

1.1 Planning Processes - Common Vision

Professional Standard

A common vision of what all students should know and be able to do exists and is put into practice.

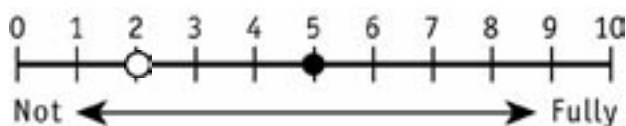
Progress on Recommendations and Improvement Plan

1. A vision statement has been written and approved by the Governing Board. Copies of the vision statement are in the parent handbook, the LEA Plan (LEAP), and the curriculum standards document dated fall 2003. The mission statement and goals for the Berkeley School District are posted on the district's Web page.
2. An outside consultant has reviewed the board policy handbook, and all mandated policies have been reviewed, updated and approved by the Governing Board. Additionally, a memorandum on file from the Superintendent dated April 2003 to the Governing Board outlines a three-phase process for reviewing and updating the board policies during the 2003-04 school year. Currently 61 policies have been reviewed, updated and approved.
3. The board-approved curriculum standards document contains all the standards for the elementary schools, including the sixth grade. Middle school standards for language arts and mathematics are also contained in this document. By the end of 2003-2004, the district has scheduled completion of standards for the high school and all other missing standards. In 1998 and 1999, the Governing Board adopted the state standards in every subject area and at each grade level.
4. The district's adopted vision statement is published in the parent newsletters and posted on the Web. The vision statement and standards have been part of the opening of school meetings.
5. Parent involvement is gained primarily through participation at school site councils and other site-based committees. Parents have some input into the system as evidenced by documentation and reports from the staff. Recently, the Superintendent has held a community meeting to gain input from the general public.

Standard Implemented: Partially

July 2003 Rating: 2
January 2004 Self-Rating: 6
January 2004 New Rating: 5

Implementation Scale:



1.3 Planning Processes - Long Term Goals

Professional Standard

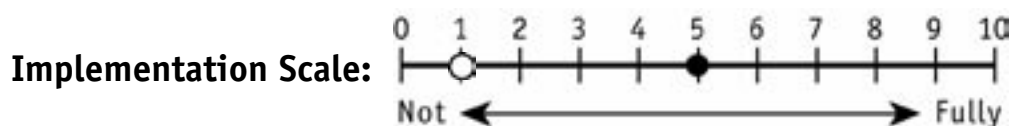
The district has long-term goals and plans to support student achievement improvements.

Progress on Recommendations and Improvement Plan

1. Long-term goals have been developed and are listed in the LEAP. These goals are built on the board's approved mission statement. Additionally, API results are reviewed by the board and then published for use by each school to inform parents.
2. The plan for including input from staff and the public began on October 14, 2003. The Superintendent, site administrators and district personnel have facilitated comprehensive community and staff input sessions. The LEAP includes regular review and revision of long-term academic goals.
3. Curriculum standards that guide the efforts of each local school and its development of the school plan are in writing in the LEAP. There is a calendar for assessment results to be shared with the Governing Board.
4. One challenge identified at the October 14, 2003, staff and community forum was the need to close the achievement gap. To this end, the assessments identified in the LEAP are aligned with the performance goals. The staff is working with Dataworks to disaggregate student data by teacher to show whether teachers are meeting individual student academic needs.
5. The Superintendent continues to communicate her focus on student achievement. For example, her September 2003 community newsletter stresses academic standards, the district goals for student achievement, and a vision of a cohesive, unified school community working together to support these efforts. In the staff letter, dated August 21, 2003, the Superintendent stresses that everyone must work to "ensure a unified learning environment for our students. This environment must be centered on student learning, must provide equity of service from school to school, and must deliver a cohesive curriculum that teaches what our children should be learning at each grade level as they move through the system." The district has developed and published a district Single Plan for Student Achievement for each school.

Standard Implemented: Partially

July 2003 Rating: 1
January 2004 Self-Rating: 5
January 2004 New Rating: 5



2.1 Planning Processes - Management

Professional Standard

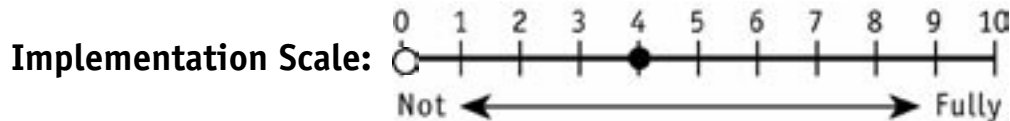
The district through its adopted policy provides a clear operational framework for the management of the curriculum.

Progress on Recommendations and Improvement Plan

1. Mandatory policies have been reviewed and revised. A written action plan for completing policies remains to be addressed. Corresponding regulations will be revised and updated at the same time.
2. No administrator has been assigned to maintain the district policy books. An outside consultant has been hired and is managing the work for the Superintendent and board.
3. The Director of Instruction is addressing essential administrative training as evidenced by a recent agenda for a principals' meeting on August 13, 2003, which included the following topics: staff development, communication, roles, goals and mission, FCMAT report, books and materials. These topics are repeated in subsequent agendas.

Standard Implemented: Partially

July 2003 Rating: 0
January 2004 Self-Rating: 2
January 2004 New Rating: 4



2.2 Curriculum - Instructional System

Professional Standard

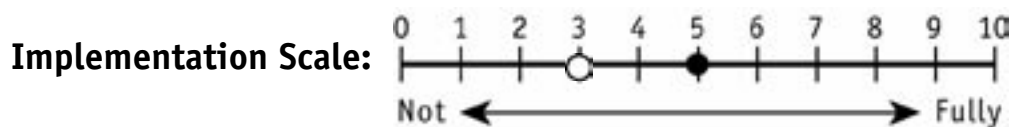
An instructional system is in place that focuses on students as the primary clients and that includes integrated, clearly expressed policies and regulations to govern the curriculum.

