

1.1 Planning Processes - Common Vision

Professional Standard

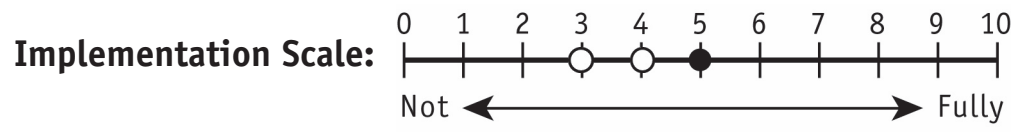
A common vision of what all students should know and be able to do exists and is put into practice.

Progress on Recommendations and Improvement Plan

1. The district has outlined and documented a common vision for students' academic achievement. In addition to the district-wide Local Education Agency (LEA) Plan, each school has developed a Single Plan for Student Achievement.
 - a. As noted in the last six-month review, the district identified literacy as its strategic focus for the 2003-04 school year. It recently determined that the REACH reading intervention program has not met the needs of students that are performing below grade level in grades four through eight, and does not have an adequate English language development (ELD) component. The district will therefore adopt and implement the Highpoint program in 2004-05, a literacy intervention program that is specifically designed to help English Learner (EL) students. Students in kindergarten through grade three and those students reading on grade level in grades four through eight will continue to use the Open Court reading series. The district should design a balanced daily schedule for 2004-05 to ensure that students receive intensive literacy support but also sufficient instructional time in other subjects, especially mathematics and ELD. As noted in the last six-month review, the 2003-04 schedule included targeted daily literacy instruction for three hours at the elementary school and four hours at the middle school. This schedule did not allow enough time for adequate instruction in mathematics, ELD, and science.
 - b. Leadership teams made up of teachers, staff, and parents developed a Single Plan for Student Achievement for each school, which were then reviewed and approved by each campus' School Site Council (SSC). The plans were adopted in March 2004, but are still undergoing revision and have only just been shared with the larger district community of staff and parents. The groundwork has been laid for implementing a common vision for student achievement. However, the plans have not yet become "live," guiding documents at the school sites. A time line for review and revision of the plans should be agreed upon and communicated to members of the SSC as soon as possible to ensure that members of the committee see the importance of the document in guiding decision-making. Prior to the start of the 2004-05 academic year, the district should dedicate staff development time to presenting and reviewing these plans so that they become the guiding documents for all staff in the district.

Standard Implemented: Partially

June 2003 Rating:	3
December 2003 Rating:	4
June 2004 Self-Rating:	5
June 2004 New Rating:	5



1.3 Planning Processes - Long-Term Goals

Professional Standard

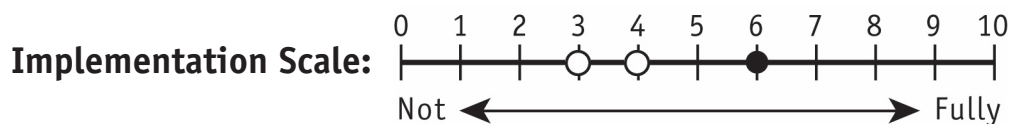
The district has long-term goals and plans to support student achievement improvements.

Progress on Recommendations and Improvement Plan

1. Each school's Single Plan for Student Achievement outlines specific goals and plans to support student achievement. These goals include the following:
 - By the end of the 2003-04 and 2004-05 school years, the school will meet all Adequate Yearly Progress (AYP) targets.
 - By the end of the 2003-04 and 2004-05 school years, the school will meet school-wide and significant subgroup growth targets as defined by the Academic Performance Index (API).
 - The percentage of students scoring "proficient" or above on the reading portion of the STAR test will increase from the prior year by 10 percent.
 - The percentage of students scoring "proficient" or above on the mathematics portion of the STAR test will increase from the prior year.
 - The annual attendance rate will increase from the prior year.
 - The number of students qualifying for redesignation from Limited English Proficiency (LEP) to Fluent English Proficiency (FEP) will increase from the prior year.

Standard Implemented: Partially

June 2003 Rating:	3
December 2003 Rating:	4
June 2004 Self-Rating:	6
June 2004 New Rating:	6



1.4 Planning Processes - Resource Allocation

Professional Standard

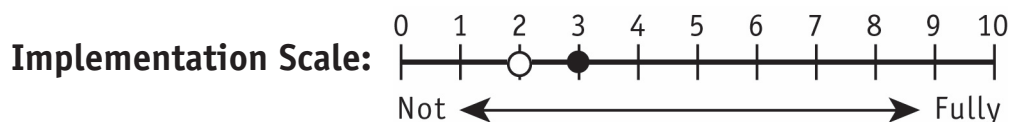
The district directs its resources fairly and consistently to accomplish its objectives.

Progress on Recommendations and Improvement Plan

1. The LEA Plan and Single Plans for Student Achievement identify estimates for how resources will be allocated to support improvements in pupil achievement.
2. District instructional staff members are still working with the budget office to clarify how Consolidated Application funds should be tracked and allocated. A process whereby program information and resource allocation can be tracked to the site level has not yet become systematic.
3. School Site Councils (SSC) have been included in reviewing budgets. The SSCs reviewed and approved the two Single Plans for Student Achievement, both of which include detailed information on how resources were allocated. Most of this review was done retroactively (that is, after the expenditure decisions had been made). However, district staff indicate that the SSCs will be given the opportunity to review and provide input on next year's Consolidated Application budget prior to the beginning of the 2004-05 school year.

