

COMMUNITY RELATIONS AND GOVERNANCE

In this fourth and final six-month progress report, the Berkeley Unified School District has continued to demonstrate steady progress or sustained implementation in nearly all the identified standards. The governance team has continued to focus on areas related to communications, parent outreach and student achievement. In the past six months, the district has begun to implement the plans that were funded by the passage of Measure B, which provides bridge funding to the Berkeley Schools Excellence Project (BSEP) parcel tax. The funds from this tax have already been used to hire a liaison to further enhance outreach to parents. The district has made headway in the area of board policies, but still needs to fully implement its plan to perform a comprehensive review of the policy manual.

Major findings on the priority standards for the final six months in each of the six subareas of the Governance/Community Relations standards include:

Communications

The district maintains effective engagement in a wide range of communications. Positive reactions continue to be received regarding the publication PIO News, which is distributed to all employees with their paychecks. The district continues to strongly promote programs and student and faculty accomplishments. The district is aware that engaging non-English-speaking and traditionally less-involved parents must continue to be a priority. The district will include programs to address such issues as part of future implementation plans for the Measure B funding.

Parent/Community Relations

Parent and community involvement remains high at most school sites. Improved perceptions of the atmosphere at the high school are still mentioned by parents, staff and students. The district has continued its work to coordinate communications throughout the school sites. School accountability report cards for all schools now appear on the district's Web site and in other locations. In the past six months, the district has created updated school accountability report cards that include all mandated information.

Community Collaboratives, District Advisory Committees, School Site Councils

The district continues to utilize a streamlined structure for its committee, council and task force system, enhancing clarity and understanding for participants and the staff about the functions of these various bodies. The Governing Board and Superintendent continue to highlight the importance of refining and improving school site plans, and are prepared to conduct a thorough review of the plans as well as provide feedback to the district staff and sites about making the plans even more effective.

Policy

The district has adopted all of the policies mandated by law. The district needs to ensure a process is in place to adopt additional policies as necessary and to update or repeal outdated policies. As policies are adopted, the district makes them accessible to the staff and the public, including access through the district's Web site. As more policies are developed, adopted and implemented, the district must still ensure that it consistently communicates key policy changes to the staff and the public.

Board Roles/Boardsmanship

The strong working relationship among the members of the board and between the board and Superintendent continues to be a positive. The governance team demonstrated the ability to work together as it addressed the district's fiscal situation. The board continues to sustain its plan for the staff to provide the board and public with specific organizational and student performance indicators and data. In the past six months, the staff has refined this process to ensure additional accountability. Individual board members continue to exhibit a deep commitment to the district and the community; all individuals on the board devote considerable time and effort to district and community events and their work on board subcommittees and other assignments. The board continues to demonstrate respect and support for district and site-level staff.

Board Meetings

Board meetings have consistently been constructive. Board members and the Superintendent have renewed their focus on matters related to student achievement. The board has continued the practice of opening its public meetings with a presentation highlighting an educational program in the district. Furthermore, it has been evident that board meetings continue to emphasize matters of student achievement or instruction.

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 Public Information Officer (PIO) has continued to pursue an effective and comprehensive communications plan. The plan substantively addresses both internal and external communications activities. The board should periodically review this plan's communications goals and key messages.

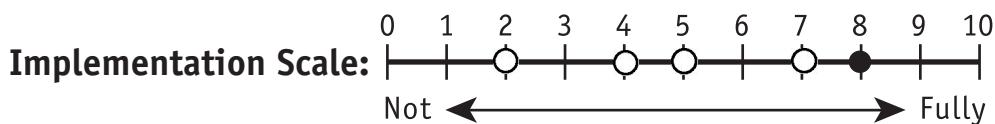
Future revisions of the plan should also address specific outreach strategies designed to improve communications with non-English-speaking, traditionally disenfranchised or less-involved parents.

2. Improvements are evident in the district's level of customer service. As indicated in the January 2005 progress report, the district should formalize this goal to sustain the progress made.
2. The majority of activities described in the communications plan have already been implemented and proved to be effective. The Superintendent and PIO should continue to monitor the implementation of strategies identified in the plan in order to evaluate the effectiveness of the district's overall communications efforts.

The relationship between the district and the local media continues to be perceived by the community as a positive one.

Standard Implemented: Fully - Substantially

July 2003 Rating:	2
January 2004 Rating:	4
July 2004 Rating:	5
January 2005 Rating:	7
July 2005 New Rating:	8



1.3 Communications

Professional Standard

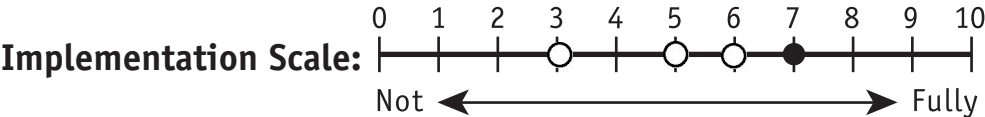
Staff input into school and district operations is encouraged.

