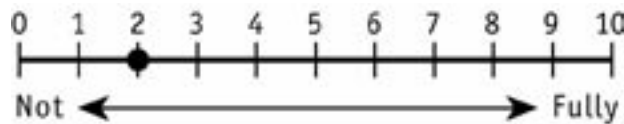
Progress on Recommendations and Improvement Plan

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 uniform complaint procedures (see Standard 2.1) and policy on Title I programs, but there is no evidence that any other mandated policies or regulations have been adopted or updated. Furthermore, changes in mandates over the past six months have resulted in at least three more district policies becoming outdated.
2. The district subscribes to CSBA's policy services and thus has access to an updated list of mandated policies.

Standard Implemented: Partially

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

Implementation Scale:



4.6 Policy

Professional Standard

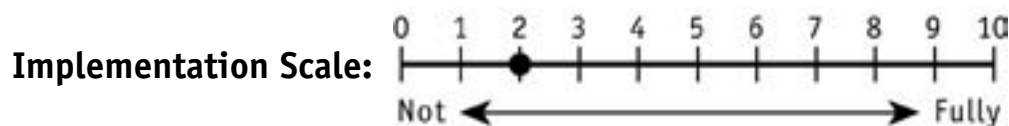
The board supports and follows its own policies once they are adopted.

Progress on Recommendations and Improvement Plan

1. No information was available to assess the extent to which the board in its advisory capacity has supported district policies.
2. There is no evidence to suggest progress in using policies as a guiding force in the district. Updating of the district's policies should be initiated so that they will be meaningful to the district. As the policies are updated, alignment with other district documents should be ensured in order to provide consistent direction.

Standard Implemented: Partially

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



5.2 Board Roles/Boardsmanship

Professional Standard

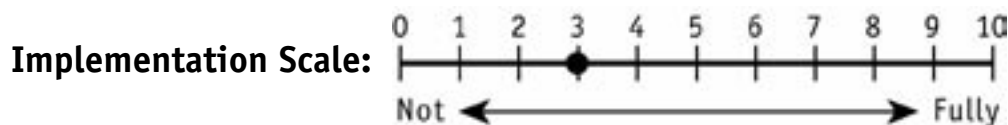
Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations.

Progress on Recommendations and Improvement Plan

1. In the past six months, the district has not contracted for or provided board members with continuing education programs to increase their understanding of school governance or critical education issues. The state administrator has indicated that he would like to develop a continuing education plan for the coming year.

Standard Implemented: Partially

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



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.

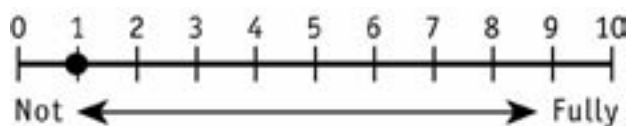
Progress on Recommendations and Improvement Plan

1. In the past six months, the district has not contracted for or provided board members with continuing education programs to increase their understanding of school governance, including training especially related to the role of an advisory board.
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 individual members avail themselves of this information could not be determined.

Standard Implemented: Partially

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

Implementation Scale:



5.4 Board Roles/Boardsmanship

Professional Standard

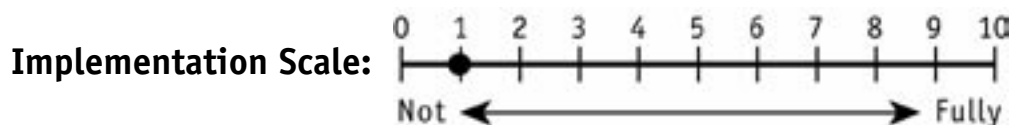
The board has identified the needs of the students, staff and educational community through a needs assessment process.

Progress on Recommendations and Improvement Plan

1. In 2003 the district included a needs assessment in its Local Education Agency Plan (LEAP) as required by the federal No Child Left Behind Act (see Standard 5.8). Also in 2003 the district cooperated with the needs assessment conducted by FCMAT. However, the board, in its advisory role, has not yet been involved in establishing a process or long-term schedule for conducting periodic needs assessments.
2. The process of developing site plans includes using a needs assessment to develop strategies for student achievement (see Standard 5.8). The results of the July 2003 FCMAT report and subsequent progress reports should also be used to identify and implement program and operational improvements.

Standard Implemented: Partially

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



5.5 Board Roles/Boardsmanship

Professional Standard

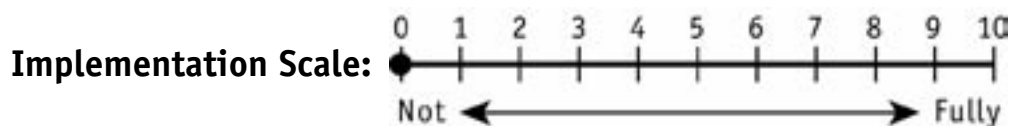
The board has established a district-wide vision/mission and uses that vision/mission as a framework for district action.

