

## 1.2 Planning Process — Administrative Structure

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### Professional Standard

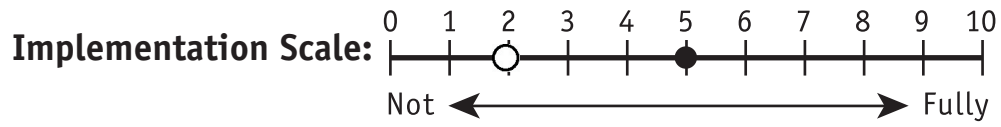
The administrative structure of the district promotes student achievement.

### Progress on Recommendations and Improvement Plan

1. The Governing Board received for first reading Policy 2220, Administrative Staff Organization, on April 14, 2004. The policy in part reads, “The Superintendent shall maintain a current district organizational chart which designates lines of primary responsibility and the relationships between all district positions. Lines of responsibility shall in no way prevent staff members at all levels from collaborating, communicating and cooperating to develop the best possible programs and provide efficient services.” An organizational chart identifying by name the people responsible for different instructional programs and services is available. The weakness of the chart is that it does not indicate program responsibility for each person.
2. According to the Director of Curriculum, no job descriptions have been approved.
3. A chart of key instructional roles, responsibilities and services provided is available in English, but not Spanish. The weakness of the chart is that it is primarily for internal use. The student and parent handbook and principal manuals were available, and the Student and Parent Handbook is accessible on the Web. The Student and Parent Handbook was not published in Spanish this year. It has been published in Spanish in prior years.
4. The Director of Curriculum is responsible for all assessments. A specialist is designated to help the director in the area of assessments. The Director of Curriculum also is responsible for ensuring that the assessment data is distributed to schools with appropriate in-service training. Principals provide the assessment data to teachers and parents.
5. The Principal is responsible for evaluating the special education teachers assigned to that site. The Special Education Director coordinates and monitors the evaluation of special education personnel.
6. The Manager of Student Services reports directly to the Superintendent of Schools. He meets with the Superintendent regularly and receives all his direction from the Superintendent. The manager is invited to all principal meetings by the Director of Curriculum and has access to all principals. The district has a School Attendance Review Board (SARB) program.
7. The manager works with a site-based attendance panel and SST groups on behavior, safety and intervention programs. The manager also is working with city and county groups on providing needed services for students. He has not put any of these working relationships in writing or in a manual.

## Standard Implemented: Partially

July 2003 Rating: 2  
January 2004 Rating: Not Reviewed  
July 2004 Self-Rating: 5  
July 2004 New Rating: 5



## 1.5 Planning Processes — Supplement Not Supplant

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### Professional Standard

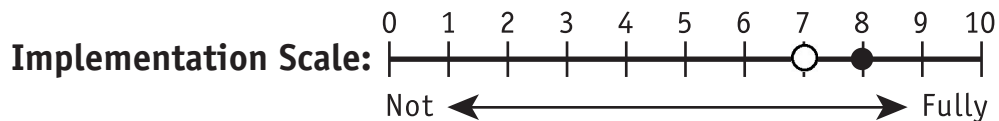
Categorical and compensatory program funds supplement and do not supplant services and materials to be provided by the district.

### Progress on Recommendations and Improvement Plan

1. A comprehensive policy 0420.1(a), School-Based Program Coordination, has been developed and adopted May 21, 2003 by the Governing Board. The administrative regulations, AR 0420.1(a), accompany the board policy and include a requirement for an annual report of the evaluation/audit of the programs to the Governing Board.

### Standard Implemented: Fully - Substantially

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



## 2.10 Curriculum — Standards-Based Professional Development

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### Professional Standard

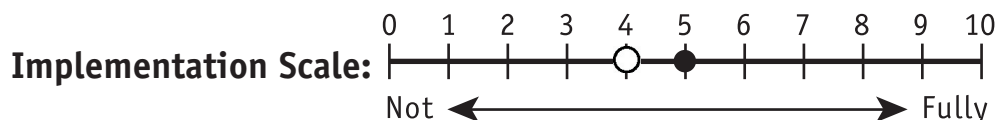
Teachers in K-8 are provided professional development in reading and mathematics by a state-approved provider; teachers in 9-12 are provided with a defined professional development in implementing content standards.

### Progress on Recommendations and Improvement Plan

1. There is adequate validation that teachers in K-3 and 4-8 are being supported in the areas of reading and math. Documentation includes the meeting dates, stipends and workshop sign-in sheets. Central office personnel, principals and lead teachers are involved in planning the training sessions, so the process is both vertical and horizontal. The curriculum director oversees the entire K-8 program in reading and writing. Coaching before and after training is included.
2. Professional development for teachers in grades 9-12 is not at the same level as for those in the K-8 program. The Director of Curriculum provides oversight to the K-12 reading and math programs. The high school Principal is new and has an agreement with the middle school principals to meet monthly next school year and coordinate efforts from middle school through high school. The content of the effort will be guided by the Director of Curriculum.
3. The district uses both state-approved training providers and others. The textbook providers from Scott Foresman are approved. The Director of Curriculum is training the present staff members to become state approved so they can provide these services. He believes the Berkeley staff will meet all the requirements to be state approved in two years.
4. District staff development activities are consistent. Coaching, mentoring, GLAD model, Diversity In Mathematics Education (DIME), and assessment activities are customized for the district and schools. In many cases, three-year cohorts are available to the staff.
5. The Curriculum Department has developed a feedback system for all professional development activities. FCMAT has been provided with the survey instrument and individual teacher comments, and the feedback document is sent to all schools and teachers.

