

1.1 Communications

Professional Standard

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

Progress on Recommendations and Improvement Plan

1. The Superintendent’s Communications Plan for 2001-02 (see 1.3) includes district administrators and certificated staff among the audiences to whom face-to-face communications will be directed.
2. Regional superintendents have developed, implemented and scheduled instructional and management leadership meetings for principals for 2001-02. In October 2001, individuals attending the management meeting were part of a “media policy dialogue” in which protocols and procedures surrounding press and public inquiries were addressed. A similar session is planned during a future instructional leadership training meeting but has not yet been scheduled.
3. The district developed and implemented “Friday FYI,” a weekly bulletin for staff using the district’s strategic priorities as a content framework. “Friday FYI” was formerly “Education FYI,” a hard-copy newsletter, and the intent was to produce it monthly. The “Friday FYI” is a weekly e-mail to staff that provides similar district information but is less time-consuming to produce. “Friday FYI” has been consistently completed and distributed by e-mail to district leadership, principals and department leads since the first week in September. The e-updates include useful information such as schedules, events, statewide statistical data, board actions and miscellaneous “good news” from around the district.
4. The district intends to create a leadership team fax group, which will provide an additional tool by which to disseminate information, key messages or other materials to identified district representatives (district leadership, principals and department leads) in a timely fashion. These individuals already are included as part of the communications e-mail group and receive the weekly “Friday FYI.” Upon arrival of an additional fax machine for the communications department, the fax group will be operational.

Standard Implemented: Partially

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

Implementation Scale:



1.2 Communications

Professional Standard

Staff input into school and district operations is encouraged.

Progress on Recommendations and Improvement Plan

1. The district reports that opportunity for staff input on current district operations, problems and needs includes regular meetings between regional superintendents and school leaders, who in turn meet monthly with site-level staff; voice mailboxes for elementary principals; school site visits by board members and district-level staff for special events and troubleshooting; teacher contract language that permits sites to negotiate to have site-based decision making; and several issue-based or site-level community advisory committees.
2. Recent updating of board policies on complaints, open enrollment, and extracurricular/co-curricular activities involved site-level administrators.
3. The Superintendent intends to form a Communications Advisory Team to provide internal and external input for the district as it develops a long-term communications plan. The public information officer has begun to recruit a variety of district administrators; principals who represent elementary, middle and high schools as well as different geographic parts of the district; external community leaders; business representatives; and parent organizations.

Standard Implemented: Partially

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

Implementation Scale:



1.3 Communications

Professional Standard

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

Progress on Recommendations and Improvement Plan

1. The district is continuing development of a comprehensive communications plan. The communications staff has collected communications plans from similar-sized districts in California and other states, and will begin to review those plans to determine which components would be best suited for this district. CSBA has agreed to assist the district in securing additional communications plans that have been successful in other districts, and to assist in reviewing the framework or draft plan that the district develops.
2. The district has identified three specific goal areas for 2001-02 that focus on developing long-term, strategic, proactive communications with internal and external audiences: (1) The district plans to communicate decisions and information throughout the system in ways that build positive relationships with the public; (2) The district and its schools plan to provide a variety of opportunities for two-way communications with its key audiences; and (3) The district and its schools plan to highlight and share information about student achievement and related accomplishments.
3. The Superintendent's Communications Plan for 2001-02 includes elements of various communications strategies - written, electronic and face-to-face. The plan provides a "road map" to ensure that all aspects of communications are identified, such as news releases, leadership trainings, school visits, and the district's Web page. A majority of the plan focuses on face-to-face communications and includes multiple groups and parties including students, city managers, district leadership, certificated staff, administrators, board members and local associations.

The 2001-02 plan is an updated version of that utilized during the 2000-01 school year. The revised plan recognizes additional audiences that should be included in face-to-face and written communications efforts. The district should consider adding a component to the plan (either for face-to-face or written communication) to include local media. Biannual or quarterly meetings with the editorial boards or education reporters of local newspapers are an effective way to maintain working relationships.