Progress on Recommendations and Improvement Plan

1. The strategies for internal communications contained in the communications plan address the importance of effective communication. The district has maintained the positive activities aimed at facilitating communication with the staff, including staff forums and staff development days. The district should continue to refine its efforts by working to monitor and validate these methods of communication to ensure they are sustained. During board meetings, the employee collective bargaining units continue to have a regularly scheduled opportunity to speak.
2. The district provides the site-level staff with the opportunity for input regarding school and district operations. Regular principals' meetings continue to be valuable means of facilitating effective discussion. Site visits by the Superintendent and board members maintain the opportunities for the site-level staff to share information and concerns.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	5
July 2004 Rating:	6
January 2005 Rating:	7
July 2005 New Rating:	7



1.4 Communications

Professional Standard

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

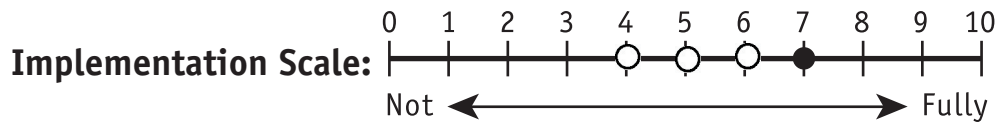
Progress on Recommendations and Improvement Plan

1. The district has demonstrated that it recognizes the continuing need for all the staff to be responsive to parents and the community. The district should continue to work toward a culture that offers the highest level of service. As noted in the January 2005 progress report, this can be accomplished by continuing to provide professional development in customer service. The staff should be held accountable through the evaluation process for its ability to effectively address the questions and concerns of parents and the public.
2. The PIO continues frequent outreach with the school site staff, district staff and board members regarding the role of the public information office and how the office can assist in district and school-site communications efforts.
3. The district has maintained its strategies to keep the community and parents better informed about pending board discussions and actions. The district's Web site is a valuable source of information, and content is updated frequently. The district has continued running programs on the local cable television station regarding activities in the schools, including the program that precedes the board meetings and is hosted by the PIO. While communications via e-mail reach a significant percentage of parents in the district, the district may still rely excessively on this method of communication.
4. The district is making efforts to improve outreach to parents who traditionally have had lower levels of participation in the district. The district must take steps to ensure that these efforts are sustained. The district also has continued to work with local organizations, the University of California, and area preschools to reach out more directly to the community.
5. The PIO maintains regular contacts with reporters and the media to inform them of district activities, accomplishments and public education topics. The positive relationship with the local media continued to be noted as a district success story.
6. Board members continue to demonstrate understanding about the importance of following the district's spokesperson protocol. Board members and the district staff also continue to share information about individual spokesperson activities and the messages they are communicating.

7. As recommended in the January 2005 progress report, the Superintendent or designee should periodically determine whether the district's key messages are reaching their intended audiences and affecting the perception of students, parents, staff and community members about district performance and specific district issues. The district might use surveys, focus groups, or other methods that encourage participants to freely provide their opinions about district performance. Such assessments should be aligned with critical issues and key messages identified in the district's communications plan.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	Not reviewed
July 2004 Rating:	5
January 2005 Rating:	6
July 2005 New Rating:	7



2.1 Parent/Community Relations

Legal Standard

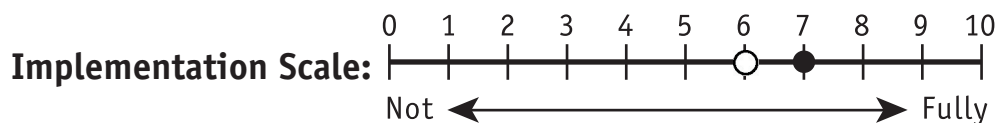
Annual parental notice of rights and responsibilities is provided at the beginning of the school year. This notice is provided in English and in languages other than English when 15 percent or more speak other languages. (Education Code 48980, 48985)

Progress on Recommendations and Improvement Plan

1. The district provides parents with a parent/student handbook that covers most of the elements that are required in the annual parental notice of rights and responsibilities. This handbook is available in English on the district's Web site. The district also provides parents with a notice compiled by the Alameda County Office of Education that contains the rest of the elements required in the annual parental notice of rights and responsibilities.
2. As recommended in the January 2005 progress report, the district should make the Spanish-language version of the annual parental notice of rights and responsibilities more readily accessible by posting the document on the district's Web site.