### Standard Implemented: Partially

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



## 2.11 Curriculum — Educational Technology

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### Professional Standard

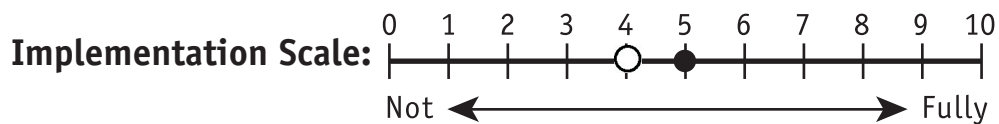
The district has adopted a plan for integrating technology into curriculum and instruction at all grade levels.

### Progress on Recommendations and Improvement Plan

1. The district technology plan uses the Educational Technology Planning Guidelines provided by the State Department of Education and the National Educational Technology Standards (NETS) published by the International Society for Technology in Education (ISTE). This plan includes the vision statement, goals for preschool-adult education technology integration and a time line for achieving these goals. It describes the effort to make technology accessible to every student and to help every teacher find appropriate uses for powerful technology tools that enhance the curriculum and improve student engagement. The plan is dated 2003–2006. The section on Curriculum: Goals, Objectives and Benchmarks is strong, and there is an emphasis on writing (see Page 18 of the plan).
2. All site plans are compared to the district technology plan. Teachers at each school work with the district staff to coordinate the site technology effort. All site recommendations must be approved by the school site committee before their technology plan will be accepted.
3. The district has appointed a teacher to review site plans for compliance with the district technology plan and compliance with grant requirements. The Martin Luther King Middle School instructional technical plan was provided as a sample of the site plans at all schools.

### Standard Implemented: Partially

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



## 2.12 Curriculum — Educational Technology

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### Professional Standard

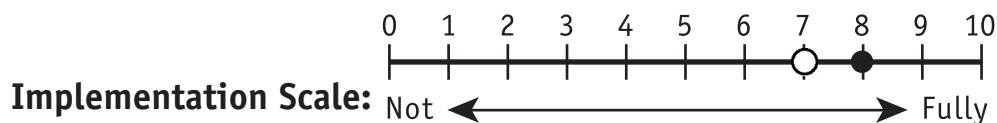
The district optimizes state and federal funding to install technology in its schools.

### Progress on Recommendations and Improvement Plan

1. Berkeley was the only district in California to receive an EAST Program Grant. Over a two-year period, the grant provides the district with \$600,000 for technology. The present allocation of funding for the Berkeley Schools Excellence Project (BSEP) will last another year.
2. The district has assigned a Technology Specialist to inventory and monitor the classroom computers. A sample of the inventory was presented as an example of the work. Berkeley hopes to assign four technology specialists to the schools shortly to maintain and repair computers.
3. The district has a job description for the Coordinator of Instructional Technology. This individual has been hired and is implementing the approved duties contained in the job description.

### Standard Implemented: Fully - Substantially

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



### 3.10 Instructional Strategies — Principal Leadership

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#### Professional Standard

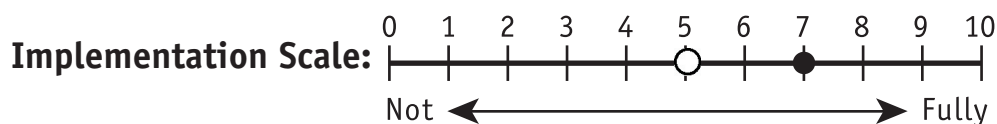
Principals make formal and informal classroom visits. Based on these visits, principals provide constructive feedback and assistance to teachers.

#### Progress on Recommendations and Improvement Plan

1. The subjects of “The Differential Classroom” and “Classroom Management” have been topics on the agenda of the weekly principals' meetings. The California Standards have been duplicated and are used as a reference for these discussions.
2. Principals have discussed classroom observation in principals’ meetings, and this topic is included in the professional development program. A visit to Washington Elementary School provided a firsthand look at a well developed observation plan with effective feedback to the teacher.
3. The Director of Curriculum has an ongoing discussion with the principals on the improvement of instruction. Principals seem to be included in every aspect of professional development, mentoring, coaching and observation practices. The district contracts with a consulting firm called DataWorks for student data. The information provided to the school and individual teachers about the students and the instructional practices is outstanding.
4. Lesson planning has been addressed. Copies of lesson planning documents indicating traditional practice and standards-based practice were available for review. Field trips have been taken to districts that have outstanding practices in lesson planning.
5. There is a budgeted plan for teachers to visit other teachers and to have mentors and coaches. These visits are coordinated with the district professional development plan. Visits are also encouraged through the Beginning Teacher Support and Assessment program (BTSA) and DIME.

#### Standard Implemented: Partially

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



### 3.11 Instructional Strategies — Standards Leadership

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#### Professional Standard

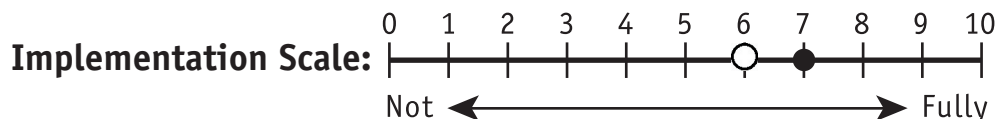
District and school site administrators are provided standards-focused leadership skills and knowledge as well as ongoing professional development and support on general school leadership.