4. The district's communications team has begun implementing parts of its strategic plan that relate to public relations and public information. Written communications include "Friday FYI," a weekly staff e-mail newsletter instituted in September 2001 that highlights district and school news; "For the Children," a community newsletter; and "Wednesday Night Report" to the school board. The district also has developed the Superintendent's fax group and e-mail group to stay in touch with key audiences in the community, and is providing a support system for principals and school staff to in-

crease communications efforts that serve to promote student achievement. The communications team has received positive feedback from its audiences that the information has been valuable, useful and timely.

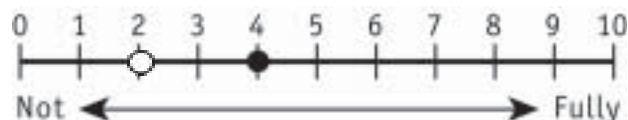
The district's Web site continues to communicate issues, district actions, site activities, and recognition of honors and awards. Attention still needs to be paid to keeping the site up to date. For example, the Web site contains outdated uniform complaint procedures and outdated policy regarding complaints against employees (see 2.3 and 2.5), and contains a "draft" of the district's strategic plan although the plan was adopted some time ago.

5. The Public Information Officer has identified that he intends, starting in winter 2001 and spring 2002, to arrange meetings for the Superintendent and board members with editors and news directors to enhance communications and inform the media of upcoming district activities. The Public Information Officer has indicated that he intends to provide media trainings to board members and administrators by winter 2002.
6. During an in-service management meeting in October 2001, the district provided a session for principals presenting and explaining the district's policy on media relations. The district also intends to provide publicity support services, crisis support services and media support services on an ongoing basis to principals and school staff.
7. The district has created a Communications Subcommittee consisting of two board members, the Superintendent and the Public Information Officer. The subcommittee had its first meeting in October 2001. Its first goal was to review the community relations recommendations of the FCMAT report and develop goals for the subcommittee to address the components of the communications standards. It is the subcommittee's intent to meet periodically to discuss the progress of its communications efforts.
8. The district intends to form a Superintendent's Communications Advisory Team to provide internal and external input for the district as it develops a long-term communications plan. The Public Information Officer has begun to recruit a variety of district administrators; principals who represent elementary, middle and high schools as well as different geographic parts of the district; external community leaders; business representatives; and parent organizations.

Standard Implemented: Partially

June 2001 Rating:	2
December Self-Rating:	3
December 2001 New Rating:	4

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. As part of an effort to clarify the roles and responsibilities of district staff and others when receiving public inquiries and media calls, the district conducted an in-service for principals in October 2001 regarding district policy on media relations.
2. The district's Communications Subcommittee — consisting of two board members, the Superintendent and Public Information Officer — plans to review existing board policy regarding media relations and will make recommendations for updating policies and administrative regulations as needed.

Standard Implemented: Partially

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

Implementation Scale:



1.6 Communications

Professional Standard

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

Progress on Recommendations and Improvement Plan

1. One of the goals of the in-service session provided to principals in October 2001 was to explain the district's policy on media relations, including policy regarding media contacts and spokespersons.
2. Media relations training for board members is planned by winter 2002 (see 1.3). As such training is implemented, it should address district protocol for routing any media calls and requests directly received by board members.

Standard Implemented: Partially

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

Implementation Scale:



2.3 Parent/Community Relations

Legal Standard

The board has developed uniform complaint procedures. (Title 5, Section 4621)

Progress on Recommendations and Improvement Plan

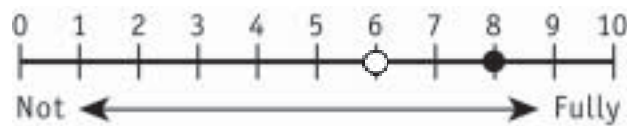
1. The board adopted a revised uniform complaint procedure in June 2001. This complaint procedure was sent to the California Department of Education for approval.
2. The communication of uniform complaint procedures throughout the system is addressed in Professional Standard 2.4 (not identified as a priority for the past six months). However, it is useful to note here that the revised uniform complaint procedure has been circulated to all schools and students and discussed at school site council and other advisory committee meetings. The designated compliance officer has reviewed this procedure with each Principal in the district.