Standard Implemented: Partially

July 2003 Rating: 6
January 2004 Rating: Not reviewed
July 2004 Rating: Not reviewed
January 2005 Rating: 7
July 2005 New Rating: 7



2.2 Parent/Community Relations

Legal Standard

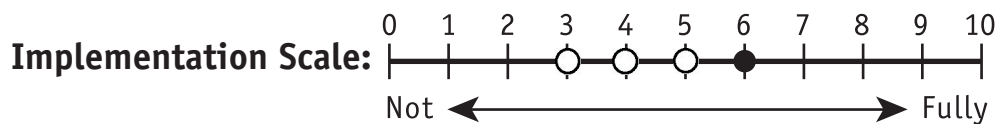
A school accountability report card is issued annually for each school site. (Education Code 35256)

Progress on Recommendations and Improvement Plan

1. The district issued school accountability report cards for the 2003-04 school year in March 2005.
2. Summary versions of the SARCs for the 2003-04 school year are available for all school sites on the district's Web site. The district intends to post the full-length version of the SARCs on the district's Web site by June 2005.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	4
July 2004 Rating:	5
January 2005 Rating:	5
July 2005 New Rating:	6



2.4 Parent/Community Relations

Professional Standard

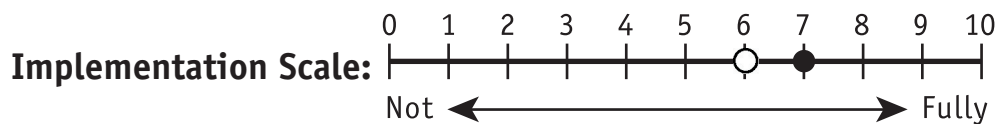
Procedures are in place for addressing parents' and community members' complaints against employees in a fair and timely manner.

Progress on Recommendations and Improvement Plan

1. The district has updated its policy on complaints regarding school personnel to reflect current law and district practice.
2. The Superintendent or designee should ensure that a plan is developed to ensure that the staff is trained on the policy and is capable of informing parents about it, and that all time lines and procedures in the policy are followed.

Standard Implemented: Partially

July 2003 Rating: 6
January 2004 Rating: Not reviewed
July 2004 Rating: Not reviewed
January 2005 Rating: Not reviewed
July 2005 New Rating: 7



2.5 Professional Standard

Professional Standard

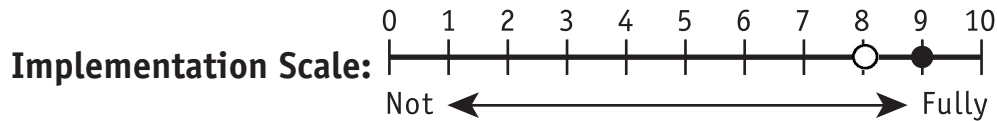
Board members refer informal public concerns to the appropriate staff for attention and response.

Progress on Recommendations and Improvement Plan

1. Board members continue to refer informal concerns and complaints to the Superintendent.
2. The Superintendent has made the responsiveness of district office staff a priority and should ensure that a plan is in place to maintain this level of customer service.

Standard Implemented: Fully - Substantially

July 2003 Rating: 8
January 2004 Rating: Not reviewed
July 2004 Rating: Not reviewed
January 2005 Rating: Not reviewed
July 2005 New Rating: 9



2.6 Parent/Community Relations

Professional Standard

Parents and community members are encouraged to be involved in school activities and their children's education.

Progress on Recommendations and Improvement Plan

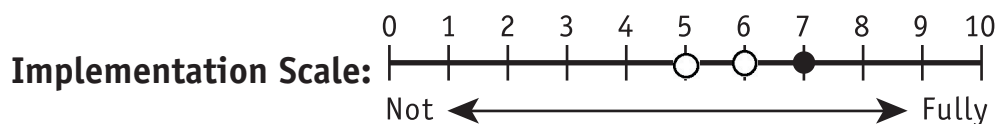
1. The most meaningful tool for information dissemination continues to be the various school site "e-tree" e-mail distribution lists. Parents who have access to the Internet and to the e-trees continue to find them to be a very meaningful source of information. However, some parents do not have access to the Internet. There is some concern about how these parents can be kept well-informed regarding district and site activities.
2. As noted in previous FCMAT progress reports, the need to engage all parents is ongoing, especially in a district as diverse as Berkeley Unified. The district continues to initiate efforts to involve traditionally underrepresented parents, especially through the implementation of plans funded by the passage of Measure B. Sustaining these efforts should be a continual priority for the district.

While district mailings continue to be sent in both Spanish and English, parents have indicated that translation services are still not consistently available at all school sites. The district should ensure and increase the availability of these services.

3. The public information office has continued to demonstrate progress in strengthening the flow of information between sites and the district office. Sites are encouraged to keep the district informed about site-initiated parent/community involvement activities.
4. The Superintendent continues to emphasize responsiveness at the sites, such as ensuring that the phones are always answered.

Standard Implemented: Partially

July 2003 Rating:	5
January 2004 Rating:	5
July 2004 Rating:	6
January 2005 Rating:	7
July 2005 New Rating:	7



3.4 Community Collaboratives, District Advisory Committees, School Site Councils

Professional Standard

The membership of community collaboratives and district and school advisory councils reflects the full cultural, ethnic, gender and socioeconomic diversity of the student population.