Progress on Recommendations and Improvement Plan

1. The instructional program is well developed at the elementary level, including the sixth grade. The seventh and eighth grade core curriculum is also in place. This year, the high school will be developing all the 9-12 grade subject areas. It is important to note that the high school has had a tremendous turnover in leadership for the past several years. The new high school Principal indicates that the curriculum will be identified and coordinated with the standards adopted by the district. Faculty meetings have been arranged, and teams have been formed to accomplish this task.
2. The district Single Plan for Student Achievement has been published. This document provides a single, comprehensive plan to improve students' academic performance. It includes the collection and analysis of student performance data, setting of priorities for program improvement, rigorous use of effective solution strategies, and ongoing monitoring of results. The Director of Curriculum supervises this endeavor.
3. Each school has its single plan for student achievement supervised by the Director of Curriculum. All aspects of the curriculum are addressed in this plan. All school plans include a mission statement, school profile, programs for special needs students, and staffing. Every school plan includes an analysis of current educational practice, alignment of staff development to standards, assessment of student performance and professional staff development needs, services offered, use of state and local assessments to modify and improve student achievement, barriers to improvement, API scores for the last three years, school demographics, locally developed assessments, input from parents, teachers and students, and action plans for improving student achievement.

Standard Implemented: Partially

July 2003 Rating: 3
January 2004 Self-Rating: 5
January 2004 New Rating: 5



2.3 Management - Curriculum Alignment

Professional Standard

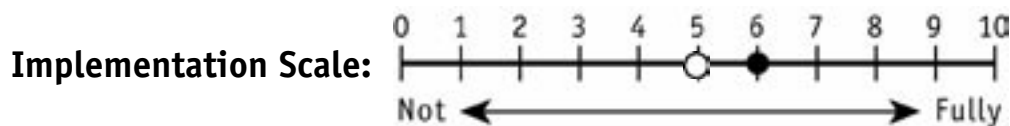
A process is in place to maintain alignment between standards, practices, and assessments.

Progress on Recommendations and Improvement Plan

1. The California Distinguished School Rubrics were reviewed at a principal's meeting, and principals participated in self-assessments in the area of curriculum and instruction. Three elementary school principals will lead their staff and communities through the process to apply for distinguished school recognition. All other principals were encouraged to use the rubric with their faculties to assess the strengths and weaknesses of their school programs and organizational cultures.
2. Minutes of the principals' meetings show that their input was used to determine staff development priorities for 2003-2004 for both principals and teachers. Principals' meetings have been restructured this year to allow principals more collaboration time as a response to this stated need. Copies of the agendas show that the book "Professional Learning Communities at Work, Best Practices for Enhancing Student Achievement" by Richard DuFour Eaker is assigned to create an awareness and common vision of the district's educational priorities. This book is being used as a basis for discussions about the district's practices. This is an effective practice, according to staff interviews. Cal-State Hayward's tier II administrative credential program also uses this publication as a basic text. Informal assessments show that principals appreciate the curriculum guides for teachers. However, principals continue to express a need for better quality and more meaningful data about their schools and student achievement. In response, the district has this year contracted with Dataworks to provide more meaningful, in-depth data about student achievement, including classroom, teacher and student analyses.
3. The LEAP outlines the assessment data results and its use in aligning standards, practices, and materials. Included in the LEAP are the Strategic Schooling program and the use of consultant Charlotte Knox to provide support for improving classroom practices.

Standard Implemented: Partially

July 2003 Rating: 5
January 2004 Self-Rating: 6
January 2004 New Rating: 6



2.5 Curriculum - Objectives

Professional Standard

The district has clear and valid objectives for students, including the core curriculum content.

Progress on Recommendations and Improvement Plan

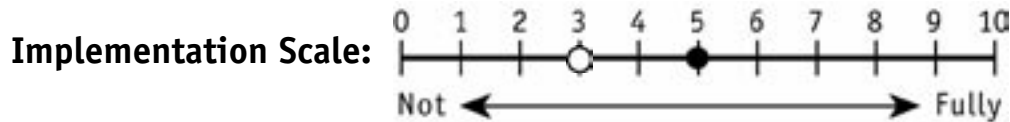
1. A core curriculum policy is addressed in the LEAP. Also, this year Berkeley High School has organized faculty teams and will use in-service days and other scheduled time to address this area.
2. Mandated policies have been written and adopted. The regulations are contained in supplementary documents such as the LEAP and scheduled professional development activities.
3. The middle school curriculum guides have been distributed to the staff. The 6-8 grade math standards have been completed, and the sections dealing with the High School Exit Exam have been highlighted in bold text. However, no board policy has been adopted.
4. The district is implementing a three-phase approach to developing written policies, regulations and learning outcomes. There is no evidence that written learning outcome objectives are aligned with the content standards or that these learning goals have been vertically articulated with the high school's feeder system.

Standard Implemented: Partially

July 2003 Rating: 3

January 2004 Self-Rating: 5

January 2004 New Rating: 5



2.6 Curriculum – State Standards and Assessments

Professional Standard

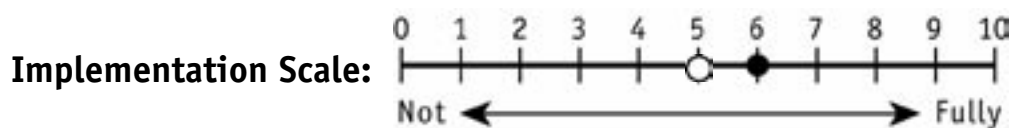
The board has adopted and the district is implementing the California State Standards and assessments

Progress on Recommendations and Improvement Plan

1. Minutes of meetings of the Governing Board reflect that the standards for the K-12 subject areas of math, literacy, science and visual and performing arts have been discussed and approved.
2. There is a well-defined process to solicit staff input about the curriculum implementation process. Meetings have been held with the staff and the community to expand this process. Additionally, consultant Charlotte Knox has been retained for the year to lead scheduled in-service sessions. Dataworks has been retained to provide additional support to meet the data analysis needs of principals and teachers.
3. A board policy has been approved that requires students to take the High School Exit Exam for graduation. Alternative dates for testing have been set and approved.

