

## **PUPIL ACHIEVEMENT**

This fourth and final six-month progress report continues to monitor the Berkeley Unified School District's progress in the area of pupil achievement. Eleven of the 20 standards reviewed for this report were reviewed in prior six-month reports, but were considered sufficiently important to be reviewed again.

The pupil achievement reviews conducted for the district focused on the following areas:

- A standards-aligned curriculum
- An aligned and integrated professional development plan
- An organizational structure for K-12 curriculum development under one division with written goals, policies, and procedures
- A K-12 policy and practice for due process in student discipline
- Development of classroom strategies for a diverse student body

The district has made progress in implementing the standards related to developing teaching strategies for differentiation. The district leadership has focused on professional support for the teaching staff and on increasing student achievement. The instruction division is providing increased direction and service to the sites. However, continuity of curriculum and instruction throughout all the grades, K-12, is still interrupted at the high school level. The curriculum for K-12 needs to be organized under one division.

### **Student Discipline**

A management process for student discipline has been developed for grades K-8. The Student Attendance and Review Team program appears to function well at the K-8 level. Student study teams meet regularly and receive support at the elementary and middle school sites. The high school has not developed a Student Attendance and Review Board program for 9-12 students. The district should implement these changes to support student achievement and decrease the number of high school dropouts.

The district has updated its instructional policies, disaggregated student achievement data, provided formal board reports on student assessments and made these reports available to the community. The systematic approach to serving the schools is resulting in stronger support from the community and the University of California, Berkeley campus. The community voted to increase the amount of revenues from the BSEP parcel tax. The University of California has dedicated staff members to help the district analyze and resolve many issues.

### **Special Education**

Although the district's special education program was not originally included in the 20 standards for this fourth and last six-month review, this program has received much attention from the review team in all four progress reports. Two aspects of the special education program continue to be of concern:

- The special education program continues to encroach substantially on the general fund when compared with other districts. The special education budget is \$15,810.00, and encroachment on the general fund is \$9,321,548 or 59 percent. Statewide averages range from 25 percent to 40 percent.

- Approximately 12.75 percent of the K-12 student population is served in special education programs. This is an increase from previous progress reports and more than current state averages, which usually are 10 percent or less. Fiscal encroachment of special education on the general fund occurs partially because the district serves an unusually high percentage of pupils in special education programs. This leads to a high number of support staff members, increased litigation, and more restrictive contract language in the collective bargaining agreement.

## **Assessment and Instruction**

The district has talented and capable individuals working hard for students, including a competent person working in the area of research who provides the board, administration and teachers with user friendly and meaningful data. The district has not yet built the systemic student achievement infrastructure recommended by the California State Department of Education. The present system is the result of many disparate plans being pieced together.

Some improvements have been made over the last three years. The district's English-learner re-designation rate has nearly tripled since the year of the original comprehensive assessment. The instructional policies and regulations are no longer either outdated or unwritten. There is a plan for regular policy review and updates, and a policy service is being used to provide the district with model policies.

Many functions that deal with planning for and implementing standards and programs as well as providing staff development for principals and teachers are now in written form and are being evaluated in a systematic manner. This results in a more connected, measurable method of charting direction, which is especially notable at the elementary and middle school levels.

The high school, which is under new leadership, is beginning to address student assessment issues. For example, the percentage of students tested has increased from 75 percent to 88 percent. However, this school and several others continue to show a lack of schoolwide and comparable growth on the 2004 API. The high school's changes appear to be disconnected from the rest of the district, and this will need to be addressed in building an integrated K-12 pupil achievement structure.

The areas of student discipline, achievement gap, and special education need continued attention and the implementation of a systemic approach.

## 2.1 Planning Processes - Management

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### Professional Standard

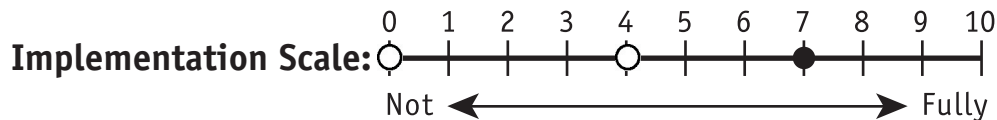
The district through its adopted policy provides a clear operational framework for the management of the curriculum.

### Progress on Recommendations and Improvement Plan

1. Board policies are included on the Berkeley Web site. In spring 2003, the board approved the policies and administrative regulations necessary to meet the requirements of law. In fall 2003, the board incorporated into its policy manual district-tailored policies approved since January 2000. The April 14, 2004 board agenda included the policies and administrative regulations recommended by FCMAT in its July 2003 Comprehensive Assessment and Improvement Plan, but not mandated by law. The approved policies have been developed using samples from the California School Board Association (CSBA). Mandatory policies have been reviewed and revised, and the district has a written action plan to complete the other policies. Corresponding regulations will be revised and updated when these policies are addressed.
2. The Superintendent has notified the staff that she, a consultant, and a consulting service will maintain the policy manual. The job description for the Executive Assistant to the Superintendent includes the following statement, "Serve as primary support to the Superintendent and board in analyzing, interpreting, and researching existing policies and practices of the district, office of the Superintendent, policy development in the district and the office of the Superintendent".
3. The Director of Instruction is addressing essential administrative training as demonstrated by copies of agendas for principals' meetings dated August 13, 2003 through March 9, 2005. These agendas include the following topics: staff development, communication, roles, goals and mission, the FCMAT Comprehensive Assessment and Improvement Plan, books and materials, classroom visits, successful leadership, budgets, textbooks, articulation, testing and the use of data and attendance strategies. These weekly principals' meeting agendas demonstrate that there is a serious and thoughtful professional development program for the district's school administrators.

### Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	4
July 2004 Rating:	Not reviewed
January 2005 Rating:	Not reviewed
July 2005 Self-Rating:	None Provided
July 2005 Rating	7



## 2.7 Curriculum – Sufficiency of Instructional Materials

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### Professional Standard

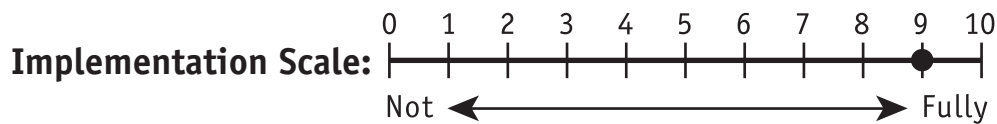
Sufficient instructional materials are available for students to learn.

### Progress on Recommendations and Improvement Plan

1. The board held a public hearing to receive input from all interested parties to determine the sufficiency of and availability of instructional materials for every student in the district as required by law (Education Code 60119). The community also passed additional funds through the BSEP funding arrangement. A budget was provided detailing how these funds would be used and what specific instructional materials would be purchased with the BSEP dollars. The Director of Instruction has developed a new process for ordering instructional materials in sufficient quantities and with timely deliveries. A random check did not find any students without proper instructional materials.

### Standard Implemented: Fully - Substantially

July 2003 Rating:	9
January 2004 Rating:	Not reviewed
July 2004 Rating:	Not reviewed
January 2005 Rating:	Not reviewed
July 2005 Self-Rating:	9
July 2005 New Rating:	9



## 2.9 Curriculum – Standards-Based Instructional Materials

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### Professional Standard

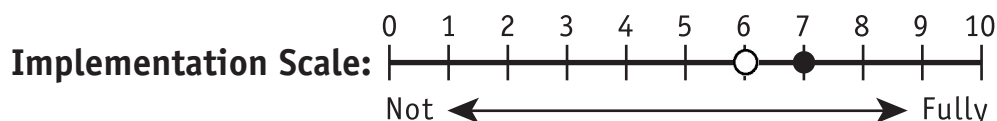
Teachers in K-8 have access to adopted state instructional materials; students in 9-12 have access to standards-based materials through an adopted process outlined in board policy and regulation.

### Progress on Recommendations and Improvement Plan

1. Board policy No. 6161, Equipment, Books and Materials, has been revised and approved by the Governing Board. The board also has approved policy No. 6144, Controversial Issues.
2. Board policy No. 6161 requires that instructional materials be aligned with state curriculum and assessments. The administrative regulations AR 6161.1 support the board policy and state that: “Instructional materials for grades K-8 shall be selected from the list of standards-aligned materials adopted by the State Board of Education (SBE). Standards-aligned materials in each core curriculum area shall be provided to each student at the beginning of the first school term that commences no later than 36 months after those materials are adopted by SBE. Education Code 60422, 60422.1).” Adopted policies and administrative regulations were provided as documentation of meeting the recommendation. Additionally, agendas from principal and other school meetings document implementation of these policies and administrative regulations.
3. Employees are being provided with the professional development that accompanies the purchase of major new textbook series in the core subject areas, according to the Director of Instruction. However, this training is not required in the newly revised board policy or in administrative regulations. More specifically, after-school training sessions were held for all K-5 teachers in the area of language arts. The sessions were presented by staff members from Houghton-Mifflin. The amount of time allocated to these training sessions was insufficient. Two full-day sessions for all fourth- and fifth-grade teachers were offered in the first year that teachers used the new textbooks. However, the focus was more on improving student achievement than on using the textbooks. A more effective effort appeared to be accomplished with the Scott-Foresman Mathematics series. Because the district requires an assessment for each marking period that is aligned with the text, the staff taught standards.

### Standard Implemented: Partially

July 2003 Rating:	6
January 2004 Rating:	Not reviewed
July 2004 Rating:	Not reviewed
January 2005 Rating:	Not reviewed
July 2005 Self-Rating:	7
July 2005 New Rating	7



### 3.1 Instructional Strategies—Learning Opportunity

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#### Legal Standard

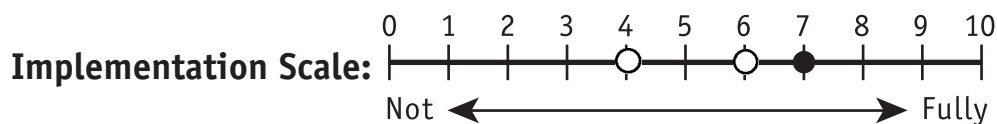
The district provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors (EC 51007).

#### Progress on Recommendations and Improvement Plan

1. The Equal Access Policy is included in the mission statement on the district's Web page. The school accountability report cards provide disaggregated data at the district and school levels. The Superintendent reviews a comprehensive list of student performance indicators yearly. The most recent list of student performance indicators was updated October 21, 2003. District translations of documents are not being reviewed for accuracy although this does not necessarily mean there are incorrect statements.
2. The district is providing leadership on academic improvement for all students. Student information is being disaggregated by student ethnicity, socioeconomic status and primary language. Site personnel are receiving timely and adequate support in utilizing this data.
3. The district is working to establish a K-12 school/study skills program that teaches the essentials of scholarly behavior as students move through the grades. The district is continually building more classroom work around the state standards and inviting national consultants to share with principals and teachers different methods to achieve more positive results. Principals' meeting agendas show how the district is building a study skills continuum school by school.

#### Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	6
July 2004 Rating:	Not reviewed
January 2005 Rating:	Not reviewed
July 2005 Self-Rating:	7
July 2005 New Rating:	7



### 3.9 Instructional Strategies—Site Council

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#### Legal Standard

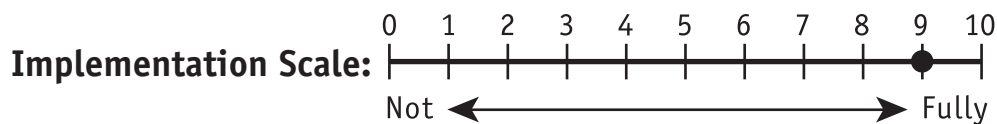
Each school has a school site council or leadership team comprised of teachers, parents, principal and students that is actively engaged in school planning (EC 52010-52039)

#### Progress on Recommendations and Improvement Plan

1. The district maintains good relations with the site councils at each school, primarily through each school's leadership team. A strong relationship exists with the community as evidenced by the fact that taxpayers last year doubled BSEP funds for the school district. The district consistently monitors the improvement goals, planning efforts and activities of the site leadership teams and the school site councils by collecting and periodically reviewing minutes, agendas and budgets.
2. The district has developed strategies for principals and site-based councils to use to increase racial and ethnic diversity among the parents who are site council members. The site council membership still lacks diversity. However, the Berkeley Unified School District Needs Assessment, DELAC Training and Parent Guide are examples of efforts to involve parents in meaningful ways in the school system.

#### Standard Implemented: Fully - Substantially

July 2003 Rating:	9
January 2004 Rating:	Not reviewed
July 2004 Rating:	Not reviewed
January 2005 Rating:	Not reviewed
July 2005 Self-Rating:	9
July 2005 New Rating:	9



### 3.13 Instructional Strategies – Learning Time

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#### Professional Standard

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

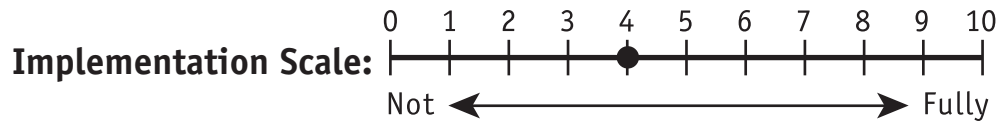
#### Progress on Recommendations and Improvement Plan

1. School comprehensive safety plans have been developed and are on file in the district office. The board has adopted school plans for 2004-2005.
2. The district has discontinued the development of a proactive review board (SARB). Responsibility for this area has been reassigned to another staff member, who is beginning to develop another program. The new attendance program is only for elementary and middle schools and is called student attendance and review team (SART). The high school is not included in SART at this time. School-level teams are being established at the elementary and middle schools to review student attendance concerns. It appears that there will not be an effort to extend the elementary SART to the high-school level. It also appears that the high school will not be developing a traditional SARB in the near future. The district has a SARB manual that was developed in December 2004, however, only the SART portion of the manual has been implemented.
3. The district maintains student attendance, suspension and expulsion data for each school by grade level, gender, ethnicity and education code categories. The data is not regularly monitored and discussed with principals and teachers. The Superintendent provides the board, public and staff with monthly school enrollment reports and average daily attendance summaries. Although the district collects the attendance and suspension data in categories, it evidently is not analyzed and used to help the school and district staffs determine the causes of poor attendance and behavior.
4. The district conducted a survey of students, parents and others at the high school level to assess the climate/culture of the school. The results of this survey are in the WASC binder.
5. A considerable amount of work is conducted with principals and teachers to improve the school-level climate. The principals participated in a 4-day GLAD workshop in August. One of the topics was classroom environment. Other topics were classroom management, learning structures, differentiated instruction and assessment. The principals' meeting of August 18, 2004 discussed ways to support teachers with GLAD. A 2-day workshop was held for K-5 teachers on ways to create a positive climate. It included Dr. Michele Borba, a nationally known consultant who works on solution-based strategies to strengthen children's behavior, self-esteem and social development. The middle schools and some elementary schools provide student organizational binders to help students and parents keep track of the many assignments and activities.



## Standard Implemented: Partially

July 2003 Rating: 4  
January 2004 Rating: Not reviewed  
July 2004 Rating: Not reviewed  
January 2005 Rating: 4  
July 2005 Self-Rating: 6  
July 2005 New Rating: 4



### 3.14 Instructional Strategies – Learning Needs/Class Size

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#### Professional Standard

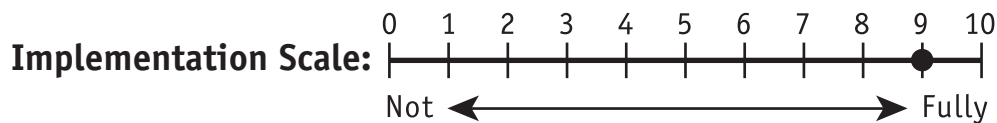
School class size and teacher assignments support student learning.

#### Progress on Recommendations and Improvement Plan

1. The instructional department provided a complete listing of every teacher and the credential authorized. All staff members had appropriate credentials for the students they were teaching.

#### Standard Implemented: Fully - Substantially

July 2003 Rating:	9
January 2004 Rating:	Not reviewed
July 2004 Rating:	Not reviewed
January 2005 Rating:	Not reviewed
July 2005 Self-Rating:	9
July 2005 New Rating:	9



## **3.21 Instructional Strategies—Special Education Identification and Placement**

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### **Professional Standard**

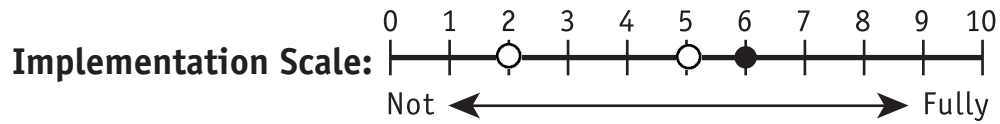
The identification and placement of special education students in appropriate courses is conducted in a timely and effective manner.