Standard Implemented: Partially

June 2003 Rating:	2
December 2003 Rating:	2
June 2004 Self-Rating:	4
June 2004 New Rating:	3



1.6 Planning Processes - Student Performance

Professional Standard

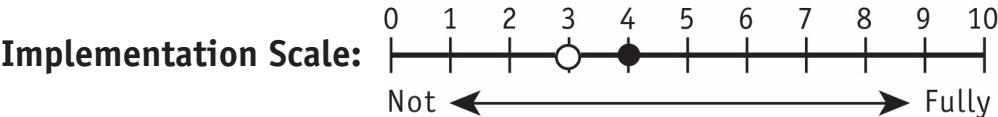
The district’s planning process focuses on supporting increased student performance.

Progress on Recommendations and Improvement Plan

1. Benchmark tests are in place to determine proficiency in language arts and mathematics for each grade level. Utilizing these end-of-trimester tests, teachers share a common definition of how to determine grade-level performance. Benchmarks have not been developed for science, social studies, or other curricular areas. As in the case of the previous review, parents were given a copy of the state standards for language arts and mathematics, but have not necessarily received a copy of their school’s established benchmarks for proficiency.
2. At the time of the review, the district was in the process of determining how to structure its summer school program. It was working to identify the source and amount of summer school funding, and it was likely the schedule would be shortened to a total of three weeks due to extensive summer staff development activities and an early start-date for the 2004-05 school year. The district had not yet decided how students would be selected for summer school participation. It is recommended that enrollment priority be given to students who are not meeting district benchmarks (below basic and far below basic), and that instruction focus on building basic literacy and mathematics skills.
3. Staff report that the district’s after school program has not been an effective intervention for low-performing students this year because the curriculum was not addressing student learning needs. As a result, student participation in academic after-school activities has decreased. It is recommended that in the future, the district use its after-school program as a targeted intervention for low-performing students. Students should be identified, enrolled, and instructed based on their performance relative to district benchmarks.

Standard Implemented: Partially

June 2003 Rating:	3
December 2003 Rating:	4
June 2004 Self-Rating:	4
June 2004 New Rating:	4



2.1 Curriculum - Management

Professional Standard

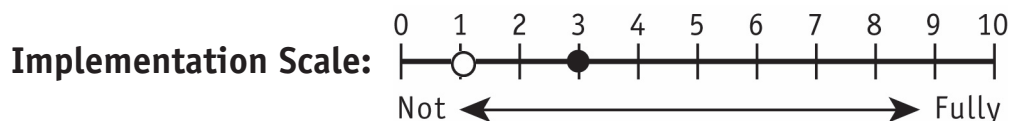
The district, through its adopted policy, provides a clear operational framework for management of the curriculum.

Progress on Recommendations and Improvement Plan

1. As was the case in previous reviews, the district has not yet documented its approach to curriculum management, and should do so. It is receiving technical assistance at the elementary school site from a state intervention team (SAIT), which has helped it develop the components of a curriculum management plan. Now it must undertake the task of documenting textbook adoptions and curriculum-related professional development activities and support into a cohesive plan.
 - a. Despite the lack of a documented curriculum plan, teachers are aware that they are required to teach with the adopted curriculum. Teachers from each grade level work together to plan and coordinate instruction.
 - b. With the exception of the English Now! ELD program, the adopted curriculums are state-approved and standards-based. In 2004-05, the district will switch its intervention program from REACH to Highpoint.
 - c. The adopted curriculums have included and emphasized imbedded assessments.
 - d. In addition to the dedicated professional development on adopted curriculum that has taken place throughout the school year, the district plans to send teachers to three weeks of curricular training during the summer, to be subsidized in part through AB 466 funds.
2. The district has not yet revised board policies to codify its approach to managing curriculum. Once a plan is developed, a policy should be drafted and presented to the School Board and State Administrator for review and adoption.

Standard Implemented: Partially

June 2003 Rating:	1
December 2003 Rating:	3
June 2004 Self-Rating:	3
June 2004 New Rating:	3



2.2 Curriculum - Management

Professional Standard

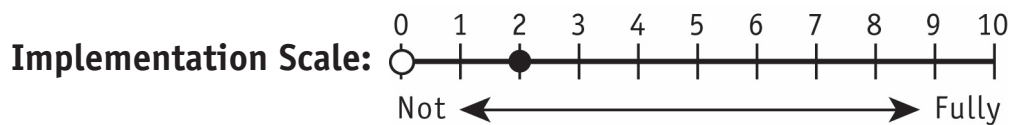
Policies regarding curriculum and instruction are reviewed and approved by the School Board.

Progress on Recommendations and Improvement Plan

1. As was the case in previous reviews, the School Board continues to serve in an advisory capacity. The State Administrator participates in and approves decisions regarding curriculum and instruction, and communicates important actions to the Advisory Board at monthly meetings.

