



Berkeley Unified School District

Pupil Achievement

Comprehensive Review
July 2003

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Pupil Achievement

Summary of Principal Findings and Recommendations

At the time of FCMAT's review, the focus of the board, schools, and community of the Berkeley Unified School District was toward developing the district's financial recovery plan.

The review of pupil achievement conducted in Berkeley Unified is based on 79 legal and professional standards developed by FCMAT in the following instructional areas: planning processes, curriculum, instructional strategies, assessment and accountability, and professional development. Many of these standards are interconnected and contain important redundancies. Thus, as the district works through the recommendations of the priority standards, much of the work in other standards will be completed.

Policies, Regulations, Outdated and Not Written

The principal findings and recommendations for the pupil achievement functions are based on school visits, principal and teacher interviews, and class observations in 10 elementary schools, three middle schools, a comprehensive high school, a continuation/alternative school and an adult school. Added to these data are interviews of district staff, analyses of student achievement results, parent comments in community meetings, high school course enrollments, school plans, and other available programs descriptions and student data. Finally, the review team studied several hundred pages of policies, documents, workshop materials, and special project plans. The review team's prevalent impression is that Berkeley Unified does not write much down and/or does not routinely update and maintain written organizational material, beginning with board policies and regulations that are either greatly outdated or missing. Thus, a recurring theme of the findings, which are based for the most part on Education Code requirements and mandates, is that policies, regulations, and plans are not updated or are not in writing.

Minimal Written Plans

The district operates as a very loosely coupled system where many of the significant teaching and learning decisions reside with the local principals and teaching staffs. These divisions include those of standards implementation, assessment and data analyses, school improvement planning, professional development, parent communication and involvement, and student support programs. Many of the important district functions that deal with planning for and implementing standards and programs as well as providing staff development for principals and teachers are not written down and are not being implemented or evaluated in a systematic manner. Principals and teachers talk about the standards work in which they are involved, but this work varies widely from school to school. More importantly, there is little evidence that standards are explicitly implemented in classroom lessons where such efforts count the most. This type of organization seems to exist by default rather than by policy and plan, a method that many staff members describe as "the Berkeley way." As it now stands, staff responsibilities and accountability for outcomes are difficult to ascertain.

The district's Educational Services Division includes an Associate Superintendent, two directors, four program managers, and 24 other staff members. Their work centers on organizing and providing information that support school-level efforts and responding to principals' requests. The Educational Services Division area that provides the most explicit direction to schools is the office that manages state and federal programs. Most of the district's written documents, including

school plans, which are systematically developed, come from this office. However, special education, which is also a function of this division, has been seriously undersupervised and fails to comply with many state and federal mandates. Students and parents are not well served in many cases, and the program is encroaching approximately \$9 million on the general fund. Finally, the student services area, which should be systematically managing and improving the district's attendance and behavior issues, has been hindered by the approaches used at many school sites.

The primary means of communication and articulation of purpose between the district administrative staff and the school principals include: the school planning process, which is based on student achievement data as well as other school program requirements, and weekly principals' meetings, one of which is focused on curriculum and instructional issues each month. These meetings are structured so that some monthly meetings include K-12 principals and others K-6 and 7-12 principals. While principals appreciate their autonomy in making decisions about their schools, several acknowledge that their efforts to carry out needed reforms could be more effective with greater district focus, direction, and systematic support.

Thus, a second theme of the principal findings and recommendations is the need for the district Educational Services Division to develop written plans to implement important teaching and learning programs, particularly standards-based curriculum. Written plans help ensure equal access to high quality teaching and learning for all of the district's teachers and students. Written expectations and plans are also the basic building blocks of accountability systems.

Assessment and Equal Access

A cursory look at the district's schools and student achievement results provide an enviable picture. Based on the schoolwide Academic Performance Index data, the district's schools are performing better than the state average. The district is currently in the middle of facilities improvements and construction, with many beautiful new schools located in the city's neighborhoods and other construction under way. The schools are staffed with many dedicated professionals, and parent involvement is high. The district's taxpayers also support a parcel tax, which provides support for the arts and for class size reduction in the schools.

However, disaggregated student data tells another story. While white students' average scores on mandated assessments are among the highest in the state, there is a consistent gap of approximately 35 percentile points (on the norm referenced test) between the performances of African-American and Hispanic students and white students that starts in the early grades and remains steady until ninth grade, when it increases.

These data are not new to the Berkeley staff. The learning gap is discussed extensively with concern. It is the subject of news articles, an element of the high school's difficult accreditation process, the target of myriad intervention programs that treat the symptoms, and the worry of some Berkeley parents who feel that their youngsters may not get the best learning opportunities. Thus, the third theme of the findings and recommendations is that of improving access for all students to high quality teaching and learning experiences.

Critical Areas of Improvement

This report of findings and recommendations emphasizes the following areas as critical to pupil achievement in the Berkeley schools:

- The need for clear, written board direction including long-term goals or priorities that are reviewed and updated annually as well as updated policy and administrative regulations for the student and curriculum areas.
- The need for clear, written curriculum and instructional expectations from the district's Educational Services Division, including guides for standards implementation and teacher professional development in standards-based teaching along with a matrix of the services and resources all schools will receive and what they will provide students.
- The need for compliance with special education laws and regulations as well as regular updates of the consolidated performance areas to ascertain that these programs are helping students achieve the standards to the greatest degree possible. The need for a systematic approach to the district's attendance and behavior issues formulated on the Education Code and a well-maintained data base.
- The need for a rigorous, research-based plan with implementation strategies and time lines to address the district learning gap. This plan should be based on both student data and organizational assessment data that deal with the underlying causes of underachievement, particularly of minority students and students of low socioeconomic status.

Conclusion

The district has gifted people working hard on behalf of students, and many of them willingly shared thoughts and perceptions and hopes with the review team. Information from interviews and observations used in this report is not based on any single observation, but on patterns that developed after all the interviews. Some of the people interviewed are new to the district and were just beginning to understand the work that lay ahead for them. However, most of the staff members interviewed and observed clearly care about student achievement and are interested in making improvements that help students. A powerful team can be created by working together in a more focused and systematic way.

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.

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. Classroom visits
3. District goals and mission statement (no date)
4. Measurable objectives for district goals, June 2001
5. Board policy manual
6. School plans
7. Categorical program descriptions
8. Financial recovery plan, 2003

Findings

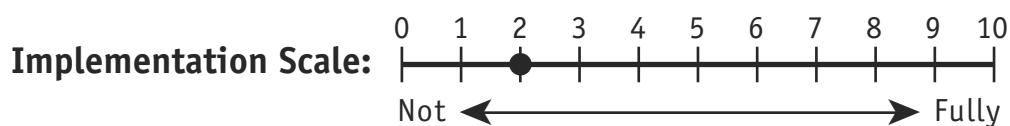
1. The mission statement provided by district staff is not dated; the accompanying annual objectives are dated 2001. A copy of a strategic plan, dated 1992-1996, was found in a local improvement plan document (for coordination of all instructional services) dated December 1996. That plan contained the mission statement that was provided by staff.
2. Board policies related to goals and programs for student learning (mostly 5000 and 6000 series) are not current.
3. School plans have vision and/or mission statements that pertain to the school. The high school WASC plan and student course catalog both show a vision statement for the school as well as the broad outcomes of schooling, Expected Student Learning Results (ESLRs).
4. There is no version of a district vision/mission/goals for student learning posted in school offices, in most classrooms visited, nor on district publications reviewed, including the Web site.
5. Generally, school and district staff members do not articulate a vision for what all district students should know and be able to do, except to refer to the state subject standards and to emphasize the importance of arts and athletic programs, which they believe to be in danger from budget cuts.
6. During the recent months of budget cuts, some staff members and parents expressed concern that the programs and instructional components that they valued and felt were essential to student learning are not those valued by district staff and board.

Recommendations and Improvement Plan

1. The board and district should develop a vision of what students should know and be able to do. This should function as a foundation upon which a strategic plan or priority areas, long-term goals, and benchmarks can be developed. (See also standards 1.3 and 2.5.)
2. Relevant board policies should be updated to include the district's vision for student learning. Reference the board's policy in establishing funding priorities. (See standard 2.1.)
3. School vision/missions and planning should be connected to district vision and priorities, communicating and providing consistent direction and clear messages about the district's priorities for its students.
4. The district's adopted vision and current student priorities should be included as district publications are revised and reprinted. Publish these on the district Web site.
5. Staff, parents, and students should be included in board/district discussions and decisions about what students should know and be able to do in order to gain greater clarity about the community's values and priorities. The board appears to hear from constituent groups frequently, but this kind of comment has to be placed in the larger context of priorities for all of the district's youngsters.

Standard Implemented: Partially

July 1, 2003 Rating: 2



1.2 Planning Processes—Administrative Structure

Professional Standard

The administrative structure of the district promotes student achievement.

Sources and Documentation

1. District administrative organizational charts, 2002-2003 and 2003-2004.
2. Board policy manual
3. Principal's handbook
4. Parent meetings
5. School plans
6. BUSD research and evaluation activities, January 21, 2003
7. Interviews with principals, teachers, and district instructional staff
8. California Department of Education Ed-Data

Findings

1. The Educational Services Division organizational chart indicates that supervision of key instructional components is assigned to directors, managers, program coordinators and supervisors, and teachers on assignment. An Associate Superintendent supervises these staff positions as well as prekindergarten through elementary school principals. The Superintendent supervises the Research and Evaluation Director and the secondary and adult school principals. There are no organizational charts to show how the district structure connects to the school structure.
2. Board policies describing the district's administrative structure are not current. There are no written descriptions of the structure other than an organizational chart.
3. A list of duties and responsibilities assigned to administrative positions in the Educational Services Division is not available to parents, students, and staff. A request for job descriptions prompted the response that these documents were too general to be helpful in ascertaining duties and responsibilities.
4. The organizational charts do not clarify which district position administers state and district assessments, but the assessment data's annual results are included in school plans, and principals indicated that student assessment information is available in a usable database, a recent and appreciated development. However, the low and decreasing percentage of Berkeley High School students taking STAR assessments indicate that this area needs strict district oversight.
5. Difficulties in special education programs and services, including a high turnover of district-level special education staff, indicate that the district leadership overseeing this important area has not been well supervised in previous years. In order to make essential changes, the special education director must have direction and support, including, but not limited to, intensive staff development (i.e., ACSA Academy) and connections to state and national organizations and program consultants, as well as attorneys. This area has a new director and an interim manager for special education.

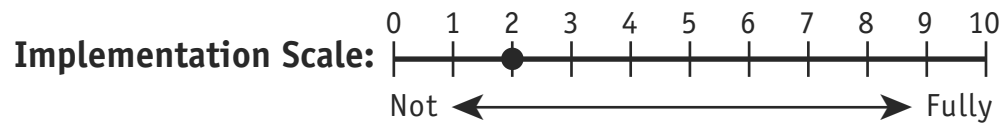
6. While the initial placement and admission of students by zone appears to be consistently implemented and well-supervised, the placement of high-risk students with attendance or behavioral issues has not been well-supervised at the district level. Inconsistent school practices have dominated this area. There are no written standards of practice and accountability for suspension, expulsion, and other behavioral interventions. (The most comprehensive behavioral document located is one in the student section of the Berkeley High School Web site. There is no date on this document, however.) There is no district or county School Attendance Review Board and little evidence of partnerships with local agencies (including police) to address community issues that may lead to student behavior problems. There is a new manager who is aware of the issues and needs in this area.

Recommendations and Improvement Plan

1. The organizational charts should indicate the position responsible for fostering articulation between elementary and secondary principals and elementary, middle, and secondary teachers. The district should develop organizational charts for the schools, and devise a general graphic to show how the district and school staff members interact on behalf of students.
2. Relevant board policies and job descriptions for the Educational Services Division should be update.
3. Publish in English and Spanish a chart of key instructional roles, responsibilities, and services provided by district staff that is accessible to parents and staff, including access to translations. The Web site and *Student/Parent Handbook*, the principal's manual, and any manuals published for teachers (one was not found) would be important locations for access to this information.
4. Clarify which position in the district is responsible for student assessments, the consistent administration of assessments, and communication of assessment information to parents, students, and staff.
5. Establish standards for the evaluation of special education staff members who supervise the program, and provide training for supervising those staff members who deliver special education services.
6. Provide supervision and support for the new Manager of Student Services so that the district can initiate a review and update of district policies, practices, and placements of students with attendance and behavioral problems (including suspension and expulsion policies and regulations). The district should develop and implement student accountability for nonschool-appropriate behavior, increase the safety of campuses, and provide early interventions through a SARB and partnerships with community agencies.

Standard Implemented: Partially

July 1, 2003 Rating: 2



1.3 Planning Processes—Long-Term Goals

Professional Standard

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

Sources and Documentation

1. Board policy manual
2. Interviews with principals, teachers, and district instructional staff
3. School plans, curriculum documents for special projects
4. Major district goals and mission statement (no date)
5. Measurable objectives for district goals, dated June 2001
6. Superintendent's Fall 2002, presentation to the staff on the status of student achievement in the district, using various sources of student performance data

Findings

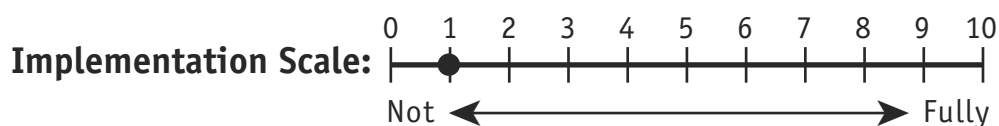
1. The district does not have a current set of written long-term goals and plans. The available mission statement, goals, and objectives are outdated.
2. Board policies related to long-term goals and plans for student achievement have not been developed.
3. The school district and its schools are loosely connected, both in philosophy and in operation. While many believe that local school autonomy is positive for students, the district commitment to a loosely connected system is not written in policy. For example, district teachers and their principals are discussing implementation of state subject standards (adopted by the board in 1998 and 1999) and alignment with assessments and best practices, a process already completed in many similar districts. However, letting schools work on their own time lines to implement key programs creates unequal access for students and reduces the district's ability to hold staff members responsible for implementation.
4. There is a sizeable achievement gap between white students and African-American and Hispanic students. Among staff and parents, explanations indicate confusion, denial, blame, and even anger. Most schools are clearly attempting to address issues of underperformance, but the efforts are unfocused and scattered and may treat symptoms rather than addressing causes.
5. In the fall, the Superintendent presented a data-based report on the status of student achievement in the district, including the accomplishments and the work that remains to be done. Many staff members responded positively to this goal-oriented message.

Recommendations and Improvement Plan

1. Develop a set of long-term goals (a minimum of three years) and objectives to support student achievement with benchmarks that are based on student data, measured annually, and reported to the public. Because there was board and public discussion about priorities as the district developed a financial recovery plan, now is an optimal time to complete this important duty.
2. Revise and/or develop relevant board policies that include processes for including staff and public comment for regular review and revision of the long-term goals.
3. Provide a description of how the loosely connected system of Berkeley schools works, perhaps only a flow chart with descriptions of expectations, roles, responsibilities, and lines of communication, so that the board can formalize the district structure and develop an evaluation of its effectiveness as part of the development of long-term goals and relevant policies.
4. Recognize the achievement gap and identify quantitative and qualitative data and research-based strategies that will help school and district staff identify and address underlying causes as part of the long-term goals and plans.
5. Continue and extend the Superintendent's message that focuses the staff on student achievement and the board's long-term goals and plans to support student achievement.

Standard Implemented: Partially

July 2003 Rating: 1



1.4 Planning Processes—Resource Allocation

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and instructional staff
2. Parent meetings
3. School plans and resource allocations
4. WASC report
5. High school master schedule and course enrollments
6. Financial recovery plan, 2003

Findings

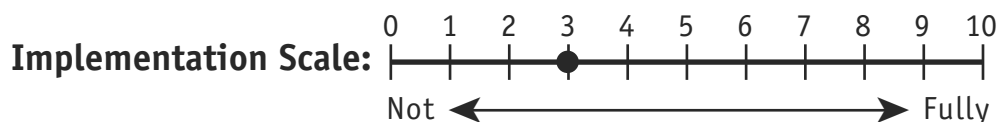
1. As indicated in standards 1.1 and 1.3, there are no current board goals and objectives, and the budget document and financial recovery plan is not based on instructional objectives.
2. The principals understand the basis of their school allocations, and the school plans include the special project allocations with budget assurances signed off by the school site councils.
3. The school plans include charts to show each improvement goal area with a description of the actions and improvements in practice, the implementation time line, the related expenditures, the estimated cost, and the funding source.
4. Many of the district's schools have extensive grant funding (magnet, technology, Title VII, career academy, etc.), but there is no policy or practice for sustaining and maintaining these programs after the funds are terminated. Principals are confronted with sustaining unfunded programs, some of which were the basis of parent choice in selecting the school.
5. The district is providing a six-period day for secondary students; however, it is unclear whether students who are enrolled in periods before and after school are enrolled in only six periods or in seven. It is likely that some students, perhaps, disproportionately, high-achieving students, have access to seven hours of instruction while most students do not.
6. Interviews with staff were conducted during the final stages of developing a financial recovery plan, and concomitantly, there was concern, particularly among teachers, that the board and district staff did not understand the impact of proposed cuts on students, teaching staff, and programs.
7. Parent comments indicate that some parents believe that they have had fewer avenues of communication with the board and district staff, in particular, as well as the school staff in some instances, about allocation priorities.

Recommendations and Improvement Plan

1. Develop and adopt in a written format district long-term goals and plans and update them annually, as indicated in standard 1.3.
2. Clarify how annual goals, priorities, and related allocations are being communicated to the principals and school site councils, as evidenced in plans and interviews, and by what process they are determined.
3. Write a board policy (with legal opinion) governing the access of students in secondary schools to more than six hours of instruction.
4. Establish a process for sustaining programs that are initiated by special grant funding and have been shown through evaluation to be effective for student learning.
5. Use many avenues to seek staff and parent opinion in allocating district resources, not just school councils and advisory groups, which may not reach a representative group of constituents. The Budget and Finance Advisory Committee that is responsible for helping the broader community understand the district's budget and with receiving comment should evaluate the quality of information received and seek ways to increase the diversity of opinion.

Standard Implemented: Partially

July 2003 Rating: 3



1.5 Planning Processes—Supplement Not Supplant

Professional Standard

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

Sources and Documentation

1. State and federal program compliance review
2. Consolidated Application, 2002-2003
3. School plans and budget allocations
4. Board policy manual
5. Interviews with school and district staff

Findings

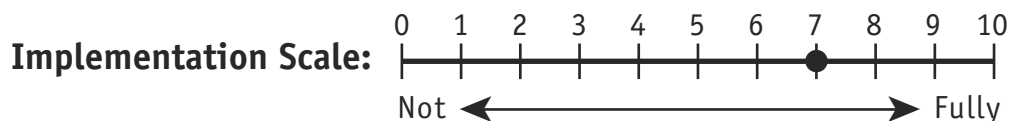
1. There is no evidence of supplanting.
2. There is no current board policy on implementing categorical programs or using categorical funds that assigns someone to evaluate allocation and fund use in relation to program goals, or to determine how frequently that evaluation will occur.

Recommendations and Improvement Plan

1. Develop a comprehensive policy and regulations for the governance of categorical funding that includes an annual report of the evaluation/audit of programs.

Standard Implemented: Partially

July 2003 Rating: 7



1.6 Planning Processes—Student Performance

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, instructional staff, and research staff
2. Student assessment data
3. Board policy manual
4. School plans
5. II/USP school plan (Cragmont)
6. Consolidated plan, 2002-2003
7. Staff development agendas for administrators and teachers
8. Data and assessment summaries and reports
9. Report of early reading program to board

Findings

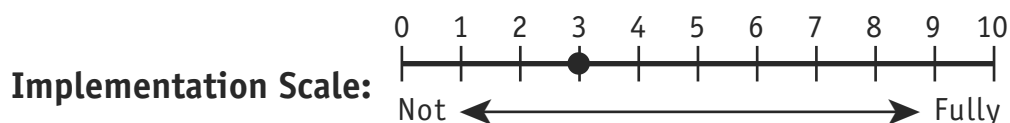
1. While there is evidence that a great deal of activity has occurred to increase student performance, there is no written district plan with objectives, benchmarks, and time lines based on a goal for the support of increased student performance.
2. The school plan goals focus on increasing student performance, particularly in reading and math.
3. The school principals have been provided their assessment data in a spreadsheet format, and this year, they have had access to someone who helps them get answers from the data. Many principals have analyzed relative weaknesses and strengths of student performance on state assessments. For example, the high school co-principals and staff members have identified reading comprehension for improvement and have focused their staff development time on student literacy.
4. Elementary principals have received reports on the relationship between QRI/DRA scores and California Standards Test scores. They use staff development time to focus on a variety of student achievement issues, using a consultant who is working with teachers to learn a process called alternative ranking, to identify students below proficiency level.
5. The research and data person, who is new in the district this year, has developed several reports that help the staff investigate some district achievement issues, including those related to English proficiency and ethnicity.
6. The school staff is aware that assessment data point to an achievement gap, particularly between white and African-American and Hispanic students. Even with this available data, the staff lacks specific understanding of what may have caused the achievement gap and what schools should do to address it. Several approaches are being used from program approaches to staff development to learning issues, but they are scattered, unfocused and unevaluated. They also address symptoms since little analysis of underlying causes has occurred.

Recommendations and Improvement Plan

1. Develop and adopt (as indicated in standard 1.3), written district long-term goals and plans, and update them annually. These plans should include benchmarks for increased student achievement based on an analysis of current performance provided by the Educational Services Division.
2. Develop a district support and follow-up plan. The sound intent of the district and school staff to increase student achievement is evidenced by the accessibility and use of student data, the overall quality of the K-8 plans and the development of various programs to address learning needs. This provides guidance and focus to schools in pinpointing issues and identifies the best strategies to improve student performance. Effective planning will take the assessment work to the level of analysis, which can become the basis of objective decisions that make the best use of resources on behalf of student learning and provide an accountability structure for the board and district staff.