Progress on Recommendations and Improvement Plan

1. In its advisory role, the board has not yet been involved in addressing this standard.

Standard Implemented: Not Implemented

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



5.9 Board Roles/Boardsmanship

Professional Standard

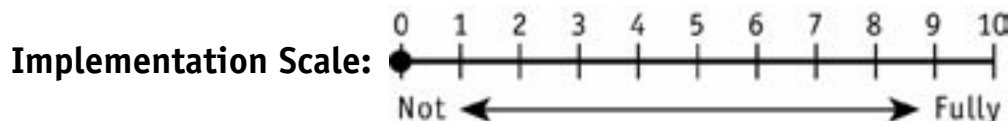
Functional working relations are maintained between the board and administrative team.

Progress on Recommendations and Improvement Plan

1. The state administrator has initiated monthly meetings with the advisory board. However, attendance by all members has not been regular. Information was not provided by any members of the board to indicate that functional relations have improved since the July 2003 report. In addition to the recommendations offered in the July 2003 report, it is recommended that all board members make every attempt to regularly attend advisory board meetings.
2. The board has not yet reviewed the district's policies regarding board and administrator roles and responsibilities.
3. Board members have not yet participated in training regarding the board's role in the areas of human resources and personnel.

Standard Implemented: Not Implemented

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



5.10 Board Roles/Boardsmanship

Professional Standard

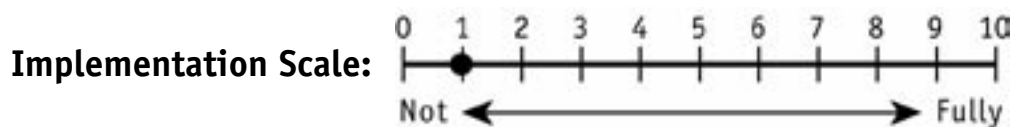
The board publicly demonstrates respect for and support for district and school site staff.

Progress on Recommendations and Improvement Plan

1. District staff members have not participated in advisory board meetings. Therefore, formal contact between staff and members of the board has been very limited or has not occurred. Additionally, members of the board did not provide information to indicate progress on this standard. Each of the recommendations offered in the July 2003 report should still be pursued.

Standard Implemented: Partially

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



5.11 Board Roles/Boardsmanship

Professional Standard

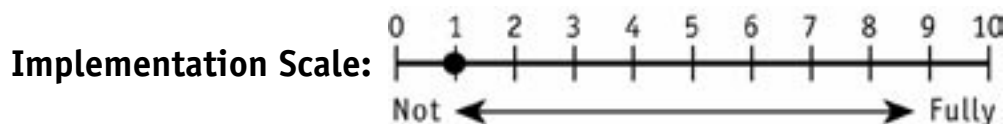
The board demonstrates respect for public input at meetings and public hearings.

Progress on Recommendations and Improvement Plan

1. The district indicates that monthly advisory board meetings have been properly noticed. However, no members of the public have attended these meetings to date. Therefore, progress on this standard cannot be determined at this time. In addition to recommendations offered in the July 2003 report, it is recommended that future meetings of the advisory board be held in the evenings when more members of the public and staff might be able to attend, and that each meeting agenda contain a specific item for public testimony. The state administrator indicates plans to begin doing both of these things beginning in January.

Standard Implemented: Partially

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



5.14 Board Roles/Boardsmanship

Professional Standard

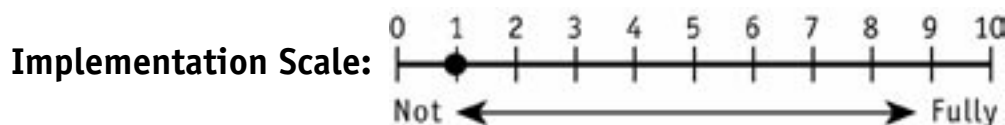
No individual board member attempts to exercise any administrative responsibility.

Progress on Recommendations and Improvement Plan

1. The state administrator indicates that members of the board, in their advisory capacity, have not attempted to exercise administrative responsibilities. However, information was not provided by members of the board to indicate whether any progress has been made in terms of their understanding about the appropriate roles of the board and administrative staff. Members of the board have not yet undergone any training related to this standard.

Standard Implemented: Partially

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



5.16 Board Roles/Boardsmanship

Professional Standard

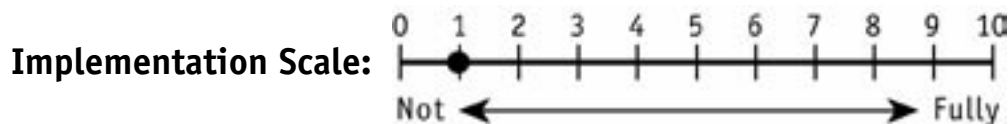
The board acts for the community and in the interests of all students in the district.