The uniform complaint procedure currently posted on the district's Web site is the previous version adopted in 1996. On the Web site, the district provides an interactive form that complainants may use to file either a uniform complaint or a complaint about a district employee. Thus, the district needs to ensure that the current procedure is included on the Web site.

Standard Implemented: Fully - Substantially

June 2001 Rating: 6
December 2001 Self-Rating: 10
December 2001 New Rating: 8

Implementation Scale:



2.5 Parent/Community Relations

Professional Standard

Charges or complaints against any employee are addressed in a timely manner.

Progress on Recommendations and Improvement Plan

1. The district has recently revised its parent complaint procedure (now called Complaints About District Employees).
2. The district has reviewed the complaint process with all site administrators. Administrators were expected to review these processes with site-level staff.
3. The district's Web site includes an interactive form to assist complainants in filing a complaint about staff. This form refers the reader to the related policy on parent complaints, but the referenced policy is from 1985.
4. District staff members believe there are too many complaints for a district this size, making it difficult to address each complaint in a timely manner. However, the staff does attempt to stay within the recommended timelines for the process.
5. The district has not yet reported that it attempts to track the actual implementation of the complaint process to determine its effectiveness. It is unclear if district staff keeps any record of the number of reports filed, timeline of follow-ups, final resolutions, or patterns or types of complaints.

Standard Implemented: Partially

June 2001 Rating: 3
December 2001 Self-Rating: 7
December 2001 New Rating: 7

Implementation Scale:



2.8 Parent/Community Relations

Professional Standard

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

Progress on Recommendations and Improvement Plan

1. While many significant efforts are currently under way to involve parents and the community in schools and in the district, the district should play a more active role in supporting schools' parent/community relations efforts.

The district indicates it will work more closely with the Community Alliance for Public Education (CAPE) to develop specific recommendations on how to increase parent/community involvement.

The district is currently using a core group of district staff to provide bilingual support needs at each site.

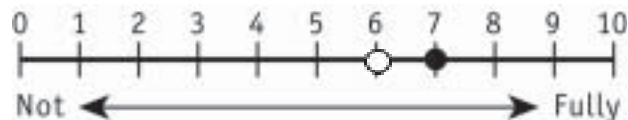
The district has put into place professional development for administrators, teachers and classified staff on effective communications with parents. The administrator training provides additional supervisory assistance to help administrators address appropriate behavior with their staff. Teacher training is limited to the teacher evaluation pilot that, in part, addresses parent communications. In order to integrate this focus into hiring and evaluation decisions, the personnel department is in the process of reviewing job descriptions to place emphasis on communications with parents and the community.

2. The district indicates that enhancing the role of parent and community volunteers in the schools is not a district-wide priority at this time. The district is planning to review policies and regulations on volunteers in the future.

Standard Implemented: Partially

June 2001 Rating: 6
December 2001 Self-Rating: 8
December 2001 New Rating: 7

Implementation Scale:



2.10 Parent/Community Relations

Professional Standard

Board members are actively involved in building community relations.

Progress on Recommendations and Improvement Plan

1. One major accomplishment of the board was to provide the leadership, hard work and community relations necessary to successfully secure the passage of a bond.
2. The board spent many hours of community leadership to maintain the community of Hercules as part of the district.
3. The board continues to recognize the contributions of community members, students, parents and staff at each board meeting. The community is welcome to speak, and the board president gives explicit instructions at every meeting so that people know when and how to speak to the board on an issue.

Standard Implemented: Partially

June 2001 Rating: 4
December 2001 Self-Rating: Not Rated
December 2001 New Rating: 5

Implementation Scale:



3.2 Community Collaboratives, District Advisory Committees, School Site Councils

Professional Standard

Community collaboratives and advisory councils led by the district all have identified specific outcome goals that are understood by all members.

Progress on Recommendations and Improvement Plan

1. The district has implemented a variety of efforts aimed at ensuring that parents are aware of their roles and responsibilities on advisory committees. The district sent a bulletin detailing responsibilities of English Language Advisory Council (ELAC) members to all schools. The district's Partnership Council provides school site council (SSC) parents with an overview of their responsibilities. The district is in the process of developing a handbook for SSCs and a Title I handbook for parents. The district's Special Education Community Advisory Council is in the process of updating the Special Education Parent handbook. The district's GATE advisory committee also received information on its roles and responsibilities that was supported with a handbook.

