



Berkeley Unified School District

Pupil Achievement

Comprehensive Review
January 2005

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

Chief Executive Officer
Thomas E. Henry

1.4 Planning Process – Resource Allocation

Professional Standard

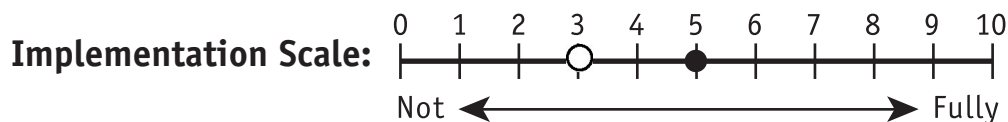
The district directs its resources fairly and consistently to accomplish its objectives.

Progress on Recommendations and Improvement Plan

1. The district has developed in written format long-term goals and plans, and has a plan to update them annually. The system's goals are contained in the Local Education Agency Plan, which covers a 5-year period. The Superintendent and the Governing Board President signed the document. The full board approved the document on June 4, 2003. The board has not approved the 2004-2005 Local Agency Plan because of concerns that the plan did not address the needs of all students. This concern is being addressed by the staff.
2. District annual goals and priorities are topics on the principals' weekly agenda. When appropriate, principals are provided with tape recordings of board meetings to emphasize the importance of their follow up to address the annual goals.
3. A draft board policy concerning the access of secondary school students to more than six hours of instruction has been developed by the staff but not presented to the board.
4. A process has not been developed to sustain programs that are initiated by special grant funding and shown by evaluation to be effective.
5. There is sufficient documentation of participation by the staff and the public in establishing the priorities for the Berkeley Schools Excellence Project (BSEP). On March 17, 2004, almost 150 parents, staff and community members attended one of two workshops. These participants helped establish the priorities for potential additional revenue from BSEP. This process included a review of how current funds were presently being allocated. Notices for these meetings were provided in Spanish and English and were signed by all members of the Governing Board. The UC Graduate School of Education has suggested that the district develop a planning process to establish instructional priorities and to support them using existing resources. The school Dean has suggested that the university might guide the implementation of the planning process for the entire district as a university project.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	Not Reviewed
July 2004 Rating:	Not Reviewed
January 2005 Self-Rating:	5
January 2005 New Rating:	5



Pupil Achievement

1.6 Planning Process –Student Performance

Professional Standard

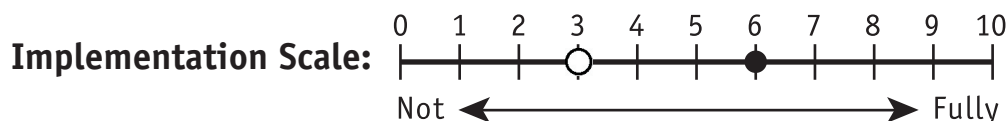
The district's planning process focuses on supporting increased student performance.

Progress on Recommendations and Improvement Plan

1. The district has developed a Local Educational Agency Plan. This plan is both short- and long-range (five years) and is adopted annually. The Governing Board did not adopt the plan for the 2004-05 fiscal year because of concerns that it did not address all students' needs. The staff plans to address these concerns and resubmit the plan to the board for adoption in November 2004.
2. The instructional division has developed a student performance indicators chart. Student progress shown by these indicators is scheduled to be reported to the board each year. All other assessments showing student progress as well as disaggregated data are scheduled to be reported. The AYP/API accountability progress reports for schools have been presented to the board.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	Not Reviewed
July 2004 Rating:	Not Reviewed
January 2005 Self-Rating:	6
January 2005 New Rating:	6



2.4 Management – Curriculum and Instruction Policy

Professional Standard

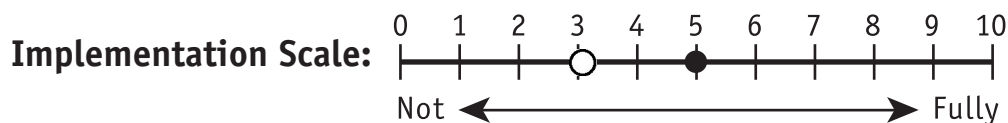
Policies regarding curriculum and instruction are reviewed and approved by the school board.

Progress on Recommendations and Improvement Plan

1. A draft policy for maintaining the board policy manual has been presented to the Governing Board for consideration. The policy and other material was inadvertently omitted at an earlier board meeting and will be presented again for approval and adoption in January 2005.
2. The district is using the California School Board Service to help maintain and develop policies and administrative regulations. The policies identified in FCMAT's assessment and improvement plan have either been revised and approved or are in the process of being reviewed by the Governing Board. The approved policies were accompanied by administrative regulations.
3. The policy manual procedures do not require that the adoption date of the policy or administrative regulation be included when these statements are reproduced in other district documents. However, the staff insists that this is the district's intent.
4. The district's work on these policies has prompted several procedural changes. A member of the superintendent's staff has been assigned to keep the policies and administrative regulations up to date. A policy for keeping the policy book up to date has been submitted to the Governing Board. An initial set of policies containing state requirements has been adopted by the board. Three phases of the work to update board policies still need to be completed.
5. An administrative organizational chart for the Berkeley Unified School District had been drafted as of September 16, 2004. This organizational chart has been distributed to the board, staff, PTA and community. The Superintendent intends to have it adopted at a future board meeting. The director of instruction is responsible for advising the Superintendent of any needed policy changes in the area of instruction.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	Not Reviewed
July 2004 Rating:	Not Reviewed
January 2005 Self-Rating:	5
January 2005 New Rating:	5