#### Progress on Recommendations and Improvement Plan

1. Successful activities that support principals include holding regular weekly meetings, selecting monthly staff development topics and assigning mentors to principals. These meetings are well documented and demonstrate the existence of a year-to-year consistent program. The district had no new principals this year.
2. Explicit direct instruction is being provided to all the K-8 principals. This program is part of the DataWorks contracted service. The principal training program is more in depth than in the past. Principal training includes curriculum collaboration, Data Works Productivity Index, explicit direct instruction and instructional leadership.
3. The district is getting closer to a standards-based staff development plan. The California Standards are being used, and they have had wide dissemination in the schools. However, it is unclear how widely principals have shared these standards with the site teaching staff. Consultants and staff developers are aware that the district needs to use the California Standards. Not all present staff developers are state-approved providers. The district is working toward providing professional development with the in-house staff. Because of the training requirements, this will not take place for two years.
4. The Director of Curriculum is working closely with the K-8 principals to help them stay abreast of new developments in the field. The book, The Differentiated Classroom: Responding to the Needs of All Learners (Carol Ann Tomlinson), is being read by all principals and discussed at principal meetings. Dr. Linda Dorn is a Professor of Reading Education and the Director of the Reading Recovery and Early Literacy Training Center at the University of Arkansas as well as the author of Apprenticeship in Literacy, Shaping Literate Minds, Scaffolding Young Writers and the soon to be published, Teaching for Deep Comprehension. She has been scheduled to speak to the Berkeley staff. The Curriculum Council meeting for April 23 included a presentation on the ACSA publication “Walk about Training and Tool.” Many of the Berkeley principals have finished ACSA’s, “Principal’s Walk Through Training,” and are participating in “walk-throughs” in the schools.

#### Standard Implemented: Partially

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





### 3.15 Instructional Strategies — Learning Needs/Instructional Strategies

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#### Professional Standard

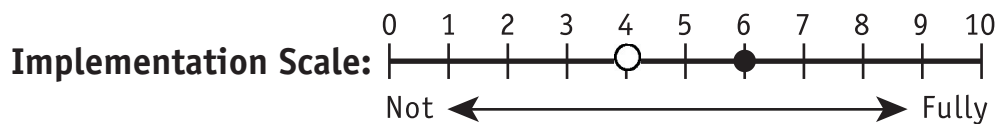
Teachers use a variety of instructional strategies and resources that address their students' diverse needs.

#### Progress on Recommendations and Improvement Plan

1. The teachers have been provided with protocols comparing traditional practice with standards-based practice. Guidelines have been distributed for steps to yearlong planning for standards-based instruction. Guided Language Acquisition Design (GLAD) training has included a unit on planning entitled, How Do I Do It? Materials from Fountain Valley District and Thousand Oaks School have been distributed to the schools as models for teachers.
2. The staff was surveyed about its need and competence regarding technology. The district has 546 credentialed teachers. Approximately 14 percent completed the survey. The district plans to resurvey teachers to obtain a higher percentage of responses. The majority of the teachers were using technology for word processing. The Director of Curriculum sent a memorandum to all staff members stating that all new and recent technology funding requires that all classroom teachers complete the technology use survey and the technology proficiency survey.

#### Standard Implemented: Partially

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



### 3.16 Instructional Strategies — Learning Needs/Modify and Adjust

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#### Professional Standard

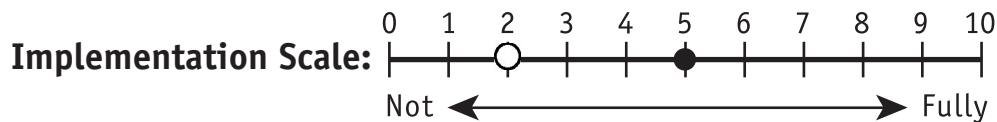
Teachers modify and adjust instructional plans according to student need and success.

#### Progress on Recommendations and Improvement Plan

1. The district has developed an excellent staff development program in the areas of literacy and math. The district also has developed and gained board approval for the 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. The middle schools and the high school have implemented board-adopted standards, but corresponding assessments and staff development are used haphazardly.
2. There is a plan for the delivery of effective teacher and principal training based on benchmark data at the elementary level. However, the high school level is only beginning to formalize these elements.

#### Standard Implemented: Partially

July 2003 Rating: 2  
January 2004 Rating: Not Reviewed  
July 2004 Self-Rating: 5  
July 2004 New Rating: 5



### 3.17 Instructional Strategies — Differentiation

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#### Professional Standard

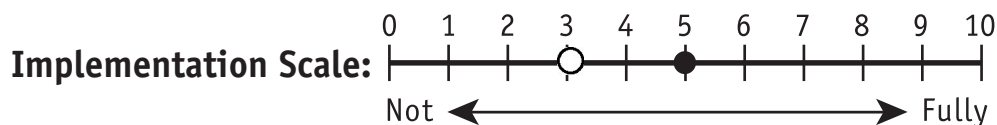
All teachers are provided with professional development on special needs, language acquisition, timely interventions for under-performers, and culturally responsive teaching.

#### Progress on Recommendations and Improvement Plan

1. The early literacy program is well documented by the use of DRI/QRI with results for three years on each student. Reading Recovery results are also separated by children served, end-of-program status, text reading level and sustained progress. The centerpiece of professional development related to English learners is the Guided Language Acquisition Design (GLAD) model, which provides teachers with strategies for cross-cultural skills. GLAD training focuses on aligning classroom practice with principles of language acquisition. The 2003 K-5 Literacy Plan Report was provided.
2. The Differentiated Classroom: Responding to the Needs of All Learners (Carol Ann Tomlinson,) is being used by the principals during principals' meetings.
3. The California Frameworks for Reading/English Language Arts and Mathematics were sent to every school sometime ago. Principals are making these frameworks available to teachers in various ways. The Berkeley Weekly Bulletin No. 33 states: "FRAMEWORKS - Every teacher at your site should have easy access to the California Frameworks for Reading/Language Arts and Mathematics. The frameworks include examples of universal access strategies for each grade level that can help teachers with differentiated instruction. Other differentiation strategies are included in chapter seven of the Reading/Language Arts Framework and chapter six of the Math Framework. Please let me know if you do not have copies at your site."
4. Materials and programs are being presented to the school staffs. Examples are the book, Diversity and Beyond, the CARE Program at Washington Elementary and visits to the Museum of Tolerance in Los Angeles. Several faculties are reading Pedro Noguera's new book, City Schools and the American Dream.