Standard Implemented: Partially

July 2003 Rating: 3



2.1 Curriculum - Management

Professional Standard

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

Sources and Documentation

1. Board policies, 5000-6000
2. Interviews with principals, teachers, and district instructional staff
3. Organizational charts, 2002-2003 and 2003-2004
4. Financial recovery plan, 2003
5. Board minutes: May 20, 1998, April 14, 1999
6. Student/parent handbook
7. Principal's handbook
8. Principal training agendas

Findings

1. There is no directive in the form of an adopted policy for the management of the curriculum. There are organizational charts, including one for the Educational Services Division that includes directors of curriculum and student services. Organizational charts are updated for 2003-2004 in the financial recovery plan.
2. There is no policy that establishes how the curriculum is to be managed, supervised, and evaluated. Policy 6141 - Curriculum Development and Evaluation identifies adoption cycles and defines a curriculum advisory committee that is apparently not functional at this time.
3. A review of the policy manual provided shows the following curriculum policies to be seriously out-of-date: 614/Curriculum Development; 6141.7 - Curriculum Review; 6142.9 - Core Curriculum; 6146 - Graduation Requirements; 6141.1 - Class Size; 6158 - Independent Study; 6161 - Equipment, Books; 6164.4 - Identity of Special Education; 6171 - Title I Programs; 6172 - GATE; and 6174 - English Language Learners. The most recent date of revision was in 1992, and most policies were dated in the 1980s. There are small print notes relating to Proposition 227 and the State Board adoption time lines with 1998 dates. Many essential policies are missing from this manual, particularly in the area of standards and assessments, promotion and retention, UC a-g, and special projects.
4. In other documents located in the district, such as the principal's handbook, several more recent written policies and/or regulations were located. Additionally, the student/parent handbook contains what appears to be more current policies for uniform complaint procedures; grading; promotion, retention, acceleration and assignment; acceptable use of technology; and sexual harassment. Most of these policies in these publications do not have board adoption dates.

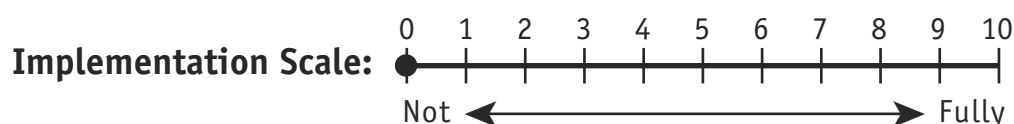
5. A second request for current curriculum policies from the instructional division yielded copies of the same policies except for a revised 6146 - graduation requirements/standards of proficiency (8-7-2002). Staff members were unable to provide administrative regulations for the policies; however, they report that the policies and regulations are under revision.
6. Agendas indicate that principals have had current training on sexual harassment and student behavioral policies and procedures and are required to provide information to teaching staff. Principals indicate that thorny policy/procedural issues may be discussed on principal agendas.

Recommendations and Improvement Plan

1. Revise and rewrite the policies and administrative regulations governing the curriculum and student programs with reference to the relevant Education Codes. Many of the policies, with dated terminology, are too old to be revised, and in some cases (e.g., 6142.9 - core curriculum), the policy, as written, misses the point. Others, such as policies for graduation, parent and student rights, admission to special programs, may place the district in legal jeopardy if they are not current and reflective of the board's intentions.
2. Assign an administrator in the instructional division the duty of overseeing the regular review and update of policies and administrative regulations regarding curriculum and students, using a resource such as GAMUT, and providing input to the Superintendent on necessary changes in the Educational Services Division.
3. Develop a plan for essential administrative training to accompany revisions in policies and regulations so that implementation is consistent and effective. High-quality administrative regulations are important for the principals and co-administrators, particularly in a loosely coupled system such as the one that characterizes Berkeley schools. These should be current with the policies and provide good descriptions of processes and responsibilities. The plan should provide a key policy and regulation component for the new principal induction process.

Standard Implemented: Not Implemented

July 2003 Rating: 0



2.2 Curriculum - Instructional System

Professional Standard

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

Sources and Documentation

1. 5000 and 6000 board policies
2. Organizational chart for educational services
3. Interviews with principals, teachers, and district staff
4. Reports to board on K-3 Literacy
5. Board minutes: May 20, 1998 and April 14, 1999
6. Principal handbook
7. Student/parent handbook
8. Classroom visits

Findings

1. There is no district-developed document that describes the governance of the instructional system other than an organizational chart. School plans show consistency of direction, and descriptions of state and federal programs are current and maintained in binders, including the most recent NCLB requirements. However, because the overall curriculum and instructional system is not documented, the relationship between district planning, school planning, and special services planning can only be inferred.
2. There is no recent documentation that describes how special education students are served in the instructional system.
3. The policies that govern the instructional system are not current, and administrative regulations were not provided for review. There is no policy that identifies the core curriculum for all students, an important policy decision for the board to make so that access to the core curriculum can be monitored for all students, including those with special-learning needs. It is also an important element of a compliance review.
4. The key written curricula for the district's students are the adopted state content standards and frameworks for mathematics, English-language arts/reading, science, and history/social science and the challenge standards for visual and performing arts. The student/parent handbook identifies thirteen information items under the heading of curriculum and instruction, one of which is "Curriculum Standards" with a reference to the California Department of Education Web site for those who wish copies of the state standards.
5. There is no publication of the state standards with the district name available. Principals are directed to send home copies of each student's grade level standards, a directive which is carried out in various ways from copies of the state brochures to school-made brochures that summarize the standards content.

6. Other typical goals of schooling, which are not subject-content based (e.g., school climate, diversity, communication, parent involvement), are not described for the K-8 program, except generally in some of the vision/mission statements in the school plans. The high school WASC plan and other documents describe the Expected Student Learning Results (ESLRs), though they are not yet benchmarked and integrated with the curriculum standards.
7. Implementation of the standards is under way in all of the schools, as evidenced by school plans, interviews, and observations. Schools are taking various approaches to implementation with the staff time and resources that are available to them. Although the board adopted the state standards in 1998, there is no written implementation plan and no district document to show the alignment between the standards and areas of the assessments. In most of the district's schools, implementation of standards, as described by principals, is in an early stage, and time lines to complete this work are not in evidence. There is a district committee meeting to identify the key or essential standards for each area.
8. Principals, who are responsible for implementing standards in their respective schools, do not have the direction from the district that will help them focus teacher efforts. Several principals report that members of their school staffs are in different places philosophically on curriculum and instruction (about reading, for example), and some teachers believe that they were already teaching all of this content before the standards were adopted. Additionally, position changes in teachers and principals have meant starting over on implementation for other staff members.

Recommendations and Improvement Plan

1. Describe the governance and delivery structure of the instructional system, including what is to be taught, how it is to be assessed, and how all students will be served. This document should indicate how instructional materials and technology are evaluated and purchased; how teachers, parents, students and community members participate in the establishment of curriculum and instructional priorities; how the curriculum and/or new programs are articulated vertically and horizontally; and how they are evaluated and improved. The structure should indicate what the core curriculum is and how special programs and interventions interface to meet the needs of identified students along with what interventions are offered and how they are accessed.

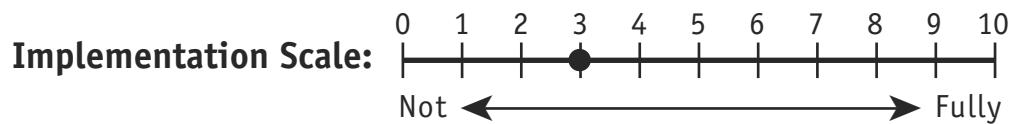
Many of the components of the instructional system are functional in the district, both formally and informally, but there are gaps and inconsistencies and, consequently, missed opportunities for students, especially students in the secondary schools and those with special learning needs. Describing the system as it currently works does the following:

- Provides the direction that leads to consistency of effort on behalf of students;
- Establishes benchmarks of what currently exists so that improvements can be made on behalf of students;
- Identifies how components are integrated;
- Forms the basis of accountability structures; and
- Reveals where the system itself needs improvement.

2. Print a district guide to the K-12 state and district content standards with assessments, underlying theory (e.g., balanced literacy), research-based methodologies, standards-based instructional materials, standards-based unit and lesson planning guides, differentiation strategies, and standards-based grading and reporting. Some of the elements of such a handbook are available on state and county Web sites, in the state frameworks, and in some of the district's schools. Additionally, many county offices and ACSA have compiled standards management systems that are available for a nominal fee. Some good models for such a handbook can be found in the district's own State and Federal Projects Office: Consolidated Programs Manual and English Language Development Standards/Teacher Resources for Working with English Learners. It is important for administrators and teachers to have a handy resource that assists them in communicating to the staff and community that the state content standards are the district standards. Certainly, such a document will be routinely evaluated and changed as needed.
3. Assess where all schools stand in the implementation of the standards, using a checklist or rubric, and develop a plan with time lines and allocated resources to complete this work. Develop an annual evaluation of the curriculum process using assessment and qualitative data.

Standard Implemented: Partially

July 2003 Rating: 3



2.3 Management - Curriculum Alignment

Professional Standard

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

Sources and Documentation

1. 5000 and 6000 board policies
2. Board agendas and minutes, May 20, 1998, April 14, 1999
3. Interviews with principals, teachers, and district staff
4. Reports to board on K-3 literacy
5. Principal handbook
6. English-language learner standards
7. Categorical program manual
8. School and classroom visits
9. Staff development agendas

Findings

1. As indicated in standard 2.2, there are no written descriptions of curriculum, teaching practices, and assessments, including the standards, except for what is available on the Web. There is no policy statement about the standards as the district learning goals, although the board adopted the state mathematics and reading/English language arts in 1998 and the science and history/social science standards in 1999.
2. There is no written process for alignment, though most of the principals and teachers interviewed indicated that they were in the process of aligning the standards to assessments and instructional materials. From school to school, staffs are in different places in implementation. Their assessments of where they are in the process range from “we’ve done the alignment for all of our courses” (a department head) to “teachers disagree philosophically with the reading approach and so we are moving slowly” (an elementary principal).

Implementation almost always proceeds unevenly, and frequently, it will vary from school to school or from department to department, so these kinds of comments are not unusual and somewhat to be expected. What is unusual is the fact that schools are in early middle implementation phases even though state standards were adopted by the board in the spring of 1998 (reading and mathematics) and 1999 (science and history/social science). The most difficult area to align, teaching strategies and practices and the appropriate differentiation of those practices to meet student needs, is a topic in some but not all schools.

3. The district is supporting principals and school staffs in the form of a coach who is leading a process in which teachers can look carefully at standards and assessment data, and then identify underperformers in need of differentiated teaching. This process is creating dialogue and helping with alignment. Another consultant is working on mathematics with some schools.

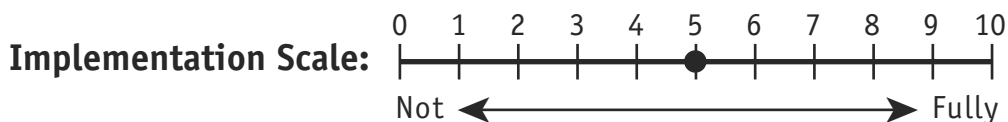
4. No matter what degree of standards alignment interviewees identified, they uniformly had no written alignment products to share. (One document provided for ninth-grade English was a writing style manual.) One department head said that since the department meets, talks, and shares routinely, written material is not necessary.
5. Standards and proficiency information are not posted in the classrooms visited; standards-based lesson and unit plans are apparently not in use. Principals say that the teacher contract prohibits the collection/review of lesson plans.
6. Report cards for the elementary school (K-5) are standards-based.
7. Though the instructional materials policy and administrative regulation are not current, the process for selecting and purchasing textbooks and instructional materials is standards-based, according to principal and teacher interviews. There is a form that must accompany text and materials purchases for high school that requires the applicant to relate how the proposed text or materials align to the standards; the board approves these purchases.

Recommendations and Improvement Plan

1. Conduct a self-evaluation of where all schools are in the alignment of standards, practices, and assessments. There are rubrics available to assess the standards-based features of a district.
2. Determine through a formal evaluation if adequate support is available to principals in the form of written materials, accessible data reports, professional development, and collaboration time to enable them to implement standards in a complete and timely fashion.
3. Develop a written plan based on these data in order to complete the alignment of standards, practices, and assessments for the district's schools and provide a process in which the district staff maintains and updates alignment as changes occur, including changes in instructional materials.

Standard Implemented: Partially

July 2003 Rating: 5



2.4 Management - Curriculum and Instruction Policy

Professional Standard

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

Sources and Documentation

1. Board Policies 5000 and 6000
2. Board agendas
3. Principal handbook
4. Student/parent handbook

Findings

1. Most of the curriculum and instruction policies, as indicated in related standards, are outdated; however, the board did review them at the time that they were approved. A policy history is at the end of each policy.
2. There were no administrative regulations to review, and it is not known if the regulations are reviewed by the board or reviewed and approved or not reviewed at all.
3. Several policies printed in resource material are not in the policy manual and do not show the date of board approval.
4. There is no policy to indicate which board policies are to be reviewed annually, either because of legal requirements or because of board interest and preference.
5. Some policies substantially affect the management of the instructional program, including but not limited to: Core Curriculum, Graduation Requirements and Notification of Non Graduation, Curriculum and New Program Development, Special Needs Programs; Assessments; Intervention, Promotion and Retention; and Instructional Materials Selection. These policies are in urgent need of an update based on GAMUT or some source that is current with changes in statute as well as district direction.

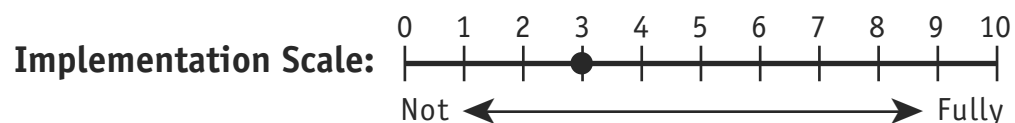
Recommendations and Improvement Plan

1. Establish in policy how the policies are to be routinely reviewed and maintained (when the policies are revised as indicated in standard 2.1). Identify the policies that are required by state and federal codes for regular (usually annual) review by the board and which policies the board would like to review as part of their evaluation of long-term goals.
2. Ensure that administrative regulations are updated with the policies so that processes are clearly outlined for all managers in the district. Follow up with training as need for each administrative area.
3. Clarify that policies and administrative regulations printed in other documents must show the date of board approval.

4. Prioritize the policies so that those that are most critical to the operation of the instructional program are addressed first.
5. Identify the person or person(s) in the Educational Services Division who is responsible for advising the Superintendent of a needed policy changes in the curriculum, instruction, and program areas.

Standard Implemented: Partially

July 2003 Rating: 3



2.5 Curriculum - Objectives

Professional Standard

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

Sources and Documentation

1. Core curriculum policy 6142.9
2. Graduation requirements 6146
3. Education Code sections 51210-51212 and 51220-51230
4. Interviews with principals, teachers, and district instructional staff
5. Board minutes: May 20, 1998, April 14, 1999
6. School plans
7. BHS Western Association of Schools and Colleges (WASC) Report/Plan
8. BHS Expected Student Learning Results (ESLRs)
9. English-language learner standards

Findings

1. The district board has adopted the state standards in reading/English language arts, mathematics, history/social science, and science, all of which are referenced to the state Web site rather than printed in a district document. There is no policy statement indicating that the board has identified the standards as the district's objectives for students, however, schools are acting to implement the standards.
2. Significant work remains in order to make these adopted standards stand as the district's "clear and valid objectives for students," since there is no written documentation that the following processes/products have taken place or have been produced:
 - a) The identification and adoption of performance criteria as the means for determining that a student has met the adopted standards and articulation of the proficiency levels for meeting grade level standards;
 - b) The alignment of standards, assessments, instructional materials, core teaching practices and progress reporting; and
 - c) A statement in policy that these standards, performance criteria, and proficiency levels are the district objectives for students.
3. There are other core curriculum subjects (EC Sections 51220-51230 and 51210-51212) beyond the four areas adopted by the board for which there are no adopted standards or performance criteria or proficiency levels. These may include, but are not limited to, foreign language, physical education, visual and performing arts, applied arts, and career technical education in grades 7-12 and health and physical education in grades 1-6. Challenge standards are in use by some schools for the visual and performing arts and foreign language. When adopted, these subjects will require the same developmental work as listed in Finding Number 2.a, b, and c.

4. The high school, through its accreditation process, has identified five broad schooling goals that are to be implemented schoolwide (2002).
5. The district's core curriculum policy (6142.9) does not identify the core curriculum for students in the district. Because consolidated programs and Individualized Educational Plans must be based on the core curriculum as a reference point, it is an essential policy to have current.
6. The district's graduation policy (6146) is current, identifying course matter required for high school graduation, but the updated version is not included in the policy manual provided for review. This policy should cover non-graduation and reference the high school exit exam policy.
7. There is no policy statement about the CAHSEE as the time nears where a class of students will be impacted.

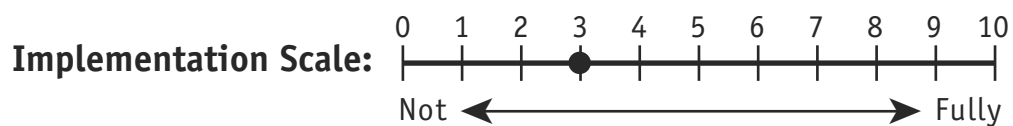
Recommendations and Improvement Plan

1. Develop a core curriculum policy and administrative regulation that clearly identifies the standards as the district objectives for students and that also contains:
 - Expectations for the development and implementation of performance criteria and proficiency levels;
 - References to the high school graduation requirements;
 - Approved alternatives to the required course of study;
 - Expectations for special programs to use the core curriculum as a reference point; and
 - A commitment to equal access to and success in the core curriculum for all students.
2. Develop a plan for the following curriculum work to take place:
 - A statement in policy that the adopted standards, performance criteria, and proficiency levels are the district objectives for students;
 - A time table for the discussion and adoption of standards/objectives for subjects other than English, math, history/social science and science.
 - Articulation of performance criteria as the means for determining that a student has met the adopted standards and identification of the proficiency levels for meeting grade level standards;
 - Articulation between proficiency levels and intervention, promotion, and retention;
 - The alignment of standards, assessments, instructional materials, core teaching practices and helps, and strategies for effective differentiation.
3. Articulate the standards measured on the high school exit examination and reference these exit outcomes to the student objectives. Develop a policy and regulations for the CAHSEE (there is currently a model on the California School Boards Web site).

4. Articulate the BHS expected schoolwide learning results with the content standards/objectives across the high school disciplines (horizontally), and articulate these broad goals with the feeder program (vertically). If these high school learning results matter, they will have to begin at earlier grades.

Standard Implemented: Partially

July 2003 Rating: 3



2.6 Curriculum - State Standards and Assessments

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. Classroom observations
3. Board minutes: May 20, 1998, April 14, 1999
4. School plans
5. BHS Western Association of Schools and Colleges (WASC) Report and Plan
6. Analyses of assessment data
7. Assessment reports to board and staff
8. English learner standards
9. Copies of grade level standards for parents
10. Parent reports of student assessment results

Findings

1. Board minutes record the approval of the state standards for reading/English language arts, mathematics, history/social sciences, and science in 1998 and 1999. There is no policy for district approved standards or assessments.
2. There is no written district plan, model, or time line for implementation of standards and assessments.
3. Interviews and observations indicate that most schools are in a beginning stage of standards and assessment implementation, becoming informed and aligning standards, materials, and assessments. Several school staffs are working with a consultant to review data and align state assessments with DRA/QRI assessments, with which teachers are more familiar. A committee is meeting to determine the key standards for each grade level (K-8). Indications that school staffs are moving to a higher level of implementation are few and scattered: standards and proficiency levels are not posted for students; standards-based lesson planning is not in evidence nor are explicit standards-based lessons and parent reports in evidence.
4. Most of the evidence for the process of standards implementation in the district comes from interviews and observations. When asked for written documents to show standards work, district and school staffs (even those who say they have revised their curriculum to align with the standards) do not produce much in the way of guides, grade level agreements, or revised courses of study. Lack of written documents for curriculum is endemic in the system from the board down.

5. K-8 school plans contain goals to improve student achievement in reading and math as measured by state assessments, using prior-year assessment data as benchmarks. The action plans show that the schools are identifying actions to align standards and assessments and focusing staff development and collaboration time on such work.
6. Based on a new data warehouse system, principals and teachers have better access to all state assessment data by student, class, etc.
7. Test participation rates for Berkeley High School are low (75 percent in 2002). This year, the school's base API report is not available as a result. Interviewees with teachers and principals had several different explanations from "there is a culture of not attending on test days" to "it's parent opt-outs." The number of written parent excuses reported to the state for 2002 is eight.
8. The district has published English-language learner standards (based on the state standards) with a teacher resource guide, however, the local board has not adopted these standards. The district has also implemented the California English Language Development Test (CELDT), using trained district assessors to conduct the assessments.
9. As a composite, students in the district perform above the 55th percentile on the nationally normed Stanford Achievement Test (SAT 9). However, this assessment shows significantly higher performance for white youngsters compared to the performance of Hispanic and African-American youngsters, as well as significant differences between the performances of aided (free and reduced lunch) and non-aided students.