3.5 Instructional Strategies – Learning Goals/California school Recognition

Professional Standard

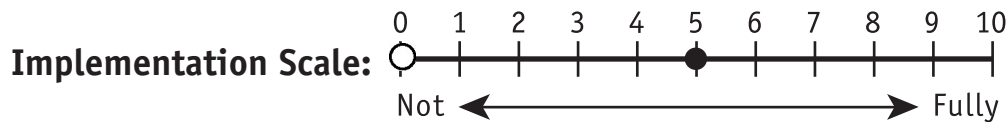
Every elementary school has embraced the most recent California School Recognition Program Standards.

Progress on Recommendations and Improvement Plan

1. All principals have received the guidelines for the 2004 California School Recognition Program along with the rubric for scoring distinguished elementary school applications. This topic was also included on the principals' agenda. In the past year, three schools applied, and two received honorary mention. Two of the three were requested to apply for consideration as blue ribbon schools.

Standard Implemented: Partially

July 2003 Rating: 0
January 2004 Rating: Not Reviewed
July 2004 Rating: Not Reviewed
January 2005 Self-Rating: 5
January 2005 New Rating: 5



3.12 Instructional Strategies—Learning Time

Legal Standard

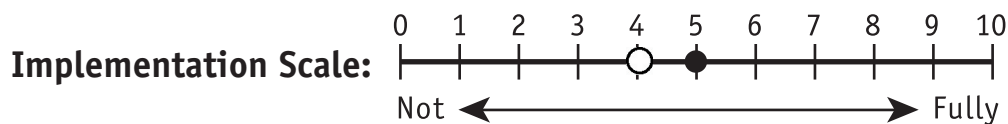
Class time is protected for student learning (EC 32212)

Progress on Recommendations and Improvement Plan

1. The Governing Board has adopted policy No. 1250 to comply with the requirements of Education Code section 32212. Administrative regulation No. 6116 has been developed to protect the classroom from unnecessary interruptions.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	Not Reviewed
July 2004 Rating:	Not Reviewed
January 2005 Self-Rating:	5
January 2005 New Rating:	5



3.13 Instructional Strategies – Learning Time

Professional Standard

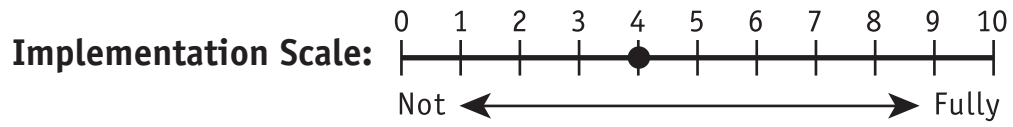
Clearly defined discipline practices have been established and communicated among the students, staff, board and community.

Progress on Recommendations and Improvement Plan

1. School comprehensive safety plans have been developed and are on file in the district office. The school plans for 2004-2005 have been adopted by the board.
2. The district has not continued to develop a proactive review board program (SARB). Responsibility for this area has been reassigned to another staff member who is beginning to develop a program. The new attendance program is implemented only for elementary and middle schools and is called the student attendance and review team (SART). The high school is not included in SART at this time. Teams at the elementary and middle schools are being established to review cases of students with attendance concerns.
3. The district maintains student attendance, suspension and expulsion data for each school by grade level, gender, ethnicity and Education Code categories. The data is not regularly monitored or discussed with principals and teachers. The Superintendent shares the monthly school enrollment reports and average daily attendance summaries with the board, public and staff. Although the district collects the attendance and suspension data in categories, it is not evident that it is analyzed and used to help the school and district staffs determine the root causes of poor attendance and behavior.
4. The district has conducted a survey of students, parents and others at the high school level to assess the climate/culture of the school.
5. Principals and teachers are working to improve the climate at the school level. The principals participated in a 4-day GLAD workshop in August. Topics included the classroom environment, classroom management, learning structures, differentiated instruction and assessment. The principals' meeting of August 18 included a topic entitled "Ways To Support Teachers With GLAD." A 2-day workshop was conducted for K-5 teachers on ways to create a positive classroom climate with Dr. Michele Borba, a nationally known consultant who works on solution-based strategies to strengthen children's behavior, self-esteem and social development. The middle schools and some elementary schools provide students with organizational binders to help students and parents keep track of the many assignments and activities.