#### Standard Implemented: Partially

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



### 3.19 Instructional Strategies — English Learners Curriculum and Instruction

#### Professional Standard

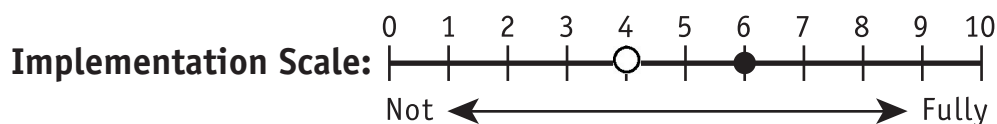
Curriculum and instruction for English learners prepares students to transition to a regular class setting and achieve at a high level in all subject areas.

#### Progress on Recommendations and Improvement Plan

1. The English Language Learner Master Plan dated May, 2004, provides for the appropriate classes and guidelines for all English learners. The Master Plan for English Learners was developed through the effort of the district's teachers and support staff. Materials were reviewed from the following educational agencies: Pittsburg Unified, West Contra Costa Unified, Fresno Unified, San Francisco Unified and the California Department of Education.
2. The Master Plan for English Learners provides a flowchart for proper assignment of English learners. However, this area has not been addressed at this time.
3. The professional development for the teachers on strategies and needs of English learners is primarily addressed through the district's Guided Language Acquisition Design (GLAD) program. Project GLAD provides training in research-based, effective teaching strategies to meet the academic and linguistic needs of English learner student populations.
4. The newly adopted English Language Learner Master plan outlines the program Two-Way Immersion on page 58. The program is currently being used at Rosa Parks and Cragmont elementary schools in kindergarten through the fifth grade. LeConte Elementary has a Two-Way Immersion program in kindergarten through the fourth grade, but in 2004-05, the program will be used at the K-5 levels.
5. The Two-Way Immersion program was implemented at the secondary level for the first time in Fall 2003. Two-Way Immersion students from any of the three existing elementary programs are encouraged to attend the program at Longfellow Middle School. They receive an extended block of Spanish language arts and history in addition to the regular English programs.
6. The GLAD training sessions have been extended and a schedule of times, dates and individuals involved was published on April 23, 2004. About 200 teachers have received GLAD training.

#### Standard Implemented: Partially

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



## 3.20 Instructional Strategies — English Language Learners Compliance

### Professional Standard

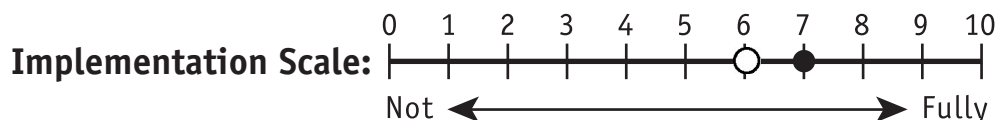
Programs for English language learners comply with state and federal regulations and meet the quality criteria set forth by the California Department of Education.

### Progress on Recommendations and Improvement Plan

1. The district revisited the reclassification criteria and procedures and is monitoring the redesignation rate. The district monitoring chart lists for each school the English language learner (ELL) counts, the number of ELL students that are eligible to reclassify and reclassified ELL students. The number of students that were reclassified doubled from 2002-03 to 2003-04. However, only 167 were reclassified of 1,095 who were eligible.
2. The board has not approved the English Language Learner Master Plan because it is still at the staff level for comment and opinion. The Director of Curriculum estimated that the ELL plan would appear on the May board agenda.
3. The ELL master plan indicates where and when students should be placed in different programs. The master plan also indicates that classes will be made available. The Director of Curriculum has surveyed all the ELL teaching staff and has identified the teachers who are qualified as well as those who are not qualified but need to qualify.
4. In the Berkeley Weekly Bulletin, the Director of Curriculum explained to all staff members what they need to do in order to be CLAD certificated. The following statement was in Bulletin No. 6: “There are now two ways for teachers to complete this requirement: a. the CLAD Exam Prep class, taught at King by BUSD teacher, Angela Barra, is designed to prepare participants to take the state exam in December; b. the SB395 program, taught at B.H.S. by BUSD teacher, Myron Berkman, is designed for teachers who have been teaching since at least January 1999; the requirements include 45 hours of attendance, a portfolio and an exam given at the end of the course (which is different from the state exam). There are still spaces in both of these options. Interested teachers may call the Office of State and Federal Projects for more information. It is important that everyone understand that teachers assigned to provide instruction to English Learners must be properly qualified.”

### Standard Implemented: Partially

July 2003 Rating:	6
January 2004 Rating:	Not Reviewed
July 2004 Self-Rating:	8
July 2004 New Rating:	7



## 4.2 Assessment and Accountability — Measurement Tools

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### Professional Standard

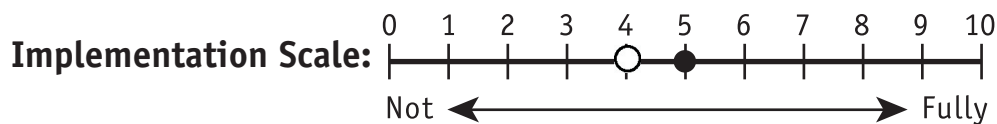
Student achievement is measured and assessed through a variety of measurement tools (e.g., standardized tests, portfolios, projects, oral reports, etc.).