Standard Implemented: Partially

July 2003 Rating: 5
January 2004 Self-Rating: 7
January 2004 New Rating: 6



2.8 Curriculum – Instructional Materials – Standards Aligned

Professional Standard

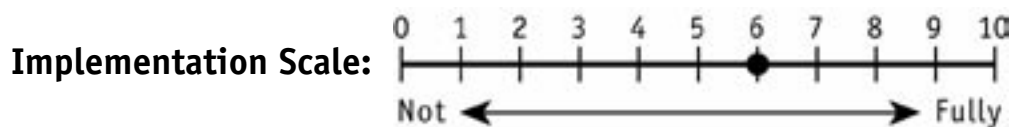
The board has adopted and the district is implementing the California State Standards and assessments.

Progress on Recommendations and Improvement Plan

1. The board has approved the curriculum standards document that contains instructional materials policies. The supporting materials have been identified and included in the LEAP. Also, the district's Single Plan for Student Achievement contains this information.
2. A mission statement, standards and assessments including results are in evidence. Importantly, professional development using Guided Language Acquisition Development (GLAD) and Charlotte Knox's Strategic Schooling program have been budgeted and scheduled for this year. These programs demonstrate lesson building and provide coaching to teachers. All elementary teachers have been involved in identifying essential standards for each grade level, and a representative group of teachers made the final recommendations. Curriculum documents entitled curriculum standards have been developed, and teachers are working on identifying and implementing the standards both vertically and horizontally. More in-depth work on assessment and data is being done through a contract with Dataworks, and best practices are being addressed through in-service sessions with Charlotte Knox. Overall, the district is stressing the new standards as evidenced by letters from the Superintendent, school flyers, and minutes of public meetings. These efforts lend further support and impetus for teachers to assess what is actually being taught and learned.
3. The district has purchased the training program with the new textbooks. A board policy also has been approved that requires this training component. Consultant Charlotte Knox is providing AB 466 teacher training in the area of language arts. AB 466 teacher training is provided for mathematics teachers.

Standard Implemented: Partially

July 2003 Rating: 6
January 2004 Self-Rating: 7
January 2004 New Rating: 6



3.1 Instructional Strategies – Learning Opportunity

Professional Standard

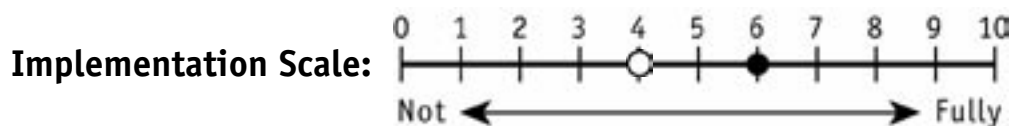
The district provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors (EC 51007).

Progress on Recommendations and Improvement Plan

1. The 2003-2004 parent/student handbook includes the topic of student access. Thirty-four student performance indicators are scheduled to be discussed at the board level as indicated in a memorandum from the superintendent's office dated October 14, 2003. However, a date has not been established for reviewing all publications or annually checking the accuracy of translations. All language translations are completed by one person in the district office.
2. Yearly individual student academic growth is reported in the district LEAP, School Accountability Report Cards and reports for state and federal programs, including the number of English language learners reclassified in grades 3-12. Student information is disaggregated by ethnicity, socioeconomic status and primary language. In this regard, Washington School has undertaken a study to create equity and discourage racism. As a follow up, a districtwide meeting of special education teachers was held October 15, 2003 to disseminate this information. Past efforts included the district's English-learner lead teacher meeting held on March 5, 2003 that included the following agenda items: data regarding student reclassification, standards mastery and evidence of mastery; training in the interpretation and understanding of standards, including the revision process and by whom; budget considerations; GLAD summer school; GLAD implementation, articulation, and restructuring; SABE testing; CAT 6 testing; and master plan considerations.
3. There are no plans to introduce a K-12 study skills continuum at this time.

Standard Implemented: Partially

July 2003 Rating: 4
January 2004 Self-Rating: 6
January 2004 New Rating: 6



3.2 Instructional Strategies – Learning Goals

Professional Standard

Challenging learning goals and instructional plans and programs for all students are evident.

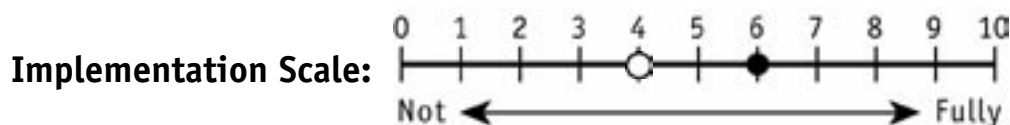
Progress on Recommendations and Improvement Plan

1. Progress has been made in the following areas:
 - (a) Standards-based units and lesson planning guides have been provided to teachers, but these elements have not been posted.
 - (b) The district is providing teacher training in developing lessons, using best practices, coaching to implement standards and differentiating instruction to better meet individual student needs. Dataworks has been contracted to indirectly assess teacher strengths and weaknesses based upon specific areas of student achievement.
 - (c) Training on differentiation of instruction is being provided at regular grade-level meetings through coaching and mentoring. All grade levels except those at the high school have been given this training.
 - (d) All students' needs are addressed in the local school plans, along with analyses of student progress based on data collected from multiple assessments. Dataworks is disaggregating the student assessment so teachers can use it to guide instruction.
 - (e) The Washington School project is an in-depth teacher research program to assist in the teaching of low-performing students in order to narrow the achievement gap between the lowest and highest achieving student populations, particularly focusing on the wide disparity based on the racial groupings that exist. The data collected is being used throughout the district. A districtwide meeting to share and discuss this program was held October 15, 2003, for all special education teachers. This session was tied to a discussion of the need to share up-to-date information about goals, objectives and benchmarks for all students.
 - (f) A study skill continuum is in process, but it is not completed yet.

2. A resource binder containing suggestions on best practices to address achievement for all students has been sent to all teachers. The Director of Special Education has been meeting with the principals to develop strategies to improve teachers' attitudes regarding the inclusion of special students in the regular classroom. Agendas and minutes of principals' meetings document this effort.