### **Progress on Recommendations and Improvement Plan**

1. The district should adopt a board policy outlining the special education delivery system that includes, but is not limited to, the following components:
  - The rights of parents of special education students
  - Time lines for mandated, annual reviews of Individualized Education Programs (IEPs)
  - Referral process for initial student assessment
  - Schedule for staff development
  - Vision/mission/belief statement for the special education program
  - Guidelines for establishing least-restrictive educational environment
  - Continuum of services
  - Grade 8 transition of IEPs
  - Extended school year
  - Community advisory committee for special education oversight
  - Student study teams goals and objectives
  - Nonpublic schools
  - Special education parent handbook
2. The district should continue to provide staff development for all staff members and parents of students with exceptional needs that covers the identification and placement of special education students in appropriate courses to ensure placements are completed in a timely and effective manner.
3. The district should continue to hold school site staff members accountable for ensuring legal compliance regarding placement of special education students in appropriate courses. These school site staff members should include principals, assigned school psychologists, and case managers. The school site administration should be held accountable for IEP time lines.
4. The special education teachers are provided with staff development on writing IEP goals and objectives. This appears to be an ongoing training activity throughout the district.

## Standard Implemented: Partially

July 2003 Rating: 2  
January 2004 Rating: 5  
July 2004 Rating: Not reviewed  
January 2005 Rating: Not reviewed  
July 2005 Self-Rating: 7  
July 2005 New Rating: 6



## 3.22 Instructional Strategies – Special Education Individual Education Plans

### Professional Standard

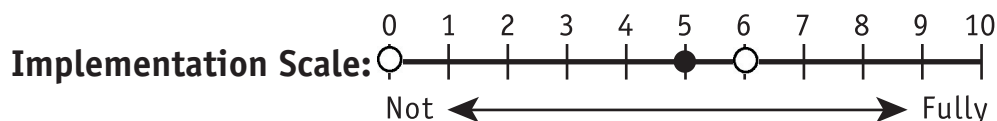
Individual education plans are reviewed and updated on time

### Progress on Recommendations and Improvement Plan

1. The district has numerous overdue IEPs. All IEPs should be updated to ensure legal compliance.
2. The district needs to develop a plan that establishes a time line for IEPs, specifies where and how all IEPs are to be reviewed and updated and names those responsible for these tasks.
3. The district's Special Education Director should provide a school site model to review IEPs and model appropriate accountability. This process should be developed with input from site administrators, special education staff, school psychologists and other appropriate staff members.
4. Staff development on the required time lines for reviewing and updating IEPs should be ongoing for the special education staff.
5. The district should continue to implement the recovery plan to address timely review of all IEPs. The recovery plan should include the following:
  - With assistance from the district special education administration, all administrators should prioritize all referrals, assessments and reviews of IEPs at each school site.
  - The special education staff should require that time be allocated to conduct assessments and reviews of all overdue IEPs.
  - The district should ensure all prereferrals, referrals and IEPs are reviewed by Student Study Teams (SSTs) to determine the most appropriate placement.

### Standard Implemented: Partially

July 2003 Rating: 0  
January 2004 Rating: 6  
July 2004 Rating: Not reviewed  
January 2005 Rating: Not reviewed  
July 2005 Self-Rating: 7  
July 2005 Rating: 5



### 3.23 Instructional Strategies—Special Education Curriculum and Instruction

#### Professional Standard

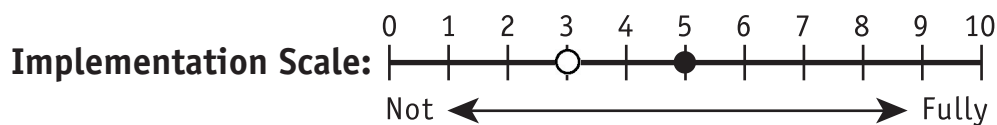
Curriculum and instruction for special education students is rigorous and appropriate to meet special education students' learning needs.

#### Progress on Recommendations and Improvement Plan

1. The special education staff should continue to receive in-service training on developing curriculum and instruction for special education students that is rigorous and appropriate to meet these students' learning needs.
2. The district should continue to require all special education staff members to develop districtwide, curriculum-based goals and objectives that will provide appropriate and rigorous instruction for students with IEPs.
3. The district should continue to provide in-service training for special education staff members regarding the development of goals and objectives based on student needs as a result of assessment and standards-based instruction.

#### Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	5
July 2004 Rating:	Not reviewed
January 2005 Rating:	Not reviewed
July 2005 Self-Rating:	7
July 2005 New Rating:	5



### 3.24 Instructional Strategies—Special Education Least-Restrictive Environment

#### Legal Standard

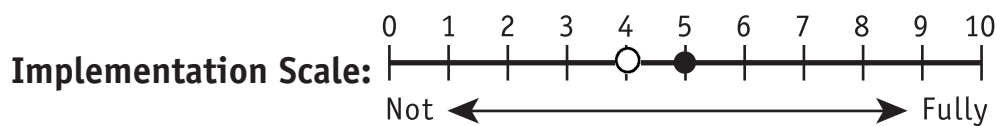
Programs for special education students meet the least-restrictive environment provision of the law and the quality criteria and goals set forth by the California Department of Education.

#### Progress on Recommendations and Improvement Plan

1. The board needs to adopt a least-restrictive environment policy for students consistent with the goals of the California Department of Education.
2. The district should ensure that special education students in grades K-12 are provided with a continuum of services. These services should be consistent with the students' identified needs as prescribed in the IEP.
3. The district should take special note of the autistic and severely handicapped students in grades K-12 when developing a least-restrictive environment board policy.

#### Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	5
July 2004 Rating:	Not reviewed
January 2005 Rating:	Not reviewed
July 2005 Self-Rating:	6
July 2005 New Rating	5



### 3.25 Instructional Strategies – Gifted and Talented Education

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#### Professional Standard

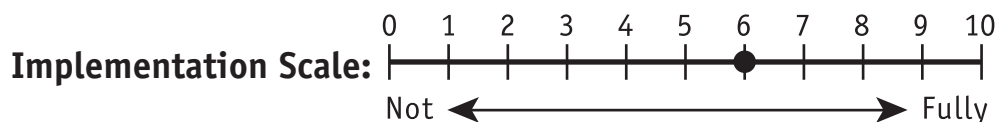
The criteria for GATE identification is documented and understood by school site staff.