### Progress on Recommendations and Improvement Plan

1. The district has completed an item analysis (fall, winter and spring) for grades 2-5. The district analysis shows the standards assessed and the intervention the teacher should consider. The district also provided a matrix for grades K-5 indicating minimum required assessments and time lines. Writing matrices aligned with the State Standards are in place for grades K-8, but no material was presented on assessments and standards for grades 9-12.
2. The district has an accountability system for the assessments and grade level standards for reading/language arts and mathematics for grades K-12. The district has correlated the scores on all the tests and identified the assessments that reflect the state assessments. The district also joined the Mathematics Assessment Collaborative comprised of member public school districts from Santa Clara and San Mateo counties. This group formed for the purpose of producing, scoring and reporting student mathematics performance assessments at grades 2-8 and the first two years of college preparatory high school mathematics.

### Standard Implemented: Partially

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



## 4.3 Assessment and Accountability — Measurement Tools

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### Professional Standard

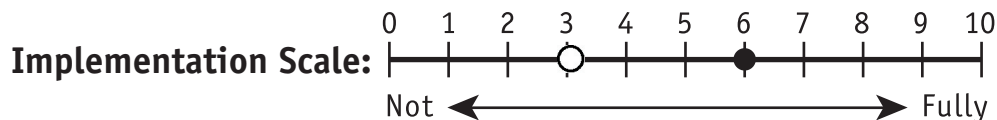
The assessment tools are clear measures of what is being taught and provide direction for improvement.

### Progress on Recommendations and Improvement Plan

1. The Director of Curriculum has developed a Test Site Coordinator Manual. He has provided a principal's meeting agenda (March 24, 2004) that includes discussions of the importance of STAR test training. The director also listed in the Weekly Bulletin No. 28 the following: "TRAINING FOR TEST COORDINATORS: Site testing coordinators must attend one of the following trainings: (1) they may come to the principals' meeting on March 24 at 9:00 when principals will review the STAR testing procedures, or (2) they may come to Oregon Street at 3:30 on March 30 for a similar presentation." The district has provided a test proctoring flyer for all the staff and a bulletin board posting. Consultant Charlotte Knox strives at each training session to "Help teachers understand how to use assessments to target teaching."
2. The Superintendent mailed a letter to each parent advising them of the upcoming testing season and how they could help improve test scores. Much of the work on the importance of testing was completed through Charlotte Knox's workshops and planning material. A March 17, 2004 information document to the schools from Charlotte Knox raised three questions for the school to answer: (1) What will be done as a result of our findings from the DataWorks report? (2) What is the percentage of students that should be at grade level in reading and math by the end of the 2004-05 school year? (3) What percentage increase of African-American and Latino students will reach grade level in reading and math by the end of the 2004-05 school year?

### Standard Implemented: Partially

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



## 4.4 Assessment and Accountability — Assessment Analysis

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### Professional Standard

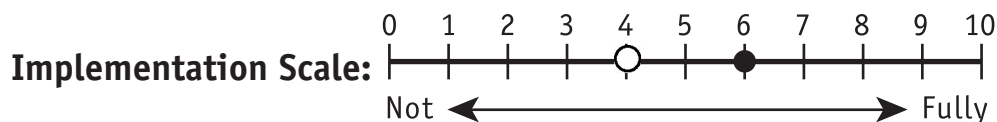
The Administration and staff utilize assessment information to improve learning opportunities for all students.

### Progress on Recommendations and Improvement Plan

1. The DataWorks report is complete and of value to the district, program, site, teacher and student. A report was presented to the Governing Board and a copy of the report provided to the review team. A copy of the cohort analysis for the areas of California standards in English-Language Arts and Mathematics over a three-year period was provided.
2. The school and classrooms have been provided with data disaggregated by language, ethnicity, SES and other factors. This data is being used by the professional development staff with principals, teachers and parents.
3. Much documentation is available to indicate that assessment data is being used in principals' meetings and in school faculty meetings. The consultants providing professional development are using the DataWorks report for training with teachers and principals.
4. Student data for differentiating instruction is provided to teachers through Charlotte Knox, Noli workshops and GLAD trainings. The Director of Instruction is using the book, The Differentiated Classroom: Responding to the Needs of All Learners (Carol Ann Tomlinson), as a study project with the principals and this is resulting in reviewing other programs. The district has a plan to train Berkeley staff members to become professional development presenters.

### Standard Implemented: Partially

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





## 4.9 Assessment and Accountability — California High School Exit Examination

### Professional Standard

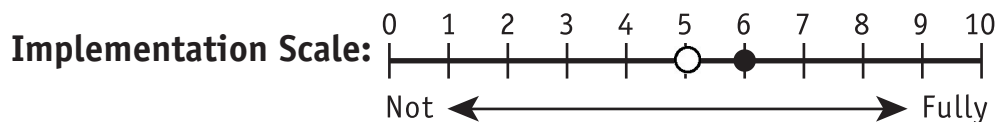
A process to identify struggling students and intervene with additional support necessary to pass the exit examination is well-developed and communicated to teachers, students and parents.

### Progress on Recommendations and Improvement Plan

1. The Berkeley Governing Board has adopted policy No. BP162.52(a) High School Exit Examination. Administrative Regulation AR 6162.52 (a) High School Exit Examination has been developed by the Superintendent and is on file. Copies of both documents have been provided to the review team. Board Policy and Administrative Regulation entitled, High School Graduation Requirements, was updated on January 15, 2003.
2. The Director of Curriculum provided documentation from the high school principal that the following was accomplished: (1) Every tenth grade English and math teacher confirms that the CAHSEE prep book has been distributed and reviewed with students. (2) The E-Tree Coordinator posts an item about test dates, times and places. (3) A notice has been placed in the bulletin with information for students reinforcing the importance of taking and passing this test. (4) Counselors and ELL teachers have notified their students about the test. (5) A few sample items were placed on the district's Web site to help parents better understand the test. (6) Information has been placed in the PTSA newsletter.
3. The Director of Curriculum has placed sample test questions on the Web site. Copies of the material have been provided to the review team.
4. The special education staff has computerized the district's individualized education programs (IEPS). The IEPs are standards based, and the content is aligned with the standards. With computerized IEPs implemented this year, the district can enter benchmarks for monitoring student progress. Extensive professional development is being developed to support the teacher in teaching standards to the students.