Standard Implemented: Partially

July 2003 Rating: 4
January 2004 Self-Rating: 6
January 2004 New Rating: 6



3.3 Instructional Strategies – State and Federal Programs

Professional Standard

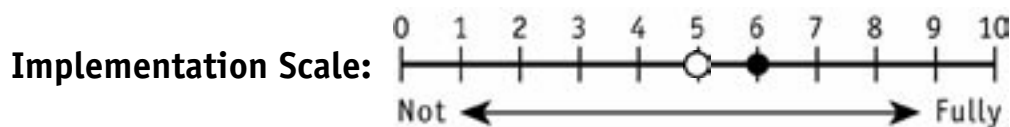
Programs and plans for students with special needs are designed with access to the state standards and core curriculum as a foundation.

Progress on Recommendations and Improvement Plan

1. The core curriculum is clearly defined in policy by the staff and has been approved by the Governing Board. A schedule for student assessments is in place, and the staff has set dates to present this information to the board. Also, a board policy entitled “Educational Philosophy” is on file stating the district’s positive intent regarding student access to educational opportunities in the Berkeley schools.
2. The Washington School research plan is continuing this year, and visible efforts are being made by the district staff to share the current findings with other school faculties. Documentation for this collaboration is found in the Washington School's CARE Lesson Documentation for 2002-2003.
3. DataWorks has been retained to provide data to determine student achievement by individual teacher. Also, the Strategic Schooling program with consultant Charlotte Knox is in place to help teachers with lesson planning, coaching and mentoring.
4. The district special education staff has worked with the principals and special education teachers on full inclusion of special education students this year. This is evidenced by principals’ meeting agendas and special education resource documents. Starting second semester 2004, the staff at each school will consider the issue of mainstreaming as many special needs students as possible and the resultant Individualized Education Programs (IEPs) needed. It is clearly the intent of the Director of Special Education that special education students will be moved to the least restrictive environment based on a review of the special education documents and principals’ meeting agendas.

Standard Implemented: Partially

July 2003 Rating: 5
January 2004 Self-Rating: 7
January 2004 New Rating: 6



3.4 Instructional Strategies – Learning Goals

Professional Standard

Expectations and a practice exist to improve the preparation of students and to build a school structure with the capacity to serve all students.

Progress on Recommendations and Improvement Plan

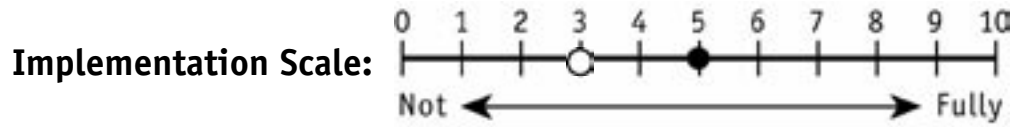
1. A set of school improvement goals and practices are recorded in the district's Single School Achievement Plan. The best practices in-service schedule and grade level teacher meetings are on file.
2. The school plans include assessment materials and the principals' meeting agendas contain topics on assessment. Minutes of community meetings indicate that principals have requested additional training in the use of assessment data. In response, the district curriculum division has scheduled additional training.
3. The principals' meeting agendas indicate an ongoing dialogue on assessment, best practices, and evidence of meetings with grade-level teacher representatives.
4. The Reading Recovery Program has collected data for five years on the student participants. This data is being analyzed and shared with teachers responsible for these students. Also, data purchased from Dataworks is provided to help teachers guide instruction in specific skills areas to better meet the needs of all students.
5. There have been no attempts to add SACS goal account code numbers.
6. There are no plans for a formal organizational assessment survey this year. However, an informal assessment is used.
7. Staff development efforts continue to increase. Particularly noteworthy are the much focused efforts to fit the instructional program to the needs of students through GLAD training and Strategic Schooling with Charlotte Knox. Meaningful peer collaboration efforts are facilitated through formal meetings with grade-level teacher representatives, along with regular grade-level teacher meetings.
8. The Superintendent has stressed to the district and site staff that attendance must improve. As a response, the student attendance has been addressed in three very specific ways this year. First, the district has worked to get other community agencies involved. Second, the District Attorney is anxious to participate on a School Attendance Review Board (SARB), if services are going to be provided to students/families. In this regard, the SARB process is being organized to involve agencies in the community, and the first meeting will be in January 2004. Third, the SST process has been defined and is active at each school.

Standard Implemented: Partially

July 2003 Rating: 3

January 2004 Self-Rating: 5

January 2004 New Rating: 5



3.6 Instructional Strategies—Student Engagement

Professional Standard

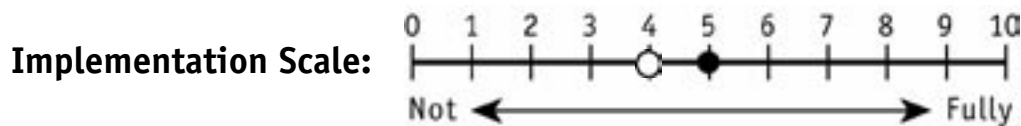
Students are engaged in learning and they are able to demonstrate and apply their knowledge and skills.

Progress on Recommendations and Improvement Plan

1. The district staff has made an increased effort to improve attendance at the sites. Most of the effort to date has centered on attendance procedures and organizing a SARB as well as SSTs at each school.
2. The involvement of parents has come through the site councils as well as SSTs and a SARB.
3. GLAD training and the Strategic Schooling training are being used again this year to help teachers improve teaching techniques so they can better meet student needs.
4. The Beginning Teacher Support and Assessment (BTSA) Program is used in the district and BTSA partially addresses the mentoring and coaching aspect of improving instruction.
5. The instructional program is the core discussion topic at the principals' meetings. The Superintendent is attending the principals' meetings regularly this year. Principals are involved in the SSTs, GLAD Training and Strategic Schooling training.

Standard Implemented: Partially

July 2003 Rating: 4
January 2004 Self-Rating: 5
January 2004 New Rating: 5



3.7 Instructional Strategies – High Expectations

Professional Standard

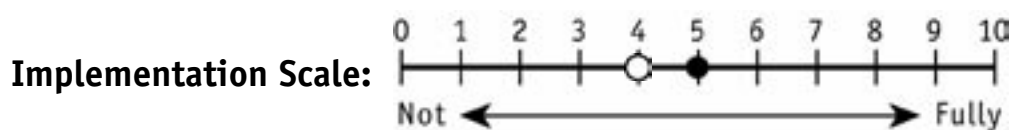
The district and school staff promotes and communicates high expectations for the learning and behavior of all students.