Standard Implemented: Partially

June 2003 Rating:	0
December 2003 Rating:	2
June 2004 Self-Rating:	2
June 2004 New Rating:	2



2.3 Curriculum - Objectives

Professional Standard

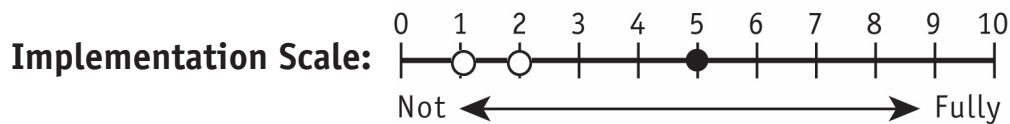
The district has clear and valid objectives for students, including the core curriculum content.

Progress on Recommendations and Improvement Plan

1. The Single Plans for Student Achievement outline general objectives for student achievement (that is, that student performance on STAR tests will improve over time). The Single Plans also outline objectives for how curriculum should be used to align instruction with content standards and to improve instructional strategies. Proficiency benchmarks have been established by grade level. However, these should be better documented and shared with parents. The LEA Plan also should be revised to reflect any changes in the focus of the district with respect to student achievement.

Standard Implemented: Partially

June 2003 Rating:	1
December 2003 Rating:	2
June 2004 Self-Rating:	5
June 2004 New Rating:	5



3.2 Instructional Strategies - Learning Goals

Professional Standard

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

Progress on Recommendations and Improvement Plan

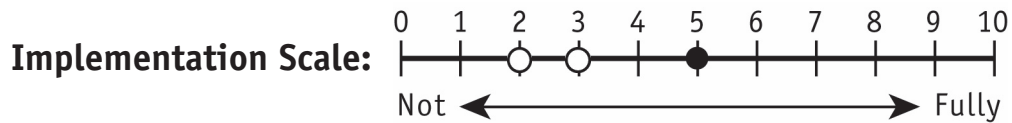
1. Teachers continue to base lesson plans on the state standards, primarily following the adopted curriculums. They continue to use “circles of inquiry” to review assessment data and determine teaching and intervention strategies to meet the varying needs of different groups of learners. Teachers expressed concerns that the pacing of the curriculum was so fast that they did not have time to ensure that all standards were being covered. They intend to map out a plan for how they will address all standards in 2004-05.
2. Principals report that most teachers continue to turn in lesson plans on a weekly basis.
3. Principals report that teachers know what to include in their lesson plans and follow the standards, objectives, and outcomes outlined in their adopted curriculums. Teachers and principals do not feel that a district lesson plan template is necessary.
4. The Single Plans for Student Achievement were distributed to all teachers. However, teachers stated that they had not yet had time to review them in depth. Prior to the start of the 2004-05 academic year, the district should dedicate staff development time to presenting and reviewing these plans so that they become the guiding documents for all staff in the district.
5. Teachers at each grade level have been trained to serve as literacy coaches to facilitate implementation of the Language Arts curriculum. In addition, the district has begun to implement a “peer-coaching” structure whereby teachers learn from and help each other to improve. Feedback from teachers indicates that this effort has been very successful, even though it was not in place until the latter part of the year. The district should continue this peer-coaching program at the beginning of the 2004-05 year. It should ensure that teachers have enough time to plan, observe, provide feedback, and share ideas.
6. The district continues to use a weekly professional development calendar. Teachers and administrators report that while this year’s activities have been very helpful, they have not had enough time for collaboration. In 2004-05, the district should ensure that it provides time for teachers to meet by and across grade levels to discuss other unspecified topics they feel need attention.
7. Homework policies have been established and communicated to parents by teacher and/or by grade level, but the district has not established and communicated a comprehensive homework policy regarding how much homework students should receive

at each grade level. This policy should be developed for kindergarten through grade eight, documented, and communicated during parent meetings/home visits at the beginning of the school year and during first trimester conferences.

8. The district relies on state-approved textbook curriculums, which tend to be vertically aligned across grade levels.

Standard Implemented: Partially

June 2003 Rating:	2
December 2003 Rating:	3
June 2004 Self-Rating:	5
June 2004 New Rating:	5



3.7 Instructional Strategies - Site Council

Professional Standard

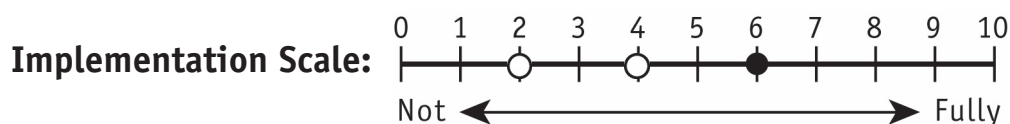
Each school has a school site council or leadership team, comprised of teachers, parents, principal, and students, that is actively engaged in school planning.

Progress on Recommendations and Improvement Plan

1. The SSCs were included in reviewing the adopted 2003-04 budget. The SSCs reviewed and approved the two Single Plans for Student Achievement, both of which include detailed information on how resources were allocated. Most of this review was done retroactively (that is, after the expenditure decisions had already been made). District staff indicate that the SSCs will be given the opportunity to review and provide input on next year's resource allocation prior to the beginning of the 2004-05 school year.
2. The SSCs have been established for each school site, although they typically hold their meetings together. Members have been elected to represent each site individually.
3. The principals continue to serve as the leaders of the SSCs. Teachers and parents are also members. Records show that meetings have not been well-attended. In some cases, elected members have not been present at any of the monthly meetings. It is important that the district solicit adequate participation from council members to ensure that the interests of parents and students are well-represented.
4. The district uses the SSC Training Manual developed in fall of 2003.