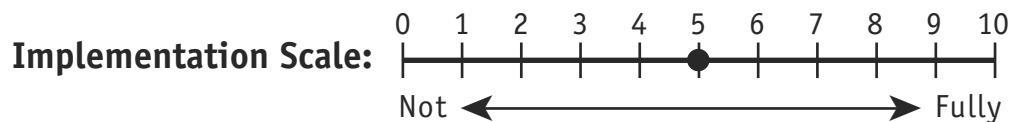
Recommendations and Improvement Plan

1. Assist the board in the development of a policy and regulation that states that the California state standards and assessments comprise the core of the district's curriculum (See standards 2.2 and 2.3).
2. Develop a written plan to complete the implementation of standards and assessments in the schools based on a survey and review of where schools are in the implementation process. Rubric-based assessment tools for standards implementation are available in county offices.
 - Continue the committee process to identify the essential standards for each grade level;
 - Develop a matrix based on the assessments of where schools are in the process of implementing the standards;
 - Provide a district curriculum document that aligns standards and assessments; provide assistance for the publication of school-based guides;
 - Continue the process in the school in which teachers work with a district-provided consultant to analyze standards, assessments, and student results;
 - Continue the work that has been done to make the assessment data more easily accessible to principals and teachers;

- Provide examples of standards-based unit and lesson planning so teachers and principals are persuaded that this element of standards implementation (within the bounds of the teacher contract) will have the most profound effect on student learning;
 - Plan the key communication components for parents about standards and assessments and ascertain that there is consistent access to information for parents throughout the district;
 - Connect the staff development plan to the implementation of standards and necessary changes in practice; and
 - Continue the practice of basing the school planning process on student performance data.
3. Address the attendance issue on test days at Berkeley High School. Test early enough to provide adequate make-up opportunities. Use the SASI system to determine who is not taking the test and how that affects the schoolwide and comparable improvement scores. Inadequate testing means gaps in the assessment both for the current year and longitudinally. Taking the California Standards Tests (CST) provides practice for the High School Exit Examination (CAHSEE).

Standard Implemented: Partially

July 2003 Rating: 5



2.7 Curriculum - Sufficiency of Instructional Materials

Professional Standard

Sufficient instructional materials are available for students to learn.

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. Classroom observations
3. Parent meetings
4. Board hearing and declaration of sufficiency, February 20, 2002
5. Education Code 60117, 60119, and 60252
6. District approved instructional materials list

Findings

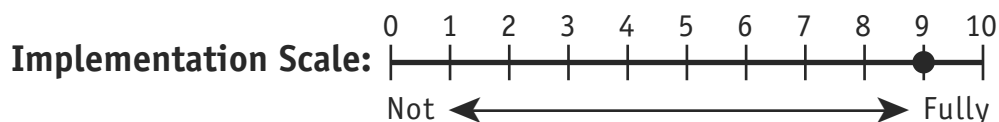
1. Principals indicate that there are adequate instructional materials for students but that these are not always standards-based materials as several schools are midstream on changing to standards-based materials.
2. Classroom observations in most of the elementary schools and junior high schools revealed instructional materials in use, particularly in math and English.
3. High school department chairs reported adequate materials, but they note that there are “typical late arrivals,” complications in getting materials that were ordered and should have been available at the beginning of school. For example, calculus texts ordered in August arrived in January. It is not clear whether this is a publisher or district problem. Secondly, there was a report that some texts are very dated (1989).
4. The board held a hearing and declared sufficiency of instructional materials and instructional materials compliance for the fiscal year 2001-2002 on February 20, 2002.
5. Parents did not report lack of instructional materials in the community meetings attended.

Recommendations and Improvement Plan

1. Investigate the incidents of late delivery of textbooks and review the process for ordering instructional materials with the school principals and purchasing agents. Set objectives for timely deliveries with vendors.

Standard Implemented: Fully - Substantially

July 2003 Rating: 9



2.8 Curriculum - Instructional Materials - Standards Aligned

Professional Standard

In subject areas for which the state has adopted standards, instructional materials are available to students that are aligned with the state standards.

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. District-approved instructional materials list
3. Board policies 6141 - curriculum development and evaluation and 6161 - equipment and books
4. Resolution for the expenditure of grades 9-12 Schiff-Bustamante standards-based instructional materials funds, May 22, 2002
5. Course outline form for Berkeley High School

Findings

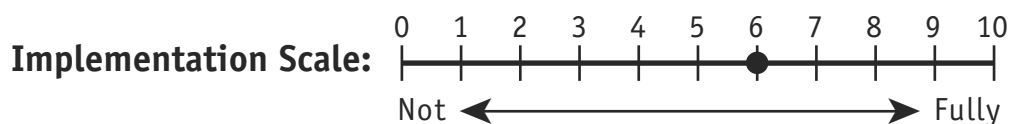
Response in standard 2.9.

Recommendations and Improvement Plan

Response in standard 2.9

Standard Implemented: Partially

July 2003 Rating: 6



2.9 Curriculum - Standards-Based Instructional Materials

Professional Standard

Students 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.

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. District-approved instructional materials list
3. Board policies 6141 - curriculum development and evaluation and 6161 - equipment and books
4. Resolution for the expenditure of grades 9-12 Schiff-Bustamante standards-based instructional materials funds, May 22, 2002
5. Course outline form for Berkeley High School

Findings

1. Some K-8 principals include the alignment of materials in the standards work in which teachers in their schools are involved; in several cases, a new text has been the impetus for alignment activity.
2. Principals and secondary department chairs indicate that the district does not process instructional materials unless they are related to the state standards (for the subject areas where they have been developed).
3. As indicated previously, the instructional materials policies are outdated and need revision to reflect standards-based practices. The policy does not address library acquisitions although the state adoption cycle has been updated.
4. The district has not provided standards-based training for math and reading instructional materials through AB 466, but sessions on standards alignment have been provided by the textbook publisher in some schools.

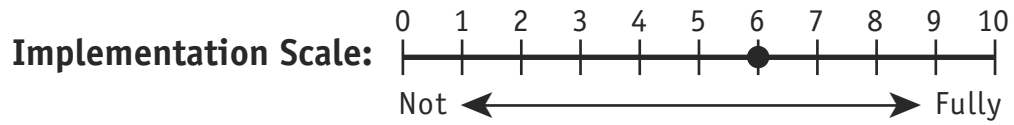
Recommendations and Improvement Plan

1. Revise the instructional materials policies to address the following:
 - A standards-based process of review;
 - A process for controversial materials reconsiderations; and
 - The foundation and processing of library acquisitions, including a freedom of information statement.
2. Use the standards and assessment alignment information completed by the State Curriculum Commission and the publisher for K-8 texts (i.e., basal reading series); require a staff or district process for alignment and resources of other texts for elementary and 9-12 texts.

3. Require in policy that staff development accompany the purchase of major new text series in the core subject matter.

Standard Implemented: Partially

July 2003 Rating: 6



2.10 Curriculum - Standards-Based Professional Development

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. Intradistrict correspondence
3. School plans
4. Workshop materials

Findings

1. K-3 teachers and principals indicate that they have received training by a state-approved textbook publisher. However, the 9-12 staff gives mixed responses.
2. Trainer Charlotte K. has been selected as the provider to train K-3 literacy teacher leaders and work with fourth and fifth grade teachers. Teachers are positive about this trainer of trainers model.
3. David B. is training teachers in teaching methods in mathematics, particularly strategies to help struggling learners. This staff development program started at Cragmont School initially as a parent donation and remains supported by the same family. Teachers at Cragmont are very impressed with this training. Other schools are now incorporating this training for their teachers and have included this staff development activity in their school plans.

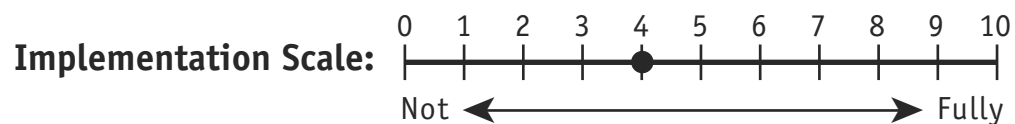
Recommendations and Improvement Plan

1. Continue to support K-3 reading and math training and design professional development activities that include grades 4-8 to increase the vertical alignment of the K-8 instructional program and instructional practices.
2. Design and implement a 9-12 professional development program that focuses on implementing the state content standards. Professional development activities should be linked to specific, identified student academic improvement goals, particularly in differentiated strategies for reading/language arts and math instruction.
3. Use state-approved providers when appropriate and necessary to increase the instructional leadership capacity of the district.
4. Continue to implement professional development activities that have proven successful results across K-12, particularly those that have a demonstrated, positive impact on staff members and are based on research-based practices.

5. Develop an evaluation system for specific staff development activities to gain teacher feedback and determine the extent to which changed instructional practice impacts student achievement based on student growth data.

Standard Implemented: Partially

July 2003 Rating: 4



2.11 Curriculum - Education Technology

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. Classroom observations
3. District technology plan
4. School plans
5. CTAP IV
6. EBCUE
7. Consolidated application, 2002-2003
8. Ed Source
9. Ed-Data

Findings

1. The current district technology plan that expires in 2005 is comprehensive and follows state guidelines, including goals and activities for curriculum, teaching and learning. The use of computers and Alpha Smarts for word processing and research is cited in school plans as improvement activities. However, other technology integration strategies are not as yet developed.
2. The district has made a concerted effort to wire all schools for Internet access and to install newer computers in all classrooms across the district. In this regard, the district's average computer-to-student ratio is significantly lower than county and state averages. Technology labs are in use by students at all schools. Also, recent observations revealed Alpha Smarts being used for word processing in three elementary classrooms. However, instructional support from overhead projectors, VCRs and TVs is the only other technology integration observed across the district at all different grade levels, including high school classrooms.
3. The technology support staff is spread thinly and there are inadequate resources, planning processes, and district coordination to guide the integration of technology into curriculum and instruction effectively at any grade level. Without more staff, there is no clear indication that the district will be able to institute or maintain a consistent curriculum for the integration of technology into curriculum or instruction, including student assessments or any adopted benchmarks for technology or information literacy.
4. There is a District Technology Committee representing a cross section of the district instructional staff, including TLTC lead teachers, principals and designated site representatives. Longfellow School has its own technology program and, therefore, does not attend District Technology Committee meetings.

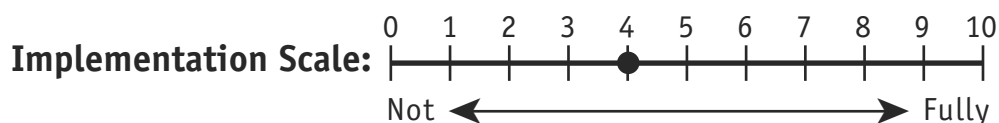
5. There is no written or articulated staff development plan for training staff in the integration of technology in the classroom. However, the Teacher Led Technology Challenge Project funds a TLTC Professional Development Coordinator who is responsible for developing and implementing staff development for the pre-kindergarten to eighth grade teachers. Also, the Digital High School grant provides a Digital High School Coordinator who is responsible for high school teacher professional development. The District Technology Plan calls for site administrators to dedicate 15 minutes for “Tech Moments” at monthly staff meetings to provide an opportunity for the sharing of integration materials and strategies.
6. There are outstanding efforts by individual teachers. For example, in 2001 an elementary teacher was awarded an EBCUE classroom grant to hold a series of three after-school workshops to demonstrate how to integrate the existing technology within curriculum standards. In 2003, a teacher received a CTAP recognition award.

Recommendations and Improvement Plan

1. Narrow the focus of the technology plan’s short-range action steps to concentrate on only one or two subject areas during the beginning stages of technology integration efforts. It seems that word processing is the district’s present curriculum integration improvement activity. Use word processing as the first step to facilitate the development and implementation of technology-enhanced, project-based learning activities that serve as a means of reteaching, reinforcing, sustaining and improving student academic skills, particularly in language arts, reading and math. Assist schools to formulate goals and action plans for the integration of technology and create site technology plans or school plan improvement strategies that are aligned to the district technology plan.
2. Use the District Technology Committee’s “vertical slice” representation to create total K-12, district-site horizontal and vertical articulation, build common ground and provide direction to develop, implement and monitor a consistent district technology curriculum. Also, determine grade level technology standards and specific, measurable student learning outcomes. Additionally, develop corresponding student assessments and benchmarks for technology and information literacy. Match staff development efforts to student learning outcomes and teacher skill levels to give purpose to the integration of technology into the classroom.
3. Identify the instructional technology leaders in the district and use their expertise to continue a trainer-of-trainer model to increase district leadership capacity to provide necessary training and support. Recognize, reward and celebrate individual and team innovative efforts to increase staff interest and motivation.

Standard Implemented: Partially

July 2003 Rating: 4



2.12 Curriculum - Education Technology

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. Classroom observations
3. District technology plan
4. Consolidated application, 2002-2003
5. Ed-DATA

Findings

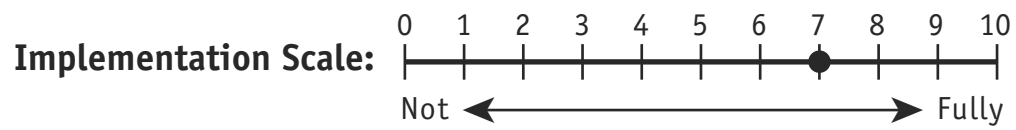
1. The district has been successful in obtaining alternative state and federal funding to support technology. Major efforts include E-rate funding and a 5-year, \$6.5 million Technology Innovation Challenge Grant from the federal government.
2. The Teacher Led Technology Challenge Project (TLTC) provides a minimum of two multimedia computers for every regular education Pre-K to eighth grade classroom. Also included are printers, peripherals, extensive site software libraries, and a TLTC Professional Development Coordinator. Additionally, the grant evaluation assessment tool will be donated by CTAP.
3. The Digital High School grant provides the wiring infrastructure to support new instructional networks at Berkeley High School and Berkeley Alternative High School. Also, the grant provides a Digital High School Coordinator who develops and implements staff development for the high school teachers.
4. The district receives AB 1339 and AB 2882 funding. AB 2882 funds enabled each school to purchase five wireless mobile labs in spring, 2001.

Recommendations and Improvement Plan

1. Continue to investigate and apply for alternative sources of funding, including categorical programs.
2. Maintain an up-to-date inventory of all equipment and software to maximize resources, ensure compatibility, and minimize support needs, including maintenance and repair.
3. Create short-term and long-term implementation plans, including internal and external scanning for federal, State and private funding and services to provide for the continuing and increasing support of instructional technology.

Standard Implemented: Partially

July 2003 Rating: 7



2.13 Curriculum - Health

Professional Standard

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 51201.15).

Sources and Documentation

1. Middle School Social Living Curriculum chart
2. Choices for Wellness: HIV/AIDS Understanding Your Responsibility Teacher's Guide
3. American Red Cross materials for middle school level, Positive Prevention: HIV/STD Education for California Youth Curriculum and Teacher's Guide
4. Ninth grade Identity and Ethnic Studies Learning Objectives and Course Outline
5. Parent/student handbook 2002-2003
6. Interviews with principals, teachers, and district instructional staff
7. Classroom observations

Findings

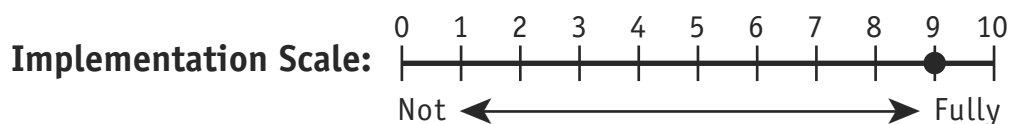
1. There is a plan for HIV instruction that covers state-required topics.
2. Parents are informed of the HIV instruction.
3. HIV is taught as part of the high school social studies class and is called Identity and Ethnic Studies. Also, there is a nine-week social living HIV program in the seventh and eighth grades. Additionally, there is a three-week HIV program for fifth graders.

Recommendations and Improvement Plan

1. Periodically review any changes to state-required curriculum content as well as county health bulletins.
2. Present an overview of the HIV course material to parents.
3. Continue to offer the HIV state-required course content to students. Update curriculum and materials on a regular basis.

Standard Implemented: Fully - Substantially

July 2003 Rating: 9



3.1 Instructional Strategies—Learning Opportunity

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. Stanford Achievement Test (SAT 9); Academic Performance Index (API)
3. Superintendent's report to staff, September, 2002
4. Berkeley High School Course Catalog
5. High school course enrollments by ethnicity
6. Class observations
7. Board policy manual
8. School plans
9. Consolidated application, 2002-2003
10. Parent/community meetings

Findings

1. An equal access policy could not be located in the board policy manual, however, an equal access statement based on "board policies and practices" is on the inside cover of the Berkeley High School Course Catalog with a phone number for questions. Other district publications provided and those collected in the schools, including enrollment forms, district stationery, and Web site, did not contain either an equal access or an equal opportunity employment statement.
2. School goal statements, ESLRs, and action plan objectives name all students as the beneficiaries of teaching and learning improvements.
3. The district provides a significant array of English-language acquisition programs, particularly for Spanish-speaking students, the largest group of English learners. The redesignation rate for English learners is below the state and county averages (4 percent to 7.8 percent and 7.4 percent).
4. Some important documents, such as enrollment forms, are printed in Spanish.
5. Schools receive a basic allocation per student. Additional funds are based on the allocations to the programs for English learners, for Title I, and from a local parcel tax called BSEP. Schools have also obtained other funding by writing grants for magnet schools, technology, career academy, Title VII, and II/USP. Additionally, some schools have written for smaller grants or university partnership grants to fund school-based needs or interests. These are usually small, short-term, and targeted to specific programs and needs. All schools have some form of funds in addition to the district allocation.

6. An admission-and-placement policy and practice, based on three attendance zones, is well implemented and supervised. This practice eliminates most of the potential for the worst effects of socioeconomic segregation in an economically diverse school district.
7. Classroom observations showed culturally diverse texts and materials in use with students, and several of the schools have been named for prominent African-Americans.
8. There is a uniform complaint procedure policy, which is explained in the student/parent handbook. District administrators received sexual harassment training in the fall.
9. All principals and teachers interviewed are aware of the learning gap/access gap in their schools and are working on various strategies and programs to address learner needs. The range of solutions for decreasing this disparity include: reading recovery, DIME, GLAD, SMART, best practices, results, differentiation, and training programs provided by various consultants. The high school has AVID, MESA, Y Scholar, RISE and various tutorial arrangements. However, participation is low (exact numbers are not available), and there are no routine evaluations of program effectiveness in addressing achievement.
10. Data from the Stanford Achievement Test (SAT 9), 2001 and 2002, showed that the achievement gap between white students and African-American and Hispanic students begins in early grades and continues at a consistent rate through the grades. A difference of approximately 35 to 40 percentile ranks in reading remains static from grades three through eight and increases to more than 50 percentile ranks in the ninth grade and to more than 60 percentile ranks in the tenth grade. There are more than 50 assessed students added to the cohort in the ninth grade but the tenth grade numbers drop again. The high school principals and staff account for the increase of students in the ninth grade as enrollments from private elementary schools and from other attendance areas. Asian students fare better than Hispanic and African-American students, but are still achieving significantly lower than white students. Multiresponse students, in which the student has indicated two ethnicities, consistently score higher than all groups except for white students.
11. A district report (September, 2002) that appears to be based on the 2002 SAT-9 test compares reading and math achievement for African-American and Hispanic students in Berkeley with the state averages. The report contains the following information:
 - At the elementary level, reading achievement of African-American students is the same for the Berkeley Unified and the state at about the 36th percentile; at the middle school level, Berkeley students are at the 35th percentile and outrank the state average of the 33rd percentile; and in the high school, students are at the 22nd percentile compared to the 20th percentile for the state.
 - At the elementary level, math achievement for African-American students is at the 41st percentile while the state is at the 40th; in middle school, Berkeley students are at the 28th percentile while the state is at the 31st percentile; and in the high school, Berkeley students are at the 37th percentile while the state is at the 26th.
 - At the elementary level, reading achievement for Hispanic students is at the 40th percentile while the state is at the 29th percentile; at the middle school, Hispanic reading achievement is at the 44th percentile while the state is at the 23rd per-

tile; and at the high school, Hispanic reading achievement is at the 20th percentile while the state is at the 17th percentile.

- At the elementary level, math achievement for Hispanic students is at the 51st percentile while the state average is at the 42nd percentile; at the middle school, Hispanic students' math is at 41st percentile while the state is at 32nd percentile; in the high school, Hispanics score at the 41st percentile while the state is at the 29th percentile.
12. Course enrollment data for the high school indicate that Hispanic and African-American students are underrepresented in advanced placement classes (e.g., AP biology 1/2D with 80 students is 70 percent white, 13 percent multiple-response, nine percent Asian, five percent Hispanic, and four percent African-American) and overrepresented in basic classes or classes for repeaters.
 13. The course selection guide for the high school reveals several barriers to advanced placement. In English, students must take an essay exam and have a teacher recommendation. In mathematics, there are only course prerequisites for advanced placement, but there is a placement test for honors algebra and honors geometry, courses that build to advanced placement. In history/social science, there are no prerequisites; and in science, there are many prerequisites for all AP courses except for AP environmental science.
 14. Classroom observations indicate that secondary African-American students are more frequently off task and or disengaged from the lesson than other students, including coming to class late and/or without materials. While several of the teachers observed challenged and pushed students to stay on task; others either ignored or enabled (passing out paper and pens mid-lesson) the behavior.

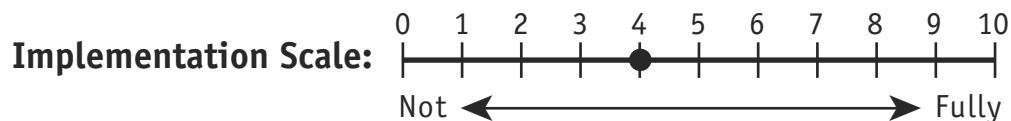
Recommendations and Improvement Plan

1. There is a body of evidence that indicates the district and the school staff are concerned about access and opportunity and have taken steps to avoid segregation of students by ethnic and socioeconomic background; to provide support programs; and to recognize the students' cultural diversity. Nonetheless, students of African-American and Hispanic ethnicity remain significantly behind in performance at all grade levels, albeit higher at times than the state averages for these groups. The next steps for the district should be ones that address the learning issues more directly and systematically and that build in accountability structures for programs and classroom teaching. The board policy revisions that are currently made:
 - Include an equal access policy statement, and establish the indicators that the board will review to evaluate access in the district as well as the frequency of review (annually, preferably). Indicators can be disaggregated test scores, redesignation rates, graduation rates, and program and course enrollments by student ethnicity, language, and SES;
 - State that documents and publications shall include a reference to the board's equal access policy; and
 - Establish an annual review of district documents and publications printed in Spanish to determine their adequacy and the accuracy of translation.