Progress on Recommendations and Improvement Plan

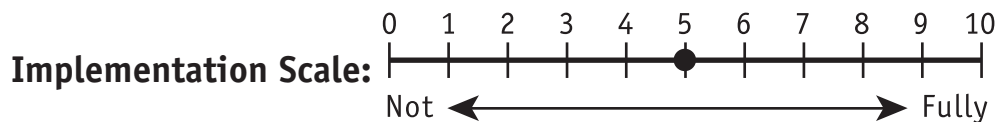
1. There has been no change in the diversity of the district/site committees and councils. Parents indicate that the English-learner advisory committees typically begin the school year with a broader representation of parents with different primary languages. However, participation tends to be limited to Spanish-speaking parents during the school year.

The district is actively engaged in outreach to parents, but increased recruitment efforts by principals and ongoing support of council members could help to promote a more diverse group of parents serving on those councils/committees.

The district should continue to focus on recruiting non-English speaking parents to serve on district and school advisory councils.

Standard Implemented: Partially

July 2003 Rating: 5
January 2004 Rating: 5
July 2004 Rating: Not reviewed
January 2005 Rating: 5
July 2005 New Rating: 5



3.5 Community Collaboratives, District Advisory Committees, School Site Councils

Professional Standard

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

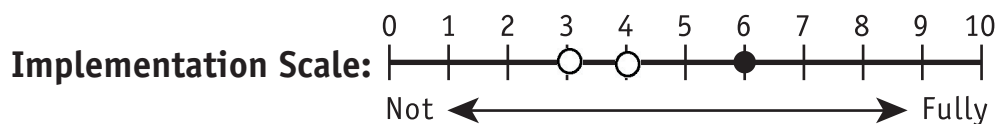
Progress on Recommendations and Improvement Plan

1. While districtwide training for school site council members has been provided in the past, this effort should be formalized and sustained. Such an effort would help school site council members better understand their major roles and responsibilities, as well as how to better utilize data in decision-making in order to develop a useful school site plan and improve instruction.

As mentioned in prior progress reports, the 2003-04 DAC, DELAC and BSEP committees have received information and training on their roles and responsibilities. In addition, the DAC and DELAC have discussed student achievement, new federal accountability requirements, applicable state and federal funds and ways to engage parents. The BSEP committee has also discussed student achievement issues and the district's budget and recovery plan. The Superintendent or designee should similarly ensure that all the district's committees receive training regarding their roles and responsibilities.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	4
July 2004 New Rating:	6
January 2005 Rating:	Not reviewed
July 2005 New Rating:	6



3.7 Community Collaboratives, District Advisory Committees, School-site Councils

Professional Standard

Community collaboratives and district and school advisory councils effectively fulfill their responsibilities (e.g., research issues, develop recommendations, etc.).

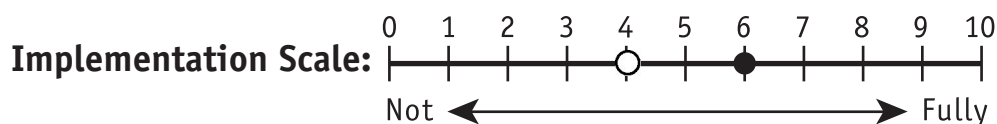
Progress on Recommendations and Improvement Plan

1. The district has been operating under a more streamlined committee structure, which has resulted in a better understanding about the roles and responsibilities for committee members.
2. There is no indication that district committees overstep their advisory role as had occurred before the July 2003 Comprehensive Assessment and Improvement Plan.
3. Council members indicated that the extent to which they fulfill their roles and responsibilities varies from site to site and council to council. Most indicate that the sites and the district provide sufficient background information (often voluminous amounts of information) to assist them in making informed decisions. However, many felt the site councils, in particular, often simply approve the plans of the principal with little question.

The board and Superintendent are aware of this perception, and have indicated a desire to focus greater attention on the development of school plans. The board should continue to review plans to ensure that they are more closely aligned to districtwide goals, and that the plans address issues of student achievement.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	Not reviewed
July 2004 Rating:	Not reviewed
January 2005 Rating:	6
July 2005 New Rating:	6



3.11 Community Collaboratives, District Advisory Committees, School Site Councils

Professional Standard

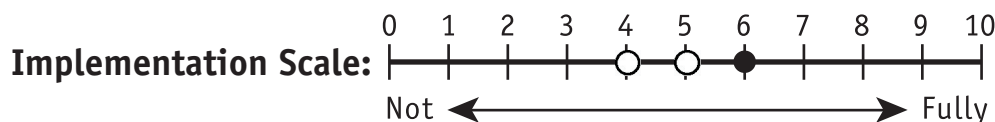
School plans are a vital part of school operations and accountability.