Standard Implemented: Partially

June 2003 Rating:	2
December 2003 Rating:	4
June 2004 Self-Rating:	6
June 2004 New Rating:	6



3.10 Instructional Strategies - Learning Time

Professional Standard

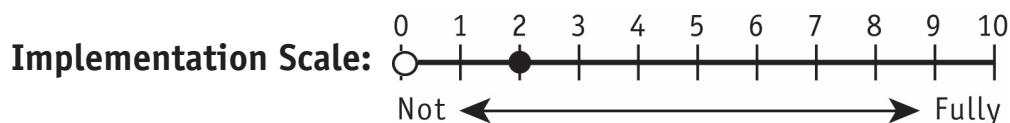
Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.

Progress on Recommendations and Improvement Plan

1. The district does not have an up-to-date, district-wide discipline plan. The most recent plan is six years old and is not referenced or widely used within the district. An updated, comprehensive district-wide plan should be developed. In the absence of a district policy, the two school sites have established complementary site-based discipline plans that outline broad rules and the chain of consequences for infractions. In addition, both principals have begun implementing proactive behavior interventions. The review team was not able to examine data related to the number of disciplinary incidents. In a related issue, district staff report that attendance has been a major problem. The district is just beginning to implement School Attendance Review Board (SARB) procedures.
2. Principals report that parents have been adequately informed of the site discipline policies through newsletters. Once an updated district-wide policy has been developed, the steps and consequences for each level of infraction should be communicated to both parents and students verbally (through teachers, assemblies, parent meetings/conferences, and Back to School night) and in written form (sent home and distributed in person).

Standard Implemented: Partially

June 2003 Rating:	0
December 2003 Rating:	2
June 2004 Self-Rating:	2
June 2004 New Rating:	2



3.14 Instructional Strategies - English Learners

Professional Standard

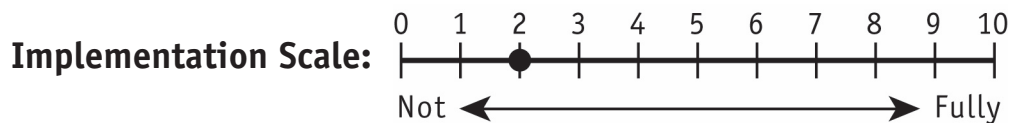
The identification and placement of English Learners into appropriate courses is conducted in a timely and effective manner.

Progress on Recommendations and Improvement Plan

1. The district has made little progress toward developing an English Learner (EL) Master Plan. Although the district hired an EL Resource Specialist to help coordinate the writing of this plan, that individual's time has been largely reassigned to other tasks. Completing and implementing this plan should be a priority for the district.
2. The district has hired individuals to staff its assessment center, and students are assessed using the California English Language Development Test (CELDT) in a timely fashion. Most EL students continue to receive ELD instruction for one period each day. However, students are not grouped into classes based on language ability. Administrators indicate that in 2004-05, students will be grouped in classrooms based on their CELDT scores. The district does not yet have a documented plan for how various levels of students will be placed in classrooms.

Standard Implemented: Partially

June 2003 Rating:	2
December 2003 Rating:	2
June 2004 Self-Rating:	2
June 2004 New Rating:	2



3.15 Instructional Strategies - English Learners

Professional Standard

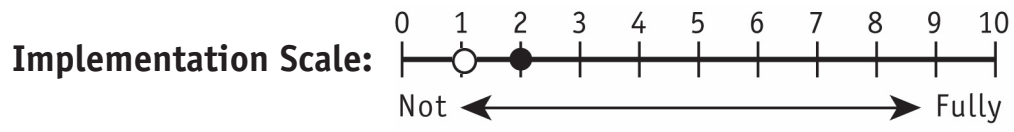
Curriculum and instruction for English Learners (EL) prepares EL students to transition to regular class settings and achieve at a high level in all subject matters.

Progress on Recommendations and Improvement Plan

1. As noted previously, the district has not structured classrooms based on students' language abilities. However, it plans to do so in 2004-05. It appears the district is meeting or exceeding all guidelines for ELD minutes of instruction as stipulated in the district's LEA Plan.
2. Students are clustered based on language ability for one period each day. The clustering is done based on CELDT scores. For the 2004-05 academic year, the district should group EL students into Specially Designated Academic Instruction in English (SDAIE) and Structured English Immersion (SEI) classes to provide targeted English development and better access to the core curriculum. The district's alternative bilingual program will be discontinued in 2004-05.
3. This summer, teachers will receive further training in using the Highpoint and Open Court textbook programs as ELD intervention.
4. The elementary school has implemented a new standards-based report card that includes a place to indicate whether a student is receiving ELD instruction, but does not allow for registering achievement or effort in this area. The middle school has not yet developed or implemented a standards-based report card, and the current version used does not have a place to indicate progress in ELD. Both campuses should revise their report cards to include a place to indicate ELD progress.
5. See also Progress on Recommendations and Improvement Plan for Standard 3.14.
6. The district is still working actively to ensure that all teachers receive the necessary Cross Cultural Language and Academic Development (CLAD) training and certification. Several teachers are currently in the process of achieving CLAD credentials through coursework, examination, or SB 395 authorization. Records indicate that there remain at least 18 teachers in the district who lack proper certification to teach EL students. District staff indicated that they are continuing to work with these teachers individually to help them pursue the necessary steps.