Standard Implemented: Partially

July 2003 Rating: 4
January 2004 Rating: Not Reviewed
July 2004 Rating: Not Reviewed
January 2004 Self-Rating: 5
January 2004 New Rating: 4



3.18 Instructional Strategies – English Learners Identification and Placement

Professional Standard

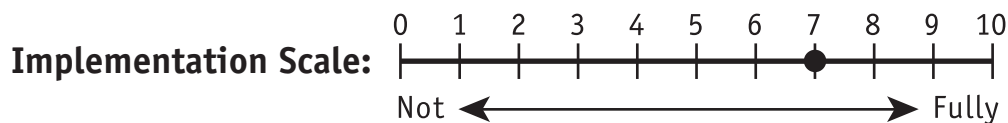
The identification and placement of English learners into appropriate courses is conducted in a timely and effective manner.

Progress on Recommendations and Improvement Plan

1. The Program for English Learners Master Plan was approved by the board on August 25, 2004. The plan includes the district mission and goal statements and the guidelines for the program.
2. The CELDT testing calendar indicates that the district is using site and district resources in an effective and cooperative manner. The Initial CELDT Testing Process Zone Model issued by the Berkeley Office of State and Federal Programs provides strong direction for the staff to accomplish testing in a timely manner.

Standard Implemented: Partially

July 2003 Rating: 7
January 2004 Rating: Not Reviewed
July 2004 Rating: Not Reviewed
January 2004 Self-Rating: 8
January 2004 New Rating: 7



3.31 Instructional Strategies – Counseling

Professional Standard

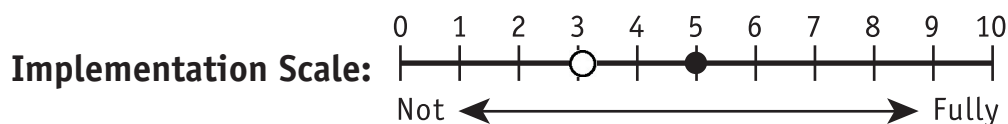
High school guidance counselors are knowledgeable about individual student academic needs and work to create challenging and meaningful course schedules.

Progress on Recommendations and Improvement Plan

1. Board policy No. 6164.2 on guidance and counseling services has been reviewed and revised and adopted. The district's goal of raising academic achievement as well as eliminating the achievement gap includes an implementation plan. The plan identifies specific actions, time lines, responsibilities and estimated costs. The high school counselors are an integral part of the work plan.
2. Counselors' goals, curriculum and priority services are available in a written format. However, the material is available in several different documents and is not easily accessed in one document. Additional efforts need to be made to develop a K-12 guidance program for the district.
3. The counselors use attendance data and input from faculty members to determine the extent of student progress. The board recently passed a policy tying student attendance to academic grades. The counselors and faculty members meet every two weeks to discuss student problems and ways to improve course offerings as well as other academic concerns. At the ninth grade level, counselors share college requirements and study tips as well as an outline of courses with students. At the tenth grade level, counselors focus on addressing student concerns and problems. In the BSEP proposal, \$400,000 is earmarked for an anger management program. Efforts need to be made in the future to integrate the guidance activities and to increase awareness of guidance services among students and the public.
4. The counseling department has designed a good ninth grade orientation program that includes an information night, a curriculum night and course selection process. The high school principal, as well as staff, participate in these events. The orientation events are held on several dates and in different locations.
5. A parent/student satisfaction survey was conducted at the high school level by the site council. The site council's survey questions were part of a larger needs assessment survey conducted by the Site Enrichment Committee.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	Not Reviewed
July 2004 Rating:	Not Reviewed
January 2004 Self-Rating:	5
January 2004 New Rating:	5



3.32 instructional Strategies – Counseling

Professional Standard

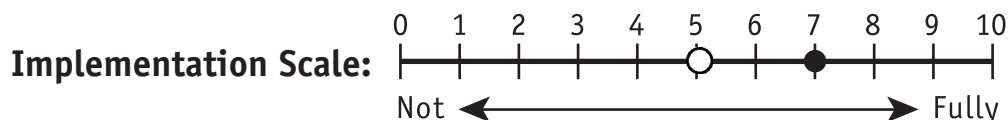
High school students have access to career and college guidance counseling prior to the twelfth grade.

Progress on Recommendations and Improvement Plan

1. No checkoff system is attached to students' online files to indicate that 10th grade students have received counseling under SB813. However, students who receive tenth grade counseling under SB813 have written documentation of their secondary and post-secondary plans. These are maintained in files at the counseling department. Students meeting with the college advisor and/or career counselor have written documentation of their post-secondary plans.
2. During their junior and senior years, all students attend presentations regarding college options. Students receive one-on-one appointments on a first-come, first-served basis. Each student receives written information after these appointments. Students may also sign up for group appointments (available to all juniors and seniors). In addition, the college advisor and career counselors provide specific services to special needs learners and English-language learners, including visits to their classrooms. Counselors also reach out to students who traditionally lack access to college and career information.
3. The college advisor requires a written exit report from each graduating senior.