#### Progress on Recommendations and Improvement Plan

1. The district is in the process of revamping the GATE program. Plans for the next three years include: 1) Providing professional development, 2) Creating an instructional planning template, 3) Creating sample lessons for differentiated core curriculum units, 4) Providing multiple assessments, 5) Providing teacher training in areas of teaching gifted learners, 6) Developing guest speaker lists, 7) Employing a counselor to meet directly with students, 8) Developing a parent handbook, 9) Hiring site teacher leaders, 10) Developing a parent newsletter.
2. The Superintendent and the manager of the GATE program developed written guidelines concerning the Ravens Progressive Matrices Test and sent the guidelines to all teachers on April 22, 2005. The Governing Board approved a plan for distributing the GATE program information to parents and community members.
3. The district does not plan to revise the areas of student identification for the GATE program to include demonstrated talent in the arts, technology, leadership, or other specific skill areas in the identification process.
4. The design of the district's GATE program does not include a reidentification process for students.

#### Standard Implemented: Partially

July 2003 Rating:	6
January 2004 Rating:	Not reviewed
July 2004 Rating:	Not reviewed
January 2005 Rating:	Not reviewed
July 2005 Self-Rating:	8
July 2005 New Rating:	6





### 3.26 Instructional Strategies – Gifted and Talented Education

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#### Professional Standard

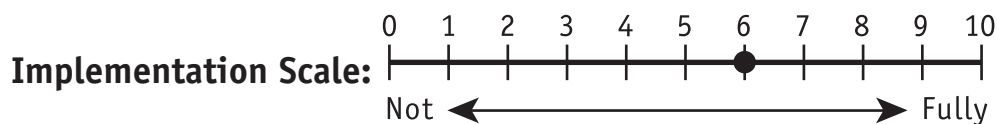
Students are regularly assessed or reassessed for GATE participation.

#### Progress on Recommendations and Improvement Plan

1. The district has a comprehensive GATE program, and the GATE plan is available at the district office, sites and on the district Web site. The plan could be more comprehensive, but covers all required and essential areas.
2. The district does not provide an alternative to the Raven Standard Progressive Matrices Test. There are no plans to use alternate test(s) for GATE identification.
3. The GATE plan does not include retesting students every three years to reassess GATE identification. The GATE program is in writing, but has not changed over the past few years.

#### Standard Implemented: Partially

July 2003 Rating:	6
January 2004 Rating:	Not reviewed
July 2004 Rating:	Not reviewed
January 2005 Rating:	Not reviewed
July 2005 Self-Rating:	8
July 2005 New Rating:	6



### 3.28 Instructional Strategies – College Preparation, a-g Course Requirements

#### Professional Standard

The district provides access and encourages student enrollment in UC and CSU required courses (a-g requirements).

#### Progress on Recommendations and Improvement Plan

1. There has been no change on this standard from the previous findings and recommendations. The district lists UC/CSU-approved courses in the appendices of the course catalog. Counselors assist students in navigating through the course requirements during the registration period, and the ninth grade counselor assists students with 4-year individualized learning plans that include college planning.

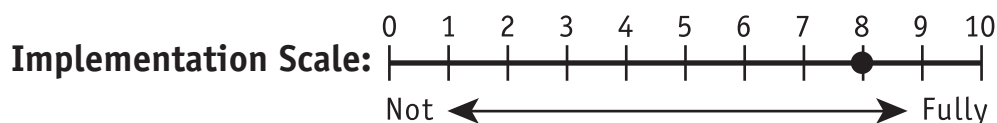
The district is working to help students master algebra with a grant from the National Science Federation (NSF) in collaboration with San Francisco State University. Courses that do not meet university guidelines are being modified to meet those requirements. The student section of the Berkeley High School Web site includes the College Center, which contains college-related information, and this material is up to date.

Registration forms are printed in Spanish, and the manager of the student assignment office is fluent in Spanish. The new Measure B specifically designates funds for parent outreach, which will include translation and Spanish-speaking liaisons to families. Any student who does not speak English is referred to the English Learner Department where personalized assistance is provided.

2. The AVID program has been dropped from the high school schedule, and the number of class periods have been reduced from seven to six. The latter change allows each of the remaining six periods to be lengthened. The student day has not been shortened.

#### Standard Implemented: Fully - Substantially

July 2003 Rating:	8
January 2004 Rating:	Not reviewed
July 2004 Rating:	Not reviewed
January 2005 Rating:	Not reviewed
July 2005 Self-Rating:	8
July 2005 New Rating:	8



### 3.29 Instructional Strategies – College Preparatory, Advanced Placement

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#### Professional Standard

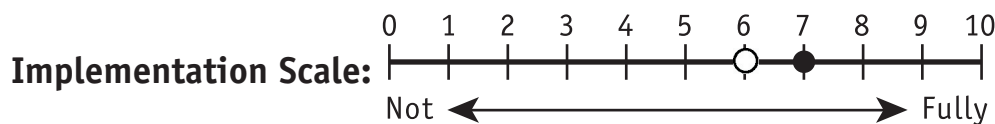
Students are prepared for and may access advanced placement or other rigorous courses in core subject areas at all comprehensive high schools.

#### Progress on Recommendations and Improvement Plan

1. The Superintendent and staff presented an assessment report to the Governing Board on December 8, 2004 regarding student performance on the SAT, AP and the CAHSEE tests. The report included the percentage of students with AP scores of three or above, whether they were white or nonwhite, the subject area and any growth from prior years. Mathematics was identified as a problem area, and the staff is addressing this through a NSF grant with San Francisco State University.
2. The number of students taking the AP tests provided by the College Board from 1998-99 to 2003-04 increased by 35 percent with one or more AP test scores equal to or greater than a score of three. The number of white students increased by 34 percent, and the number of nonwhite students increased by 36 percent from 2000 to 2004. From 2000 to 2004, the number of students taking at least one AP test increased by 60 percent. The content of some AP classes is being revised.