Standard Implemented: Partially

June 2003 Rating:	1
December 2003 Rating:	2
June 2004 Self-Rating:	2
June 2004 New Rating:	2



3.16 Instructional Strategies - Special Education

Professional Standard

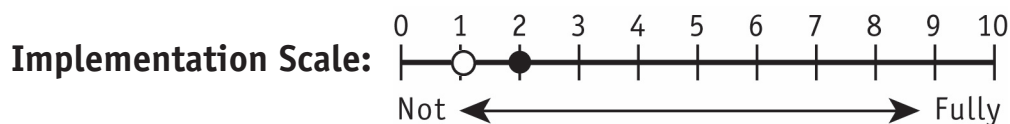
The identification and placement of special education students into appropriate courses is conducted in a timely and effective manner.

Progress on Recommendations and Improvement Plan

1. The district's Student Study Team (SST) packet still does not contain information specific to the district and school sites. Principals or the SST site coordinators should revise/supplement the packet to clarify who plays what role at each school.
2. A teacher at the elementary school site has assumed responsibility for handling SSTs and is currently organizing meetings. There is still a backlog of referrals due to the absence of an SST process for several months. Once the elementary campus gets up to date, it should implement a regular schedule that will adequately meet the demand for SST meetings. There has not been an active SST process at the middle school campus this year. It is vital that both school sites establish definitive schedules and procedures for handling SST meetings.
3. The middle school site administrator indicated that the school counselor would assume responsibility for overseeing SST meetings in 2004-05. If the elementary school teacher chooses not to continue to hold this responsibility at that site, the principal should select another responsible party immediately.
4. The district's Director of Curriculum and Instruction is still serving as the case manager for all students that receive a recommendation from the SST for psychological testing.

Standard Implemented: Partially

June 2003 Rating:	1
December 2003 Rating:	2
June 2004 Self-Rating:	2
June 2004 New Rating:	2



3.17 Instructional Strategies - Special Education

Professional Standard

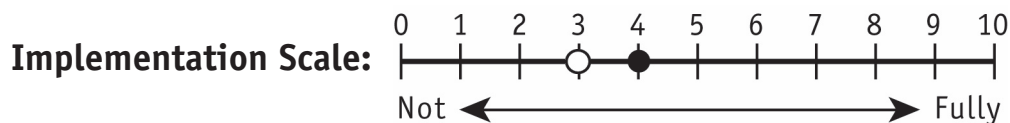
Individual education plans (IEPs) are reviewed and updated on time.

Progress on Recommendations and Improvement Plan

1. The Director of Curriculum and Instruction continues to serve as the IEP Case Manager. As such, the Case Manager has created a master list of the students who currently have IEPs, or have been recommended for testing. A state Coordinated Compliance Review (CCR) found that the district was not in full compliance regarding special education, so a representative from the California Department of Education (CDE) is providing training and support for the district.
2. The principals have not been delegated the task of monitoring IEP schedules; however, they attend most IEP meetings. The Case Manager has indicated plans to prepare an annual calendar of IEP review meetings to ensure that principals are aware of which students are being monitored and when. This schedule has not yet been developed. It appears that principals and teachers are not always aware of which students have IEPs, nor what specialized services these students should be receiving in general education classes. This is a significant deficiency. Principals and teachers should participate in all IEP meetings, and general education teachers should be fully aware of interventions outlined in their students' IEPs. This issue should be addressed by the special education work plan currently being developed by the district.

Standard Implemented: Partially

June 2003 Rating:	3
December 2003 Rating:	3
June 2004 Self-Rating:	5
June 2004 New Rating:	4



3.18 Instructional Strategies - Special Education

Professional Standard

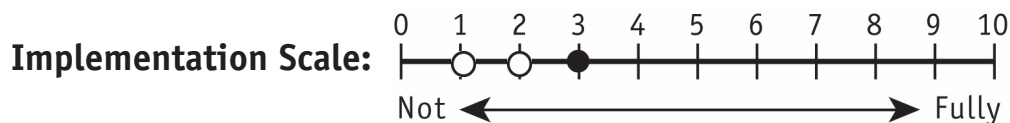
Curriculum and instruction for special education students is rigorous and appropriate to meet special education students' learning needs.

Progress on Recommendations and Improvement Plan

1. The County Office of Education's Special Education Local Plan Area (SELPA) team has been assisting the district with planning for and providing special education services. The district is also currently working with CDE representatives to develop a work plan to address the needs of special education students, and to ensure they are provided access to the mainstream curriculum and state standards. The district has begun to hold regular meetings with representatives from the charter schools it sponsors to ensure that students at those sites are adequately served. It is still not clear whether all students are being educated in the least restrictive environments.
2. The district used the California Alternative Performance Assessment (CAPA) exam as an alternative to STAR testing for 18 students in 2003-04. It was used to assess students who were identified as CAPA candidates as specified in their IEPs, and for those that met the state criteria for alternative testing.
3. The district has not yet developed a report card that allows teachers to indicate progress for special education students.