Standard Implemented: Partially

July 2003 Rating:	5
January 2004 Rating:	Not Reviewed
July 2004 Rating:	Not Reviewed
July 2004 Self-Rating:	7
July 2004 New Rating:	7



3.33 Instructional Strategies– Education Code 51000-52950

Legal Standard

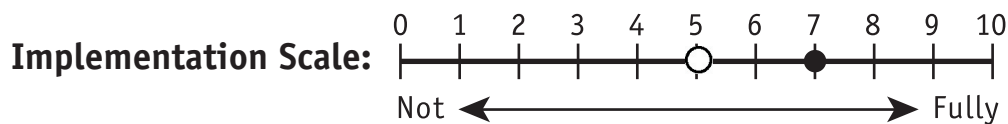
The general instructional program adheres to all requirements put forth in EC 51000-52950.

Progress on Recommendations and Improvement Plan

1. The district is complying with the mandates identified in Education Code sections 51000-52950. Areas for improvement are noted elsewhere in this document.

Standard Implemented: Partially

July 2003 Rating: 5
January 2004 Rating: Not Reviewed
July 2004 Rating: Not Reviewed
January 2004 Self-Rating: 7
January 2004 New Rating: 7



4.5 Assessment and Accountability – Assessment Analysis

Professional Standard

Teachers and principals are provided assessment data in a timely and accessible format along with adequate time and training in order for them to analyze, evaluate, and problem solve issues of student performance.

Progress on Recommendations and Improvement Plan

1. The district is continuing to add student achievement data to the data warehouse. A list of the student achievement data contained in the warehouse was published on October 10, 2004. A listing of student achievement data provided to schools and teachers was published on October 17, 2004.

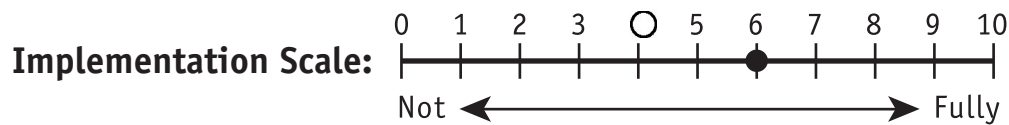
The Math Assessment Collaborative for grades 6-8, being piloted in Berkeley as well as in other districts, will provide students and teachers with another assessment tool. The achievement data for Title I students and student behavioral data are not readily available. The district is organizing and aligning the data that it has and making this material available to more people. Filling the research position, as proposed in measure B, would be very helpful in building a strong assessment program and determining where the gaps are in the assessment program.

2. The district is becoming more conscious of the importance of assessments and of how data can help increase student achievement. Assessment data can provide the basis for staff development offerings and better help teachers focus classroom activity on the needs of the learner.
3. To improve the instructional program, the district is developing a process to establish instructional priorities and to support them using existing resources. The planning process is outlined in the document entitled, "School Effectiveness on a Budget: A Planning Process for Berkeley Unified School District," which was developed to base program decisions on effectiveness and efficiency. The district is partnering with the UC Berkeley Graduate School of Education to implement a strategic planning process. Dean David Pearson and Professor Norton Grubb believe the planning process as conceived by the district is an interesting and necessary task, and they volunteered to personally assist with the project. Measure B contains a proposal for additional research staff to help the Berkeley instructional program become more data based.
4. The district is aligning all instructional programs with the state standards. Because the assessment data is not all in the same form, it is not user friendly. Data should be available and presented in a form that meets school and classroom needs.

5. Assessment data is available to principals and teachers. A matrix has not been developed identifying essential knowledge and skills. In working with principals and teachers, consultant Charlotte Knox utilizes existing classroom conditions to address classroom improvements. The district could benefit from developing models of lesson plans based on student performance that provide strategies to improve learning.
6. The district should collect data by individual student for at least two sequential years so that academic growth can be measured.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	Not Reviewed
July 2004 Rating:	Not Reviewed
January 2004 Self-Rating:	6
July 2004 New Rating:	6



4.6 Assessment and Accountability – Assessment Analysis

Professional Standard

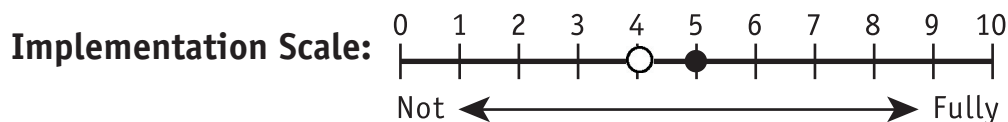
The district has adopted multiple assessment tools, including diagnostic assessments, to evaluate, improve, or adjust programs and resources.

Progress on Recommendations and Improvement Plan

1. The district has created a matrix titled, Minimum Required Assessments and Timelines by Grade Level. This matrix addresses only part of the total assessments given in the district. Other documents do list the remaining assessments, but no single document lists all the assessments administered in the district.
2. At the elementary level, reading and writing assessments that match the curricular program and school evaluation calendar are available. The district has included some diagnostic tests in the testing matrix.
3. Last year, the district developed and conducted an organizational survey at the high school.
4. Student portfolios are required at the elementary level.
5. The college board test results are presented annually at the December Governing Board meeting.