2. Develop a district plan to address the achievement gaps in the district that is based on and includes:
 - Analyses of the available assessments disaggregated by ethnicity, SES, and language, using individual student growth from year to year;
 - Research undertaken to find the best strategies and/or programs to address student achievement issues as identified by the district's data analyses (a potential model may be under way at the Title I improvement schools);
 - Evaluation requirements for all programs that purport to address the learning gap based on effectiveness criteria such as student growth on assessments, student success in classes, and the number of students served;
 - Training of teachers in basic classroom management that keeps students on task, in effective differentiation strategies, and in culturally responsive teaching; and
 - Training of principals in giving feedback and support to teachers that increases student engagement.
3. Study the feasibility of introducing a K-12 school/study skills program that teaches the essentials of scholarly behavior as students move through the grades; with such a program, PTAs can join in to help inform parents.

Standard Implemented: Partially

July 2003 Rating: 4



3.2 Instructional Strategies—Learning Goals

Professional Standard

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

Sources and Documentation

1. Interviews with principals and teachers
2. Stanford Achievement Test (SAT 9); Academic Performance Index (API)
3. School plans; BHS WASC plan
4. Consolidated Programs Manual
5. English Language Development Standards
6. Washington and Rosa Parks Title I Presentations
7. Program Improvement School letter to Washington parents, August 26, 2002
8. BHS Course Selection Guide
9. Class observations
10. Classroom artifacts, including green sheets, unit descriptions, student work, and posted daily agendas
11. Observations of language acquisition classes and special education programs throughout the district

Findings

1. Implementation of the state standards adopted by the district is occurring in all of the schools as evidenced explicitly in the school plans and principal interviews and implicitly in many of the classrooms observed. However, no classroom lesson observed made explicit reference to a standard or proficiency level or posted standards and proficiency levels in the room, except one.
2. In many of the classrooms observed, teachers were engaging students in lessons that involved higher-order thinking. Writing to learn and reading-comprehension activities were also in evidence in secondary English and history/social studies classes. Teachers in these classes connected the lessons to current events. Too often, in the classes observed, the potential of high quality lessons was lost with students who were off task.
3. Even the lessons observed that contained challenging content and higher-order thinking were often not tightly structured enough so that all students could follow the task and succeed. No use of differentiation was observed except for the availability of teachers to help students with questions and monitor the progress of student work.
4. There are a variety of programs in the district to serve second-language students, particularly in Spanish. Students in these classes were observed to be on task to a higher degree than students in regular classrooms. However, it is not clear that the language-acquisition program effectively transitions students to successful academic performance. (See also standard 3.19.) Student achievement data show Hispanic students and Asian students continue to lag behind white students and mixed-response students in performance and growth.

5. Two schools in the district have been identified as Title I Program Improvement schools based on not making yearly progress for two consecutive years. Parents were provided a letter and opportunity to hear a presentation about the school and district plan to improve the schools as well as their right to choose another school (already implemented with the admission and choice program). The Rosa Parks presentation was also conducted in Spanish. Supplemental services by a state-approved provider have been offered to parents in compliance with No Child Left Behind legislation.
6. The district IEP process establishes goals and objectives for students that are based on assessment results and does not involve standards-based goals and objectives.

Recommendations and Improvement Plan

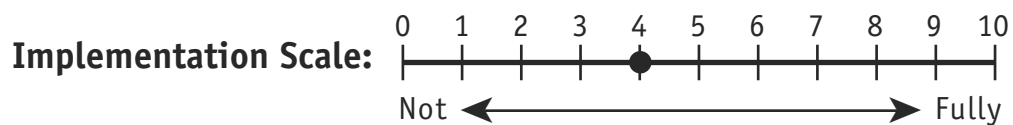
1. School staffs are working to implement challenging learning goals via the state standards and standards-based materials. The school plans and other documents in use underscore the priority of this effort, however, the operative phrase in this standard is all students. Data show that all students are not benefiting from challenging standards-based work. The following steps will help all students become the recipients of challenging goals and instructional plans:
 - (a) Provide standards-based unit and lesson planning guides to teachers that help them think through the elements of the lesson and what students will need to succeed. Post the standard and proficiency level (chalkboard, etc.) so that students can see it and self-assess. This effort engages the metacognitive system of thinking for students;
 - (b) Provide teachers with information and/or training on the importance of well-structured lessons to the success of lower-achieving students who often do not have the background experiences to “read between the lines” (though all students benefit);
 - (c) Provide all teachers in the district with training on differentiation strategies, showing the effectiveness of planning ahead for differentiation based on the standards and the methods by which good differentiation improves the amount of time on task for all students in the class;
 - (d) Evaluate with the program managers of language acquisition and special education programs the elements of their programs that may need to be powered up to enable students to achieve academically;
 - (e) Implement the in-depth teacher research project for improving the teaching of low-performing students as described in the letter to parents of Washington students, August 26, 2002 and follow through on the plan to share with staff and community in the upcoming academic year. If successful, expand this kind of teacher learning to other schools in the district;
 - (f) Consider the potential benefits of a K-12 school/study skill continuum for the district, as recommended in standard 3.1.

Since most off-task classroom behavior is generated by students who are unable to understand or complete the task at hand, tighten up instruction so that students can follow the steps in a task, including differentiation strategies in lesson planning, and recognizing that classroom management is an important step toward improving engagement rates.

2. Provide training for special education teachers on the standards and how to adapt them for the student IEP. This will allow these teachers to help not only students, but mainstream teachers who may be dealing with off-task behaviors attributable to handicapping conditions that they do not know how to address.

Standard Implemented: Partially

July 2003 Rating: 4



3.3 Instructional Strategies—State and Federal Programs

Professional Standard

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

Sources and Documentation

1. Interviews with principals and teachers
2. School plans; BHS WASC Plan
3. Consolidated Programs Manual
4. English Language Development Standards
5. Rosa Parks and Washington Title I Presentations
6. Letter to parents at Rosa Parks and Washington
7. Class observations
8. Classroom artifacts, including green sheets, unit descriptions, student work, and posted daily agendas
9. Observations of language acquisition classes and special education programs throughout the district
10. Stanford Achievement Test (SAT 9) by SES

Findings

1. The district does not have a current core curriculum policy (see also standards 2.1 and 2.2).
2. Programs for English learners are based on the state's English Language Development Standards, which are designed by the California Department of Education for access to state standards as a goal. The students take the California English Language Development Test annually as well as at admission to the district. This assessment, along with the STAR, is responsive to state standards and assessments.
3. Language programs and Title I programs are administered through the district's categorical office to coordinate with the school planning process. These programs are current with the new requirements of No Child Left Behind, which includes requirements for standards, assessments, and annual yearly progress.
4. Teacher training programs such as GLAD help teachers with language acquisition strategies related to the standards. Additionally, the district has a substantial percentage of CLAD and BCLAD teachers who are trained to provide access for language learners.
5. There has been some training for teachers on differentiation strategies as evidenced in school plans and GATE workshops, but there is not a written plan delineating this type of training for all teachers nor is the training connected to standards-based lesson planning.
6. Title I resources help fund before, during, and after school tutorials for students needing assistance in mainstream classes as well as K-3 Reading Recovery.

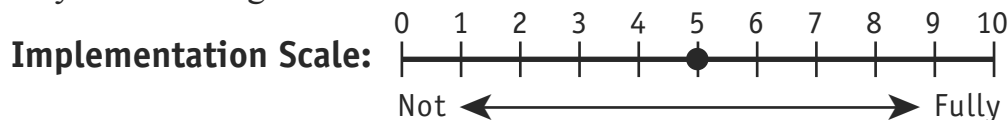
7. The two new Title I Program Improvement Schools are initiating reforms based on research into effective teaching for low-performing students. Students in these schools have access to state-approved supplemental services.
8. Berkeley Alternative School, which serves many students with attendance and behavior issues, is in the process of becoming a continuation-funded school and will be evaluated under the state's Alternative School Accountability Model, which is standards-based.
9. There is no evidence that special education programs have been coordinated with the state standards. There is evidence that IEPs are assessment-based rather than standards-based. (See also standard 3.23.)

Recommendations and Improvement Plan

1. As recommended in standards 2.5 and 3.1, identify the core curriculum in policy and establish an annual report procedure on student access to the core curriculum.
2. As recommended in standard 3.2, implement the in-depth teacher research project for improving the teaching of low-performing students as described in the letter to parents of Washington students, August 26, 2002 and follow through on the plan to share with staff and community in the upcoming academic year. If successful, consider a plan to expand this kind of teacher learning to other schools in the district.
3. Assess the status of teacher knowledge and skills in the area of differentiation based on helping all students achieve the standards. If needed, develop a plan to provide training so that all teachers can develop standards-based lessons with any needed differentiation in mind. (The California Reading Language Arts and Mathematics Frameworks show schema for thinking about differentiation.)
4. Develop an IEP process that identifies the grade-level standards that the student's program will address; work with and support students in the mainstream as well as teachers who are teaching special education. Provide essential information and differentiation strategies that will assist students to become proficient on the standards.

Standard Implemented: Partially

July 2003 Rating: 5



3.4 Instructional Strategies—Learning Goals

Professional Standard

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

Sources and Documentation

1. District goals and mission statement dated 6/7/2000
2. District board policy manual
3. Interviews with principals, teachers, and district instructional staff
4. School plans
5. Consolidated application, 2002-2003
6. Professional workshop fliers and materials
7. Classroom observations
8. Financial recovery plan

Findings

1. As noted in standard 1.3, the district does not have a current set of written long-term goals and plans that outlines expectations for student achievement and/or school improvements.
2. Principals and teachers have high expectations for student achievement and are using student achievement data provided by the district to develop improvement goals for school plans. However, there is no evidence of a continuous improvement process powered by multiple assessments of programs and coupled with classroom effectiveness.
3. Without systematic use of reliable and valid data, there can be no clearly focused change efforts or sustainable growth. In this regard, there has not been a comprehensive management information system of student demographics, program participation, attendance, and student achievement growth rates tied to specific, measurable learning outcome goals.
4. A new Research Director completed a significant amount of work in the fall to create a data warehouse and provide assessment data to the principals in a usable Excel spreadsheet, taking the first steps toward a comprehensive information system. Mid-year, he was assigned work in another area of the district.
5. Most district administrators believe, according to the results from a Challenge 2000 Survey taken by Joint Venture, that it takes a districtwide continuous improvement model consistently using triangulated assessments to measure academic progress. This includes aligning and linking operational data to program revenue-and-expenditure information to make informed instructional decisions that maximize the district's and schools' resources to push improvement efforts.
6. There is no available evidence that any factor other than estimated program costs are used in making allocations, cuts, or personnel decisions, with the exception of Title I funds, for any district or site-based program.

7. There is no systematic use of an organizational assessment instrument that would provide perceptual data from parents, teachers, students, and other school employees about the functioning of key areas of school operations.
8. Annual reports based on an analysis of attendance, suspension, and expulsion data have not been provided to the staff, and the district's School Accountability Report Cards online do not contain this required information. However, both school and district administrators acknowledge that these data, which show disproportionate school behavior contacts with African-American students, need to be collected and analyzed systematically for school and program improvement solutions.
9. There is not a clear connection between the promotion and retention policy and the role of the school in preparing students and notifying parents.
10. Classroom observations reveal the limited use of differentiated strategies and modeling. There appears to be a predominant reliance on the audio modality and limited use of appropriate visual or kinesthetic supports necessary for EL and visual/spatial learners. The most differentiated instructional strategies and most engaged students observed were observed in GLAD-trained teachers' classrooms, organized around a thematic, integrated instructional program.
11. Observations found limited examples of the development of higher level thinking skills, and knowledge is the most prevalent taxonomy level observed during teacher-directed discussions, direct instruction, and guided practice. Also there is little use of modeling, technology-integration, cooperative groups, or flexible groupings.
12. Classroom observations show a high number of absences (about 10 percent) and students with off-task behaviors. Some teachers have classroom management problems with little positive redirection or shaping of behavior and a limited hierarchy of reaction. In many classrooms, there is inconsistent enforcement of classroom expectations.
13. The hallways and offices are filled with displays of student writing and artwork acknowledging and valuing the contributions of a diverse student body. Most classrooms show evidence of a balanced curriculum, but no explicit and implicit articulation of the instructional standard or objective, verbally or visually. Also, there are no noticeable standards displayed in the classrooms or offices.
14. Teachers appear to be engaged in the improvement process on a collegial, collaborative level. At one school, teachers were observed talking about student learning needs and designing classroom interventions and extra learning opportunity programs for the 2003-2004 school year.

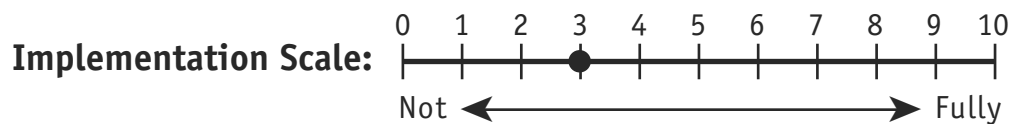
Recommendations and Improvement Plan

1. Identify a set of school improvement goals and practices as part of the board and district direction (see also standards 1.2, 1.3, and 1.4). The California School Recognition Programs for elementary, middle, and high schools have excellent sets of rubrics that can be used for models, as does the Bay Area School Reform Collaborative (BASRC).
2. Train the staff, particularly principals, who are making important decisions for the district's students, in basic information management, including SASI and Excel, and basic statistical analyses or importation into statistical analyses software programs. Several principals already have many of these skills, but all principals need a working knowledge of tests and measurements, research methodology, and statistics, particularly analysis of differences and directionality, level of significance, reliability, validity and quasi-experimental designs. This type of knowledge will become increasingly important as the implementation of NCLB advances.
3. Facilitate the ongoing creation and maintenance of site data analysis efforts, including the development of an aligned, comprehensive set of K-12 learning outcomes by standard subskills and clusters, with corresponding measurable benchmarks and supportive technology for on site analyses.
4. Measure the degree of school program success by the degree to which it demonstrates significant individual student growth. This type of analysis will enable the district to expand its capacity to serve all students, particularly in tight budget times, by directing scarce resources to most effective and powerful program solutions.
5. Work collaboratively with the principals and establish add-on SACS Goal account code numbers for local level identification of school and district programs that will be rolled up before budget information is transmitted to the County Office of Education. Also, there need to be compatible links to payroll and expenditure data to determine the efficiency of the program.
6. Add an organizational assessment survey as part of the district's routine data collection and use this information as part of the annual school improvement process.
7. Continue and expand staff development efforts, including:
 - Differentiated instructional strategies;
 - The use of questions, probes, and clues using a taxonomy of questioning/thinking skills;
 - The structuring of standards-based lessons so that all students are successful and do their best work.

8. Improve student attendance, behavior and student participation by training staff in positive classroom management techniques and motivational strategies:
- (a) Create an atmosphere of goal-setting and attainment, responsibility, and mutual respect.
 - (b) Discuss with parents and students the learning standards and the proficiency levels so that students can set personal achievement goals.
 - (c) Periodically assess student progress toward standards proficiency, particularly in reading comprehension, writing, and math, so that students know how they stand. Frequently communicate results to students and parents as instruction is adjusted.
 - (d) Monitor student achievement and behavior for any positive reinforcement with individual students and their families.

Standard Implemented: Partially

July 2003 Rating: 3



3.5 Instructional Strategies—Learning Goals/California School Recognition

Professional Standard

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

Sources and Documentation

1. Interviews with district staff and principals
2. California School Recognition Program Standards
3. School plans

Findings

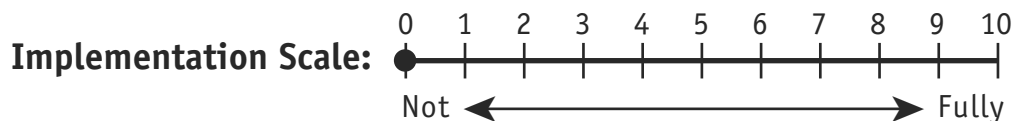
1. District staff members and principals report that there is no practice of requiring schools to participate in this program. The information is provided to the principals, and it is the school's choice to decide to participate.
2. School plans do not indicate the use of the school recognition standards in setting improvement goals.
3. Schools in the district have attained this recognition at times in the past.

Recommendations and Improvement Plan

1. There is no recommendation to implement this program at this time; however, the standards and rubrics for these recognition programs can be an effective tool when used to assess school success and set improvement goals (see Standard 3.4).

Standard Implemented: Not Implemented

July 2003 Rating: 0



3.6 Instructional Strategies—Student Engagement

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. Classroom observations
3. Posted student work and shared student work

Findings

1. The quality of learning environments varies, though there are students in every classroom who demonstrate off task and disruptive behaviors or withdrawal, including advanced placement classes. Observations revealed that many students were not fully engaged in the lesson, and in some cases, completely off task. There were a range of teacher responses to off-task behaviors from teachers who made good use of proximity to pull students back into focus, teachers who ignored off-task behaviors unless they disrupted the class, and teachers who shouted and lectured students.
2. Attendance appears to be lower than expectations. Late arriving students are commonplace at some schools and mostly minority students are seen standing outside closed classroom doors, sometimes as many as three on one school building floor.
3. Time is also lost in classes because students do not have the necessary materials. Some teachers have systems for managing student materials, but in both cases, students have little accountability for study materials.
4. Data have not become available from the district on suspensions; however, interview data indicate that a portion of absenteeism may be related to suspensions. Suspended students are disproportionately minority children.
5. Negative student control strategies observed yielded no changes in student behaviors. However, positive redirections and mutually respectful, professionally executed extinguishing statements were observed to be consistently effective. There is a direct observable relationship between high positive learning environments and students' high engagement and total time on task behaviors. The observed degree of effective classroom management and the resultant student engagement and time on task vary widely from classroom to classroom.
6. Classroom observations reveal a widespread practice of “telling not showing” with teacher-dominated discussions and little wait time for student opportunities to develop answers. The aural modality is most predominantly observed, and there is a limited use of appropriate visual or kinesthetic supports necessary for EL and visual/spatial learners. Additionally, almost no classroom lessons observed contained observable vocabulary development, background information building or structuring, including the use of model-

ing, visual supports, graphic organizers, student-to-student interaction or any developed cooperative learning strategies. Many classrooms appear to have a “three-activities-per-hour approach” to lessons that moves forward whether it makes sense to do so or not or whether the students are following the switch in activities.

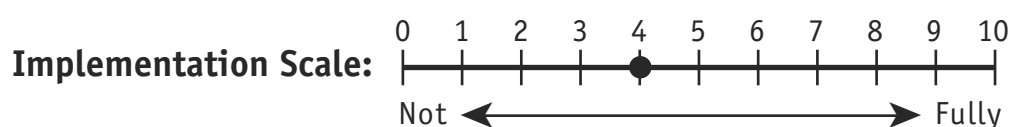
7. There do not appear to be flexible groupings based on multiple assessments. In contrast, many observed group formations in classrooms are based on the redistribution and balancing of acting out behaviors across the classroom as a way of increasing classroom control.
8. In observed classrooms, there is limited use of higher-thinking skills and “knowledge” is the most prevalent taxonomy level observed during teacher-directed discussions, direct instruction and guided practice. Also there is little use of modeling, technology-integration, cooperative groups, or flexible groupings.

Recommendations and Improvement Plan

1. Improve student attendance, behavior and student engagement by training the staff in positive classroom management techniques and motivational strategies. Increase student success and lessen frustration with the use of individual student learning goals based on standards that are manageable, meaningful and measurable with parent and student collaboration.
2. Involve parents in the engagement issues, both as a schoolwide effort and as an individual student effort as necessary. Parents can assist with attendance and school appropriate behaviors, including bringing materials to class and not talking when the teacher is talking.
3. Using a standards-based lesson approach, provide teachers with training on differentiation strategies for engaging all students in the lesson content. Continue GLAD training, which appears to combine management strategies with teaching techniques for all students.
4. Train and coach teachers to use questions, probes, and clues using a taxonomy of questioning/thinking skills as well as unit and lesson building skills that strengthen students’ cognitive and meta-cognitive skills.
5. Train principals to provide feedback that helps teachers improve the engagement of all students.

Standard Implemented: Partially

July 2003 Rating: 4



3.7 Instructional Strategies—High Expectations

Professional Standard

District and school staff promote and communicate high expectations for the learning and behavior of all students.

Sources and Documentation

1. Interviews with teachers, principals, and district staff
2. Class observations
3. Student/parent handbook
4. Board policy manual
5. Data from Stanford Achievement Test (SAT 9)
6. School plans

Findings

1. There is no set of written curriculum expectations from the board or district, although the board has adopted the state standards in reading/English language arts, mathematics, science, and history/social science. The student/parent handbook states that the state standards constitute the learning expectations for students in the district, as does the district Web site. These standards are also communicated through grade-level brochures to parents each year.
2. School plans and interviews with school and district staff indicate that there is district-wide consensus that schools and teachers will address the standards with all students. Teachers in areas of the curriculum that are not included in the four adopted subject areas have aligned their curriculum with other standards such as the Challenge standards or national standards.
3. The English-language learner standards are aligned with the state standards, and many levels and approaches to language acquisition were observed. There is no evidence that expectations for special education students are clearly tied to the district expectations for all students.
4. The student/parent handbook also contains the student behavior policy and the uniform complaint procedure for the district, which communicates the district's expectations for student behavior, the consequences for not following school rules, and the opportunity for parents and students to file a complaint with the school and district. The language in these areas of the handbook is very policy-like and legalistic. There is an older and more readable document on the Berkeley High Web site in the student section on school behavior that is more comprehensive, outlining responsibilities for students, parents and school personnel.

5. Classroom observations indicate that the communications from teachers to students about expectations for learning and behavior are not systematic, and in some cases, the messages are inconsistent or not acted upon.
 - Very few examples of posted learning or behavioral standards could be found in classrooms or in school public areas. However, classroom routines observed indicated that teachers have discussed expectations with students.
 - Some teachers observed had effective prearranged cueing strategies to extinguish student behavior, but in general, misbehaviors led to disruptions in class routines, from frequent quieting down to sending students out of the room.
 - Off-task behaviors (coming to class late, talking, leaving seat, not following directions, not bringing materials to class) were often not addressed until they created a disruption that the teacher had to address. Off-task behaviors were most frequently noted in the secondary schools and at all levels of the curriculum, including an advanced placement course where students talked through a teacher's directions.
 - African-American youngsters in secondary schools were observed to be the most frequently off-task with tacit teacher permission. At elementary schools, minority students were most frequently seen in hallway timeouts, and according to interviews, are the most likely to be suspended for behavior issues.
 - The classroom actions of teachers are very powerful communicators of expectations for learning and behavior. Though much lesson content showed high expectations for learning, the structure of the lessons observed showed little of the planning necessary to take all students successfully through the learning task. Directions that are only aural will lose many students. Unclear directions and failure to check understanding lead students to begin talking to their peers to get directions; secondly, as teachers began to monitor the student work, students waited to get started until the teacher arrived at their desks.