Standard Implemented: Partially

June 2003 Rating:	1
December 2003 Rating:	2
June 2004 Self-Rating:	3
June 2004 New Rating:	3



4.2 Assessment and Accountability - Measurement Tools

Professional Standard

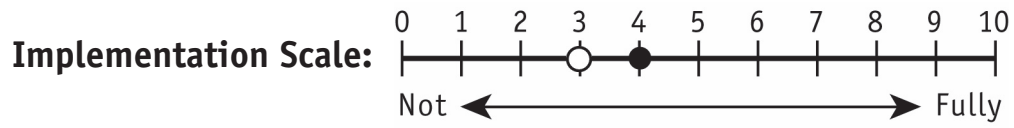
Student achievement is measured and assessed through a variety of measurement tools (for example, standardized tests, portfolios, projects, oral reports, etc.).

Progress on Recommendations and Improvement Plan

1. Teachers and principals report that the assessments the district uses are appropriate. It is still not clear whether teachers have been adequately prepared regarding how to structure class time during assessment activities.
2. The district continues to use the assessments embedded in the science curriculum for grades four through eight. Kindergarten through grade three classrooms still do not have standards-based instructional materials for science, and students are not being instructed or assessed in that area.
3. The district has modified assessments that align with the core curriculum for special education students. The EL students are still being given the standard assessments.
4. The district continues to use a handwritten matrix to summarize all assessment scores and interventions for each student by class. No progress has been made on determining whether the new student information system, Aeries, has the capacity to input and summarize scores electronically. The district should continue to investigate ways to further facilitate the compilation and analysis of student data.
5. Portfolios continue to be used at the middle-school level for teachers and students to monitor progress. They are used primarily as a historical record rather than a means of assessment. Project-based work is also taking place at all grade levels.
6. The district continues to use the Reading and Oral Language Assessment (ROLA) to determine the actual reading levels of each student, regardless of his or her grade level placement. In 2004-05, the district will use the Highpoint intervention program to target instruction and assess proficiency based on actual reading level for students in grades four through eight. As noted in the last review, at the middle-school level students are placed in mathematics classes based on their level of reading proficiency. The district should ensure that all students at all grade levels are given mathematics assessments that accurately reflect what they do and do not know, not just whether they are above, at, or below proficiency. Instruction should be guided by the results of those assessments.
7. See also Progress on Recommendations and Improvement Plan for Standard 1.6 regarding establishing benchmarks.

Standard Implemented: Partially

June 2003 Rating: 3
December 2003 Rating: 3
June 2004 Self-Rating: 4
June 2004 New Rating: 4



4.4 Assessment and Accountability - Assessment Analysis

Professional Standard

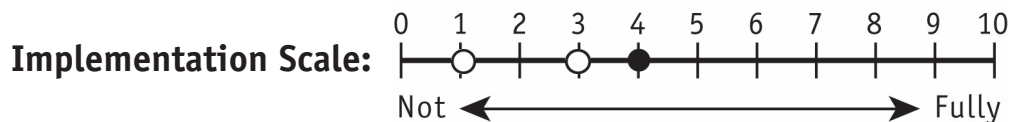
The administration and staff utilize assessment information to improve learning opportunities for all students.

Progress on Recommendations and Improvement Plan

1. The district's "circles of inquiry" meetings have focused on student performance related to the embedded assessments in the adopted textbook series.
2. The district has held numerous meetings for teachers to consider assessment data, group students, and plan for intervention and enrichment strategies. Feedback from teachers indicates that these have been helpful, but that they would benefit from more unstructured time to collaborate and discuss meeting the needs of their students.
3. The district held two circles of inquiry meetings following the first two trimesters to review student proficiency data. Administrators and teachers report that they are still developing their skills regarding how to use data to guide instruction, and how to meet the differing needs of the students once their levels and skill gaps have been identified. The district should continue to provide professional development on this subject.
4. At the circles of inquiry meetings, principals led school-site teachers in a review and analysis of data by subject and grade level. Agendas from the meetings indicate that they were well-organized and planned for meaningful discussion. These meetings should be continued in 2004-05.
5. Teachers have used their handwritten data matrices to summarize and view assessment data at the classroom level and grade levels. Further implementation of the new Aeries student information system would allow for additional analysis and summarization.

Standard Implemented: Partially

June 2003 Rating:	1
December 2003 Rating:	3
June 2004 Self-Rating:	4
June 2004 New Rating:	4



5.1 Professional Development and Training - General

Professional Standard

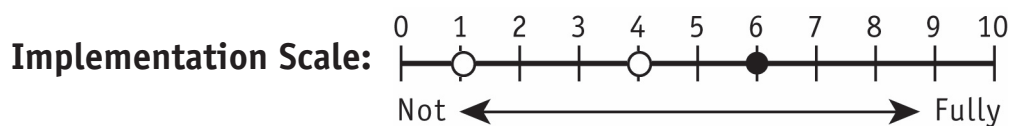
Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.

Progress on Recommendations and Improvement Plan

1. The district has continued to implement a comprehensive professional development plan throughout the 2003-04 school year. Staff and administrators report that following through with this plan, while exhausting, has been very successful in working toward improving student achievement. The district should make certain that a similar plan is in place prior to the beginning of the 2004-05 academic year.
2. Individual school sites have begun implementing evaluations of professional development activities. At the elementary school, this was done anonymously and by grade level, and common responses were compiled. At the middle school, the feedback was more informal and was not documented.
3. Evidence reflects that professional development activities have been well-planned and documented.