Progress on Recommendations and Improvement Plan

1. Information was not available from summaries of advisory board meetings or provided directly by members of the board to indicate whether progress has been made on this standard.

Standard Implemented: Partially

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



6.2 Board Meetings

Legal Standard

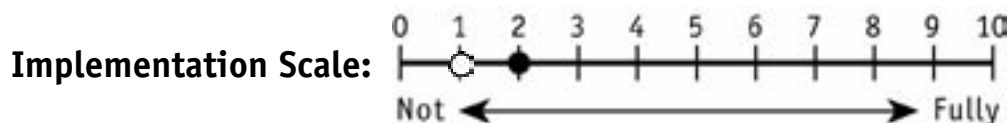
The board agenda is made available to the public in the manner and under the time lines prescribed by law. (Government Code 54954.1, 54954.2, 54956)

Progress on Recommendations and Improvement Plan

1. Although the district indicates that all agendas for advisory board meetings have been made available to the public pursuant to law, incomplete documentation was provided to confirm this. Because this topic was one of significant concern to the public and staff during the July 2003 study, it is important for the district to emphasize its full compliance.
2. Because the advisory board does not hold special meetings, 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 Self-Rating: None Provided
December 2003 New Rating: 2



6.3 Board Meetings

Professional Standard

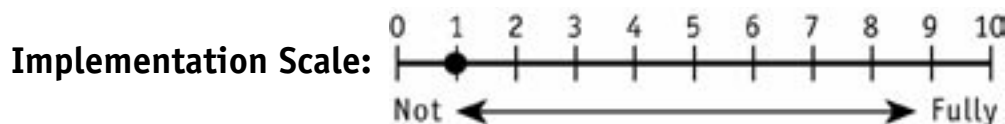
Board members are prepared for board meetings by becoming familiar with the agenda and support materials prior to the meeting.

Progress on Recommendations and Improvement Plan

1. It appears that at least some background materials were provided to the advisory board related to items on the agenda.
2. The study team has not yet had an opportunity to observe an advisory board meeting to determine whether advisory board members adequately review the agenda and support materials prior to the meeting.

Standard Implemented: Partially

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



6.4 Board Meetings

Professional Standard

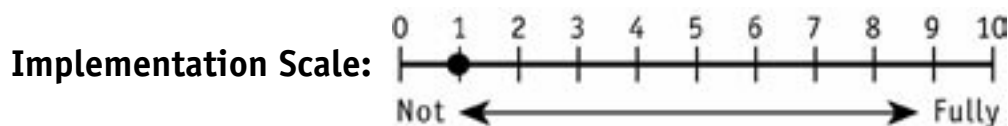
Board meetings are conducted according to a set of bylaws adopted by the board.

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 should review and update bylaws on meeting conduct, and communicate these to the advisory board, to provide a basis for the conduct of advisory board meetings.
2. The study team has not yet had an opportunity to observe an advisory board meeting to determine whether meetings are conducted in an effective and efficient manner.

Standard Implemented: Partially

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



6.5 Board Meetings

Legal Standard

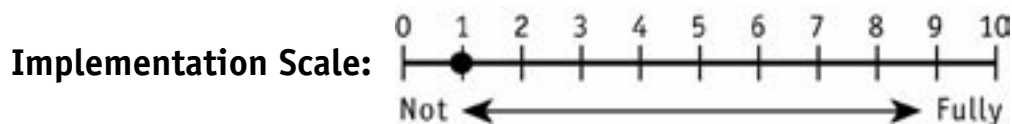
Open and closed sessions are conducted according to the Ralph M. Brown Act. (Government Code 54950 et seq)

Progress on Recommendations and Improvement Plan

1. The district indicates that meetings have been properly noticed according to the Brown Act (see Standard 6.2). Advisory board 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 Self-Rating: None Provided
December 2003 New Rating: 1



6.8 Board Meetings

Legal Standard

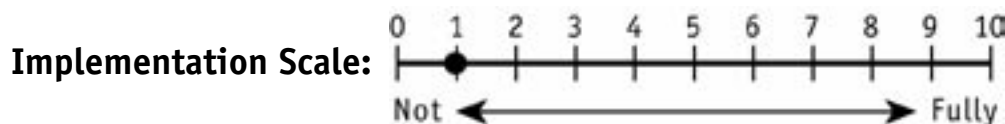
Members of the public have an opportunity to address the board before or during the board's consideration of each item of business to be discussed at regular or special meetings, and to bring before the board matters that are not on the agenda. (Education Code 35145.5)

Progress on Recommendations and Improvement Plan

1. Advisory board meetings to date have not included an agendized opportunity for public input, and members of the public have not attended meetings. The state administrator has indicated his intent to agendize public input opportunities beginning in January 2004. When this occurs, the recommendations offered in the July 2003 report should be pursued.