Progress on Recommendations and Improvement Plan

1. A board policy entitled “Student Study Teams” encourages the cooperation of the parent/guardian, classroom teacher, resource personnel and administrators in studying the needs of students having academic, attendance or behavioral difficulties and in identifying strategies and programs that resolve or alleviate these difficulties. District-approved guidelines and procedures are being used to implement this process. The schedule for student study team meetings has been circulated and appears to be active. Coordinators have been hired to manage student study teams, and stipends have been allocated.
2. The Student Study Team Plan outlines the committee’s work at each site and details the communication processes to the faculty.
3. The district has started a SARB team, and the program officially will begin January 2004. The District Attorney will serve as a member and has insisted that this process must provide specific services to identified students. Also, the SST committees are more active this year as a result of increased attention and support from the Superintendent and district staff. This year, the primary goal of the attendance office is to reduce truancy, and this goal is being emphasized to site staffs.
4. The district has made a concerted effort to disseminate information to help focus teacher efforts in meeting the needs of all students. Evidence of this effort is a memorandum dated 9-2-03 to all principals and literacy teachers. Distributed information to guide instruction has included data summary sheets for each grade that have included the following: the spring 2003 test results for ELA, Total Reading and writing scores (with item analyses), fourth grade writing scores, DRA, QRI, special education student data, and CELDT scores. Particularly helpful is the glossary at the bottom of the data pages showing proficiency abbreviations and CELDT levels. This information provides a good basis for GLAD training, BTSA and Strategic Schooling sessions.
5. GLAD training is continuing. Teacher sign-up sheets exist, and schedules are published.

Standard Implemented: Partially

July 2003 Rating: 4
January 2004 Self-Rating: 7
January 2004 New Rating: 5



3.8 Instructional Strategies – Parental Involvement

Professional Standard

The district and school sites actively encourage parental involvement in their children's education (EC 51100-51143).

Progress on Recommendations and Improvement Plan

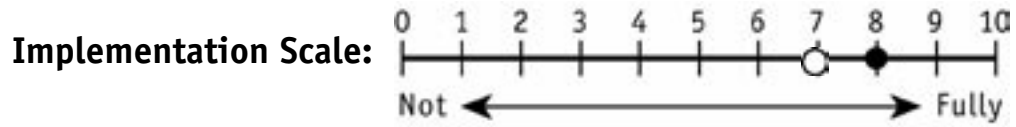
1. Site-based councils have been used to increase volunteers. Meeting agendas and minutes document this effort.
2. SSTs have been very active this year. The entire program is well documented and assessed each year. The district student attendance coordinator has indicated that students not adjusting well are being referred to the SST and the SARB, if services are needed.
3. The Reading Recovery program, the Single School Academic Plan, site-based councils, assessment reports, SARB, SST reports and various community groups are being used to address student concerns.
4. The 2000-2001 School Accountability Report Cards (SARCSs) are in compliance and are available at all sites. The 2001-2002 SARCs are due to be delivered to the district in November 2003. The SARCs will be posted on the district Web site and distributed to all sites within a week after they arrive.
5. The district has received complaints from Spanish speakers about the quality of translated communications. The district has responded by assigning district employees to perform most translation services. In terms of volunteer efforts to support second-language speakers and learners, the Berkeley Public Education Foundation (BPEF) funds the full-time position of Manager of Berkeley School Volunteers. The BPEF manager connects hundreds of volunteers with the schools, including 25 Spanish-speaking volunteers who work with English-language learners and dual-immersion students. Once a week, Senior Tutors for Youth assist English-language learners at King and Willard schools. The University of California's Stiles Hall provides college students as volunteer mentors and tutors at certain schools. For example, there are at least 30 volunteers this year at Rosa Parks School, some of whom are Spanish-speaking.
6. A system of logging in and monitoring parent calls and visits to facilitate follow-ups within a 24-hour period varies by site. Although most principals and managers have trained their clerical staff in proper procedures, the district has not yet identified district-wide clerical training as a priority.

Standard Implemented: Fully - Substantially

July 2003 Rating: 7

January 2004 Self-Rating: 8

January 2004 New Rating: 8



3.21 Instructional Strategies—Special Education Identification and Placement

Professional Standard

The identification and placement of special education students into appropriate courses is conducted in a timely and effective manner.

Progress on Recommendations and Improvement Plan

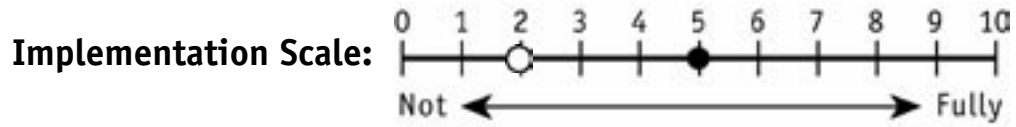
1. The district Special Education Resource Manual has not been adopted by the Governing Board, and administrative regulations are not on file to direct implementation of the special education policies. However, the draft copy of the district's Special Education Resource Manual consists of policies outlining the special education delivery system that includes, but is not limited to, the following components:
 - Parent rights of special education students
 - Time lines for mandated, annual reviews of Individualized Education Programs (IEPs)
 - Referral process for initial student assessment
 - Schedule for 2003-2004 staff development
 - Vision statement for the special education program
 - Guidelines for establishing least-restrictive educational environment
2. The Centralized Assessment Team (CAT) is not held accountable for either the timely assessment or effective placement of identified students for special education classes. The district has reduced the number of noncompliant IEPs, but this has been accomplished by the efforts of four recently hired school psychologist-interns rather than by the participation of CAT. The district's current special education staff development program does not include training for regular teachers or administrators in the formulation of a districtwide philosophy that encompasses the needs of all children. As a result, the regular education staff still perceives special education as a separate program.
3. The district has developed an accountability model that holds the special education staff responsible for its program activities, including accountability for the completion of specific duties and tasks. The recent appointment of a Director of Special Education has increased the organization's ability to monitor the performance of staff members and to hold them accountable for providing services.
4. Special education teachers are provided with staff development on goals and objectives for writing IEPs. This appears to be an ongoing training activity throughout the district.