Progress on Recommendations and Improvement Plan

1. School plans have received increased focus from the school board, but efforts to make the site staff more familiar with the content and the role of the school plans needs to continue. The Superintendent has indicated that refining and improving school plans will be an ongoing focus for the district.
2. Reviews of school plans have placed greater emphasis on the effectiveness of the school's strategies to enhance student achievement. The board has provided thoughtful reviews of school plans in the past year. The site plans are increasingly integrated with the district's goals. When the board noted some exceptions, it requested that most of the initial drafts of the plans be revised to address specific district priorities, including the achievement gap. The board has focused attention by reviewing the content of the site plans and requesting that resources are allocated to ensure that student achievement is the focus of all future plans. Parents indicated that the plans reflect the priorities and practices in their schools.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	Not reviewed
July 2004 Rating:	5
January 2005 Rating:	6
July 2005 New Rating:	6



4.1 Policy

Professional Standard

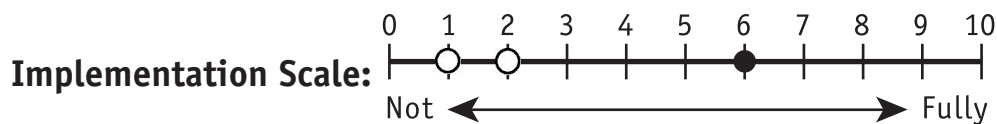
Policies are written, organized and readily available to all members of the staff and to the public.

Progress on Recommendations and Improvement Plan

1. The district's policies continue to be maintained in a hard-copy policy manual at the district office and continue to be easily accessible to all staff members and the public on the district's Web site. For community access to district policies and regulations, a public access password is provided on the district's Web site. Access passwords for the staff and board members provide increased access within this system. The district continues to work to apply a consistent coding system and index that make it easy to locate policies. An effective process has been established to maintain the policy manuals.
2. Information about policies being considered or adopted by the board is included in board agenda materials, posted on the district's Web site, and communicated to staff in e-mails or other means as appropriate. Efforts should be made to move forward with the system for updating the manual and communicating to other staff members, parents and the community when new policies are adopted. The board must be diligent in order to ensure that progress in this area is sustained. Strong communications with appropriate staff members and departments about policy changes should be emphasized in this system.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	2
July 2004 Rating:	6
January 2005 Rating:	6
July 2005 New Rating:	6



4.2 Policy

Professional Standard

Policies and administrative regulations are up to date and reflect current law and local needs.

Progress on Recommendations and Improvement Plan

1. The board has reaffirmed its commitment to policy development and continues to make progress in reviewing policies to provide consistent direction to the staff, students and the public, and to ensure that the district is complying with current law. The district also continues to review and adopt suggested policies.

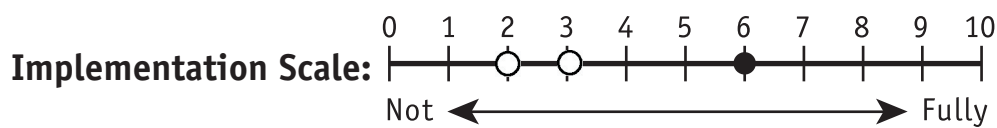
However, the district has an ongoing need to focus on adding new policies and repealing or revising existing policies. It is important that the board adopt a process for monitoring changes in law and to update its policies accordingly.

A combination of current sample policies produced by the California School Boards Association and customized district language are being successfully used to build the district's policy manual. When material is presented to the board for consideration, a cover sheet is provided by staff with background information on the origin and purpose of the material. The sheet includes policy numbers, Education Codes and FCMAT standard numbers along with the staff or board member recommendation.

2. The district staff should continue to follow the internal procedures for maintenance of the policy manual on an ongoing basis to ensure the regular review and updating of policies, and should assign staff members to each responsibility. This document describes standard procedures for presenting new or revised policies to the board, reporting new policy adoptions to be added to the online policy manual, and temporarily posting new adoptions on the Web site for staff and public access. These procedures should be followed as the board continues its systematic review. Staff members should continue to be encouraged to recommend policy needs within their areas of operation.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	3
July 2004 Rating:	6
January 2005 Rating:	6
July 2005 New Rating:	6



4.5 Policy

Professional Standard

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

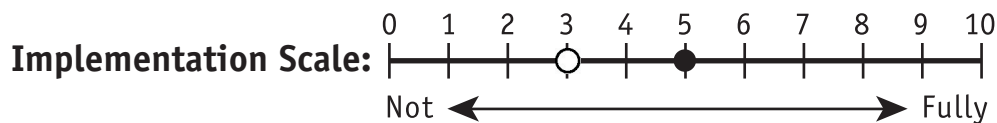
Progress on Recommendations and Improvement Plan

1. Recognizing that the scope of input solicited depends on the policy under review and consideration, the district staff believes that staff, parents and the community exercise considerable opportunities to provide input in the development of district policy.