Standard Implementation: Partially

July 2003 Rating:	4
January 2004 Rating:	Not Reviewed
July 2004 Rating:	Not Reviewed
January 2004 Self-Rating:	6
January 2004 New Rating:	5



4.10 Assessment and Accountability – Parental Notification

Professional Standard

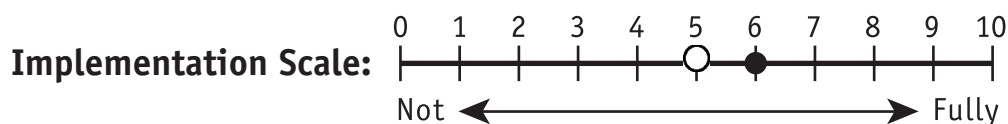
The district informs parents of the test scores of their children, and provides general explanation of these scores.

Progress on Recommendations and Improvement Plan

1. Berkeley High School disseminates to students and parents information published by the State Department of Education on the importance of the state tests. In addition, the administration writes articles for PTSA newsletters about understanding test results. Counselors also talk with classes about the tests, and teachers in all departments encourage students to take these tests. Counselors maintain the test results in student folders, and the information is sent home to all families.
2. Department heads and the administration discuss with teachers the importance of encouraging all students to participate in state-mandated and local assessments. Teachers discuss the standards addressed in standardized tests during department meetings. Berkeley High School provides makeup tests for students who were absent on the original test dates.

Standard Implemented: Partially

July 2003 Rating: 5
January 2004 Rating: Not Reviewed
July 2004 Rating: Not Reviewed
January 2004 Self-Rating: 7
January 2004 New Rating: 6



4.11 Assessment and Accountability – High School Proficiency Examination

Professional Standard

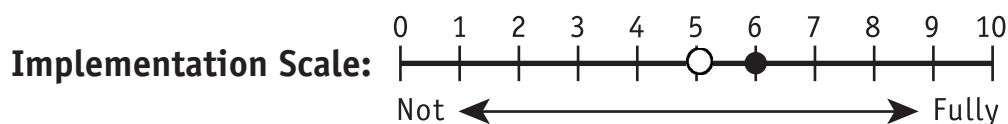
The district has a process in place to notify high school students and their parents regarding high school proficiency examination requirements and scores.

Progress on Recommendations and Improvement Plan

1. The school posted information on the district Web site about changes in graduation requirements. The Web site is being completely redesigned, but should be available in November 2004. The Berkeley High School catalog reflects the changes in requirements, and all students in the ninth-grade are given documents comparing UC, CSU, and high school requirements. Any changes in the requirements are also sent home in the PTSA newsletter, which goes to all households.

Standard Implemented: Partially

July 2003 Rating:	5
January 2004 Rating:	Not Reviewed
July 2004 Rating:	Not Reviewed
January 2004 Self-Rating:	6
January 2004 New Rating:	6



5.2 Professional Development – General

Professional Standard

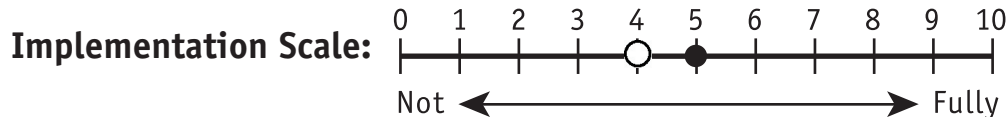
Staff development provides staff (e.g., principals, teachers, and instructional aides) with the knowledge and the skills to improve instruction and the curriculum.

Progress on Recommendations and Improvement Plan

1. The district provided several documents to the study team to indicate who was included in school-based staff development. The first document was the 2004-2005 BUSD Staff Development Plan (Draft 9/2/04). One of the forms listed the content area being addressed and the audience to whom the activity was directed. The second document grouped the content into six areas titled Professional Community of Learners: Literacy, Math, positive School Climate, Cultural Inclusion, Pedagogy Instructional Strategies and Inclusion practices. A third document was an example of the flyers that were sent to the staff announcing these programs.
2. The district was unable to identify competencies in each job description.
3. It was recommended that the district prioritize the areas of legal compliance, fundamental teaching skills, content knowledge and skills, supervision of students and supervision of teaching for staff development. The district's response was that the Certificated Performance Evaluation addressed these areas. The district evaluation form contains the following standards: "Engaging and supporting all students in learning, creating and maintaining effective environments for student learning, understanding and organizing subject matter for student learning, planning instruction designing learning experiences for all students and assessing student learning." However, much work needs to be accomplished in this area that will involve close working relationships among several departments.
4. The district did not address the recommendation to clarify staff development responsibilities, resources and accountability procedures.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	Not Reviewed
July 2004 Rating:	Not Reviewed
January 2004 Self-Rating:	6
January 2004 New Rating:	5



5.3 Professional Development – General

Professional Standard

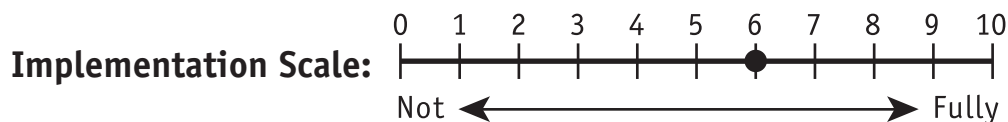
The standards developed by the California Standards for the Teaching Professions are present and supported.