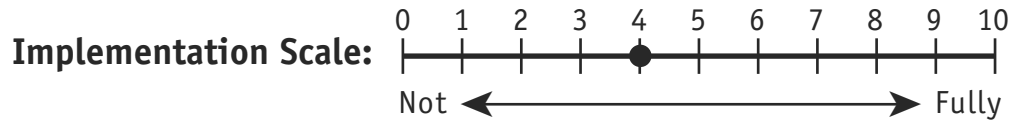
Recommendations and Improvement Plan

1. Provide students and parents with clear, written statements about behavioral expectations, including the connection between behavioral expectations and the success of students in the classroom and as members of the school community. Post fundamental and simply expressed rules in classrooms.
2. Communicate school behavioral data, as required by law, in the School Accountability Report Card (SARC) so that the school community can see the scope of behavioral issues.
3. Involve teachers in the review of behavioral data and the development of solutions that are culturally sensitive and effective.
4. Assist teachers with student behavior through:
 - Feedback from administrators about time on task and strategies for more tightly structured lesson design;
 - Training on classroom management strategies (in some cases, training as basic as Madeline Hunter would be in order); and

- Opportunities to observe other teachers (teachers can learn strategies to give one another feedback).
5. Continue with the GLAD training that, besides teaching language acquisition strategies for teachers, appears to review some teaching fundamentals.

Standard Implemented: Partially

July 2003 Rating: 4



3.8 Instructional Strategies—Parental Involvement

Professional Standard

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

Sources and Documentation

1. Student parent handbook
2. Consolidated Programs Manual, Section II
3. School letters to parents
4. District Web site
5. Parent day agendas
6. Interviews with principals, teachers, and district instructional staff
7. Minutes of parent meetings
8. Board minutes
9. Volunteer programs
10. Education Code 51100-51143
11. Parent meetings
12. School Accountability Report Cards

Findings

1. The district's schools enjoy a high level of parent participation and support. However, at most schools visible parent volunteers are not representative of the diverse student body.
2. There is a district Web site with a link to Berkeley Public Education Foundation's volunteer Web page entitled, "How You Can Help" that enumerates parent volunteer opportunities and contact information. The foundation actively supports individual teacher projects and innovative programs.
3. The district communicates with parents through letters, the district Web site, the student/parent handbook, and local libraries. The district Web site provides information on timely issues (e.g., recent teacher layoff notices, community advisory group meetings, and board agendas). However, there does not appear to be a systematic personalized effort to reach homes.
4. Schools are provided with current information on parental involvement and parents rights for Title I/SCE and ELAC advisory committees, including sample parent compacts and a School Site Council handbook.
5. School Accountability Report Cards are available on the Web site. None of these are in compliance with EC 33126 and yield very little information.

6. There is less parental involvement from minority families, especially those of students identified as socioeconomically disadvantaged and English-language learners. The educational level of these families may be significantly lower than parents of white students and students who are not socioeconomically disadvantaged. The English language may be a barrier to full participation.
7. Site staffs voiced a concern that they have difficulty in communicating with parents who speak a language other than English or Spanish. Spanish-speaking parents report that translated meetings are often annoying to English speakers and that some of the written translations are ineffective, using formal Spanish that is not spoken or read easily by many parents.
8. Parents at community meetings reported that the district staff, and sometimes, school administrators and counselors are either unresponsive or slow to respond to their issues even when they are urgent (student safety). This is the perception particularly of African-American and Hispanic parents.

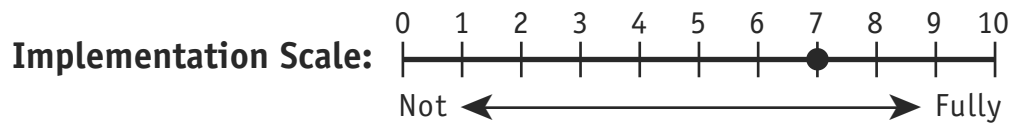
Recommendations and Improvement Plan

1. Continue successful volunteer programs, increasing the diversity of participants. Site councils and other volunteer groups should include goals and strategies for increasing their own diversity. Solicit site council assistance to build active parent advisory groups, particularly the English-language parent advisory committees.
2. Develop strategies for reaching out to high poverty and minority families and communities to develop positive school-home teams to support student academic progress and to facilitate communications. These strategies should include working with other agencies and churches in the community to communicate with difficult-to-reach parents and could include using district community liaisons to build inroads into the community and facilitate translations.
3. Continue to communicate standards-based results to students and parents and work together to monitor and adjust instruction and interventions that help all students succeed. Offer parent education programs to increase the capacity of home support.
5. Bring the School Accountability Report Cards into compliance. There are new requirements and the state provides an online format with much of the data filled in. These reports are now a federal requirement under No Child Left Behind.
6. Build a team of volunteers inside each school with a significant number of Spanish speakers who can review written communications for accessibility of language.

7. Develop with the school secretaries a system of logging in and monitoring parent calls and visits so that return calls and follow-ups occur within a 24- hour period. When follow-ups require more time, keep parents posted on the progress of their request, complaint, etc. Automatically mail the complaint form even if there is a reasonable expectation of resolving the complaint. Consider conducting a service survey at regular periods to see how the school is performing in this area.

Standard Implemented: Partially

July 2003 Rating: 7



3.9 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 (EC 52010-52039).

Sources and Documentation

1. Minutes of meetings with sign-in sheets
2. School plans with mandated signatures of approval
3. Interviews with principals, teachers, and district instructional staff
4. District School Site Council handbook for school-based coordinated programs
5. School site council handbook
6. Student/parent handbook
7. Coordinated compliance review, 2002

Findings

1. The district's School Site Council handbook is comprehensive and includes suggested monthly meeting agenda topics.
2. School Site council membership is in accordance with legal requirements demonstrating the correct proportion of parents, teachers, principal, and students, when appropriate.
3. Every school has a School Site Council that holds regular meetings and approves school plans.
4. District leadership consistently monitors the improvement goals, planning efforts and activities of the site leadership teams and the School Site Council through the collection and periodic review of minutes, agendas and budgets checking for alignment to school plans. The Educational Services Division maintains sign-in sheets, agendas, and minutes for all school site councils and other school advisory committees.
5. Principals and parents expressed concern that, though site council members are committed and reliable, the groups frequently are not representative of the diversity of the school's students.

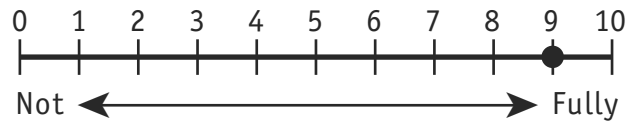
Recommendations and Improvement Plan

1. Hold formal district training for all School Site Council members at the beginning of each year and review the contents of the handbook with all members.
2. Develop strategies for principals and current council members to use for the recruitment of a more diverse group of parents.

Standard Implemented: Fully - Substantially

July 2003 Rating: 9

Implementation Scale:



3.10 Instructional Strategies—Principal Leadership

Professional Standard

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

Sources and Documentation

1. Interviews with administrators and teachers
2. Teacher contract, Articles 15 and 19
3. Evaluation document and forms
4. Classroom observations

Findings

1. The formal teacher evaluation procedure has been recently revised and is based on the seven California Teaching Standards with substandards that may be checked as improvement areas. If principals use this form effectively, it should act as an aid for constructive feedback on the observable standards.
2. The evaluation process requires four formal visits of at least one-half hour duration (in order to give an unsatisfactory rating). Several principals report that this number of formal visits is burdensome and inhibits the number of informal visits.
3. Principals reported a range of strategies for visits from quick check-ins to more extended visits and written narratives of what the principal observed in the classroom that is given without judgment for the teacher to review.
4. Interviewed teachers said that class visits were a low priority for their principals, and in February, several noted that they had yet to see an administrator in their classrooms.
5. The Peer Assistance and Review Program that began in 2001-2002 does not have a significant number of clients yet, although several principals mentioned that they would be recommending increased numbers to this intervention for the upcoming year. At the time of interviews, the positions of the consulting teachers were not settled.
6. Principals believe that they cannot collect teacher lesson plans for review, however, the contract states, “Teachers shall not be required to submit lesson plans on a routine basis” (15.8.4).

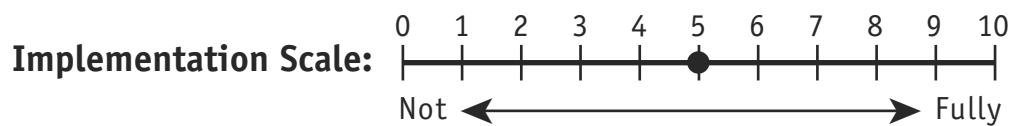
Recommendations and Improvement Plan

1. The principals and district staff should review effective ways of using the formal visits to provide feedback that improves key areas such as lack of completely thought-out or structured lessons, weak classroom management, and teacher responses to off-task behavior.

2. Principals who do not know how to use a range of observation techniques such as the Flanders Interactional Analysis and time-on-task analysis should be provided with training in the use of these techniques and abbreviated forms of the techniques.
3. Structure informal classroom visits with an end view in mind. If the administrator samples a range of classrooms looking for specific student learning behavior and collects some frequency data, it gives the principal an effective tool in talking to the staff about schoolwide learning issues. Framed in terms of students, it is less threatening and easier for teachers to problem solve.
4. Adopt a standards-based unit and lesson planning format that all teachers can use, if not for their own written plans, then as an aid for addressing a standard in the classroom.
5. When funding is available, provide opportunities for teachers to visit other teachers.

Standard Implemented: Partially

July 2003 Rating: 5



3.11 Instructional Strategies— Standards Leadership

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. Training workshop materials, 2002: Noli Porter Associates; strategic schooling; student discipline; and sexual harassment
3. Meeting agendas for administrators and district instructional staff

Findings

1. Most principals feel support from district leadership, particularly in general school leadership training. They are provided with a large binder of school resource materials that includes policies, procedures, and forms as well as a smaller version of this binder for the most frequently used information.
2. The principals meet weekly in different configurations of elementary and secondary principals. At least one of these meetings is dedicated to a staff development topic. During these meetings, they are kept abreast of state and federal program changes and most recently, the new district task force on special education in the district.
3. During the previous year, principals have received formal training on the following topics:
 - Student discipline and sexual harassment (attorney Marleen L. Sacks)
 - Data-driven action and working from data (Noli-Porter Associates, January and February, 2002)
 - Strategic schooling (Charlotte Knox, ongoing).

Principals refer to the Noli-Porter workshops as having been helpful, and several report that the teacher work completed by Charlotte Knox has enabled them to build a more collaborative and purposeful work on standards among teachers.

4. High school co-principals are articulate about the district support in developing their standards knowledge and skills and are taking teachers and departments through the processes that they have learned for using data as a basis of action along with organizational and classroom best practices.
5. New principals are assigned mentors (often retired teachers) for ongoing work-embedded professional development. Principals report that they also rely on their peers for information and problem solving and call the associate superintendent for help when needed.

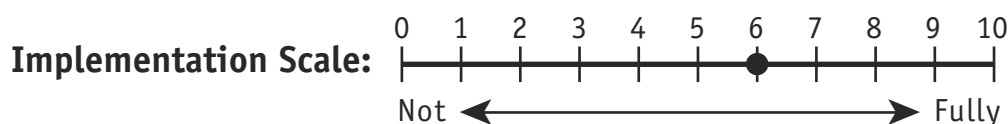
6. Classroom observations indicated that teachers may not be receiving clear messages about the importance of standards-based lessons and that a standards-based unit and lesson-planning guide are not in use. (Most lessons are implicitly standards-based, but not well structured to address the standard directly and effectively for all learners.)
7. There does not appear to be a written, developed plan of topics for needed district or site administrative professional training. The major difference between the training of new principals and veterans is the assignment of a mentor. Also, there are differing levels of training opportunities available (e.g., one elementary principal attended the Harvard Principals Institute).

Recommendations and Improvement Plan

1. Continue the successful principal supports of holding regular weekly meetings and monthly staff development topics and assigning mentors to principals, especially those new to the district.
2. Provide training that helps principals connect standards-based goals to routine observations and evaluation of teaching staff so that feedback is specific. Provide principals with strategies to help teachers with low student engagement.
3. Develop and implement a comprehensive staff development plan that includes standards-based leadership learning goals tied to student learning outcomes. Each administrator's individual, professional development needs as well as district student needs should be taken into consideration when developing learning activities.
4. Ascertain that the district's principals are able to stay abreast of new developments in their fields through professional workshops and professional reading, even though this is difficult during expenditure cutbacks. The cost can be contained by rotating attendees who share information with the entire group. Teachers also can attend county and regional workshops that are less costly. Subscribe to professional and scholarly journals, and distribute relevant articles and Web site information. Increase networking and joint projects with local universities and neighboring districts to provide ongoing, standards-based instructional leadership training for all administrative staff.

Standard Implemented: Partially

July 2003 Rating: 6



3.12 Instructional Strategies—Learning Time

Professional Standard

Class time is protected for student learning (EC 32212).

Sources and Documentation

1. Interviews with principals, teachers, and counselors
2. Classroom observations
3. Education Code 32212
4. Board policy manual

Findings

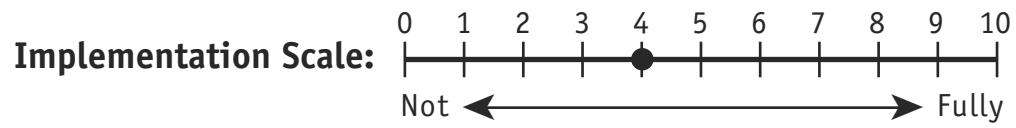
1. Education Code 32212 reads as follows: “(a) The Legislature finds and declares that interruption of class time seriously impairs the educational process. (b) It is the intent of the Legislature that each governing board of a school district formally address the problem of classroom interruptions and adopt a policy to control those interruptions, consistent with local circumstances and practices.”
2. A classroom-interruption policy could not be found in the manual provided.
3. Teachers interviewed did not report class interruptions as a serious problem. In the high school, there is no public address system. Five minutes are added to the first period for bulletin information in the high school.
4. Counselors avoid calling students out of class for routine appointments and instead are available before and after school, and at lunch. When class time is used for components of the counseling program (course registration, college planning, etc.), these are arranged and scheduled in advance with the teachers.
5. There were few incidents of class interruptions originating from outside the classes observed. Most interruptions originated in the classrooms.
6. The classrooms have an open-door policy for visitors to the campus (essential for the school choice program), and teachers do not interrupt instruction to talk to visitors. Construction on campus facilities is occasionally noisy, but does not seem to interrupt teachers or students.

Recommendations and Improvement Plan

1. Develop a board policy in compliance with EC 32212.

Standard Implemented: Partially

July 2003 Rating: 4



3.13 instructional Strategies—Learning Time

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. Classroom observations
3. Parent meetings
4. Student Discipline administrator workshop materials
5. Sexual harassment administrator workshop materials
6. District alcohol and drug use policy
7. Parent/student handbook 2002-2003
8. Administrative handbook, 2002-2003
9. EC 35294.14
10. EC 48340
11. Ed-Data

Findings

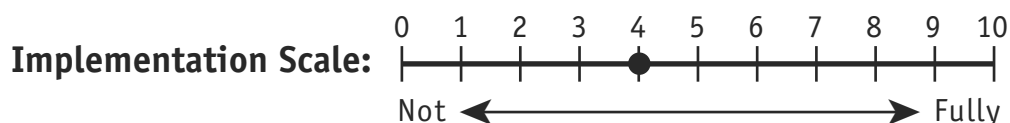
1. The parent/student handbook, 2002-2003, contains the discipline policy for students.
2. State-mandated comprehensive school safety plans, including monthly school safety reports, are not available for review. There are no schoolwide behavioral expectations visibly posted in classrooms or common student areas.
3. There is a high rate of absenteeism and tardiness at most schools.
4. Interview data indicate that suspension and expulsion rates are high, and that one ethnic group represents the majority of suspensions. Written data on suspensions and expulsions has not been provided. Additionally, there is an observed high frequency of repetitive negative and off-task behaviors in the classrooms. Classroom rules and behavior management systems in observed classrooms were mostly based on negative consequences. It was observed that these strategies had little impact on positively redirecting or changing behavior but escalated repetitive negative behaviors.
5. Some parents report that their youngsters are afraid on the Berkeley High School campus.
6. Administrators attended a student discipline workshop presented by attorneys that covered legal aspects of student misconduct. Also, the high school assistant principals and deans have developed a system of monitoring attendance, suspensions and expulsions in SASI and will be able to do an analysis of behavior issues by student and teacher for improvements in these areas.
7. The School Accountability Report Cards (as displayed on the Web site) do not contain annual summary data on suspensions and expulsions.

Recommendations and Improvement Plan

1. Develop and implement School Comprehensive Safety Plans pursuant to EC 35294.14. Update and adopt revised plans each year by the state-mandated March 1st deadline.
2. Improve attendance and tardiness districtwide by:
 - Developing a strong, proactive School Attendance Review Board;
 - Considering joint efforts with the local District Attorney's office pursuant to EC 48340;
 - Implementing school level attendance teams as the step before students and families are referred to the SARB;
 - Creating safe school plans that include positive schoolwide behavioral expectations, positive student recognition programs, conflict resolution training, anger management strategies, coping, and problem solving skills;
 - Training teachers in positive classroom and student behavior management strategies as well as the development and implementation of effective classroom behavioral plans; and
 - Increasing positive parent communication and building supportive school-home teams.
3. Maintain attendance, suspension and expulsion data for each school by grade level, gender, ethnicity, and Education Code categories. Review data quarterly as a way of monitoring the effectiveness of the student discipline system.
4. Conduct a regular (annual or biannual) school organizational survey to gain improvement ideas from students and parents and to assess how the school climate/culture is improving.
5. Train site leadership to create positive school culture and individual student success in order to:
 - Develop and implement positive behavioral shaping programs, e.g., conflict resolution training, on all campuses;
 - Implement the consistent use of differentiated instruction and individualized interventions and learning goals to decrease frustration and build positive behaviors resulting from successful school experiences; and
 - Increase student success with study and organizational skills programs, e.g., goal setting, and student agendas, to improve time management, organization and parent communication.

Standard Implemented: Partially

July 2003 Rating: 4



3.14 Instructional Strategies—Learning Needs/Class Size

Professional Standard

School class size and teacher assignments support student learning.

Sources and Documentation

1. Financial recovery plan, class size analysis
2. Teacher contract
3. BHS master schedule
4. Interviews with principals, teachers, and district staff
5. Class observations
6. Ed-Data

Findings

1. Class sizes as of January 2002 were very favorable for student learning with an average for 180 K-6 (only one sixth grade class in these data) self-contained classrooms at 20.9 to one; an average for 461 middle school classes including sixth grade, zero and 7th period classes, and special education at 26.3 to one; and 648 high school classes, including ninth grade class reduction, zero and 7th period classes, special education, and ROP-funded, at 25.7 to one. The highest average class sizes are middle and high school physical education (30.2 and 36.6 to one) and the lowest are in the funded class size reduction grade levels K-3 and ninth grade. Special education classes average from 7.9 and 8.0 to one in elementary and middle to 9.2 to one in high school, and some advanced placement class enrollments are notably low.
2. Almost \$3 million in cuts in class size reduction will increase sizes in K-3 and ninth grade in 2003-2004. The state budget cuts continue to be in flux and may affect reductions. However, even if the program is not reduced at the state level, the amount of state support for class size reductions has not kept pace with employee costs and many districts, including Berkeley, are confronting increased costs.
3. Smaller class sizes and support for classes that might be cancelled because of lower enrollments, such as arts classes, are financed by the community through the Berkeley School Educational Foundation.
4. State data for 2001-2002 (the most recent year available) show that the percentage of fully credentialed teachers is 90.3 percent of 542 teachers, with 4.2 percent on emergency credentials, 4.6 percent intern and preintern credential holders, and one percent waivers.
5. In 2001-2002, 132 district teachers were credentialed to provide primary language, SDAIE, and ELD instruction to English-language learners.
6. Principals report that the number of fully credentialed teachers has increased this year, and the numbers of teachers on emergency credentials has decreased.

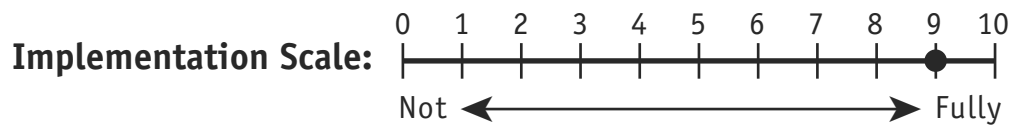
7. Teachers are not teaching out of their subject authorizations. The district has an enviable number of CLAD, BCLAD, and SDAIE authorized teachers.

Recommendations and Improvement Plan

1. No recommendations are being made.
2. Maintain up-to-date teacher credential information so that teachers who have to be re-assigned because of district reductions are not assigned out of their authorized areas.