In the January 2004 progress report, it was recommended that the board clearly articulate a procedure for gathering input. While the district recognizes the importance of community input, no ongoing process of securing such input has been formalized.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	5
July 2005 Rating:	Not reviewed
January 2005 Rating:	Not reviewed
July 2005 New Rating:	5



4.6 Policy

Professional Standard

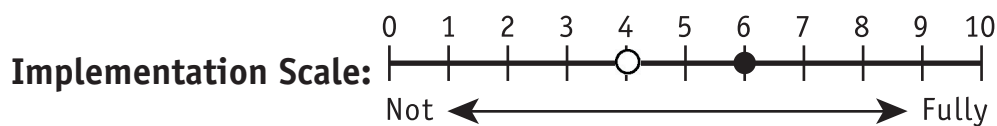
The board supports and follows its own policies once they are adopted.

Progress on Recommendations and Improvement Plan

1. Board members have demonstrated understanding of the importance of policies as a driving force in the district, and about the board's role in reviewing and adopting them. The process that the district has designed actively involves board members on subcommittees. This helps raise awareness regarding policy issues and the importance of policy language.
2. All board members continue to have easy access to the district's entire policy manual, as well as to supplementary information such as related Education Codes, policies in other districts and sample policy language through the online system. Board agendas also continue to include any existing policy language that may be pertinent to topics being addressed by the board.
3. As recommended in the initial July 2003 progress report, the board should strive to set an example by consistently adhering to existing policies. If a policy no longer meets the district's needs, the board should initiate a review and revision of the policy.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	Not reviewed
July 2004 Rating:	6
January 2005 Rating:	Not reviewed
July 2005 New Rating:	6



5.2 Board Roles/Boardsmanship

Professional Standard

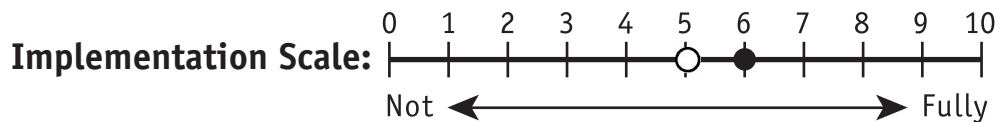
Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations.

Progress on Recommendations and Improvement Plan

1. District board members have participated in continuing education to keep abreast of educational issues and improve their governance skills, including CSBA's Annual Education Conference and Masters in Governance program. The district has also submitted proposals to conduct workshops at CSBA's Annual Conference in December 2005 on the topic of student nutrition.
2. The board should consider formally adopting a procedure to orient new members. This includes providing each new member-elect with formal assistance in understanding the board's functions, policies and procedures and the general operation of the school system.

Standard Implemented: Partially

July 2003 Rating: 5
January 2004 Rating: Not reviewed
July 2004 Rating: Not reviewed
January 2005 Rating: Not reviewed
July 2005 New Rating: 6



5.5 Board Roles/Boardsmanship

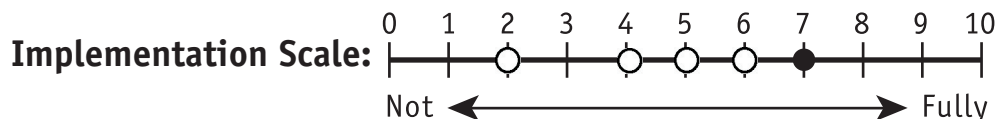
The board has established a districtwide vision/mission and uses that vision/mission as a framework for district action.

Progress on Recommendations and Improvement Plan

1. The district continues to be guided by a vision and goals statement as part of the district's Local Education Agency Plan for 2003-08. In addition, the Superintendent and board continue a partnership with the University of California to engage both the community and educational experts in helping to define the "essentials of a first class education," as well as in identifying the essential values of local parents and the community. This process will provide specific data and research to be used in setting goals.
2. The current mission, vision and goals document is displayed on the district's Web site and in other materials. All district employees have been provided with a copy of the document.
3. The district has made progress in using its mission, vision and goals as a framework for all district action. The board is working to ensure that site plans are aligned with the overall district mission, vision and goals. In addition, the Superintendent has used the FCMAT Comprehensive Assessment and Improvement Plan and the subsequent progress reports to assign specific objectives to staff members and plans to incorporate them as part of the staff evaluation process.
4. To assess progress toward the district's goals, the board and Superintendent have worked to incorporate and align the district goals with the Superintendent's evaluation process. In addition, the district has implemented a procedure and a schedule for reporting pertinent data, information and reports to the board."

Standard Implemented: Partially

July 2003 rating:	2
January 2004 Rating:	4
July 2004 Rating:	5
January 2005 Rating:	6
July 2005 New Rating:	7



5.13 Board Roles/Boardsmanship

Professional Standard

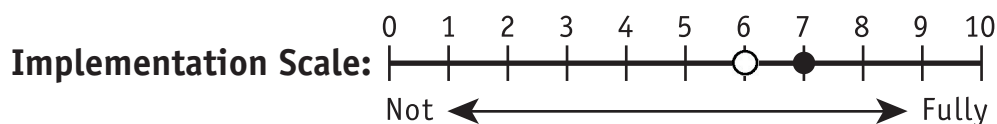
The board does not involve itself in operational issues that are the responsibility of the superintendent and staff.