Progress on Recommendations and Improvement Plan

1. The district provided a workshop for all principals on teacher evaluation and how to complete the district evaluation form. However, not all teachers are evaluated per district policy. The administration is aware of this oversight and is closely monitoring the evaluation process.
2. The district has completed the BTSA formal program review report dated April 28 - May 1, 2003. Thirteen standards were evaluated in the report. The reviewers rated the district as follows: eight standards were fully met; four standards were met with some growth required; and one standard was met with major growth required. No plan was presented describing how the weaknesses would be addressed.
3. The district presented the Certificated Performance Evaluation Improvement Plan as documentation of the monitoring of instructional practices and support of teacher improvement efforts including professional growth plans. This form evaluates the teacher in six instructional areas. These areas are: engaging and supporting all students in learning; creating and maintaining effective environments for learning; understanding and organizing subject matter for student learning; planning instruction and designing learning experience and developing as a professional educator.

Standard Implemented: Partially

July 2003 Rating:	6
January 2004 Rating:	Not Reviewed
July 2004 Rating:	Not Reviewed
January 2004 Self-Rating:	7
January 2004 New Rating:	6



5.8 Professional Development – Support

Professional Standard

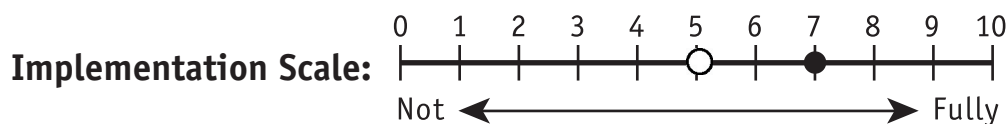
New teachers and principals are provided with training and support opportunities.

Progress on Recommendations and Improvement Plan

1. The Berkeley Unified School District joined five local districts in the East Bay Beginning Teacher Support and Assessment Induction Consortium, which was sponsored by the Newark Unified School District. The purpose was to address the new state requirements for teacher certification that have been adopted by the California Commission on Teacher Credentialing and the California Department of Education. Teachers who earn preliminary credentials through institutions of higher education must now complete an approved induction program in order to meet the requirements of a professional clear credential. Less than 20 BUSD teachers qualified for BTSA this year, and the school district has joined a consortium in order to provide the required training and support for new teachers. A new teacher orientation meeting was provided in August to help new staff members. No new principals were hired this year.
2. Principals who fail to meet their performance goals have been assigned an external coach who can provide guidance apart from the evaluation process. A workshop was conducted with the principals concerning the Peer Assistance Review program (PAR) referrals.
3. The PAR program was expanded to include teachers that may be changing grade levels, but did not qualify for PAR. Teachers in multigrade classrooms were also included in the expanded PAR program.
4. The district has reached out to new teachers by conducting and promoting a new teacher orientation, BTSA teacher orientation, Alameda County Office staff development series, ACSA programs and best practices in teaching leadership seminars.

Standard Implemented: Partially

July 2003 Rating:	5
January 2004 Rating:	Not Reviewed
July 2004 Rating:	Not Reviewed
January 2004 Self-Rating:	7
January 2004 New Rating:	7



5.9 Professional Development – Evaluation

Professional Standard

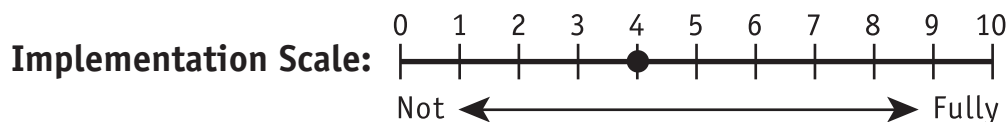
Professional development is linked to personnel evaluations.

Progress on Recommendations and Improvement Plan

1. The performance evaluation form is aligned to the teacher standards. The district has provided and continues to provide principals with professional development on the assessment process. Not all teachers in the district are being evaluated in a timely manner. The Superintendent has brought this concern to the attention of the Governing Board, and the staff is gathering data on why board policy is not being followed.
2. The district continues to utilize the Peer Assistance Review program (PAR) to assist tenured staff with improvement efforts. Minutes and agendas of these meetings were available for review by the team. All aspects of the PAR Program were reviewed at these sessions.
3. The evaluations of the principals by their supervisors takes into account the annual goals of the district and school. The school site curriculum and the classroom environment are also considered. The principals receive GLAD training on a regular basis from outside consultants.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	Not Reviewed
July 2004 Rating:	Not Reviewed
January 2004 Self-Rating:	4
January 2004 New Rating:	4



5.10 Professional Development – Evaluation

Professional Standard

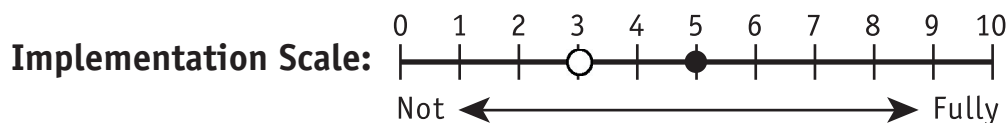
Evaluations provide constructive feedback for improving job performance.