In order to evaluate the extent to which these efforts have been successful in helping advisory committee members understand their roles and responsibilities, the district has put in place a process for reviewing all minutes of school advisory councils, SSCs and ELACs to ensure that they reflect an understanding of the roles of the members.

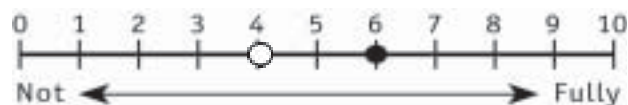
The district is also making efforts to create ELAC councils at all schools. This October, the district held two workshops for those eight schools that do not operate an ELAC to assist them in forming one. The district also has in place policies regarding the District Multilingual Advisory Committee. These policies are contained in the CCR agreement and the District Master Plan for English Language Learners, all of which have been adopted by the board.

2. The district has expanded its communications to ensure that the parent advisory committees are familiar with district policies and priorities. Each advisory group is introduced to the District Strategic Priorities. Schools are scheduled to update school goals in order to align them with district goals and incorporate the latest available data.

Standard Implemented: Partially

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

Implementation Scale:



3.3 Community Collaboratives, District Advisory Committees, School Site Councils

Professional Standard

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

Progress on Recommendations and Improvement Plan

1. The district conducted an evaluation of the Title I program, which is an annual process, to identify barriers to parent participation. The results were disseminated to school sites to help them develop stronger school site plans. Specific goals aimed at removing barriers are required elements of school plans for 2001-02. Schools also received technical assistance in removing barriers to parent involvement.
2. One-third of the district's schools are participating in the Immediate Intervention/ Underperforming Schools Program and Comprehensive School Reform Demonstration, and will have parental involvement as a required element of their planning and implementation process.
3. To generate interest in participation on school advisory groups, the district provides school sites with sample letters to be used for informing parents, community and staff about the importance of parental involvement in the schools.
4. In addition to the district's ongoing efforts to monitor the composition of school site councils, the district is providing resources to English language advisory councils to assist with developing announcements, minutes and bylaws, further informing those committees of their legal mandates regarding membership. The district has provided documentation that the District Multilingual Advisory Committee meets its legal mandates.
5. The district has recently implemented a significant amount of training for classified staff, teachers and administrators on effective relations with parents.

Standard Implemented: Partially

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

Implementation Scale:



3.4 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.

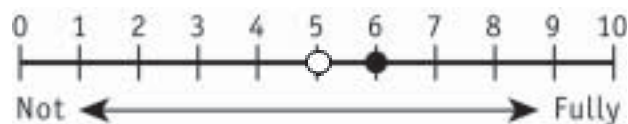
Progress on Recommendations and Improvement Plan

1. Information regarding structure, program processes and goals is provided to SSCs, SACs, ELACs, the district GATE advisory council, MDAC, Special Education CAC, and Partnership Council.
2. Staff members from the district's Consolidated Projects, GATE, Bilingual/ELD and Special Education departments provide technical assistance to schools on how to run advisory committees. The School Linked Services department also provides training for committees under its purview.
3. The district conducted CCR clinics in October 2001 to provide training to principals to help them understand their roles.
4. As an accountability mechanism, the district is reviewing the minutes of all advisory committees to ensure that the minutes reflect an understanding by committee members of their roles and responsibilities.
5. There is ample evidence that MDAC members receive timely information about issues to be discussed at committee meetings. It is unclear whether all other advisory groups receive adequate information prior to meetings.

Standard Implemented: Partially

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

Implementation Scale:



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 and Superintendent have participated in training on the policy-making responsibilities of the governance team. The board holds the Superintendent responsible for recommending policies that reflect the district's priorities.
2. The district works to maintain a policy manual in compliance with law. Board agendas sometimes include policy recommendations, but in general policy should be a greater focus of the board's attention.
3. Revising district policies is an ongoing job. District policies and regulations will now need to be reviewed in light of legislation signed this fall.