Progress on Recommendations and Improvement Plan

1. The board has adopted a vision and goals for the district as well as a board policy articulating the roles and responsibilities of the board and Superintendent.
2. The board president and Superintendent have been developing board-meeting agendas that maximize opportunities for the board to discuss issues related to student achievement and educational programs.
3. Adopted board policies clearly communicate the intended outcomes of policies and reasons for their implementation.
4. The board should formalize a schedule for periodic self-evaluations, including an assessment of board-superintendent relationships, and monitoring the board's ability to avoid micromanagement of district operations.

Standard Implemented: Partially

July 2003 rating: 6
January 2004 Rating: Not reviewed
July 2004 Rating: Not reviewed
January 2005 Rating: Not reviewed
July 2005 New Rating: 7



5.17 Board Roles/Boardsmanship

Professional Standard

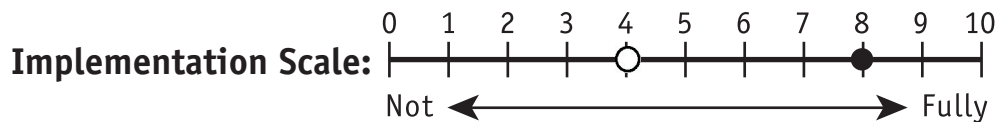
The board receives and reviews reports from the superintendent regarding district performance.

Progress on Recommendations and Improvement Plan

1. The district formalized its reporting procedures by adopting board policy No. 6141, which details when specific organizational and student performance indicators and data will be provided by the staff to the board and public. This “calendar” includes fiscal and facilities reports, student data, site plans, and many other important indicators. The staff and board members also indicated more confidence in the accuracy of the data and reports being provided. The student performance indicators are now a part of every board agenda.
2. Student data are disaggregated as appropriate to assist in better determining the effectiveness of programs for various student populations.

Standard Implemented: Fully - Substantially

July 2003 Rating: 4
January 2004 Rating: Not reviewed
July 2004 Rating: 8
January 2005 Rating: Not reviewed
July 2005 New Rating: 8



6.9 Board Meetings

Professional Standard

Board meetings focus on matters related to student achievement.

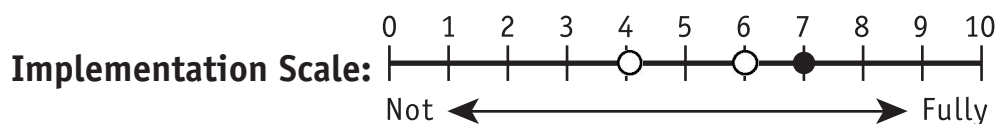
Progress on Recommendations and Improvement Plan

1. The district's fiscal condition has been a major concern for the board since the initial FCMAT assessment in July 2003. The board has worked to successfully address these significant fiscal matters and has shifted the focus to improving student achievement. The district continues to demonstrate progress toward this goal. For example, the board and Superintendent developed and regularly follow a calendar of “student performance indicators” that specifies when specific data and reports related to student achievement and district operations will be provided. In addition, the board has renewed its focus on the academic achievement gap and in the past six months board meetings have continued to address matters directly related to student achievement.

The Superintendent develops meeting agendas in consultation with the board president, ensuring that one or more items related to achievement or instruction are included on each agenda. The board agenda also now begins with a presentation on an educational program in the district.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	Not reviewed
July 2004 Rating:	6
January 2005 Rating:	7
July 2005 New Rating:	7



Community Relations

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	July 2005 rating
1.1	The district has developed a comprehensive plan for internal and external communications, including media relations.	2	4	5	7	8
1.2	Information is communicated to the staff at all levels in an effective and timely manner.	4	6	7	8	NR
1.3	Staff input into school and district operations is encouraged.	3	5	6	7	7
1.4	The district effectively implements strategies for communicating with parents, the community and the media.	4	NR	5	6	7
1.5	Media contacts and spokespersons who have the authority to speak on behalf of the district have been identified.	5	5	NR	NR	NR
1.6	Individuals not authorized to speak on behalf of the district refrain from making public comments on board decisions and district programs	5	NR	NR	9	NR
1.7	Board spokespersons are skilled at public speaking and communication and are knowledgeable about district programs and issues.	7	NR	NR	NR	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).	6	NR	NR	7	7
2.2	A school accountability report card is issued annually for each school site (EC 35256).	3	4	5	5	6
2.3	The district has developed and annually disseminates uniform complaint procedures (Title 5, Section 4621, 4622)	8	NR	NR	NR	NR
2.4	Procedures are in place for addressing parents' and community members' complaints against employees in a fair and timely manner.	6	NR	NR	NR	7
2.5	Board members refer informal public concerns to the appropriate staff members for attention and response.	8	NR	NR	NR	9
2.6	Parents and community members are encouraged to be involved in school activities and in their children's education.	5	5	6	7	7
2.7	Parent and public input into school and district operations is encouraged.	7	NR	NR	NR	NR