Progress on Recommendations and Improvement Plan

1. The district is continuing to evaluate personnel based on the California Teaching Standards. The district uses two forms, the Certificated Performance Evaluation and the Certificated Professional Development Plan. The forms also allow space for commendations/recommendations and comments. The district is reviewing a rubric from another school district that would help communicate in a more organized manner the instructional strategies needed to be used by teachers.
2. The district has developed a checklist based upon the teaching standards for use by principals during short classroom visits. A copy from Washington Communication and Technology Magnet Elementary School was provided to the team. Also a principals' observation checklist was developed in the August GLAD Workshop by principals.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	Not Reviewed
July 2004 Rating:	Not Reviewed
January 2004 Self-Rating:	5
January 2004 New Rating:	5



5.11 Human Resources – Support for Educational Programs

Professional Standard

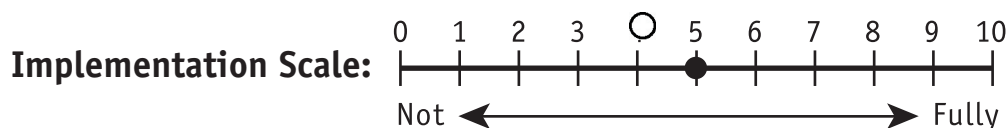
Human resources practices support the delivery of sound educational programs

Progress on Recommendations and Improvement Plan

1. A plan has been developed to staff the schools in Berkeley with fully credentialed teachers. The plan is in the process of being implemented. The timetable in the plan covers the period from October 15, 2004 - March 15, 2005. On October 5, 2004, the plan was discussed with the Superintendent, who included elements of the plan in her remarks during the staff development day.
2. The district's plan to employ/train fully credentialed teachers addresses the need for CLAD credentialed staff. The staff development program is addressing this area along with the NCLB requirements for highly qualified teachers.
3. Approximately 55 percent of the certificated staff is not being evaluated as required by board policy. This has been noted by the Governing Board and Superintendent. The staff is attempting to correct the problem.
4. Job descriptions are not current, and there is no plan to update them.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	Not Reviewed
July 2004 Rating:	Not Reviewed
January 2004 Self-Rating:	6
January 2004 New Rating:	5



Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	Focus for July 2005
1.1	A common vision of what all students should know and be able to do exists and is put into practice.	2	5	NR	NR	
1.2	The administrative structure of the district promotes student achievement.	2	NR	5	NR	
1.3	The district has long-term goals and plans to support student achievement improvements.	1	5	NR	NR	
1.4	The district directs its resources fairly and consistently to accomplish its objectives.	3	NR	NR	5	
1.5	Categorical and compensatory program funds supplement and do not supplant services and materials to be provided by the district.	7	NR	8	NR	
1.6	The district's planning process focuses on supporting increased student performance.	3	NR	NR	6	
2.1	The district through its adopted policy provides a clear operational framework for management of the curriculum.	0	4	NR	NR	<input type="checkbox"/>
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	NR	NR	
2.3	A process is in place to maintain alignment between standards, practices and assessments.	5	6	NR	NR	
2.4	Policies regarding curriculum and instruction are reviewed and approved by the Governing Board.	3	NR	NR	5	
2.5	The district has clear and valid objectives for students, including the core curriculum content.	3	5	NR	NR	
2.6	The Governing Board has adopted and the district is implementing the California state standards and assessments.	5	6	NR	NR	
2.7	Sufficient instructional materials are available for students to learn.	9	NR	NR	NR	<input type="checkbox"/>
2.8	The board has adopted and the district is implementing the California State Standards and assessments	6	6	NR	NR	
2.9	Students in K-8 have access 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	NR	NR	<input type="checkbox"/>
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	5	NR	

NR - Not Reviewed

☐ - Targeted for Review

Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	Focus for July 2005
2.11	The district has adopted a plan for integrating technology into curriculum and instruction at all grade levels.	4	NR	5	NR	
2.12	The district optimizes state and federal funding to install technology in its schools.	7	NR	8	NR	
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	NR	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	NR	NR	☐
3.2	Challenging learning goals and instructional plans and programs for all students are evident.	4	6	NR	NR	
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	NR	NR	
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	NR	NR	
3.5	Every elementary school has embraced the most recent California School Recognition Program Standards.	0	NR	NR	5	
3.6	Students are engaged in learning, and they are able to demonstrate and apply their knowledge and skills.	4	5	NR	NR	
3.7	The district and school staffs promote and communicate high expectations for the learning and behavior of all students.	4	5	NR	NR	
3.8	The district and school sites actively encourage parental involvement in their children's education (examples of programs EC 51100-51143).	7	8	NR	NR	
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	NR	NR	☐
3.10	Principals make formal and informal classroom visits. Based on these visits, principals provide constructive feedback and assistance to teachers.	5	NR	7	NR	
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	7	NR	
3.12	Class time is protected for student learning (EC 32212).	4	NR	NR	5	