Standard Implemented: Partially

June 2003 Rating:	1
December 2003 Rating:	4
June 2004 Self-Rating:	6
June 2004 New Rating:	6



5.2 Professional Development and Training - General

Professional Standard

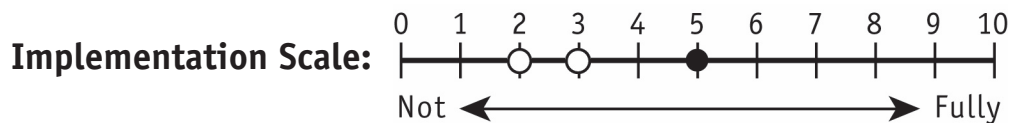
Staff development provides staff (for example, principals, teachers, and instructional aides) with the knowledge and skills to improve instruction and curriculum.

Progress on Recommendations and Improvement Plan

1. See also Progress on Recommendations and Improvement Plan for Standard 5.1.
2. Teachers have continued to receive training on the adopted curriculums throughout the year, with the exception of the science curriculum. Select teachers have been trained to serve as literacy coaches for the reading curriculum, and additional teachers will be trained as math coaches this summer. In addition, all teachers will receive three weeks of curriculum training this summer as part of the AB 466 legislation.
3. Both principals have attended training on the adopted curriculum materials. They have not yet been trained on how to conduct walk-throughs to assess classroom activities and environments, but that training has been scheduled.
4. As noted in the previous review, the district has not had a large number of new teachers join its staff this year; thus, it has not been cost-effective to offer the Teacher Basics professional development program again. This will likely be the case in 2004-05 as well. If there are new teachers that administrators feel would benefit from receiving this training, attendance at similar trainings offered at other districts could be an option.

Standard Implemented: Partially

June 2003 Rating:	2
December 2003 Rating:	3
June 2004 Self-Rating:	5
June 2004 New Rating:	5



5.8 Professional Development and Training - Support

Professional Standard

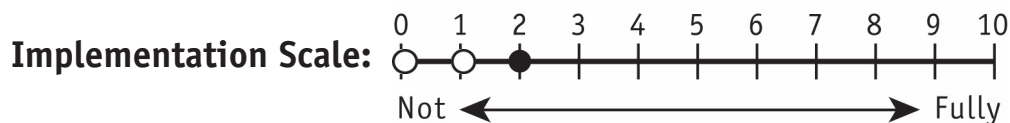
New teachers and principals are provided with training and support opportunities.

Progress on Recommendations and Improvement Plan

1. As was indicated in previous reviews, the district has not yet developed or documented a new teacher support plan. New teacher orientation has been handled informally at each site. No organized mentor or buddy program has been implemented. The Single Plans for Student Achievement indicate that new teachers will participate in the Beginning Teacher Support and Assessment (BTSA) program. However, only two teachers have the appropriate credentials to partake in that program. This was not a significant issue this year because there were so few new teachers. In the future the district and/or site administrators should consider developing a procedure and support structure for new teachers.
2. The site administrators are receiving some professional development through the district, and the State Administrator is currently serving as the mentor for the principals. No mentoring relationships have yet been established with other schools or districts. There are plans in place for the two principals to attend AB 75 training this summer, and there is discussion of them participating in a leadership program. It is recommended that the district develop a more sustainable and multifaceted support structure for its principals.

Standard Implemented: Partially

June 2003 Rating:	0
December 2003 Rating:	1
June 2004 Self-Rating:	2
June 2004 New Rating:	2



Pupil Achievement

Standard to be addressed		June 2003 Rating	Dec. 2003 Rating	June 2004 Rating	Dec. 2004 Focus
1.1	A common vision of what all students should know and be able to do exists and is put into practice.	3	4	5	<input type="checkbox"/>
1.2	The administrative structure of the district promotes student achievement.	5	NR	NR	
1.3	The district has long-term goals and plans to support student achievement improvements.	3	4	6	<input type="checkbox"/>
1.4	The district directs its resources fairly and consistently to accomplish its objectives.	2	2	3	<input type="checkbox"/>
1.5	Categorical and compensatory program funds supplement and do not supplant services and materials to be provided by the district.	2	NR	NR	
1.6	The district's planning process focuses on supporting increased student performance.	3	4	4	<input type="checkbox"/>
2.1	The district through its adopted policy provides a clear operational framework for management of the curriculum.	1	3	3	<input type="checkbox"/>
2.2	Policies regarding curriculum and instruction are reviewed and approved by the school board.	0	2	2	<input type="checkbox"/>
2.3	The district has clear and valid objectives for students, including the core curriculum content.	1	2	5	<input type="checkbox"/>
2.4	Sufficient instructional materials are available for students to learn.	5	NR	NR	
2.5	In subject areas for which the state has adopted standards, instructional materials are available to students that are aligned with state standards.	4	NR	NR	
2.6	The district has adopted a plan for integrating technology into curriculum and instruction at all grade levels.	0	NR	NR	

The identified subset of standards appears in bold print.