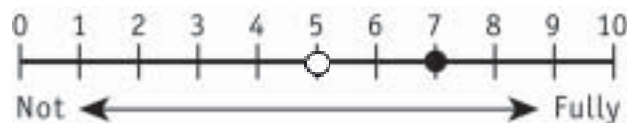
Standard Implemented: Partially

June 2001 Rating: 5

December 2001 Self-Rating: 7

December 2001 New Rating: 7

Implementation Scale:



4.3 Policy

Legal Standard

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

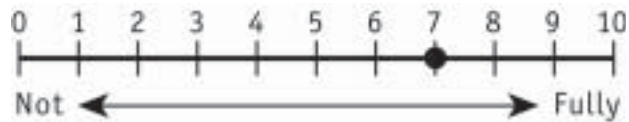
Progress on Recommendations and Improvement Plan

1. In May 2001, CSBA determined that the district had 90 percent of the policy language mandated by state and federal law. It is unclear whether any action has been taken to address the remaining 10 percent. CSBA has submitted its audit of mandated policies (Attachment H in FCMAT's original report) to the district's legal consultants for review, since the district's usual process is to contract for legal services to keep policies up to date.

Standard Implemented: Partially

June 2001 Rating:	7
December 2001 Self-Rating:	10
December 2001 New Rating:	7

Implementation Scale:



4.4 Policy

Legal Standard

The board annually reviews its policies on intra-district open enrollment and extracurricular/co-curricular activities. (Education Code 35160.5)

Progress on Recommendations and Improvement Plan

1. The district reports that the staff annually reviews these policies and recommends to the board whether any revisions are needed.
2. When there is no change recommended, the items may appear on the board's consent calendar. Currently, board minutes do not identify individual topics approved on the consent agenda. To show compliance with law, it is recommended that the board minutes reflect whether the board adopts revised policy or reaffirms the existing policy.

Standard Implemented: Partially

June 2001 Rating: 1
December 2001 Self-Rating: 7
December 2001 New Rating: 7

Implementation Scale:



5.11 Board Roles/Boardsmanship

Professional Standard

Board members respect confidentiality of information by the administration.

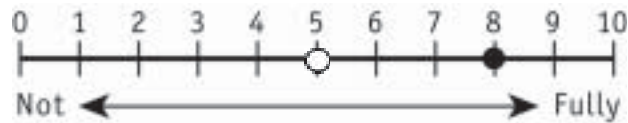
Progress on Recommendations and Improvement Plan

1. Although violations of confidentiality occurred in the past, the board believes they have been addressed. Board members have reviewed the importance of confidentiality, are aware of the severity of the consequences of closed session breaches of confidentiality, and will consult with the district's legal counsel when in doubt about the appropriateness of disclosing any information.
2. The board president reports no breaches of confidentiality during the past six months and for some time before that.

Standard Implemented: Fully - Substantially

June 2001 Rating: 5
December 2001 Self-Rating: 8
December 2001 New Rating: 8

Implementation Scale:



5.14 Board Roles/Boardsmanship

Professional Standard

The board evaluates the Superintendent regularly on criteria that will encourage student achievement.

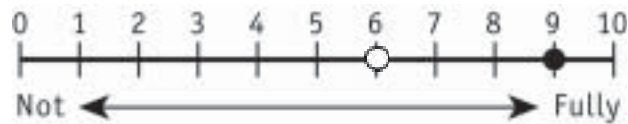
Progress on Recommendations and Improvement Plan

1. The board and Superintendent collaborate to set priorities for the district and use those priorities to conduct an annual performance evaluation. The board and Superintendent meet quarterly to monitor progress in meeting the priorities.
2. The priorities and strategic goals of the district occur in the following priority areas and are directly related to student achievement: Student Achievement, Equity, Facilities/Resources, Communications, Personnel Training and Professional Development. The board has identified core values and the district's mission statement is clear and comprehensive.