Standard Implemented: Partially

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



6.9 Board Meetings

Professional Standard

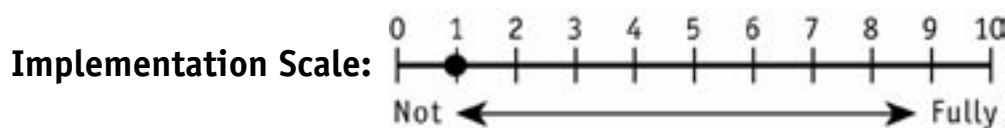
Board meetings focus on matters related to student achievement.

Progress on Recommendations and Improvement Plan

1. Although advisory board meeting agendas have included a variety of topics ranging from the budget to student discipline, a number of agenda topics have been related to student achievement. Examples include an intensive reading intervention program, an after-school program, policy on evaluation of instructional materials, and others. However, progress on this standard could not be adequately determined since the study team has not yet observed a meeting of the advisory board, minutes of the meetings have not been prepared, and board members themselves did not provide any information to the study team.

Standard Implemented: Partially

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



Community Relations and Governance				
Standard to be addressed		June 2003 Rating	Dec. 2003 Rating	Focus for June 2004
1.1	The district has developed a comprehensive plan for internal and external communications, including media relations.	1	NR	<input type="checkbox"/>
1.2	Information is communicated to the staff at all levels in an effective and timely manner.	3	4	<input type="checkbox"/>
1.3	Staff input into school and district operations is encouraged.	2	2	
1.4	The district effectively implements strategies for communicating with parents, the community and the media.	5	NR	<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	
1.6	Individuals not authorized to speak on behalf of the district refrain from public comments on board decisions and district programs	NA	NR	
1.7	Board spokespersons are skilled at public speaking and communication and are knowledgeable about district programs and issues.	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	<input type="checkbox"/>
2.2	A school accountability report card is issued annually for each school site (EC 35256).	0	2	<input type="checkbox"/>
2.3	The district has developed and annually disseminates uniform complaint procedures (Title 5, Section 4621, 4622)	0	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	
2.5	Board members refer informal public concerns to the appropriate staff members for attention and response.	NA	NR	
2.6	Parents and community members are encouraged to be involved in school activities and in their children's education.	5	NR	

Community Relations and Governance

Standard to be addressed		June 2003 Rating	Dec. 2003 Rating	Focus for June 2004
2.7	Parent and public input into school and district operations is encouraged.	2	3	<input type="checkbox"/>
2.8	Volunteers receive appropriate training and play a meaningful role that contributes to the educational program.	0	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	
2.10	Board members are actively involved in building community relations.	1	1	<input type="checkbox"/>
3.1	The board and Superintendent support partnerships and collaborations with community groups, local agencies and businesses.	4	4	
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	
3.3	Community collaboratives and district and school advisory councils all have identified specific outcomes goals that are understood by all members.	3	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	
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	
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	
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	
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	<input type="checkbox"/>
3.9	School plans are comprehensive and have sufficient content to meet the statutory requirements (EC 64001).	0	0	<input type="checkbox"/>

Community Relations and Governance

Standard to be addressed		June 2003 Rating	Dec. 2003 Rating	Focus for June 2004
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	
3.11	School plans are a vital part of school operations and school accountability.	0	NR	
4.1	Policies are written, organized and readily available to all members of the staff and to the public.	4	4	<input type="checkbox"/>
4.2	Policies and administrative regulations are up to date and reflect current law and local needs.	2	NR	
4.3	The board has adopted all policies mandated by state and federal law.	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	
4.5	The district has established a system of securing staff and citizen input in policy development and review.	1	NR	
4.6	The board supports and follows district policies.	2	2	<input type="checkbox"/>
5.1	Each board member meets the eligibility requirements of being a board member (EC 35107).	NA	NR	
5.2	Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations.	3	3	<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	<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	<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	<input type="checkbox"/>
5.6	The board makes decisions based on the study of all available data, including the recommendations of the Superintendent.	0	NR	

Community Relations and Governance

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

Community Relations and Governance

Standard to be addressed		June 2003 Rating	Dec. 2003 Rating	Focus for June 2004
6.4	Board meetings are conducted according to a set of bylaws adopted by the board.	1	1	
6.5	Open and closed sessions are conducted according to the Ralph M. Brown Act (GC 54950 et seq.).	1	1	<input type="checkbox"/>
6.6	Meetings of the board proceed in a businesslike manner while allowing opportunity for full discussion.	1	NR	<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	
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	<input type="checkbox"/>
6.9	Board meetings focus on matters related to student achievement.	1	1	<input type="checkbox"/>