NA not applicable
 targeted for review

Pupil Achievement
NR not reviewed

Pupil Achievement

Standard to be addressed		June 2003 Rating	Dec. 2003 Rating	June 2004 Rating	Dec. 2004 Focus
2.7	The district optimizes state and federal funding to install technology into schools.	3	NR	NR	
2.8	AIDS prevention instruction occurs at least once in junior high or middle school and once in high school, and is consistent with the CDE's 1994 Health Framework (EC 51201.5).	0	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).	3	NR	NR	
3.2	Challenging learning goals and instructional plans and programs for all students are evident.	2	3	5	<input type="checkbox"/>
3.3	Expectations and practices exist to improve the preparation of students and to build a school structure with the capacity to serve all students.	1	NR	NR	
3.4	Every elementary school has embraced the most recent California School Recognition Program Standards.	0	NR	NR	
3.5	Students are engaged in learning, and they are able to demonstrate and apply their knowledge and skills.	2	NR	NR	
3.6	The district and school sites actively encourage parental involvement in their children's education.	3	NR	NR	
3.7	Each school has a school site council or leadership team, comprised of teachers, parents, principal and students, that is actively engaged in school planning.	2	4	6	<input type="checkbox"/>
3.8	Principals make formal and informal visits to the classroom. Based on these visits, principals provide constructive feedback and assistance to teachers.	6	NR	NR	
3.9	Class time is protected for student learning (EC 32212).	3	NR	NR	

The identified subset of standards appears in bold print.

Pupil Achievement

Standard to be addressed		June 2003 Rating	Dec. 2003 Rating	June 2004 Rating	Dec. 2004 Focus
3.10	Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.	0	2	2	<input type="checkbox"/>
3.11	School class size and teacher assignments support effective student learning.	1	NR	NR	
3.12	Teachers use a variety of instructional strategies and resources that address their students' diverse needs.	2	NR	NR	
3.13	Teachers modify and adjust instructional plans according to student needs and success.	2	NR	NR	
3.14	The identification and placement of English Learners into appropriate courses is conducted in a timely and effective manner.	2	2	2	<input type="checkbox"/>
3.15	Curriculum and instruction for English Learners prepares EL students to transition to regular class settings and achieve at a high level in all subject matters.	1	2	2	<input type="checkbox"/>
3.16	The identification and placement of special education students into appropriate courses is conducted in a timely and effective manner.	1	2	2	<input type="checkbox"/>
3.17	Individual education plans (IEPs) are reviewed and updated on time.	3	3	4	<input type="checkbox"/>
3.18	Curriculum and instruction for special education students is rigorous and appropriate to meet special education students' learning needs.	1	2	3	<input type="checkbox"/>
3.19	The criteria for Gifted and Talented Education (GATE) identification are documented and understood by school site staff.	0	NR	NR	
3.20	Students are regularly assessed or reassessed for GATE participation.	0	NR	NR	
3.21	All incoming kindergarten students will be admitted following board-approved policies and administrative regulations. (EC 48000-48002)	10	NR	NR	

The identified subset of standards appears in bold print.

NA not applicable
 targeted for review

Pupil Achievement
NR not reviewed

Pupil Achievement

Standard to be addressed		June 2003 Rating	Dec. 2003 Rating	June 2004 Rating	Dec. 2004 Focus
3.27	The general instructional program adheres to all requirements put forth in Education Code 51000-52950.	5	NR	NR	
4.1	The district has developed content and learning standards for all subject areas and grades that are understood and followed by school site staff.	6	NR	NR	
4.2	Student achievement is measured and assessed through a variety of measurement tools (e.g., standardized tests, portfolios, projects, oral reports).	3	3	4	<input type="checkbox"/>
4.3	The assessment tools are clear measures of what is being taught and provide direction for improvement.	3	NR	NR	
4.4	The administration and staff utilize assessment information to improve learning opportunities for all students.	1	3	4	<input type="checkbox"/>
4.5	The district has adopted multiple assessment tools, including diagnostic assessments, to evaluate, improve, or adjust programs and resources.	2	NR	NR	
4.6	The district shall be accountable for student results by using evaluative information regarding the various levels of proficiency and allocating educational resources to ensure the maximum educational opportunities for all students.	1	NR	NR	
4.7	The district informs parents of the test scores of their children and provides general explanation of these scores.	4	NR	NR	
5.1	Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.	1	4	6	<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 curriculum.	2	3	5	<input type="checkbox"/>
5.3	The standards developed by the California Standards for the Teaching Profession are present and supported.	2	NR	NR	

Pupil Achievement					
Standard to be addressed		June 2003 Rating	Dec. 2003 Rating	June 2004 Rating	Dec. 2004 Focus
5.4	Teachers are provided time and are 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.	1	NR	NR	
5.6	The district has formed partnerships with state colleges and universities to provide appropriate courses accessible to all teachers.	0	NR	NR	
5.7	Administrative support and coaching is provided to all teachers.	2	NR	NR	
5.8	New teachers and principals are provided with training and support opportunities.	0	1	2	<input type="checkbox"/>
5.9	Professional development is linked to personnel evaluation.	0	NR	NR	
5.10	Evaluations provide constructive feedback for improving job performance.	4	NR	NR	
5.11	Human resources practices support the delivery of sound educational programs.	3	NR	NR	
5.12	A requirement is in place for passing of a basic skills proficiency examination by instructional aides (EC 45344.5, 545361.5).	1	NR	NR	