### Standard Implemented: Partially

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



## 4.12 Assessment and Accountability — II/USP

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### Professional Standard

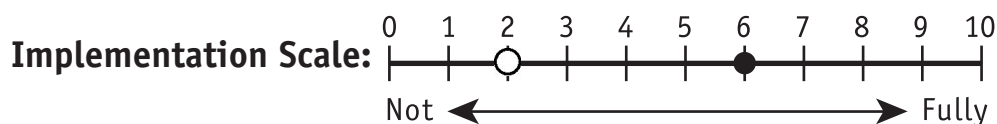
II/USP grant recipients are collecting required data to measure progress.

### Progress on Recommendations and Improvement Plan

1. The district has created an updated action plan called the Single Plan for Student Achievement. The Cragmont Elementary School principal wrote a personal letter to FCMAT concerning Cragmont that said, “Midway through the 2003-2004 school year I received the go-ahead from our School Site Council to pursue a two pronged approach to school planning. I worked on revising our current school plan for the 2004-2005 school year. At the same time I spent much more time working with a staff leadership team of mostly teachers to develop a more “real” school plan that they were particularly invested in. Using What Works In Schools: Translating Research Into Action, by Marzano, as a springboard our team selected topic areas of ‘Guaranteed and Viable Curriculum, Intervention and High Expectations and Motivations’.”
2. A continuous, data-driven improvement process has been implemented. Samples of the data plan have been provided.

### Standard Implemented: Partially

July 2003 Rating: 2  
January 2004 Rating: Not Reviewed  
July 2004 Self-Rating: 8  
July 2004 New Rating: 6



## 4.13 Assessment and Accountability — II/USP

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### Professional Standard

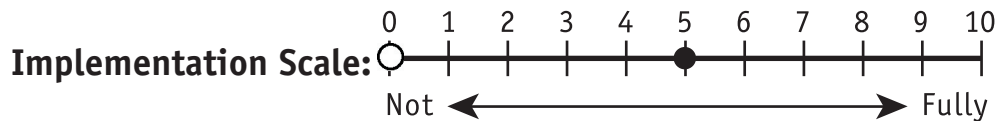
II/USP grant recipients are meeting or exceeding goals as identified in action plans.

### Progress on Recommendations and Improvement Plan

1. The site action plans for 2003-2004 and the action plan for 2004-2005 have been reviewed and monitored. Copies of each plan have been provided to the review team.
2. The Cragmont Elementary site-based council is working as a problem-solving group. The Two-Way Immersion teachers have participated in completely restructuring their program. This year, a fourth-grade cohort of Cragmont Scholars, an accelerated program that includes Saturday school, parent support, mentoring and a summer session, has been started. The program is planned to continue as the fourth graders become fifth graders.

### Standard Implemented: Partially

July 2003 Rating: 0  
January 2004 Rating: Not Reviewed  
July 2004 Self-Rating: 8  
July 2004 New Rating: 5



## 4.14 Assessment and Accountability — Leadership for Underperforming Schools

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### Professional Standard

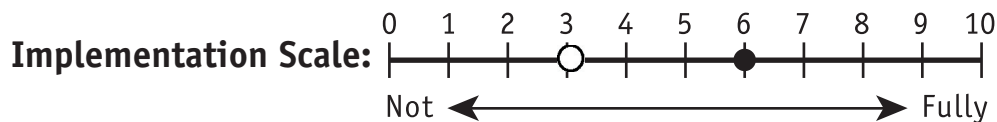
Principals and teachers in underperforming schools and/or in schools under mandated improvement programs are provided special training and support by the district; improvement plans are monitored.

### Progress on Recommendations and Improvement Plan

1. The district leadership has taken an active role in supporting planning for the three underperforming schools. DataWorks materials were used to evaluate the strengths and weaknesses of the schools programs. The Superintendent of Schools and the Director of Curriculum as well as personnel from the Office of State and Federal Programs have made presentations to the faculties. A copy of the State and Federal Office presentation was provided to the review team. Professional development consultants are working with the three schools on their Academic Performance Index (API) Growth Report.
2. The school plans are monitored and used by GLAD consultants and the curriculum development staff to help with collaboration and improvement. A workshop was presented to the Governing Board and the community by the staff.

### Standard Implemented: Partially

July 2003 Rating: 3  
January 2004 Rating: Not Reviewed  
July 2004 Self-Rating: 7  
July 2004 New Rating: 6



## 5.5 Professional Development — Collaboration

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### Professional Standard

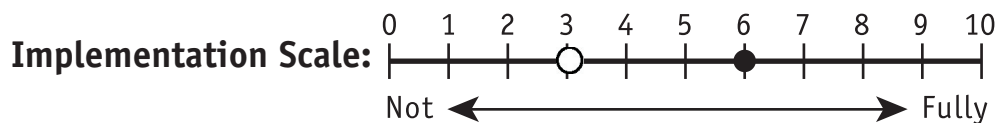
Collaboration exists among higher education, district, professional associations, and community in providing professional development.