Standard Implemented: Partially

July 2003 Rating: 2

January 2004 Self-Rating: 6

January 2004 New Rating: 5



3.22 Instructional Strategies – Special Education Individual Education Plans

Professional Standard

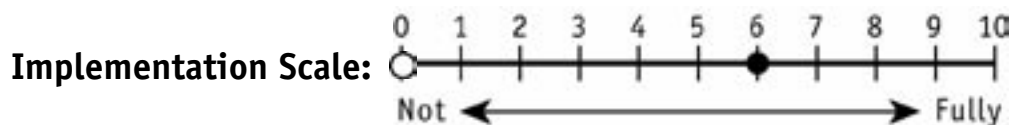
Individual education plans are reviewed and updated on time

Progress on Recommendations and Improvement Plan

1. The district has reduced the number of overdue IEPs in an attempt to meet legal requirements. This has been accomplished through the efforts of four recently hired school psychologist-interns.
2. The district's CAT does not effectively review and update IEPs in a timely manner.
3. The district has developed an accountability model that holds the special education staff accountable for specific duties and tasks. The new Director of Special Education monitors the implementation of the model to determine strengths and weaknesses.
4. The district has developed an effective recovery plan to address the need for the timely reviews of all IEPs. An improved special education student information system has increased the district's ability to track individual student progress. Also, the district has made excellent progress in formulating the time lines and target completion dates it will follow to bring the program components into compliance, particularly overdue IEPs.
5. Staff development emphasizes staff training in two areas: (1) the necessity of meeting legal mandates, particularly in the area of meeting assessment and review time lines and (2) the requirement of providing agreed-upon services to identified students.

Standard Implemented: Partially

July 2003 Rating: 0
January 2004 Self-Rating: 6
January 2004 New Rating: 6



3.23 Instructional Strategies—Special Education Curriculum and Instruction

Professional Standard

Curriculum and Instruction for special education students is rigorous and appropriate to meet special education students' learning needs.

Progress on Recommendations and Improvement Plan

1. The district is beginning to develop written IEPs based on assessment results and appropriate standards-based learning outcomes with corresponding differentiated instructional strategies.
2. The district is making progress in providing staff development activities for the special education staff on how to develop computerized goals and objectives that are aligned to the California Curriculum Standards and Benchmarks.
3. The district has not formulated clear, measurable learning goals and objectives to guide the delivery of appropriate instruction to meet identified student needs. However, the district is developing a policy to provide the core curriculum to special education students.

Standard Implemented: Partially

July 2003 Rating: 3
January 2004 Self-Rating: 4
January 2004 New Rating: 5



3.24 Instructional Strategies—Special Education Least-Restrictive Environment

Professional Standard

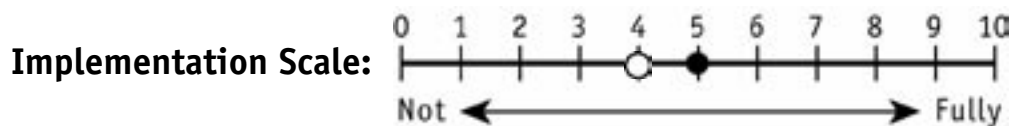
Programs for special education students meet the least-restrictive environment provision of the law and the quality criteria and goals set forth by the California Department of Education.

Progress on Recommendations and Improvement Plan

1. The Governing Board has not adopted a least-restrictive learning environment policy. A policy is being formulated, according to the new Director of Special Education.
2. The district is planning to implement an organized educational delivery system for all identified students served by the K-12 special education program. The district is also developing a continuum of consistent services for all K-12 special education students.
3. The district has developed a 3- to 5-year plan for implementing full inclusion into the regular education classroom for special education students. This plan is based upon a recent study performed by outside consultants and will require extensive staff development and ownership by all stakeholders, including the Governing Board, administrators, regular and special education staff, parents and citizen advisory groups.

Standard Implemented: Partially

July 2003 Rating: 4
January 2004 Self-Rating: 5
January 2004 New Rating: 5



4.1 Instructional Strategies – Parental Involvement

Professional Standard

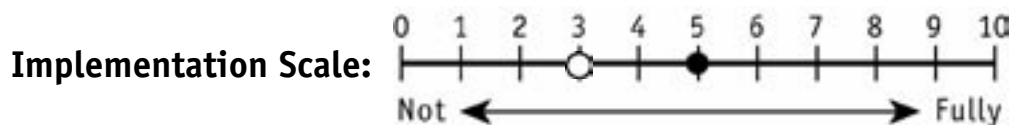
The district has developed content and learning standards for all subject areas and grades that are understood and followed by school site staff.

Progress on Recommendations and Improvement Plan

1. The standards for all core areas have been developed and approved by the board. However, some limitations are present with high school standards. These standards have been distributed to the schools and in-service sessions have been held with principals and teachers.
2. Written documents containing the K-12 standards have been developed with Berkeley's name on them and distributed.
3. Each school has been assessed to determine the level of standards implementation at the site. Each school is addressing the identified areas of need, but there is no rubric or checklist available.
4. The district has developed a plan for standards implementation and has alternative assessment options available for teachers who signed up by October 15, 2003.
5. Training is being provided with scheduled sessions in GLAD and Strategic Schooling. A schedule for teacher grade-level representatives and faculties to meet has been developed and approved.
6. SST groups at all schools have been identified. These groups are to help provide feedback to faculty members so that more students can be successful.
7. No evidence could be found that standards had been posted in the classrooms or offices.