Community Relations

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	July 2005 rating
2.8	Volunteers receive appropriate training and play a meaningful role that contributes to the educational program.	9	NR	NR	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)	4	5	7	NR	NR
2.10	Board members are actively involved in building community relations.	6	NR	NR	NR	NR
3.1	The board and Superintendent support partnerships and collaborations with community groups, local agencies and businesses.	6	NR	NR	NR	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.	5	NR	NR	NR	NR
3.3	Community collaboratives and district and school advisory councils all have identified specific outcome goals that are understood by all members.	5	NR	5	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	5	NR	5	5
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.	3	4	6	NR	6
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.	6	NR	NR	NR	NR
3.7	Community collaboratives and district and school advisory councils effectively fulfill their responsibilities (e.g. researching issues, developing recommendations).	4	NR	NR	6	6
3.8	The school site council develops a single plan for student achievement at each school applying for categorical programs through the consolidated application (EC64001).	7	NR	NR	NR	NR
3.9	School plans are comprehensive and have sufficient content to meet the statutory requirements (EC 52853).	7	NR	NR	NR	NR

Community Relations

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	July 2005 rating
3.10	The school site council annually reviews the school plan and the board annually approves or disapproves all site councils' plans (EC 52853, 52855).	7	NR	NR	NR	NR
3.11	School plans are a vital part of school operations and accountability.	4	NR	5	6	6
4.1	Policies are written, organized and readily available to all members of the staff and to the public.	1	2	6	6	6
4.2	Policies and administrative regulations are up to date and reflect current law and local needs.	2	3	6	6	6
4.3	The board has adopted all policies mandated by state and federal law.	7	NR	NR	NR	NR
4.4	The board annually reviews its policies on intra-district open enrollment and extracurricular/co-curricular activities (EC 35160.5).	7	NR	NR	NR	NR
4.5	The district has established a system of securing staff and citizen input in policy development and review.	3	5	NR	NR	5
4.6	The board supports and follows its own policies once they are adopted.	4	NR	6	NR	6
5.1	Each board member meets the eligibility requirements of being a board member (EC 35107).	10	NR	NR	NR	NR
5.2	Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations.	5	NR	NR	NR	6
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.	5	NR	NR	NR	NR
5.4	The board has identified the needs of the students, staff and educational community through a needs assessment process.	6	NR	NR	NR	NR
5.5	The board has established a districtwide vision/mission and uses that vision/mission as a framework for district action.	2	4	5	6	7
5.6	The board makes decisions based on the study of all available data, including the recommendations of the Superintendent.	4	6	NR	7	NR
5.7	Functional working relations are maintained among board members.	7	NR	NR	NR	NR

Community Relations

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	July 2005 rating
5.8	Individual board members respect the decisions of the board majority and do not undermine the board's actions in public.	9	NR	NR	NR	NR
5.9	Functional working relations are maintained between the board and administrative team.	7	NR	NR	NR	NR
5.10	The board publicly demonstrates respect for and support for the district and school site staff.	5	NR	8	NR	NR
5.11	The board demonstrates respect for public input at meetings and public hearings.	6	NR	NR	NR	NR
5.12	Board members respect confidentiality of information by the administration.	7	NR	NR	NR	NR
5.13	The board does not involve itself in operational issues that are the responsibility of the Superintendent and staff.	6	NR	NR	NR	7
5.14	No individual board member attempts to exercise any administrative responsibility.	6	NR	NR	NR	NR
5.15	The board evaluates the performance of the Superintendent regularly on criteria that will encourage student achievement.	6	6	NR	7	NR
5.16	The board acts for the community and in the interests of all students in the district.	3	5	6	7	NR
5.17	The board receives and reviews reports from the Superintendent regarding district performance.	4	NR	8	NR	8
6.1	An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting (EC 35140).	10	NR	NR	NR	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).	10	NR	NR	NR	NR
6.3	Board members prepare for board meetings by becoming familiar with the agenda and support materials prior to the meeting.	7	NR	NR	NR	NR
6.4	Board meetings are conducted according to a set of bylaws adopted by the board.	5	8	NR	NR	NR
6.5	Open and closed sessions are conducted according to the Ralph M. Brown Act (GC 54950 et seq.).	7	NR	NR	NR	NR
6.6	The board president ensures that meetings proceed in a businesslike manner while allowing opportunity for full discussion.	7	NR	NR	NR	NR

Community Relations

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	July 2005 rating
6.7	The board has adopted bylaws for the placement of items on the board agenda by members of the public.	8	NR	NR	NR	NR
6.8	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).	9	NR	NR	NR	NR
6.9	Board meetings focus on matters related to student achievement.	4	NR	6	7	7