Standard Implemented: Fully – Substantially

July 2003 Rating: 9



3.15 Instructional Strategies—Learning Needs/Instructional Strategies

Professional Standard

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

Sources and Documentation

1. Class observations
2. Interviews with principals and teachers
3. Classroom materials collected during visits
4. Posted student work

Findings

1. Observations of classes noted the following strategies in use: Guided reading or video viewing through teacher questions and/or study guides; student recitations; review of homework problems; writing to learn; group tests; test preparation for CAHSEE and advanced placement; worksheets; oral reading (by teachers and students); regular group and flexible group brainstorming or problem-solving.
2. The only technology observed in use by teachers in class lessons were overhead projectors and VCRs. Some classes contained two to three computers though none were observed to be in use. In a couple of classes, students were being released to go to the library to use computers; and in one class, students were preparing a documentary film and analyzing filming technique via a video, and the teacher was using her own Web site to communicate with students.
3. The most prevalent strategy observed in the secondary school classes was direct teacher-led recitation, some of which was spontaneous and some based on student study guides or worksheets. The best of these lessons challenged students to think at the higher level of the taxonomy.
4. Teachers were observed using books and videos as lesson content that reflected the district's diversity, particularly in English and social studies classes. Some middle school English and social study curricula were integrated into a core with novels and poetry selected to match the world cultures topics.
5. Strategies did not appear to be selected to meet diverse student needs except in the various classes for English learners and bilingual learners. In the mainstream classes, teachers did not use sheltering strategies with students. In the high school, there are ELL versions of required classes like algebra.
6. Most lessons made use of mostly aural modality with visual reinforcements of what was said by the teacher or participating students on the whiteboard or the overhead projector.

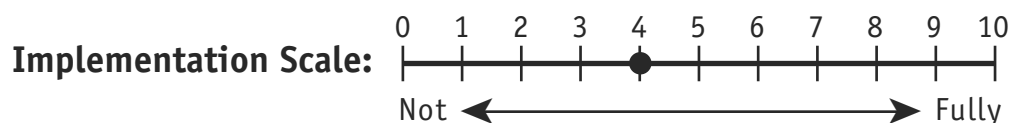
7. Instructional strategies for the lessons observed often did not appear to be carefully considered and selected because they were the best in helping students learn content, but rather because they were a change of activity for the sake of change. During the change of strategies, students were the most likely to become disengaged from the activity or act out. Some activities were used merely to fill the time before class starts and during other change periods. Journal writing was frequently used for this purpose, but the topics were not always related to the lesson or unit at hand.

Recommendations and Improvement Plan

1. Provide teachers with lesson planning guides that help them teach to the standard and help them carefully consider what kinds of activities will best help students learn the specific content taught. The kind of planning that can come from well-thought-out or structured lessons will benefit all students in the class, increase the level of thinking skills, and help teachers think strategically about the standards and the needs of different learners. (For a thinking model for lesson planning, see Understanding by Design [Grant Wiggins and Jay McTighe, ASCD, 1998], which also has materials for lesson plans and staff development.)
2. It is not clear why technologies other than overheads and VCRs are not in general use in the classrooms by teachers. This may be due to some of the construction that has placed teachers in temporary quarters. However, it is worth reviewing the staff development and/or technical assistance needs of teachers as part of the district's technology planning.

Standard Implemented: Partially

July 2003 Rating: 4



3.16 Instructional Strategies—Learning Needs/Modify and Adjust

Professional Standard

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

Sources and Documentation

1. Class observations
2. Interviews with principals and teachers
3. Classroom materials collected during visits
4. Posted student work

Findings

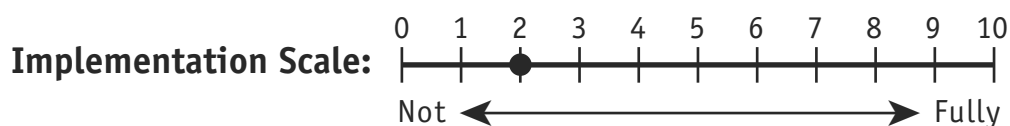
1. The most frequently observed modification and adjustment to lessons in progress were repeated directions (usually because students were not listening) and teacher responses to student questions or requests for help.
2. Teachers often left time to monitor student desk work at the end of the lesson, making their way around the rooms or responding to raised hands. While a few teachers were good at keeping students on task during these times, some students disengaged to wait their turn with the teacher.
3. Several teachers effectively used groups where students assisted one another.

Recommendations and Improvement Plan

1. “Modify and adjust” are terms referring to basic classroom management (Madeline Hunter) that benefits all of the learners in the class. As indicated earlier, many of the observed teachers could benefit from refreshers on the strategies of basic classroom management in order to keep students engaged. Such training does not have to be delivered at a “boot camp” for teachers, but can be integrated effectively into other workshops.
2. Verify that principals have adequate training in classroom management to provide useful feedback to teachers during the regular observation and evaluation process.

Standard Implemented: Partially

July 2003 Rating: 2



3.17 Instructional Strategies—Differentiation

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district staff
2. Classroom observations
3. Consolidated programs manual
4. Workshop flyers and materials
5. School plans
6. Stanford Achievement Test (SAT 9)

Findings

1. The district adopted a K-3 early literacy program in 1998 with coaches and reading recovery teachers as a way of providing early intervention for potential underperformers in reading. Subsequent reports have indicated success in this program, but there is no evaluation information based on student results. Assessment data (SAT-9) show differing levels of success in reading in the early grades based on socioeconomic status and ethnicity. Other assessments given by the district, such as the DRA/QRI and writing, have not been aggregated and reported by grade and school.
2. The district (with approximately 12 percent English-language learners) offers a variety of classes and course-based interventions and supports with appropriately credentialed teachers. There are also bilingual waiver programs that many parents like.
3. During the current year, some elementary teachers completed a voluntary training called GLAD that provides language acquisition strategies integrated with general pedagogy and practice. This workshop was specifically mentioned by teachers as responsive to their needs and their students' needs. A few secondary teachers also attended.
4. Principals report that teachers are working on differentiation strategies along with standards work. Fourth and fifth grade teachers have been learning a strategy called alternative ranking from trainer Charlotte Knox, which helps them identify, based on assessments of student work, which students will need assistance and what kinds of assistance they may need.
5. The Consolidated Programs Division offered a four-part series on differentiated instruction in 2002 conducted by trainer Elinor Ruth Smith and aimed at gifted and talented students yet teaching the fundamentals of differentiation. Attendance at this series was voluntary, however.
6. There is no documentation to show that all teachers have received training on special education needs, but several teachers and counselors reported that special education teachers and program managers have been in contact with them and are available for assistance.

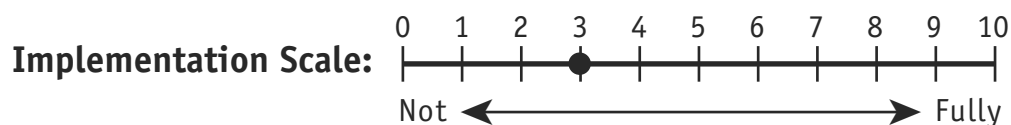
7. There are several programs for underperformers, some via Title I, others based on identified needs in the high school program. There is a tendency in the district and schools to address the learner with a new program, tutorial, or a track of classes rather than to address the classroom with new, better and more focused teaching strategies. A well-planned and implemented approach to underperformance would support effective teaching as well as learning.

Recommendations and Improvement Plan

1. Using all assessments available, document the effectiveness of the early literacy program for all students in the district. Ascertain that all such programs have effective evaluation components based on individual student growth.
2. Based on a survey of teachers, develop a comprehensive plan for teacher training on differentiation strategies for the underperformer, English learner, and special needs students. These can be built on other successful teacher workshops (Strategic Teaching [Knox] and GLAD training, for example). A good source of information can be found in *The Differentiated Classroom: Responding to the Needs of All Learners* (Carol Ann Tomlinson, ASCD, 1999).
3. Ascertain that teachers have copies of the California Frameworks for Reading/English Language Arts and Mathematics, which provide universal access strategies for each grade level and also include an organizational strategy called diagnostic teaching, which helps teachers think about strategies for the benchmark group, the strategic group, and the intensive group. Other differentiation strategies are discussed as well in chapter seven of the English framework and chapter six of the mathematics framework.
4. Include training in culturally responsive teaching in all teacher staff development. According to Marjory Ginsberg (*Diversity and Motivation: Culturally Responsive Teaching*, Jossey-Bass, 1995), there are four conditions necessary: establishing inclusion, developing positive attitudes, enhancing meaning, and engendering competence. These conditions help all students but particularly address the needs of students in culturally diverse schools and classrooms. (Workshops are available through Pacific Education Group, but the Ginsberg book used in conjunction with teacher work on standards will be very helpful.)

Standard Implemented: Partially

July 2003 Rating: 3



3.18 Instructional Strategies—English Learners Identification and Placement

Professional Standard

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

Sources and Documentation

1. Interview with manager, Office of State and Federal Program
2. Draft version of the district's English-learner master plan
3. Registration forms for the elementary, middle and high schools
4. Student test scores and placements at Berkeley High School
5. Form letters for parents on testing results, placements, and waivers
6. Reclassification procedures included in the draft English-learner plan

Findings

1. The California Home Language Survey form is incorporated into the registration forms for all school levels. District staff administers initial primary language assessment at the time the student enrolls into the district. Annual testing is completed at each school site with assistance from the district testing personnel.
2. The initial California English Language Development Test (CELDT) administration is completed at the district office. The results are then given to the student's school before the student is placed in classes.
3. During the July 1-October 31 testing window, 1,564 students were assessed on the CELDT.
4. ELD classes are scheduled at the same time to allow individual student progress. A process and time schedule has been established to minimize disruptions in student and school schedules.
5. Individual teachers of the students have access to the results of students' CELDT scores and norm-referenced test scores.
6. The district has form letters to notify parents of their students' results on CELDT and other tests. Letters also inform parents of their students' placement in the options available for students. Opportunities and procedures to request changes or waivers of the proposed placement are provided and explained.

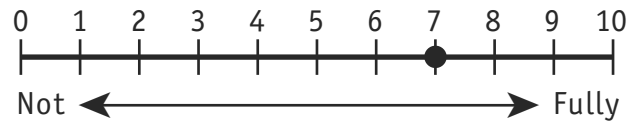
Recommendations and Improvement Plan

1. The draft of the English Learner Master Plan needs to be formally approved by the board along with the guidelines or regulations for district policies.
2. Continue the cooperative approach of using site and district resources to accomplish the CELDT testing in a timely and effective manner.

Standard Implemented: Partially

July 1, 2003 Rating: 7

Implementation Scale:



3.19 Instructional Strategies—English Learners Curriculum and Instruction

Professional Standard

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

Sources and Documentation

1. Interviews with district manager and teachers
2. Classroom observations
3. California state ELL standards
4. Berkeley Unified benchmarks based upon California state ELL standards
5. Staff development handouts
6. Draft version of the school district's English learners master plan
7. BUSD Two Way Immersion/Bilingual/English Learner Program Task Force notes and agenda, December 2, 2002
8. 1999-2000 Coordinated Compliance Review notifications and findings
9. GLAD staff development binder
10. BUSD Consolidated Programs Manual, August 2002

Findings

1. The high school offers four levels of ELD, four levels of ELD writing, SDAIE classes of world history, US history, and government/economics, algebra 1A, algebra 1B, geometry A, biology, IAC chemistry, composition and IES (social living).
2. Dual immersion classes provide high-level instruction in all areas of the core curriculum in both English and Spanish.
3. Several classes are designated as “cluster” classes, which appears to mean that half the students in the class are not English learners. Although these classes are taught by CLAD certified teachers, the needs of the English learners are sometimes not met.
4. At the middle schools, some ELD core classes for the more advanced English learners have been cut, and the students placed in mainstream classes. Several of these students are not succeeding.
5. High School Exit Exam preparatory classes for both math and English are available at the high school.
6. Individually, eighth grade students meet with a writing coach monthly. This program is supported by a special grant that covers all students. Teachers feel the program has improved the writing skills of all students significantly.
7. Several middle school EL classes receive services from a visiting city of Berkeley librarian. She brings books on tape for the students to read. She meets with each student to discuss his progress in reading and his reactions to the book. Students were eager to select books.

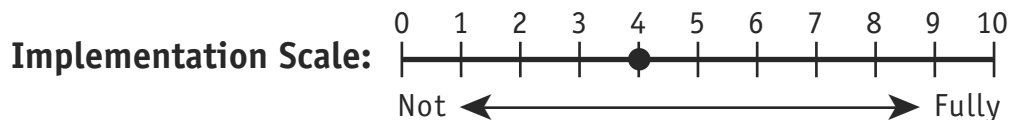
8. Staff development regarding the needs of English learners has been offered to all teachers. The training for elementary school teachers through the GLAD methodology was well received, however, training offered for all teachers had only eight teachers each session. Teachers were surveyed to determine their needs. The in-service workshop offered extra duty pay.
9. Teachers of classes for English learners have the appropriate credentials.
10. A tutoring program through the UC Berkeley Research Project offers tutoring and homework programs before school and during lunch.
11. Reading recovery programs are available to elementary school students in English and at some schools in Spanish.
12. ELD/SDAIE teachers use a variety of teaching strategies that support different learning styles.

Recommendations and Improvement Plan

1. Ensure students at the intermediate and early advanced levels have classes that meet their needs.
2. Restructure cluster classes so that these classes do not merge early advanced English learners and mainstream students who are retaking a class previously failed. The present system does not meet the needs of either group.
3. Provide staff development for all teachers on strategies and needs of English learners and all students with special needs.
4. Continue the dual-immersion programs which provide opportunities for English only and Spanish speakers to become truly bilingual while learning the academic content expected at each grade level.
5. Extend dual-immersion classes to the middle school to allow students to expand their bilingual skills.
6. Continue the innovative approaches such as the writing coach in the middle school, the librarian with books on tape, and the GLAD trainings about which the teachers have been so enthusiastic.

Standard Implemented: Partially

July 2003 Rating: 4



3.20 Instructional Strategies—English Language Learners Compliance

Professional Standard

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

Sources and Documentation

1. Interview with district manager, Office of State and Federal Program
2. Class observations
3. Draft version of the English learners master plan
4. Registration forms for the elementary, middle and high schools
5. Berkeley USD benchmarks based upon California State ELD standards
6. Staff development handouts
7. Consolidated programs manual, August, 2002
8. BUSD Two Way Immersion/Bilingual/English Learner Program Task Force notes and agenda, December 2, 2002
9. GLAD staff development binder
10. Coordinated Compliance Review notifications and findings, 1999-2000
11. Consolidated Application, 2002-2003

Findings

1. The district has established reclassification procedures that follow the most current state directives. The redesignation rate for the district for the year 2001-2002, according to the California Department of Education, is four percent compared to 7.5 percent in Alameda County and 7.8 percent statewide. Four percent is a district average with most of the redesignations occurring in two middle schools. Several elementary schools with significant numbers of English learners had zero to three percent redesignations.
2. The district offers a variety of options for the English learner, including English-language development, dual immersion, and other programs. Each English learner receives a program of instruction designed to ensure that the student is acquiring English. SDAIE classes and extra tutoring opportunities are provided to help prevent students from falling behind in other areas of academic content.
3. The district has adopted California state ELD standards. Benchmarks for all grade levels K-12 have been established.
4. The district has a centralized system for identifying all new enrollees with home languages other than English. CELDT and primary language testing and recommended placement are completed at the time of enrollment.
5. All teachers of classes designed for English learners have the appropriate credentials.
6. Mainstream classroom teachers in the secondary schools were not observed to use sheltering techniques or well-structured lessons.

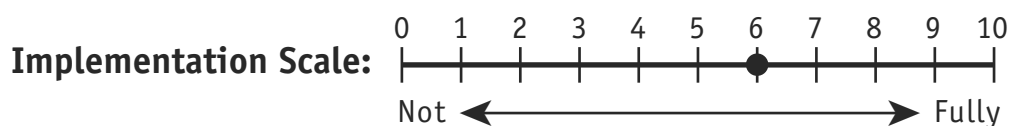
7. At the elementary level the district provides GLAD staff development training and has a system of spreading the training through teacher leaders. Staff development for middle school and high school teachers of English learners was not well attended.
8. The district has established procedures for parental exception waivers, and forms are available in two languages.
9. The district and school sites have functioning English Learner Advisory Committees with minutes on file.
10. Categorical funds for English learners supplement the base program.

Recommendations and Improvement Plan

1. Revisit the reclassification criteria and procedures; monitor the redesignation rate, particularly in the elementary programs.
2. Gain board approval for the ELL plan and district guidelines and regulations.
3. Ascertain that procedures and practices ensure that high intermediate and early advanced level English learners have programs that meet their needs.
4. Provide staff development and in-service training programs needed to qualify existing mainstream personnel to provide the appropriate instructional services to English learners.

Standard Implemented: Partially

July 2003 Rating: 6



3.21 Instructional Strategies—Special Education Identification and Placement

Professional Standard

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

Sources and Documentation

1. Interview with Director of Pupil Support Services, special education management staff and special education teachers
2. Board policy manual
3. “Hot List” of out-of-compliance IEPs representing 189 students with exceptional needs
4. Education Code section 41329

Findings

1. At the time of the field review, the district had 189 special education IEPs that were out of state and federal compliance. The district does not identify and place special education students in appropriate courses in a timely and effective manner.
2. The district does not presently have on file a current adopted board policy outlining special education procedures, requirements, and responsibilities.
3. The district does not have a current procedural manual for special education.
4. There is no clearly identified individual within the district to communicate and hold staff accountable in meeting assessment and placement time lines for students referred to special education.

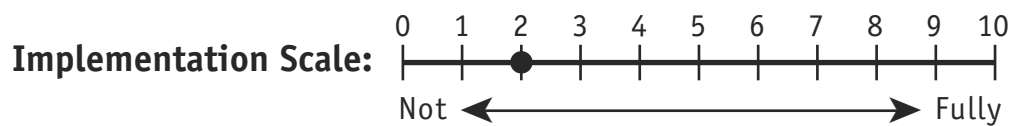
Recommendations and Improvement Plan

1. Adopt a board policy identifying special education responsibilities that can be outlined in a procedural manual. The manual should include, but not be limited to the following sections:
 - Parent rights
 - Continuum of services
 - Least-restrictive environment
 - Annual IEP requirement time lines
 - Initial referral for assessment
 - Grade 8 transition of IEPs
 - Extended school year
 - Staff Development
 - Community Advisory Committee for Special Education Oversight
 - Belief statement
 - Student Study Teams
 - IEP procedures, pupil placement summary and annual goals and objectives

- Nonpublic Schools
 - Special education parent handbook
2. Provide staff development to all staff and parents of students with exceptional needs regarding the identification and placement of special education students into appropriate courses, and ensure placements are done in a timely and effective manner.
 3. Hold school site staff, including, but not limited to, site administrators, assigned school psychologists, and case managers accountable for assuring legal compliance with placement of special education students into appropriate courses.
 4. Provide training for special education teachers in writing goals and objectives that are appropriate for student learning and that are related to the state/district standards.

Standard Implemented: Partially

July 2003 Rating: 2



3.22 Instructional Strategies—Special Education Individual Education Plans

Professional Standard

Individual education plans are reviewed and updated on time.

Sources and Documentation

1. Interviews with special education staff, school psychologists, and special education management staff
2. Out-of-compliance and overdue Individual Education Plans (IEPs)
3. District's identified list of student out-of-compliance IEPs

Findings

1. The district has numerous overdue annual and tri-annual IEPs.
2. The exact number of out-of-compliance IEPs is difficult to determine due to poor district data collection.
3. The district is not prioritizing and monitoring IEP reviews. No one district official is accountable for the review and update of required IEPs. There has been significant turn-over of staff in this important district division.

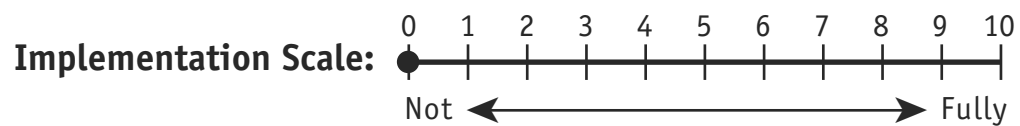
Recommendations and Improvement Plan

1. Update and ensure legal compliance for all IEPs.
2. Establish a time line outlining who, where, and how all IEPs are to be reviewed and updated on a regular basis.
3. Provide a school site model for accountability of reviewing IEPs. The district administrators who are responsible for special education should lead the development of this process with input from site administrative staff, special education staff, school psychologists, and other appropriate staff.
4. Staff development should be provided for all special education staff regarding the required time lines for reviewing and updating IEPs.
5. The district should develop a recovery plan to address timely review of all IEPs. This recovery plan should include, but not be limited to the following steps:
 - All site administrators, with assistance from the district special education administration should prioritize all referrals, assessments and reviews of IEPs at each school site in the district.
 - The district special education staff should set a high priority of time to be allocated to conducting assessment and review of all overdue IEPs.
 - The district should consider contracting for specific assessments with existing staff to conduct overdue assessments and review of overdue IEPs.

- The district should consider negotiating for additional time for assessment team members to complete overdue IEPs.

Standard Implemented: Not Implemented

July 2003 Rating: 0



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.

Sources and Documentation

1. Review of sample of IEPs
2. Interviews with special education teachers and special education management staff
3. Classroom observations

Findings

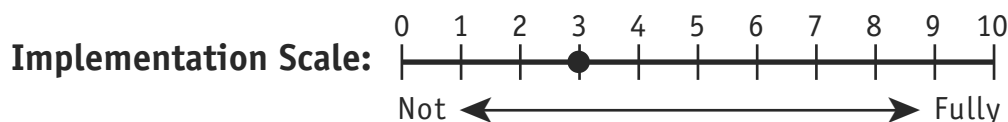
1. Within the district, IEPs are primarily written based on assessment results, not involving standards-based curriculum expectations and teaching practices.
2. The SELPA is developing computerized goals and objectives that reflect California curriculum standards and benchmarks. Not all district staff utilizes this IEP resource for developing curriculum.
3. The district is inconsistent when developing clear and measurable goals and objectives that reflect appropriate instruction in meeting student needs.
4. The district does not have a current core curriculum policy.