### Progress on Recommendations and Improvement Plan

1. The district has surveyed and requested feedback from the school staff about professional development. At least 12 different partnerships or collaborations that support professional development exist in the district at this time. These partnerships are: EAST Initiative, East Bay BTSA Induction Consortium, Bay Area Consortium for Urban Education, Consortium of School Districts, Berkeley Unified School District /UC Berkeley MSP, Technology Enhanced Learning in Science (TELS), New Algebra Professional Development with San Francisco State/Berkeley Unified, Partnership with Berkeley Lab, Web-based Inquiry Science Environment (WISE), UC Berkeley Extension – Bay Area Consortium and The Berkeley Alliance Partnership.

### Standard Implemented: Partially

July 2003 Rating: 3  
January 2004 Rating: Not Reviewed  
July 2004 Self-Rating: 7  
July 2004 New Rating: 6



## 5.6 Professional Development — Collaboration

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### Professional Standard

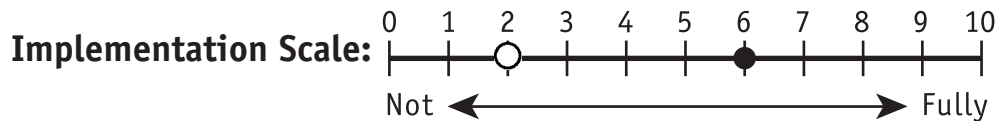
The district has formed partnerships with state colleges and universities to provide appropriate courses accessible to all teachers.

### Progress on Recommendations and Improvement Plan

1. As noted in Professional Standard 5.5, the district is supporting professional development partnerships and has expanded the number of partnerships.
2. The NCLB requirements for highly qualified teachers and the qualifications of the district staff are being currently reviewed. The Human Resource Department is reviewing each teacher's file to determine appropriate staff qualifications. This review should be completed by fall.

### Standard Implemented: Partially

July 2003 Rating: 2  
January 2004 Rating: Not Reviewed  
July 2004 Self-Rating: 6  
July 2004 New Rating: 6



## 5.7 Professional Development — Support

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### Professional Standard

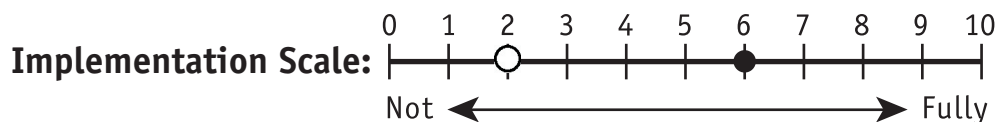
Administrative support and coaching is provided to all teachers.

### Progress on Recommendations and Improvement Plan

1. The Superintendent has developed a list of 10 BUSD topics with the community and board and is working with principals and other groups to prioritize these topics. According to feedback, this activity has been well received at the community and site levels.
2. The district is supporting teachers partially through the following efforts: Library literacy leaders, math teacher leaders, secondary department chairs, BTSA/Par referrals, Consultant Charlotte Knox, DIME (collaboration with UC Berkeley) and GLAD trainings for K-8 teachers.
3. There is adequate evidence to indicate a connection and alignment between standards, assessment, observation and evaluation. Sample certificated personnel evaluation forms were provided. These forms indicated that principals would observe and comment about the standards and the evidence showing proof of learning or lack of learning.
4. The literacy program allows for released time and coaching. English language teachers have released time for additional work. Strategic Schooling (Knox) and GLAD training activities provide for follow-up and coaching. A schedule for 2003-2004 GLAD training was provided to the review team. These two- and four-day training sessions validated that in-depth work was planned for principals, specialists and teachers from different grades and schools.

### Standard Implemented: Partially

July 2003 Rating: 2  
January 2004 Rating: Not Reviewed  
July 2004 Self-Rating: 7  
July 2004 New Rating: 6







## **Table of Standards for Pupil Achievement**



# Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	Focus for January 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	
1.2	The administrative structure of the district promotes student achievement.	2	NR	5	
1.3	The district has long-term goals and plans to support student achievement improvements.	1	5	NR	
1.4	The district directs its resources fairly and consistently to accomplish its objectives.	3	NR	NR	<input type="checkbox"/>
1.5	Categorical and compensatory program funds supplement and do not supplant services and materials to be provided by the district.	7	NR	8	
1.6	The district's planning process focuses on supporting increased student performance.	3	NR	NR	<input type="checkbox"/>
2.1	The district through its adopted policy provides a clear operational framework for management of the curriculum.	0	4	NR	
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	
2.3	A process is in place to maintain alignment between standards, practices and assessments.	5	6	NR	
2.4	Policies regarding curriculum and instruction are reviewed and approved by the Governing Board.	3	NR	NR	<input type="checkbox"/>
2.5	The district has clear and valid objectives for students, including the core curriculum content.	3	5	NR	

NR - Not Reviewed

- Targeted for Review

# Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	Focus for January 2005
<b>2.6</b>	The Governing Board has adopted and the district is implementing the California state standards and assessments.	5	6	NR	
<b>2.7</b>	Sufficient instructional materials are available for students to learn.	9	NR	NR	
<b>2.8</b>	The board has adopted and the district is implementing the California State Standards and assessments	6	6	NR	
<b>2.9</b>	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	NR	
<b>2.10</b>	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	
<b>2.11</b>	The district has adopted a plan for integrating technology into curriculum and instruction at all grade levels.	4	NR	5	
<b>2.12</b>	The district optimizes state and federal funding to install technology in its schools.	7	NR	8	
<b>2.13</b>	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	
<b>3.1</b>	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	
<b>3.2</b>	Challenging learning goals and instructional plans and programs for all students are evident.	4	6	NR	