Standard Implemented: Partially

July 2003 Rating: 3
January 2004 Self-Rating: 5
January 2004 New Rating: 5



4.7 Instructional Strategies – Evaluation

Professional Standard

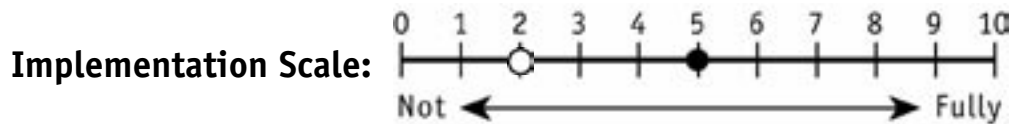
The district shall be accountable for student results by using evaluative information regarding the various levels of proficiency and by allocating educational resources to assure the maximum educational opportunity for all students.

Progress on Recommendations and Improvement Plan

1. The LEAP and curriculum standards have been approved by the Governing Board.
2. An annual assessment process has already begun. For example, the Fourth Annual Report on the District's Literacy Plan and the Reading Recovery program data were presented to the board in November 2002. Additionally, a similar presentation is scheduled for November 19, 2003.
3. Support for the instructional program is based substantially on the results from the Reading Recovery Program, Literacy Plan, LEAP, and School Plans.

Standard Implemented: Partially

July 2003 Rating: 2
January 2004 Self-Rating: 5
January 2004 New Rating: 5



5.1 Professional Development - General

Professional Standard

Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.

Progress on Recommendations and Improvement Plan

1. The district has developed an excellent staff development program in the area of literacy and math. Also, the district has developed and gained board approval for its mission and vision statements. The state standards have been translated into district standards by grade level at the elementary level. Standards, instructional materials, staff development and assessments are aligned. In contrast to the elementary program, the middle school and high school have board-adopted standards, but corresponding assessments and staff development are haphazard. The middle school and high school standards are under development, but, at best, only the elements of a matrix exist. In this regard, curriculum components need to be further developed and made more manageable in order to be used in a meaningful manner to determine staff development activities.
2. There is a plan for delivering effective teacher and principal training based on benchmark data at the elementary level. However, the middle school and high school levels are just beginning to formalize these elements.
3. The district in-service training program is evaluated with student learning assessments and by individual participants' evaluation forms collected at the end of each training session. These staff development participant questionnaires and evaluation forms are on file.

Standard Implemented: Partially

July 2003 Rating: 2
January 2004 Self-Rating: 5
January 2004 New Rating: 5

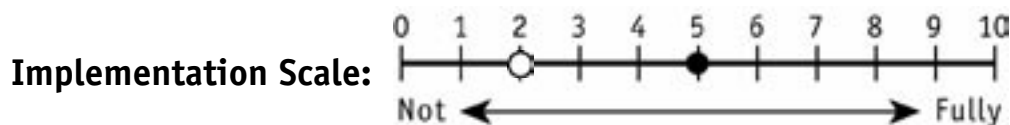


Chart of Pupil Achievement Standards



Progress Ratings Toward Implementation of the Improvement Plan

Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	Focus for July 2004
1.1	A common vision of what all students should know and be able to do exists and is put into practice.	2	5	
1.2	The administrative structure of the district promotes student achievement.	2	NR	<input type="checkbox"/>
1.3	The district has long-term goals and plans to support student achievement improvements.	1	5	
1.4	The district directs its resources fairly and consistently to accomplish its objectives.	3	NR	
1.5	Categorical and compensatory program funds supplement and do not supplant services and materials to be provided by the district.	7	NR	<input type="checkbox"/>
1.6	The district's planning process focuses on supporting increased student performance.	3	NR	
2.1	The district through its adopted policy provides a clear operational framework for management of the curriculum.	0	4	
2.2	An instructional system is in place that focuses on students as the primary clients and that includes integrated, clearly expressed policies and regulations to govern the curriculum.	3	5	
2.3	A process is in place to maintain alignment between standards, practices and assessments.	5	6	
2.4	Policies regarding curriculum and instruction are reviewed and approved by the Governing Board.	3	NR	
2.5	The district has clear and valid objectives for students, including the core curriculum content.	3	5	
2.6	The Governing Board has adopted and the district is implementing the California state standards and assessments.	5	6	
2.7	Sufficient instructional materials are available for students to learn.	9	NR	

NR - Not Reviewed

- Targeted for Review

Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	Focus for July 2004
2.8	The board has adopted and the district is implementing the California State Standards and assessments	6	6	
2.9	Students in K-8 have access to to standards-based materials; students in 9-12 have access to standards-based materials through an adopted process outlined in board policy and regulation.	6	NR	
2.10	Teachers in K-8 are provided with professional development in reading and mathematics by a state-approved provider; teachers in 9-12 are provided with defined professional development in implementing content standards.	4	NR	<input type="checkbox"/>
2.11	The district has adopted a plan for integrating technology into curriculum and instruction at all grade levels.	4	NR	<input type="checkbox"/>
2.12	The district optimizes state and federal funding to install technology in its schools.	7	NR	<input type="checkbox"/>
2.13	HIV prevention instruction occurs at least once in junior high or middle school and once in high school and is consistent with the CDE's Health Framework (EC 51201.5).	9	NR	
3.1	The district provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors (EC 51007).	4	6	
3.2	Challenging learning goals and instructional plans and programs for all students are evident.	4	6	
3.3	Programs and plans for students with special needs are designed with access to the state standards and core curriculum as a foundation.	5	6	
3.4	Expectations and a practice exist to improve the preparation of students and to build a school structure with the capacity to serve all students.	3	5	
3.5	Every elementary school has embraced the most recent California School Recognition Program Standards.	0	NR	