Standard Implemented: Fully - Substantially

June 2001 Rating: 6
December 2001 Self-Rating: 10
December 2001 New Rating: 9

Implementation Scale:



5.15 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. Resource allocations within the district are based on need, not the number of students enrolled at each school.
2. Board members make a concerted effort to attend school functions and are actively involved in community forums and issues.
3. The passage of the bond and the significant, successful endeavor to keep Hercules in the district were evidence of the commitment of the board to maintain a focus on all students.
4. The board has held public meetings in all areas of the district.
5. The district's priorities and strategic goals address the needs of all students within the district. For example, the Student Achievement goals include that 90 percent of the students will achieve reading at grade level by third grade and pass algebra in ninth grade; the needs of African American and Hispanic/Latino students in reading and mathematics are specifically addressed.

Standard Implemented: Partially

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

Implementation Scale:



5.16 Board Roles/Boardsmanship

Professional Standard

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

Progress on Recommendations and Improvement Plan

1. The board and Superintendent have coordinated priorities, strategic goals, target goals, and criteria for the Superintendent's evaluation (see 5.14). The board and Superintendent meet quarterly to monitor progress. Progress reports include disaggregated data when appropriate to the topic.
2. The board requests progress reports on specific items when needed.
3. Data are used to recognize and reward successes and revise programs when needed. The board opens every meeting with special recognition of students, parents, community members and staff who have contributed to the progress of students and the district goals.
4. The board president notes that good annual reports are presented and a great deal of information is presented to the board. An effort is under way to systematically organize all this information into useful progress reports for the board.

Standard Implemented: Partially

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

Implementation Scale:



6.1 Board Meetings

Legal Standard

An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting. (Education Code 35140)

Progress on Recommendations and Improvement Plan

1. The district has a comprehensive schedule of board meetings, held twice a month, usually at John F. Kennedy High School cafeteria.
2. Although the schedule states that the location is subject to change, the dates are listed and published on an annual schedule.
3. Copies of the board calendar, agendas and summaries of board meetings are routinely distributed throughout the community.
4. The district's Web site has been updated to include revised Board of Education Meeting Policies (E 9322/9323) that accurately reflect board meeting times and location.

Standard Implemented: Partially

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

Implementation Scale:

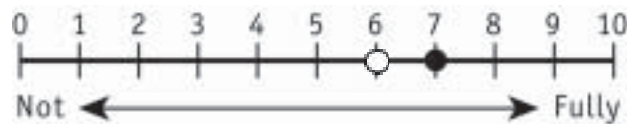


Chart of Community Relations Standards

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Progress Ratings Toward Implementation of the Improvement Plan

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

Community Relations (continued)

Standard to be addressed		June 2001 Rating	Dec. 2001 Focus	Dec. 2001 Rating	June 2002 Focus
2.7	The board has identified the needs of the students, staff and educational community through a needs assessment process.	6		NR	
2.8	Parents and community members are encouraged to be involved in the schools.	6	<input type="checkbox"/>	7	<input type="checkbox"/>
2.9	The board and Superintendent provide access to schools for parents and community members while addressing safety issues related to visitors and volunteers.	6		NR	
2.10	Board members are actively involved in building community relations.	4	<input type="checkbox"/>	5	<input type="checkbox"/>
3.1	The board supports partnerships with community groups, local agencies and businesses.	5		NR	<input type="checkbox"/>
3.2	Community collaboratives and advisory councils led by the district all have identified specific outcome goals that are understood by all members.	4	<input type="checkbox"/>	6	
3.3	The membership of community collaboratives and advisory councils led by the district reflects the full cultural, ethnic, gender and socioeconomic diversity of the student population.	4	<input type="checkbox"/>	6	
3.4	The district encourages and provides the necessary training for collaborative and advisory council members to understand the basic administrative structure, program processes and goals of all district partners.	5	<input type="checkbox"/>	6	
3.5	The decision-making structure of community collaboratives and advisory councils led by the district ensures that decisions are made at the appropriate level (e. g., site-level team, district-wide interagency body).	7		NR	
3.6	Collaborative and advisory council processes are structured in such a way that there is a clear, meaningful role for all participants, with appropriate input from parents, members of the community and agency policymakers.	6		NR	

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

Community Relations (continued)

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

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