#### Standard Implemented: Partially

July 2003 Rating:	6
January 2004 Rating:	Not reviewed
July 2004 Rating:	Not reviewed
January 2005 Rating:	Not reviewed
July 2005 Self-Rating:	8
July 2005 New Rating:	7



## 4.1 Assessment and Accountability – Instructional Standards

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### Professional Standard

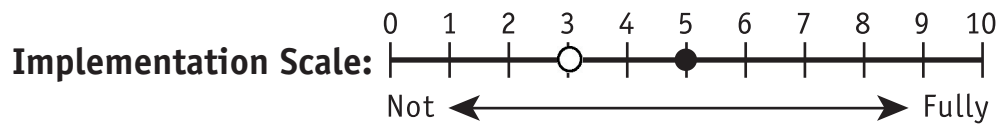
The district has developed content and learning standards for all subject areas and grades that are understood and followed by school site staff.

### Progress on Recommendations and Improvement Plan

1. The standards for all core areas have been developed and approved by the board. The adopted standards are available to the schools, and in-service training sessions have been provided for principals and teachers. The elementary and middle schools are making considerable progress in teaching the state standards. The high school implementation still varies a great deal by department and teacher, and there is greater consistency in standards-based teaching in mathematics, science and foreign language than in social studies and English. The current high school administration is holding teachers more accountable for adhering to the state standards and curriculum.
2. As recommended, a written document containing the K-12 standards for the core areas was developed and printed with the school district name and distributed to all the school staff.
3. The level of standards implementation, along with school site needs for full implementation, has been assessed for each school. The district has a plan to address the implementation needs (e.g., resources, training) at each site. It is still recommended that a rubric or checklist be developed to evaluate the level and quality of implementation and to promote school accountability for the teaching of standards.
4. The district has developed an assessment blueprint that aligns all approved assessments, including alternative assessments, to the standard and the grades 4- to 8 scope and sequence.
5. Training to support standards-based teaching is being provided in GLAD and Strategic Schooling. A meeting schedule for teacher grade-level representatives and faculties to work on standards implementation also has been developed and approved.
6. Student Success Team (SST) groups have been formed at all schools, and meeting schedules have been developed. These teams provide faculty members with feedback so that more students can be successful.
7. No evidence could be found that curriculum standards have been consistently posted in the classrooms or offices.

## Standard Implemented: Partially

July 2003 Rating: 3  
January 2004 Rating: 5  
July 2004 Rating: Not reviewed  
January 2005 Rating: Not reviewed  
July 2005 Self-Rating: 7  
July 2005 New Rating: 5



## 4.8 Assessment and Accountability – Promotion and Retention Policy

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### Professional Standard

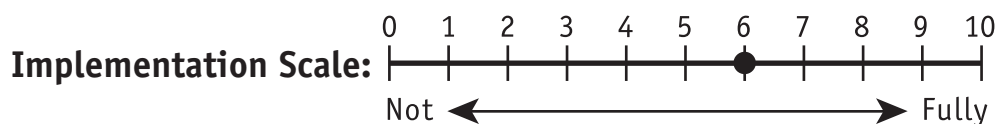
The board has adopted and the district is implementing a K-8 policy that outlines clearly for teachers, students, and parents the benchmarks to be used for intervention with and promotion and retention of struggling learners.

### Progress on Recommendations and Improvement Plan

1. The board has adopted policy No. 5123, Promotion/Acceleration/Retention and Assignment, dated June 4, 2003.
2. Student placement decisions are guided by policy No. 5123. The policy states, "... the district is committed to the early identification of students at risk of retention in belief that early detection and intervention enhance the potential for success. Student's academic progress is based upon meeting a range of expectations for promotion including academic grade level standards, course requirements, state and local assessments. Students performing outside this range may be considered for acceleration, assignment, or retention".
3. The Student Success Team (SST) Parent Brochure has been developed to increase the effectiveness of the process. Portions of the booklet were written in Spanish. This brochure is also accompanied by a 59-page companion piece covering topics such as academic concerns, behavioral concerns, ADHD, social concerns and classroom adaptations. This document helps identify strategies and activities in each of the mentioned areas.
4. No follow up was provided on the suggestion to use graphics to help explain this process to those involved.

### Standard Implemented: Partially

July 2003 Rating:	6
January 2004 Rating:	Not reviewed
July 2004 Rating:	Not reviewed
January 2005 Rating:	Not reviewed
July 2005 Self-Rating:	7
July 2005 New Rating:	6



## 5.1 Professional Development - General

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### Professional Standard

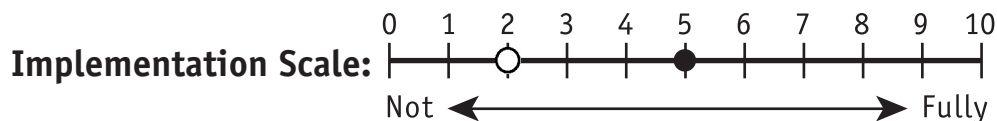
Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.

### Progress on Recommendations and Improvement Plan

1. The district has a professional development plan dated March 16, 2005. This plan includes a preface, principles, goals, staff development matrix, and sections on staffing and evaluation.
2. The district's professional development plan concentrates more on process than on content. Including more substance would make the outline more valuable to the sites. The professional development plan also could be improved with additional guidance through printed material (matrixes).
3. The district in-service training program is evaluated by using student learning assessments and participants' evaluation forms, which are collected at the end of each training session. Staff development participant questionnaires and evaluation forms are on file.
4. The principals' meeting agendas include much data and information about how to identify low performers and how to use research to address student needs. Professional consultants have been retained to help teachers, parents and administrators with teaching strategies for students needing help.

### Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	5
July 2004 Rating:	Not reviewed
January 2005 Rating:	Not reviewed
July 2005 Self Rating:	6
July 2005 Rating:	5



## 5.4 Professional Development – Collaboration

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### Professional Standard

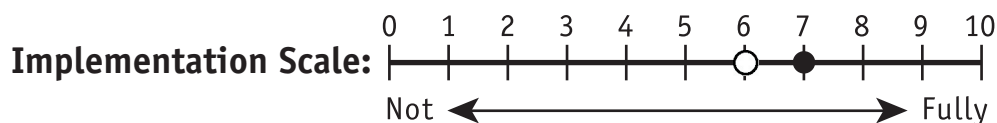
Teachers are provided time and encouraged to meet with other teachers.

### Progress on Recommendations and Improvement Plan

1. The new memorandum of understanding between the district and the Berkeley Federation of Teachers provides for collaboration time among teachers. This agreement formally announces that teachers may also be required to attend up to four hours of collaboration meetings per month. The memorandum stipulates that collaboration meetings are for teachers to work together and that the school leadership/governance team, which includes the site principal, shall determine the use of collaboration time. The general intent is for teachers to meet to plan for improved instruction and student achievement.
2. The district has developed a meeting format that uses worksheet agendas to provide for structure and monitoring. The worksheet agendas provide a short- and long-term record of the most effective professional development activities. A professional development council will convene beginning in the second semester of the 2004-05 school year. The district administrator in charge of staff development also shall convene an elementary and middle school professional development advisory council. The council will be composed of teacher representatives in grades K-8 and will meet a minimum of two times per year with additional meetings scheduled as needed. Representatives will provide site feedback about the quality and effectiveness of current professional development opportunities and will advise the director about priorities for future, districtwide professional development.
3. The district has created a K-12 staff development day for certificated and classified employees. This staff day and the elementary, middle and high school collaboration days have provided the district with professional development opportunities that are vertical and horizontal among the grade levels.

### Standard Implemented: Partially

July 2003 Rating:	6
January 2004 Rating:	Not reviewed
July 2004 Rating:	Not reviewed
January 2005 Rating:	Not reviewed
July 2005 Self-Rating:	8
July 2005 New Rating:	7





## 5.10 Professional Development – Evaluation

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### Professional Standard

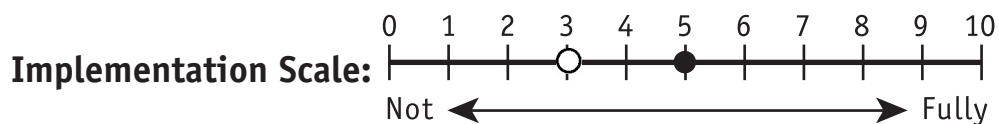
Evaluations provide constructive feedback for improving job performance.

### Progress on Recommendations and Improvement Plan

1. The district staff is reviewing a rubric evaluation format from another school district that indicates the teacher proficiency levels for the separate components of each teaching standard. This format also includes space for commendations and recommendations to guide improvement efforts tied to evaluation.
2. The district uses a form B for certificated performance evaluation. Form B is based on standards and stipulates summative ratings only. There is space for written commendations/recommendations/evidence.
3. The district has developed a short visit checklist based upon the teaching standards. A copy from Washington Communication and Technology Magnet Elementary School was provided. Principals also developed a principals' observation checklist in the August GLAD workshop.

### Standard Implemented: Partially

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





# Pupil Achievement

<b>Standard to be addressed</b>		<b>July 2003 rating</b>	<b>January 2004 rating</b>	<b>July 2004 rating</b>	<b>January 2005 rating</b>	<b>July 2005 rating</b>
<b>1.1</b>	A common vision of what all students should know and be able to do exists and is put into practice.	2	5	NR	NR	NR
<b>1.2</b>	The administrative structure of the district promotes student achievement.	2	NR	5	NR	NR
<b>1.3</b>	The district has long-term goals and plans to support student achievement improvements.	1	5	NR	NR	NR
<b>1.4</b>	The district directs its resources fairly and consistently to accomplish its objectives.	3	NR	NR	5	NR
<b>1.5</b>	Categorical and compensatory program funds supplement and do not supplant services and materials to be provided by the district.	7	NR	8	NR	NR
<b>1.6</b>	The district's planning process focuses on supporting increased student performance.	3	NR	NR	6	NR
<b>2.1</b>	The district through its adopted policy provides a clear operational framework for management of the curriculum.	0	4	NR	NR	7
<b>2.2</b>	An instructional system is in place that focuses on students as the primary clients and that includes integrated, clearly expressed policies and regulations to govern the curriculum.	3	5	NR	NR	NR
<b>2.3</b>	A process is in place to maintain alignment between standards, practices and assessments.	5	6	NR	NR	NR
<b>2.4</b>	Policies regarding curriculum and instruction are reviewed and approved by the Governing Board.	3	NR	NR	5	NR
<b>2.5</b>	The district has clear and valid objectives for students, including the core curriculum content.	3	5	NR	NR	NR
<b>2.6</b>	The Governing Board has adopted and the district is implementing the California state standards and assessments.	5	6	NR	NR	NR
<b>2.7</b>	Sufficient instructional materials are available for students to learn.	9	NR	NR	NR	9
<b>2.8</b>	The board has adopted and the district is implementing the California State Standards and assessments	6	6	NR	NR	NR
<b>2.9</b>	Students in K-8 have access to standards-based materials; students in 9-12 have access to standards-based materials through an adopted process outlined in board policy and regulation.	6	NR	NR	NR	7
<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	NR	NR

# Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	July 2005 rating
2.11	The district has adopted a plan for integrating technology into curriculum and instruction at all grade levels.	4	NR	5	NR	NR
2.12	The district optimizes state and federal funding to install technology in its schools.	7	NR	8	NR	NR
2.13	HIV prevention instruction occurs at least once in junior high or middle school and once in high school and is consistent with the CDE's Health Framework (EC 51201.5).	9	NR	NR	NR	NR
3.1	The district provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors (EC 51007).	4	6	NR	NR	7
3.2	Challenging learning goals and instructional plans and programs for all students are evident.	4	6	NR	NR	NR
3.3	Programs and plans for students with special needs are designed with access to the state standards and core curriculum as a foundation.	5	6	NR	NR	NR
3.4	Expectations and a practice exist to improve the preparation of students and to build a school structure with the capacity to serve all students.	3	5	NR	NR	NR
3.5	Every elementary school has embraced the most recent California School Recognition Program Standards.	0	NR	NR	5	NR
3.6	Students are engaged in learning, and they are able to demonstrate and apply their knowledge and skills.	4	5	NR	NR	NR
3.7	The district and school staffs promote and communicate high expectations for the learning and behavior of all students.	4	5	NR	NR	NR
3.8	The district and school sites actively encourage parental involvement in their children's education (examples of programs EC 51100-51143).	7	8	NR	NR	NR
3.9	Each school has a school site council or leadership team, comprised of teachers, parents, principal and students, that is actively engaged in school planning (EC 52010-52039).	9	NR	NR	NR	9
3.10	Principals make formal and informal classroom visits. Based on these visits, principals provide constructive feedback and assistance to teachers.	5	NR	7	NR	NR
3.11	District and school site administrators are provided standards-focused leadership skills and knowledge as well as ongoing professional development and support on general school leadership.	6	NR	7	NR	NR
3.12	Class time is protected for student learning (EC 32212).	4	NR	NR	5	NR

# Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	July 2005 rating
<b>3.13</b>	Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.	4	NR	NR	4	4
<b>3.14</b>	School class size and teacher assignments support effective student learning.	9	NR	NR	NR	9
<b>3.15</b>	Teachers use a variety of instructional strategies and resources that address their students' diverse needs.	4	NR	6	NR	NR
<b>3.16</b>	Teachers modify and adjust instructional plans according to student needs and success.	2	NR	5	NR	NR
<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	NR	NR
<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	7	NR
<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	NR	NR
<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	NR	NR
<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	NR	6
<b>3.22</b>	Individual education plans are reviewed and updated on time.	0	6	NR	NR	5
<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	NR	5
<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	NR	5
<b>3.25</b>	The criteria for GATE identification is documented and understood by school site staff.	6	NR	NR	NR	6
<b>3.26</b>	Students are regularly assessed or reassessed for GATE participation.	6	NR	NR	NR	6
<b>3.27</b>	All incoming kindergarten students will be admitted following board-approved policies and administrative regulations.	9	NR	NR	NR	NR

# Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	July 2005 rating
3.28	The district provides access and encourages student enrollment in UC and CSU required courses (A-G requirement).	8	NR	NR	NR	8
3.29	Students are prepared for, and may access, advanced placement or other rigorous courses in core subject areas at all comprehensive high schools.	6	NR	NR	NR	7
3.30	The district optimizes state funding for the enrichment of advanced placement opportunities.	not appli- cable	NR	NR	NR	NR
3.31	High school guidance counselors are knowledgeable about individual student academic needs and work to create challenging and meaningful course schedules.	3	NR	NR	5	NR
3.32	High school students have access to career and college guidance counseling prior to the 12th grade.	5	NR	NR	7	NR
3.33	The general instructional program adheres to all requirements put forth in EC 51000-52950.	5	NR	NR	7	NR
4.1	The district has developed content and learning standards for all subject areas and grades that are understood and followed by school site staff.	3	5	NR	NR	5
4.2	Student achievement is measured and assessed through a variety of measurement tools (e.g., standardized tests, portfolios, projects, oral reports)	4	NR	5	NR	NR
4.3	The assessment tools are clear measures of what is being taught and provide direction for improvement.	3	NR	6	NR	NR
4.4	The administration and staff utilize assessment information to improve learning opportunities for all students.	4	NR	6	NR	NR
4.5	Teachers and principals are provided with assessment data in a timely and accessible format along with adequate time and training in order for them to analyze, evaluate and solve issues of student performance.	4	NR	NR	6	NR
4.6	The district has adopted multiple assessment tools, including diagnostic assessments, to evaluate, improve, or adjust programs and resources.	4	NR	NR	5	NR
4.7	The district shall be accountable for student results by using evaluative information regarding the various levels of proficiency and allocating educational resources to ensure a maximum educational opportunity is provided for all students.	2	5	NR	NR	NR

# Pupil Achievement

Standard to be addressed		July 2003 rating	January 2004 rating	July 2004 rating	January 2005 rating	July 2005 rating
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	6
4.9	A process to identify struggling students and intervene with additional support necessary to pass the exit examination is well-developed and communicated to teachers, students and parents.	5	NR	6	NR	NR
4.10	The district informs parents of the test scores of their children and provides a general explanation of these scores.	5	NR	NR	6	NR
4.11	The district has a process to notify high school students and their parents regarding high school proficiency examination requirements and scores.	5	NR	NR	6	NR
4.12	II/USP grant recipients are collecting required data to measure progress.	2	NR	6	NR	NR
4.13	II/USP grant recipients are meeting or exceeding goals as identified in action plans.	0	NR	5	NR	NR
4.14	Principals and teachers in underperforming schools and/or in schools under mandated improvement programs are provided special training and support by the district; improvement plans are monitored.	3	NR	6	NR	NR
4.15	The board and district understand the elements of state and federal accountability programs and communicate the availability of options and special services to parents and students.	6	NR	NR	NR	NR
5.1	Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.	2	5	NR	NR	5
5.2	Staff development provides the staff (e.g., principals, teachers, and instructional aides) with the knowledge and the skills to improve instruction and the curriculum.	4	NR	NR	5	NR
5.3	The standards developed by the California Standards for the Teaching Professions are present and supported.	6	NR	NR	6	NR
5.4	Teachers are provided time and encouraged to meet with other teachers.	6	NR	NR	NR	7
5.5	Collaboration exists among higher education, district, professional associations, and the community in providing professional development.	3	NR	6	NR	NR
5.6	The district has formed partnerships with state colleges and universities to provide appropriate courses accessible to all teachers.	2	NR	6	NR	NR

# Pupil Achievement

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