NR - Not Reviewed

- Targeted for Review

# Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	Focus for January 2005
<b>3.3</b>	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	
<b>3.4</b>	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	
<b>3.5</b>	Every elementary school has embraced the most recent California School Recognition Program Standards.	0	NR	NR	<input type="checkbox"/>
<b>3.6</b>	Students are engaged in learning, and they are able to demonstrate and apply their knowledge and skills.	4	5	NR	
<b>3.7</b>	The district and school staffs promote and communicate high expectations for the learning and behavior of all students.	4	5	NR	
<b>3.8</b>	The district and school sites actively encourage parental involvement in their children's education (examples of programs EC 51100-51143).	7	8	NR	
<b>3.9</b>	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	
<b>3.10</b>	Principals make formal and informal classroom visits. Based on these visits, principals provide constructive feedback and assistance to teachers.	5	NR	7	
<b>3.11</b>	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	
<b>3.12</b>	Class time is protected for student learning (EC 32212).	4	NR	NR	<input type="checkbox"/>

NR - Not Reviewed

- Targeted for Review

# Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	Focus for January 2005
<b>3.13</b>	Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.	4	NR	NR	<input type="checkbox"/>
<b>3.14</b>	School class size and teacher assignments support effective student learning.	9	NR	NR	
<b>3.15</b>	Teachers use a variety of instructional strategies and resources that address their students' diverse needs.	4	NR	6	
<b>3.16</b>	Teachers modify and adjust instructional plans according to student needs and success.	2	NR	5	
<b>3.17</b>	All teachers are provided with professional development on special needs, language acquisition, timely interventions for underperformers and culturally responsive teaching.	3	NR	5	
<b>3.18</b>	The identification and placement of English-language learners into appropriate courses is conducted in a timely and effective manner.	7	NR	NR	<input type="checkbox"/>
<b>3.19</b>	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	
<b>3.20</b>	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	
<b>3.21</b>	The identification and placement of special education students into appropriate courses is conducted in a timely and effective manner.	2	5	NR	
<b>3.22</b>	Individual education plans are reviewed and updated on time.	0	6	NR	

NR - Not Reviewed

- Targeted for Review

# Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	Focus for January 2005
<b>3.23</b>	Curriculum and instruction for special education students is rigorous and appropriate to meet special education students' learning needs.	3	5	NR	
<b>3.24</b>	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	
<b>3.25</b>	The criteria for GATE identification is documented and understood by school site staff.	6	NR	NR	
<b>3.26</b>	Students are regularly assessed or reassessed for GATE participation.	6	NR	NR	
<b>3.27</b>	All incoming kindergarten students will be admitted following board-approved policies and administrative regulations.	9	NR	NR	
<b>3.28</b>	The district provides access and encourages student enrollment in UC and CSU required courses (A-G requirement).	8	NR	NR	
<b>3.29</b>	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	
<b>3.30</b>	The district optimizes state funding for the enrichment of advanced placement opportunities.	not applicable	NR	NR	
<b>3.31</b>	High school guidance counselors are knowledgeable about individual student academic needs and work to create challenging and meaningful course schedules.	3	NR	NR	<input type="checkbox"/>
<b>3.32</b>	High school students have access to career and college guidance counseling prior to the 12th grade.	5	NR	NR	<input type="checkbox"/>
<b>3.33</b>	The general instructional program adheres to all requirements put forth in EC 51000-52950.	5	NR	NR	<input type="checkbox"/>

NR - Not Reviewed

- Targeted for Review

# Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	Focus for January 2005
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	
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	
4.3	The assessment tools are clear measures of what is being taught and provide direction for improvement.	3	NR	6	
4.4	The administration and staff utilize assessment information to improve learning opportunities for all students.	4	NR	6	
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	<input type="checkbox"/>
4.6	The district has adopted multiple assessment tools, including diagnostic assessments, to evaluate, improve, or adjust programs and resources.	4	NR	NR	<input type="checkbox"/>
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	
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 - Not Reviewed  
 - Targeted for Review



# Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	Focus for January 2005
<b>4.9</b>	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	
<b>4.10</b>	The district informs parents of the test scores of their children and provides a general explanation of these scores.	5	NR	NR	<input type="checkbox"/>
<b>4.11</b>	The district has a process to notify high school students and their parents regarding high school proficiency examination requirements and scores.	5	NR	NR	<input type="checkbox"/>
<b>4.12</b>	II/USP grant recipients are collecting required data to measure progress.	2	NR	6	
<b>4.13</b>	II/USP grant recipients are meeting or exceeding goals as identified in action plans.	0	NR	5	
<b>4.14</b>	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	
<b>4.15</b>	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	
<b>5.1</b>	Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.	2	5	NR	
<b>5.2</b>	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	<input type="checkbox"/>

NR - Not Reviewed

- Targeted for Review

# Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	Focus for January 2005
5.3	The standards developed by the California Standards for the Teaching Professions are present and supported.	6	NR	NR	<input type="checkbox"/>
5.4	Teachers are provided time and encouraged to meet with other teachers.	6	NR	NR	
5.5	Collaboration exists among higher education, district, professional associations, and the community in providing professional development.	3	NR	6	
5.6	The district has formed partnerships with state colleges and universities to provide appropriate courses accessible to all teachers.	2	NR	6	
5.7	Administrative support and coaching are provided to all teachers.	2	NR	6	
5.8	New teachers and principals are provided with training and support opportunities.	5	NR	NR	<input type="checkbox"/>
5.9	Professional development is linked to personnel evaluation.	4	NR	NR	<input type="checkbox"/>
5.10	Evaluations provide constructive feedback for improving job performance.	3	NR	NR	<input type="checkbox"/>
5.11	Human resources practices support the delivery of sound educational programs.	4	NR	NR	<input type="checkbox"/>
5.12	A requirement is in place for passing of a basic skills proficiency examination by instructional aides.	10	NR	NR	

NR - Not Reviewed  
 - Targeted for Review