Recommendations and Improvement Plan

1. The special education staff should receive in-service training on developing curriculum and instruction for special education students that is rigorous and appropriate to meet special education students' learning needs.
2. The district should require all special education staff to develop districtwide curriculum-based goals and objectives that will provide appropriate and rigorous instruction to students with IEPs.
3. The district should develop in-service training for special education staff 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



3.24 Instructional Strategies—Special Education Least-Restrictive Environment

Professional Standard

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

Sources and Documentation

1. Review of sample IEPs
2. District policy manual
3. Interviews with special education teachers and management staff
4. Special education resources guide
5. Classroom observations

Findings

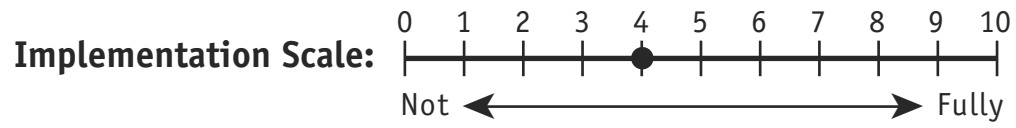
1. The district does not provide a written least-restrictive environment policy. Presently, no district policy exists outlining least-restrictive environment requirements and procedures.
2. The continuum of services for the district's severely handicapped programs does not represent a K-12 learning continuum of services. There is no K-12 continuum of services provided in the least-restrictive environment available for students with severely handicapped needs.
3. The district provides K-3 autism programs but does not provide for these services throughout the elementary grade levels.
4. The special education programs do not consider least-restrictive environment when considering students for full inclusion into the regular education classrooms.
5. The district does attempt to keep identified students on campus in an environment that is least restrictive.

Recommendations and Improvement Plan

1. Adopt a least-restrictive environment policy according to the provision of the law and the quality criteria and goals set forth by the California Department of Education.
2. Provide in-service training to all staff regarding the newly adopted board policy concerning least-restrictive environment.
3. Ensure a continuum of services are provide to the special education students in grades K-12 that are consistent with their identified needs as prescribed in the IEP.
4. Adopt a policy to ensure that a least-restrictive environment is provided for autistic and severely handicapped students in grades K-12.

Standard Implemented: Partially

July 2003 Rating: 4



3.25 Instructional Strategies—Gifted and Talented Education

Professional Standard

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

Sources and Documentation

1. Staff development agendas for administrators and teachers
2. Classroom observations
3. Parent/student handbook 2002-2003
4. GATE screening and identification guidelines
5. Title I district profile for Berkeley Unified
6. Consolidated application, 2002-2003
7. Coordinated Compliance Review, 1999-2000
8. 2002 CBEDS

Findings

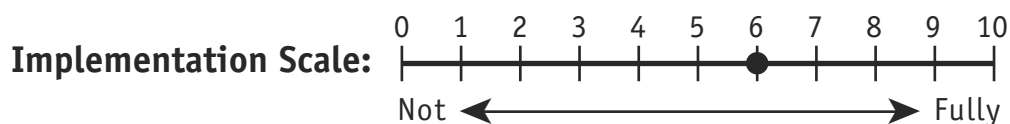
1. There is no available district GATE plan that describes differentiated instructional program, learning goals, activities or routine assessments of GATE students' academic progress.
2. There is evidence of strong school-site programs and consistent districtwide coordination efforts. However, no feeder school program articulation is evident.
3. All third-graders and new students are given the Raven Test, a nonverbal test of intellectual capacity. A memo explains that this test has been found to be a good tool for identifying historically underrepresented groups. English learners, underrepresented minorities and special education students are given two points toward the 12 total points needed for GATE identification. Results from the Raven, standardized test scores, and teacher recommendations are used to identify GATE students. Students are identified in three areas: intellectual, high achievement and specific academic ability.
4. The district identified 1,666 students or 17.9 percent of its total enrollment as GATE. In comparison, the county identified 15 percent and the state 14.1 percent. GATE identification is not representative of the student population. The district enrollment for 2002-2003 shows an ethnic breakdown as follows: 33.5 percent African-American, 29.2 percent white, 15.2 percent Hispanic and 7.0 percent Asian. GATE identification is not proportionally representative, based on this ethnic distribution with minority students being underrepresented. Total GATE participation consisted of 49.6 percent white, 14.6 percent African-American, 10.1 Hispanic, and 8.9 Asian.
5. Advanced placement classes and international baccalaureate programs are available to GATE high school students.

Recommendations and Improvement Plan

1. Create a comprehensive district GATE plan.
2. Develop and articulate written procedures, identification criteria and time lines for teacher recommendations for GATE identification.
3. Consider revising GATE areas of student identification to include demonstrated talent in the arts, technology, leadership, or other specific skill area along with identification procedures and identification criteria that are clearly communicated to staff and parents.
4. Include in the GATE plan the procedure for future re-identification of students for GATE program participation to keep all paths available to all students.

Standard Implemented: Partially

July 2003 Rating: 6



3.26 Instructional Strategies—Gifted and Talented Education

Professional Standard

Students are regularly assessed or reassessed for GATE participation.

Sources and Documentation

1. Parent/student handbook 2002-2003
2. GATE screening and identification guidelines
3. Interviews with school and district staff

Findings

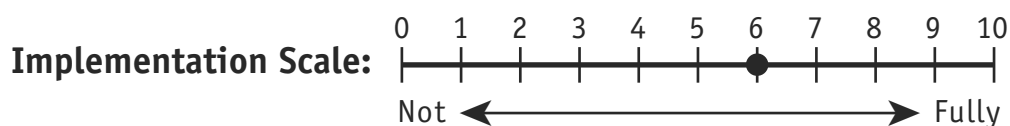
1. The district uses results from the Raven Standard Progressive Matrices, an evaluation instrument based on nonverbal ability, and results from recent achievement testing to determine student GATE identification. Students who have been identified in another district also qualify.
2. The district uses the Raven to test all third-graders and all new fourth and fifth grade students every spring.
3. Standardized test scores are reviewed every two out of three consecutive years for all students.

Recommendations and Improvement Plan

1. Create a comprehensive district GATE plan with vertical articulation to create a comprehensive district GATE program. Include written procedures, identification criteria and time lines for teacher recommendations for GATE identification.
2. Provide an alternative to the Raven such as the Otis-Lennon.
3. Retest students based on teacher recommendations and parent requests every three years with a nonverbal ability test to reassess GATE identification.

Standard Implemented: Partially

July 2003 Rating: 6



Standard 3.27 Learning Strategies—Kindergarten Enrollment

Professional Standard

All incoming kindergarten students will be admitted following board approved policies and administrative regulations.

Sources and Documentation

1. Board policy manual, Policy 5111
2. Enrollment forms
3. District Web site
4. Guide to Berkeley schools, 2001-2002
5. Education Code 48000-48002
6. Interviews with administrators

Findings

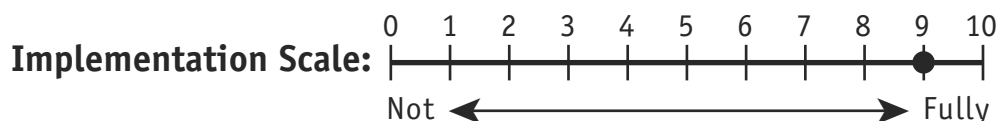
1. Board policy 5111 states that students who are four years and nine months on or before September 1 shall be admitted to kindergarten.
2. The district has three attendance zones, and parents may request a preferred school within the zone. In completing the admission form, parents are completing a school preference form. Parents may request that their child be enrolled at any age-appropriate school in the district, but residents of the school's zone will have first priority.
3. The preference/admission forms are on the district Web site in English and Spanish. The explanation and directions to the forms are all in English.
4. School visitation and kindergarten nights are held in schools in January; parent preference forms are due in February, and notification of school assignments occurs in March.
5. There is visitor-friendly policy that allows members of the public (after properly registering in the office) to visit classes.
6. Schools post and provide fliers advising parents of dates and places to go to get forms and turn them in.

Recommendations and Improvement Plan

1. Add Spanish-language directions on the district Web site. Use public service TV ads in Spanish.

Standard Implemented: Fully - Substantially

July 2003 Rating: 9



3.28 Learning 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).

Sources and Documentation

1. Berkeley High School course catalog, 2002-2006
2. Interviews with principals, teachers, and counselors
3. Berkeley High course offerings, 2002-2003
4. Berkeley High master schedule, 2002-2003

Findings

1. UC/CSU approved courses are listed in the appendices of the course catalog; after the titles of approved courses there is a (P) as required for the transcript; and in the description there is an explanation of which requirement the course fulfills.
2. Counselors assist students in navigating through the course requirements during the registration period, and the ninth grade counselor assists students with four-year individualized learning plans that includes college planning.
3. The school is providing supports to help students access and succeed in college-preparatory curriculum. Several streams of algebra, the first course in the college math requirement are offered, including a tutorial taught by the classroom teacher (a two-hour block). Writing labs that form two-hour English blocks are offered. Tutorial centers are available. AVID and MESA programs are available.
4. Maintaining UC approved courses for students is important to the teaching staff. For example, during the February visits to the school, the English department was in the process of revising several elective-type courses, which, they had been advised, did not meet the university requirements. This work required that they table their plans to review and revise the tenth grade courses.
5. The student area of the Berkeley High School Web site has a section for the College Center (Rory Bled, advisor) that contains college-related bulletins, scholarship information, a college preparation calendar and “to do’s” for each grade level, and testing dates. Unlike some areas of the Web site, this information is current.

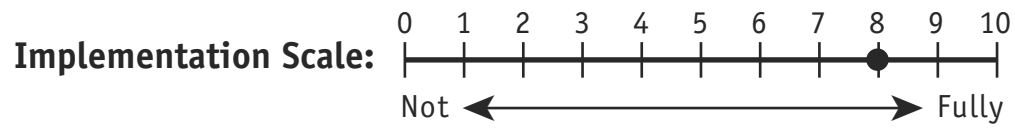
Recommendations and Improvement Plan

1. Provide early information to students and parents (e.g., the use of the University of California’s program for junior high parents which may be conducted in Spanish). Consider printing the Web site information on what to do at each grade level to prepare for college in Spanish for parents.

2. Increase the enrollments in AVID, a powerful college-preparatory program but an under-utilized program on the campus (37 students enrolled).

Standard Implemented: Fully - Substantially

July 2003 Rating: 8



3.29 Instructional Strategies—College Preparation, Advanced Placement

Professional Standard

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

Sources and Documentation

1. Berkeley High School course catalog, 2002-2006
2. A sample of course enrollments by language and ethnicity
3. Interviews with principals and teachers

Findings

1. The school has an extensive advanced placement offering (and runs several courses with very small enrollments) and is beginning an international baccalaureate program.
2. Course enrollments in advanced placement are disproportionately white and native English-language speakers. For example, 70 percent of students in AP biology are white, 12 percent gave a multiple response as to racial origin, nine percent are Asian, five percent are Hispanic and four percent are African-American. AP Economics enrollments (144 students) are slightly better with 12 percent Hispanic and 10 percent African-American.

Analyzed by English proficiency, AP Biology is 85 percent proficient speakers, ten percent fluent, and 2.5 percent each redesignated and limited English speakers. AP economics is 81 percent English proficient, nine percent fluent, eight percent redesignated, and one percent limited.

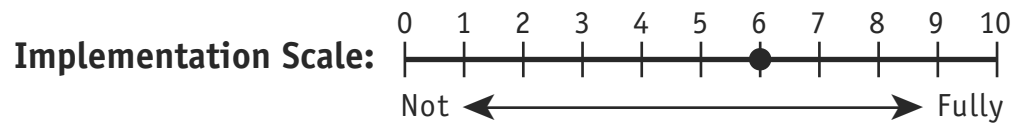
3. The course catalog shows prerequisites for many advanced placement courses beyond the usual grade level and earlier course prerequisites, including teacher recommendations and essays. AP economics, with no such prerequisites, draws larger numbers of under-represented groups.
4. The high school has a preparation and support program called AP project to assist minority students to get to advanced placement coursework.

Recommendations and Improvement Plan

1. Collect data on course enrollments, including pass/fail rates and advanced placement test performance to determine if prerequisites make a difference in the success of students in advanced placement classes.
2. Continue the advanced placement preparation and tutorial support programs now in place. Evaluate their success using student enrollments in advanced placement and AP test performance data.

Standard Implemented: Partially

July 2003 Rating: 6



3.30 College Preparation—Advanced Placement Funding

Professional Standard

The district optimizes state funding for the enrichment of advanced placement opportunities.

Sources and Documentation

1. Education Code 52247
2. Berkeley High master schedule
3. Berkeley Course Catalog, 2002-2003
4. Interviews with principals, counselors, and district staff

Findings

1. The school does not meet the qualification criteria for the Advanced Placement Challenge Grant as outlined in Education Code 52247.

Recommendations and Improvement Plan

1. No recommendations

Standard Implemented: Not applicable

Implementation Scale: Not applicable

3.31 Instructional Strategies—Counseling

Professional Standard

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

Sources and Documentation

1. Interviews with teachers, counselors, and principals
2. Berkeley High School Web site
3. Course catalog
4. Parent meetings
5. Board policy manual
6. Class observations

Findings

1. The board does not have a policy to describe the core counseling services; however, each student is assigned a counselor. At the time of interviews, there were 7.5 counselors but there will be 5.5 FTE next year (one for ninth grade; four for upperclassmen, and a half FTE for the alternative school).
2. The counseling department does not have a written description of counseling services and programs. However, the ninth grade program, which assists students in developing an individualized learning plan for their four-year course of study and after high school plans, appears to have a systematic program approach. Beyond that, the college advisor conducts class presentations and maintains the Web site information. Counselors work with students in college advisory appointments.
3. There is no coordinated program in counseling to address learning-gap issues. However, failing students take the most counselor time, and students are called in as time permits. There are meetings with students and parents on attendance where counselors are brought in, though this area is actually coordinated by the two deans. There are meetings with students at-risk of not graduating, based on need.
4. Each spring, counselors make classroom presentations to students in grades 10 through 12 and conduct a parent information night that draws about 500 parents. Contact with parents is through e-mail.
5. Caseload is a significant problem for the counselors. They do not review student assessments and do not know how test results get to parents. They do not work with English learners (there is a coordinator for ELL programs in the high school), and they do not believe that they are accredited to work with special education students.
6. Parents report that they and their students have difficulty getting appointments with counselors, and in some cases, getting messages through about schedule errors, etc. in a timely way.

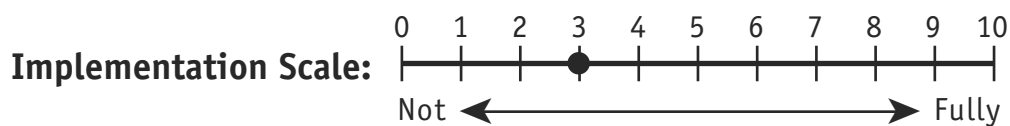
7. Classroom visits led to two frequently reported phenomena:
 - Off-task behaviors among many students, which may indicate that students are not appropriately placed or challenged; and
 - Student assistants in all classrooms, many of whom had little or nothing to do. They were observed sleeping, talking to off-task students, walking in and out of the classroom, and sitting unoccupied behind the teacher desk.
8. Other than the ninth grade program, the counseling program appears to work in isolation from the mainstream program and the well-documented learning issues in the school. One counselor described it as a “squeaky wheel” program.

Recommendations and Improvement Plan

1. Develop and adopt a policy identifying the core guidance services that every student will receive. This can be part of the core curriculum policy or a separate policy. This is important to delineate because special needs students and English-language learners are entitled to the core curriculum and services available to all students in the district. Program personnel paid for by program funds may not be used to supplant counseling services but may be supplementary.
2. The goals, curriculum, and priority services of the counseling program should be available in a written format.
3. Counselors need to use all of the available data, including assessment data, in order to assist students in develop challenging, meaningful course selections. If these data are used with students, it will help increase the importance of coming to school and taking the tests. It will also provide early warnings about possible underperformance on the CAHSEE.
4. Develop a reliable system for handling parent and student requests so that timely responses occur.
5. Conduct a parent/student satisfaction survey. This can be a section in a larger organizational effectiveness survey.

Standard Implemented: Partially

July 2003 Rating: 3



3.32 Instructional Strategies—Counseling

Professional Standard

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

Sources and Documentation

1. Berkeley High School Web site
2. Course catalog
3. Parent meetings
4. Board policy manual
5. Interviews with teachers, counselors, and principals

Findings

1. The ninth-grade counseling program provides career and college guidance information via the four-year individualized learning plan.
2. Upper-division counselors make presentations in classrooms during the spring prior to registration of classes for the upcoming year that include career and college counseling.
3. Counselors conduct “college advisory” appointments, though it is not clear that all students receive one of these appointments.
4. The course catalog provides information about college preparatory courses and some general advice (e.g., keep your options open).
5. The college center provides information both in the college center and on the Web site about college.
6. There is a Career Development Department, which includes ROP courses, work experience and service learning opportunities. Additionally, there are two small academies: a Communication Arts and Sciences Academy that prepares students to go into some technology jobs or to continue post-secondary work and a Community Partnerships Academy.

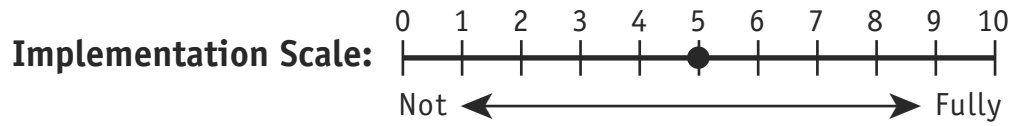
Recommendations and Improvement Plan

1. A monitoring or check-off system to ascertain that students who enroll after the ninth grade have received college and career counseling should be attached to the student’s on-line file.
2. Evaluate the comprehensiveness and effectiveness of college advisory appointments: Do all students receive these appointments? If not, how are priorities for student appointments established? What are the results of the appointment? Does the student receive written information, an updated plan, counselor recommendation?

3. Conduct a regular survey (every two years) of students on the helpfulness of counseling services for career and college decisions.

Standard Implemented: Partially

July 2003 Rating: 5



3.33 Instructional Strategies—Education Code 51000-52950

Professional Standard

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

Sources and Documentation

1. Education Code 51000-52950
2. BHS course catalog, 2002-2005
3. School improvement plans
4. Parent/student handbook
5. Board policy manual
6. Technology plan
7. Interviews with principals, teachers, counselors and district administrators

Findings

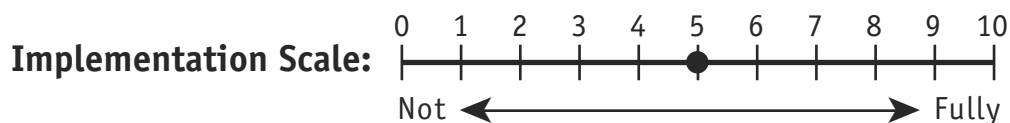
1. The district is generally seeking to comply with mandates identified in this section (e.g., parental involvement, technology career information, driver education, graduation requirements, standards, and science education).

Recommendations and Improvement Plan

1. Areas for improvement are noted elsewhere in this document.

Standard Implemented: Partially

July 2003 Rating: 5



4.1 Assessment and Accountability—Instructional Standards

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.

Sources and Documentation

1. District goals and mission statement dated 6/7/2000
2. Board minutes, May 20, 1998 and April 14, 1999
3. Board policy manual
4. School plans
5. Interviews with principals, teachers, and district instructional staff
6. Staff development agendas for administrators and teachers
7. Classroom observations
8. BHS WASC Findings

Findings

1. The board of education adopted in total the California State Standards in 1998 and 1999 for reading/English-language arts, mathematics, science, and history/social science. The action of the board is not supported in policy, including the core curriculum policy (see also standards 2.4 -2.6), and no grade or subject-level curriculum guides are available from district and school staff.
2. Interviews with district and school staff, including teachers, and a review of the school plans and some staff development agendas indicate that there is general activity related to implementing standards throughout the district, but written products of actual units, lesson plans, etc. are not yet available. Currently, a committee is working to identify essential or power standards by grade level for the elementary curriculum, a process which should produce some written documents.
3. The district has developed and implemented standards-based report cards for grades K-5 in which students receive information on their progress toward meeting standards. Additionally, the district is monitoring the process for the purchase of standards-based materials and the development of new courses based on standards.
4. At back-to-school nights, parents receive from the schools brochures that list the standards for their youngster's grade level. The student/parent handbook references the state Web site as a source of the standards and the standards as the learning content for the district.
5. Teachers know about the standards and reference them, but classroom observations found no explicit, standards-based teaching. There are inconsistent levels of commitment to the standards, particularly balanced literacy, in the district's schools. Some teachers indicate that they teach the way they always have taught, blending what they know about the standards with past practices.

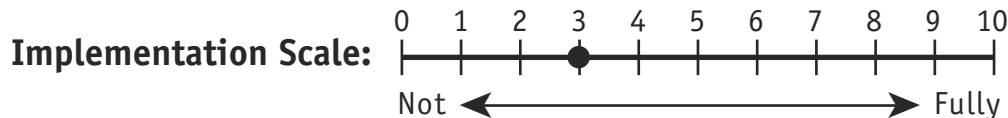
6. The district has a binder of approved assessments for K-6.
7. Standards are not posted or visible in any written form in most of the classrooms observed or in offices. Also, standards documents are not visibly available in the classrooms and offices.

Recommendations and Improvement Plan

1. Provide clear direction from the board and district that the standards are the core curriculum and that instruction for all students will be standards-based.
2. Publish a written K-12 standards and assessment document with the district's name on it. Use this document as the basis of grade level and subject curriculum guides as they are produced. Develop a small resource center in the district where persons working on standards have access to the materials developed by others as well as publications, books, and resources that provide guidance.
3. Assess where each school stands in the implementation process, using a standards implementation checklist or rubric. (Several checklists and rubrics for assessment are available from county offices; also see *Making Standards Work*, Doug Reeves, Advanced Learning Press). Based on the outcome of the assessment, develop a plan to complete the implementation and routinely update and maintain the district's standards.
4. Consider using the committee that is currently working on essential or power standards to assist with a written plan for implementation.
5. Provide needed training for teachers, and eventually students, to understand and articulate what students are supposed to know and be able to do performing task analyses of subskills and related lesson objectives for all essential standards. Provide standards-based unit and lesson-planning guides.
6. Hold teacher study groups to demonstrate the use of the California frameworks to illuminate grade-level appropriate skills by content standard, as well as to develop a thinking/planning model for providing differentiated instruction. Consider purchasing and implementing ACSA Standards Finder for all instructional staff to facilitate the identification of grade-level specific subskills for each standard.
7. Post standards in the classrooms and offices. Label all displayed work with the corresponding standard. Ensure that students know what is required to attain proficiency on the standard.