NR - Not Reviewed

- Targeted for Review

Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	Focus for July 2004
3.6	Students are engaged in learning, and they are able to demonstrate and apply their knowledge and skills.	4	5	
3.7	The district and school staffs promote and communicate high expectations for the learning and behavior of all students.	4	5	
3.8	The district and school sites actively encourage parental involvement in their children's education (examples of programs EC 51100-51143).	7	8	
3.9	Each school has a school site council or leadership team, comprised of teachers, parents, principal and students, that is actively engaged in school planning (EC 52010-52039).	9	NR	
3.10	Principals make formal and informal classroom visits. Based on these visits, principals provide constructive feedback and assistance to teachers.	5	NR	<input type="checkbox"/>
3.11	District and school site administrators are provided standards-focused leadership skills and knowledge as well as ongoing professional development and support on general school leadership.	6	NR	<input type="checkbox"/>
3.12	Class time is protected for student learning (EC 32212).	4	NR	
3.13	Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.	4	NR	
3.14	School class size and teacher assignments support effective student learning.	9	NR	
3.15	Teachers use a variety of instructional strategies and resources that address their students' diverse needs.	4	NR	<input type="checkbox"/>
3.16	Teachers modify and adjust instructional plans according to student needs and success.	2	NR	<input type="checkbox"/>
3.17	All teachers are provided with professional development on special needs, language acquisition, timely interventions for underperformers and culturally responsive teaching.	3	NR	<input type="checkbox"/>

NR - Not Reviewed

- Targeted for Review

Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	Focus for July 2004
3.18	The identification and placement of English-language learners into appropriate courses is conducted in a timely and effective manner.	7	NR	
3.19	Curriculum and instruction for English-language learners prepares these students to transition to regular class settings and achieve at a high level in all subject areas.	4	NR	<input type="checkbox"/>
3.20	Programs for English-language learners comply with state and federal regulations and meet the quality criteria set forth by the California Department of Education.	6	NR	<input type="checkbox"/>
3.21	The identification and placement of special education students into appropriate courses is conducted in a timely and effective manner.	2	5	
3.22	Individual education plans are reviewed and updated on time.	0	6	
3.23	Curriculum and instruction for special education students is rigorous and appropriate to meet special education students' learning needs.	3	5	
3.24	Programs for special education students meet the least restrictive environment provision of the law and the quality criteria and goals set forth by the California Department of Education.	4	5	
3.25	The criteria for GATE identification is documented and understood by school site staff.	6	NR	
3.26	Students are regularly assessed or reassessed for GATE participation.	6	NR	
3.27	All incoming kindergarten students will be admitted following board-approved policies and administrative regulations.	9	NR	
3.28	The district provides access and encourages student enrollment in UC and CSU required courses (A-G requirement).	8	NR	
3.29	Students are prepared for, and may access, advanced placement or other rigorous courses in core subject areas at all comprehensive high schools.	6	NR	

NR - Not Reviewed

- Targeted for Review

Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	Focus for July 2004
3.30	The district optimizes state funding for the enrichment of advanced placement opportunities.	not applicable	NR	
3.31	High school guidance counselors are knowledgeable about individual student academic needs and work to create challenging and meaningful course schedules.	3	NR	
3.32	High school students have access to career and college guidance counseling prior to the 12th grade.	5	NR	
3.33	The general instructional program adheres to all requirements put forth in EC 51000-52950.	5	NR	
4.1	The district has developed content and learning standards for all subject areas and grades that are understood and followed by school site staff.	3	5	
4.2	Student achievement is measured and assessed through a variety of measurement tools (e.g., standardized tests, portfolios, projects, oral reports)	4	NR	<input type="checkbox"/>
4.3	The assessment tools are clear measures of what is being taught and provide direction for improvement.	3	NR	<input type="checkbox"/>
4.4	The administration and staff utilize assessment information to improve learning opportunities for all students.	4	NR	<input type="checkbox"/>
4.5	Teachers and principals are provided with assessment data in a timely and accessible format along with adequate time and training in order for them to analyze, evaluate and solve issues of student performance.	4	NR	
4.6	The district has adopted multiple assessment tools, including diagnostic assessments, to evaluate, improve, or adjust programs and resources.	4	NR	
4.7	The district shall be accountable for student results by using evaluative information regarding the various levels of proficiency and allocating educational resources to ensure a maximum educational opportunity is provided for all students.	2	5	

NR - Not Reviewed

- Targeted for Review

Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	Focus for July 2004
4.8	The board has adopted and the district is implementing a K-8 policy that outlines clearly for teachers, students and parents the benchmarks to be used for intervention, promotion and retention of struggling learners.	6	NR	
4.9	A process to identify struggling students and intervene with additional support necessary to pass the exit examination is well-developed and communicated to teachers, students and parents.	5	NR	<input type="checkbox"/>
4.10	The district informs parents of the test scores of their children and provides a general explanation of these scores.	5	NR	
4.11	The district has a process to notify high school students and their parents regarding high school proficiency examination requirements and scores.	5	NR	
4.12	II/USP grant recipients are collecting required data to measure progress.	2	NR	<input type="checkbox"/>
4.13	II/USP grant recipients are meeting or exceeding goals as identified in action plans.	0	NR	<input type="checkbox"/>
4.14	Principals and teachers in underperforming schools and/or in schools under mandated improvement programs are provided special training and support by the district; improvement plans are monitored.	3	NR	<input type="checkbox"/>
4.15	The board and district understand the elements of state and federal accountability programs and communicate the availability of options and special services to parents and students.	6	NR	
5.1	Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.	2	5	
5.2	Staff development provides the staff (e.g., principals, teachers, and instructional aides) with the knowledge and the skills to improve instruction and the curriculum.	4	NR	
5.3	The standards developed by the California Standards for the Teaching Professions are present and supported.	6	NR	

NR - Not Reviewed

- Targeted for Review

Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	Focus for July 2004
5.4	Teachers are provided time and encouraged to meet with other teachers.	6	NR	
5.5	Collaboration exists among higher education, district, professional associations, and the community in providing professional development.	3	NR	<input type="checkbox"/>
5.6	The district has formed partnerships with state colleges and universities to provide appropriate courses accessible to all teachers.	2	NR	<input type="checkbox"/>
5.7	Administrative support and coaching are provided to all teachers.	2	NR	<input type="checkbox"/>
5.8	New teachers and principals are provided with training and support opportunities.	5	NR	
5.9	Professional development is linked to personnel evaluation.	4	NR	
5.10	Evaluations provide constructive feedback for improving job performance.	3	NR	
5.11	Human resources practices support the delivery of sound educational programs.	4	NR	
5.12	A requirement is in place for passing of a basic skills proficiency examination by instructional aides.	10	NR	

NR - Not Reviewed

- Targeted for Review