NR - Not Reviewed

☐ - Targeted for Review

Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	Focus for July 2005
3.13	Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.	4	NR	NR	4	<input type="checkbox"/>
3.14	School class size and teacher assignments support effective student learning.	9	NR	NR	NR	<input type="checkbox"/>
3.15	Teachers use a variety of instructional strategies and resources that address their students' diverse needs.	4	NR	6	NR	
3.16	Teachers modify and adjust instructional plans according to student needs and success.	2	NR	5	NR	
3.17	All teachers are provided with professional development on special needs, language acquisition, timely interventions for underperformers and culturally responsive teaching.	3	NR	5	NR	
3.18	The identification and placement of English-language learners into appropriate courses is conducted in a timely and effective manner.	7	NR	NR	7	
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	6	NR	
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	7	NR	
3.21	The identification and placement of special education students into appropriate courses is conducted in a timely and effective manner.	2	5	NR	NR	<input type="checkbox"/>
3.22	Individual education plans are reviewed and updated on time.	0	6	NR	NR	<input type="checkbox"/>
3.23	Curriculum and instruction for special education students is rigorous and appropriate to meet special education students' learning needs.	3	5	NR	NR	<input type="checkbox"/>
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	NR	NR	<input type="checkbox"/>
3.25	The criteria for GATE identification is documented and understood by school site staff.	6	NR	NR	NR	<input type="checkbox"/>
3.26	Students are regularly assessed or reassessed for GATE participation.	6	NR	NR	NR	<input type="checkbox"/>
3.27	All incoming kindergarten students will be admitted following board-approved policies and administrative regulations.	9	NR	NR	NR	

NR - Not Reviewed

☐ - Targeted for Review

Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	Focus for July 2005
3.28	The district provides access and encourages student enrollment in UC and CSU required courses (A-G requirement).	8	NR	NR	NR	<input type="checkbox"/>
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	NR	<input type="checkbox"/>
3.30	The district optimizes state funding for the enrichment of advanced placement opportunities.	not applicable	NR	NR	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	NR	5	
3.32	High school students have access to career and college guidance counseling prior to the 12th grade.	5	NR	NR	7	
3.33	The general instructional program adheres to all requirements put forth in EC 51000-52950.	5	NR	NR	7	
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	NR	NR	<input type="checkbox"/>
4.2	Student achievement is measured and assessed through a variety of measurement tools (e.g., standardized tests, portfolios, projects, oral reports)	4	NR	5	NR	
4.3	The assessment tools are clear measures of what is being taught and provide direction for improvement.	3	NR	6	NR	
4.4	The administration and staff utilize assessment information to improve learning opportunities for all students.	4	NR	6	NR	
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	NR	6	
4.6	The district has adopted multiple assessment tools, including diagnostic assessments, to evaluate, improve, or adjust programs and resources.	4	NR	NR	5	
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	NR	

NR - Not Reviewed

☐ - Targeted for Review

Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	Focus for July 2005
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	NR	NR	<input type="checkbox"/>
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	6	NR	
4.10	The district informs parents of the test scores of their children and provides a general explanation of these scores.	5	NR	NR	6	
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	NR	6	
4.12	II/USP grant recipients are collecting required data to measure progress.	2	NR	6	NR	
4.13	II/USP grant recipients are meeting or exceeding goals as identified in action plans.	0	NR	5	NR	
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	6	NR	
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	NR	NR	
5.1	Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.	2	5	NR	NR	<input type="checkbox"/>
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	NR	5	
5.3	The standards developed by the California Standards for the Teaching Professions are present and supported.	6	NR	NR	6	
5.4	Teachers are provided time and encouraged to meet with other teachers.	6	NR	NR	NR	<input type="checkbox"/>
5.5	Collaboration exists among higher education, district, professional associations, and the community in providing professional development.	3	NR	6	NR	
5.6	The district has formed partnerships with state colleges and universities to provide appropriate courses accessible to all teachers.	2	NR	6	NR	

NR - Not Reviewed

☐ - Targeted for Review

Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	Focus for July 2005
5.7	Administrative support and coaching are provided to all teachers.	2	NR	6	NR	
5.8	New teachers and principals are provided with training and support opportunities.	5	NR	NR	7	
5.9	Professional development is linked to personnel evaluation.	4	NR	NR	4	
5.10	Evaluations provide constructive feedback for improving job performance.	3	NR	NR	5	☐
5.11	Human resources practices support the delivery of sound educational programs.	4	NR	NR	5	
5.12	A requirement is in place for passing of a basic skills proficiency examination by instructional aides.	10	NR	NR	NR	

NR - Not Reviewed

☐ - Targeted for Review