Standard Implemented: Partially

July 2003 Rating: 3



4.2 Assessment and Accountability—Measurement Tools

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. District binder of approved assessments, K-6
3. Classroom observations; posted student work
4. School plans
5. Writing rubric

Findings

1. As required by the state, the district's schools administer the STAR that includes norm-referenced and criterion-referenced assessments. Additionally, the state-required assessment for English-language learners (CELDT) is effectively administered by trained district staff, and the two annual administrations of the California High School Exit Examination (CAHSEE) are conducted. The validity of STAR measurements may be compromised by the volume of students who do not take the test. Up to 25 percent of the students in Berkeley High School opted out of the STAR assessments in 2002, mostly without parent requests.
2. Other assessments widely in use include: DRA/QRI and other periodic assessments of reading, including textbook publisher assessments; a holistic writing assessment developed, administered, and scored by the district and based on the standards. The district provides a comparison of student scores on the DRA/QRI and the California Standards Test (CST).
3. Multiple measures to determine student achievement and progress are not written in policy and/or consistently implemented across the district or from teacher to teacher.
4. Posted student work and classroom observations show the use of portfolios, projects, and performances as part of evaluated classroom activities along with teacher-made tests, but there is no evidence that these are used consistently by grade level as assessments of student proficiency on standards. Teachers assess these products as part of grading point systems in secondary schools; some teacher-made rubrics were in evidence for this purpose.

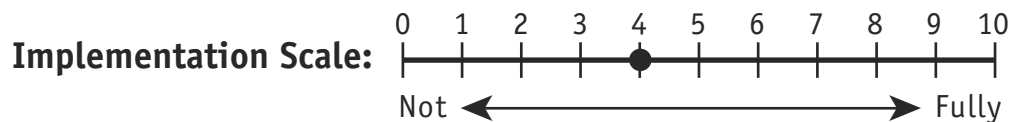
Recommendations and Improvement Plan

1. Publish a matrix showing the current assessments in use and their alignment to standards, the type of assessment and its purpose and the grade level.
2. Identify, develop, and use a consistent set of standards-based classroom assessments of student learning that are frequent, rigorous, and coordinated by subject area throughout the school and district. Use multiple measures of student achievement and progress,

including objective measures (e.g., rubrics, text embedded assessments, portfolios, projects, authentic work samples, and other standards-based local measures) and subjective measures (e.g., student perceptions, teacher observations) to assess student progress, determine the need for interventions, and as evidence in providing standards proficiency on report cards. Facilitate student self-assessment by the use of rubrics.

Standard Implemented: Partially

July 2003 Rating: 4



4.3 Assessment and Accountability—Measurement Tools

Professional Standard

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

Sources and Documentation

1. STAR test results
2. SAT 9 test results
3. School Plans
3. Interviews with principals, teachers, and district instructional staff
4. Classroom observations
6. Berkeley High School WASC report, March 5, 2001
7. “Reported STAR 2000 Testing Irregularities,” posted on the Web site <http://www.cde.ca.gov>.
8. Sample spreadsheet of data showing the relationship between QRI/DRA and content standards by teacher.
9. District interoffice memos

Findings

1. The STAR tests, including both a nationally normed assessment and criterion referenced subject assessments, provide annual information about how students are performing on the standards. The CELDT results add information about how students who are acquiring English are progressing and provide information that can be used at the program and student level.
2. Several actions indicate that the district is using the assessment data to provide direction for improvement:
 - School principals report that analyses of the state assessment data are required as the basis of the improvement goals in their school plans;
 - Principals received training on data analysis and turning data into decisions; and
 - Beginning in the current year, teachers received the prior year’s scores of their students for use in benchmarking student growth.
3. As data are used for improvement and evaluation purposes, the reliability and validity of the assessments become more important. The reliability and validity of state-mandated assessments have been compromised in the district in the past by:
 - The low level of student participation, which is significantly below county or state averages, potentially resulting in higher average scores due to the absence of lower achieving students; and
 - The lack of adequate training to administer and handle the tests, which may render the results unreliable and invalid. One visible incident is the Longfellow Middle School STAR 2000 administration irregularities that were reported for seventh grade mathematics.
4. Elementary teachers periodically assess student progress with the administration of the QRI/DRA, and these data are correlated with the California Standards Test data. However, teachers and principals stated that most teachers stop the test when a student dem-

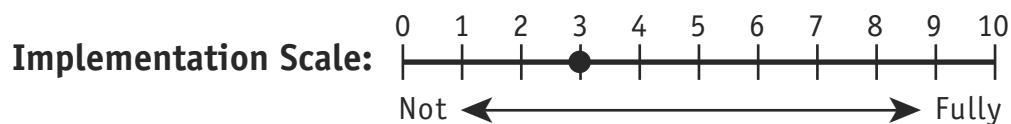
onstrates grade level mastery. Thus, teachers may not assess the student's actual level of skill development beyond grade-level standards, causing this assessment to lose its validity and reliability based on variances in administration.

Recommendations and Improvement Plan

1. If assessments are to be used as clear measures upon which to plan and measure improvements, they have to be reliable and valid. Take the following steps to improve the quality of test results:
 - Provide training to all teachers in the correct administration of state-mandated tests. Closely monitor test-taking sessions;
 - Ensure that periodic local assessments are manageable and measure actual student achievement levels. Train teachers to administer local assessments in a consistent manner rendering the results reliable and valid. Also, train teachers in the timely and effective uses of test results to guide instruction; and
 - Establish and enforce the expectation that all students shall participate in state-mandated testing. Provide for the completion of student make-up tests at least on reading, language arts and math tests.
2. Engage students and parents in the assessment effort with good rationales and ascertain that parents and students get timely feedback and explanations about assessments and student growth. It is important for students and parents to see the connection between the STAR assessments and the California High School Exit Exam.

Standard Implemented: Partially

July 2003 Rating: 3



4.4 Assessment and Accountability—Assessment Analysis

Professional Standard

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

Sources and Documentation

1. Interviews with district administrators, principals, and teachers
2. Classroom observations
3. District interoffice memos
4. Data-based reports to board and schools

Findings

1. Standardized testing information is provided to principals and teachers for school planning and classroom planning. Some training sessions on the use of data for action planning (Noli Porter Associates) have been provided to principals, though teachers have had little training in how to use the benchmark data that are now available to them, except for some training in the process of alternate ranking.
2. There is little evidence from classroom observations that standards, much less student assessments, guide classroom instruction, including differentiation. However, teachers in the district are influenced by schoolwide assessment data that show particular areas of need. For example, Berkeley High School teachers discussed the school's literacy effort based on the weak showing of students in reading comprehension. Almost all of the teachers interviewed (including elective area teachers) spoke thoughtfully about what they were doing to support the reading improvement effort.
3. The district's new Director of Research created a data warehouse for administrators and teachers and has modeled analyses through reports that ask questions and answer them with student data. For example, he provided an analysis of bilingual programs through CST ELA, QRI, CELDT and SABE data. He also projected adds and drops over a five-year period.
4. The Superintendent also modeled the use of assessment data on the opening day of school for teachers by showing Berkeley's student achievement compared to state data and pointing out both accomplishments and areas to address.

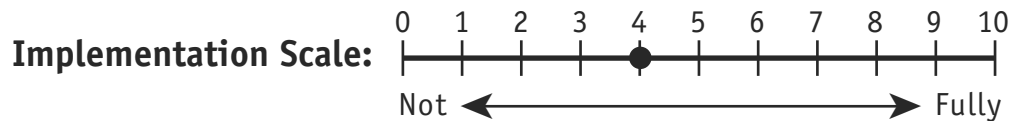
Recommendations and Improvement Plan

1. Develop a comprehensive data collection-and-analysis system that includes a calendar noting when student performance reports will be completed. Compile all key assessment data at one point in the year (September after the Scholastic Aptitude Test reports arrive is a good time) and write a report for the board, staff, and community that analyzes trends.

2. Provide school and classroom data disaggregated by language, ethnicity, SES, and other factors that affect opportunities to learn in the district. Also, compile and display data so that student growth becomes the focus rather than student comparison to an absolute standard. (Scatter charts that show two years for each student by grade level and subject on an X-Y axis are helpful for this purpose.)
3. Use assessment and other student data (behavioral) as the basis of discussion in district principal's meetings and at school faculty meetings and grade level or department meetings. It objectifies dialogue and leads to more effective group problem-solving.
4. Connect the student data that are being provided to teachers to a process for differentiating instruction, improving learning opportunities for all students. Fourth- and fifth-grade teachers have been trained in strategic teaching methods using student assessments by Charlotte Knox. Another method is described in the reading/English language arts and mathematics frameworks.

Standard Implemented: Partially

July 2003 Rating: 4



4.5 Assessment and Accountability—Assessment Analysis

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. Classroom observations
3. BUSD research and evaluation activities, dated January 21, 2003
4. District interoffice memos
5. Sample spreadsheet of data showing the relationship between QRI/DRA and California Standards Test by teacher

Findings

1. The district research staff completed the initial data warehouse's contents and architecture in the fall of 2002. They are in the beginning stages of systematically disseminating meaningful achievement data to teachers, principals, and district leadership and then demonstrating the potential uses of this information. A review of the available data disseminated for school planning shows general academic proficiency levels by district, school, grade level, and student subgroups. Also, the data analyses reveal basic trends and patterns.
2. There has been no collaboration between the instructional staff and the research staff to develop essential questions to be answered by using data or to formulate a plan to analyze, evaluate, and solve student-performance issues in relation to specific, measurable outcomes. Most assessment information has been presented to the school staff by district leadership or communicated in written reports until the current year when the data became available in a user-friendly spread sheet format for principals.
3. There has been almost no use of student achievement data to measure the effectiveness of various programs intended to improve achievement, except as required by grants.
4. Teachers have been given prior-year assessment data by student roster. Assessment subsets are not yet adequate to identify specific student learning needs. However, a sample spreadsheet comparing QRI/DRA and CST results reveals the first stage of the development of more specific (and multiple) measurements of specific learning outcomes.
5. Two training sessions were provided to principals on the analysis of data and strategies for turning data into action. To the degree that teachers have received this information, it has been through principals with differing levels of interest and skills.

Recommendations and Improvement Plan

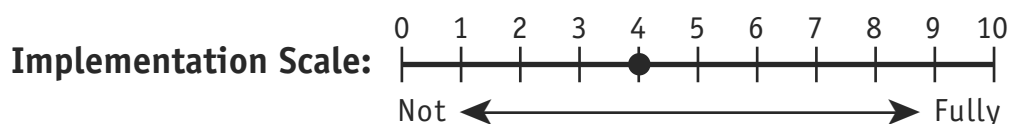
1. Continue to enhance the data warehouse, adding to the database the following:
 - Cluster analyses of standard subskills
 - Program data (e.g., Title I funded programs and interventions, K-3 literacy); and
 - Student behavioral data (attendance, suspensions, etc.).

These data will provide more focused information for teachers to use in classroom planning, allow programs to be evaluated on the basis of student performance results, and provide facts for complex issues.

2. Increase collaboration between the research and instructional staff in order to construct essential research and evaluation questions and to collect the data necessary to answer these questions routinely. In particular, such a strategy could assist the district in addressing some of the learning gap issues.
3. Use the specific achievement data in comparison to program cost data in order to drive program decisions that are based on both effectiveness and efficiency.
4. Align assessment data to the standards so that teachers can benefit from assessment information.
5. Develop a matrix of essential knowledge and skills that principals and teachers need to be conversant with in order to make the most effective use of the assessment data both in classrooms, at grade levels, for subject areas, and schoolwide. Compare this matrix with the training that has already occurred and then make a plan for advancing teacher knowledge on the use of assessment data to increase learning opportunities.

Standard Implemented: Partially

July 2003 Rating: 4



4.6 Assessment and Accountability—Assessment Analysis

Professional Standard

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

Sources and Documentation

1. Staff development agendas for administrators and teachers
2. Data and assessment summaries and reports
3. Binder of approved assessments, K-6
4. 2002 CBEDS
5. BUSD research and evaluation activities dated January 21, 2003
6. Financial recovery plan
7. Interviews with principals, teachers, and district instructional staff
8. Classroom observations
9. Consolidated application, 2002-2003
10. Sample spreadsheet of data comparing QRI/DRA and CSTs by teacher
11. District interoffice memos
12. Assessment summaries and reports

Findings

1. The district instructional staff have approved multiple assessments for diagnostic purposes for K-6, periodically assessing student academic progress with the QRI/DRA, and math benchmarks. Additionally, a writing assessment is administered and scored with a standards-based rubric.
2. Special assessments are used for diagnostic and placement purposes for some populations, such as the CELDT for evaluation of language acquisition and the Reaven to determine GATE eligibility.
3. It is in the school planning process that assessments are most in evidence for the purposes of evaluation, improvement or adjustment of programs and resources. These are usually state assessments.
4. There are fewer diagnostic assessments in use for secondary students.

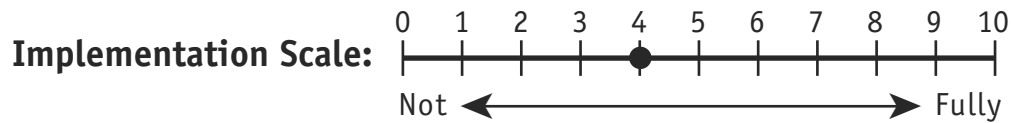
Recommendations and Improvement Plan

1. See standards 4.1-4.5 for the first steps in developing a matrix of assessments that relate to the standards, are designed for multiple purposes, and are administered in a consistent way that leads to reliable and valid information.
2. Ascertain that the availability of assessment results match the program and school evaluation calendar.

3. Encourage the use of other student and school data in school and program improvement decisions in conjunction with assessment data, including:
 - Student behavioral statistics
 - Organizational assessment surveys where parents, students, and staff respond; and
 - Samples of student portfolios, projects, and presentations evaluated by an agreed-upon rubric to show the range of student work.
4. Ensure that the information from all of the college boards is compiled annually and that the trends in these data are analyzed for program evaluation and improvement.

Standard Implemented: Partially

July 2003 Rating: 4



4.7 Assessment and Accountability—Evaluation

Professional Standard

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

Sources and Documentation

1. Staff development agendas for administrators and teachers
2. Data and assessment summaries and reports
3. 2002 CBEDS
4. BUSD research and evaluation activities, January 21, 2003
5. Financial recovery plan
6. Interviews with principals, teachers, and district instructional staff
7. Classroom observations
8. 2002-2003 consolidated application
9. Sample spreadsheet of data comparison between QRI/DRA and CSTs by teacher
10. District interoffice memos
11. Data and assessment summaries and reports

Findings

1. There were no available examples of board reports that display disaggregated student data so that the board can see the various levels of proficiency by grade level, language, ethnicity, and SES on a variety of assessments. (There was a recent report of the nature on the CAHSEE.)
2. No evidence emerged that suggests the district instructional staff follows a continuous improvement process powered by annual evaluations of program effectiveness based on student results, except to the degree that such evaluations are mandated by state and federal projects and other grants.
3. There is limited evidence to suggest that budget formation and resource allocations are based on the detailed analysis of program effectiveness and on greatest effect on improved student performance.

Recommendations and Improvement Plan

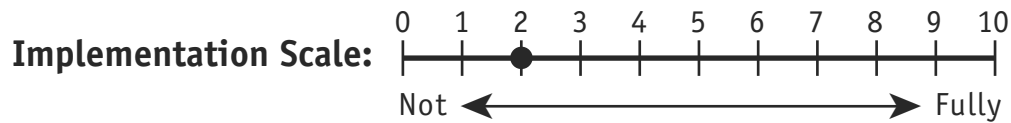
1. The district and board are several steps away from being able to obtain and make effective use of evaluative information, beginning with a written vision, set of expectations, and long-term goals for student learning. This fact does not make the district less accountable, but it does make the recommendations outlined in standards 1.1 -1.3 and standards 2.1-2.6 more critical to initiate.
2. Develop as an agenda routine an annual assessment report that includes all assessments given to the district's students in the previous year, including college boards, with at minimum, three-year trend analysis. (September after the SAT reports are available is a good

time.) When district expectations/objectives and benchmarks for students are in place, assessment reports should include information on progress toward meeting goals. Once this annual process is initiated, it is relatively easy to add the next year of data and build the analysis.

3. When the board and district are certain that reliable evaluation information is available (including three-year trend data), it can be used with resource allocations to determine the areas of highest need. This type of analysis would enable the district to expand its capacity to serve all students, particularly in tight budget times, by the maximizing scarce resources to most efficiently and powerfully lift student achievement.

Standard Implemented: Partially

July 2003 Rating: 2



4.8 Assessment and Accountability—Promotion and Retention Policy

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.

Sources and Documentation

1. Staff interviews
2. Parent/student handbook 2002-2003
3. The principal's handbook
4. Board policy manual
5. Promotion, retention, acceleration and assignment policy
6. Observations
7. EC 48070.5
8. EC 60648

Findings

1. There is no board policy for promotion and retention in the policy manual. However, there is one that is unnumbered dated 5-17-00 in the parent/student handbook and the principal's handbook, which also includes form letters in two languages, time lines, etc. The policy, which is required for K-8 also includes the high school procedures for reclassification when a student has inadequate credits to move forward.
2. The policy includes definitions of terms, procedural guidelines, general criteria for retention and a description of how this will happen at elementary and middle schools. The policy notes a time line for notification of being at risk of retention, interventions, and at the request of the elementary teacher, a student study team to assist with evaluation and follow-up. The policy language is difficult for the lay person to read.
3. Though there are four general criteria for retention, there are no benchmarks for use in making the decision to return.
4. There is no available information on the retention rate by school, grade level or student groups. Policy effectiveness is required to be monitored by gathering data for the principals, who are to use the information in the school plan. An annual report is to be made to the board in the fall.

Recommendations and Improvement Plan

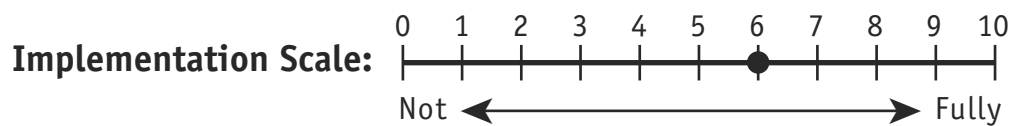
1. Create formal, written procedures and guidelines for the implementation of the district's promotion, retention, acceleration and instructional policy.
2. Student placement decisions are based on district standards-based, multiple measures and state-mandated achievement test results. Provide achievement norms for adequate student progress that are articulated as explicit, grade-by-grade level benchmarks for determining

student promotion, retention, acceleration and placement. Continue to determine special education students' needs based on the student's Individualized Education Plan (IEP) and results from the IEP meetings. Use a standard assessment for teacher ratings of social maturity, e.g., Light Retention Scale and Liberman's Decision-Making Model for In-Grade Retention for teacher ratings of child, family and school factors.

3. The interventions and remediations described in the policy are general and the individualized learning plan (2-5) form seems to be a checklist with the most specific activities going to the parent. Develop individual student learning plans that include school, parent and student accountability for all students who do not meet standards-based multiple measures and achievement norms.
4. Consider developing a flowchart with some graphics for this process, which is potentially emotion laden.

Standard Implemented: Partially

July 2003 Rating: 6



4.9 Assessment and Accountability—California High School Exit Examination

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. Staff development agendas for administrators and teachers
3. Education Code 60850
4. Data-based report on student performance on the CAHSEE, January 21, 2003
5. Ed-Data
6. Daily Cal article, October 1, 2002
7. School plan
8. Berkeley High school WASC Report
9. Class observations

Findings

1. There is no board policy or administrative regulation for the exit exam even though the potential date for implementing the requirement for the class of 2004 is nearing. (A sample is available on the CSBA Web site.) The State Board of Education recently has postponed implementation for two years.
2. Class observation showed tenth-grade English teachers administering a reading passage practice exam for the CAHSEE. The students have booklets for CAHSEE reading and math that are being used in classes and in tutorials.
3. An agenda showed a 90-minute presentation by a Berkeley High teacher, which included samples of practice questions and answers for King Middle School faculty.
4. Concurrent enrollments have increased at the adult school from students who are trying to graduate before the exam becomes a requirement.
5. An excellent analysis of the test and other student factors was compiled in January based on answers to the following questions: How do CAHSEE results vary by the number of years in the district including 2002-2003? How do Berkeley High School's CAHSEE results for mathematics vary by fall 2002 math course? How do CAHSEE results vary by day absent in 2001-2002? How do CAHSEE results vary by GPA for English and mathematics for 2001-2002? How do CAHSEE results vary by performance on spring 2002 California Standards tests for ELA and math? How do CAHSEE results vary by English learner and special education status? These data provided a strong message that the exam correlates with school success. Additionally the test, like other assessment measures in Berkeley, showed Hispanics and African-Americans performing below white students. (The 2002 data do not represent a full cohort because some of these students took and passed the test in the ninth grade.)

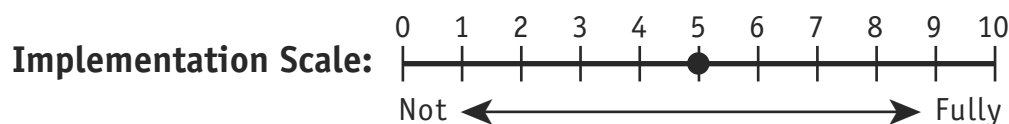
6. There is no evidence that all members of the school community are knowledgeable about the California High School Exit Examination (CAHSEE) content and format.
7. There is no readily available evidence of any formal process to identify struggling students before they take the CAHSEE and fail. Also, there is no apparent individualized assistance for test preparation except for students who are in tutorial arrangements.

Recommendations and Improvement Plan

1. Develop and adopt a board policy and regulations to govern the exit exam.
2. Document the school efforts to communicate with students and make the school community knowledgeable about the CAHSEE content and format. Since there is a large portion of students who avoid assessments, an extra effort should be made to identify those students who have not taken STAR assessments in the past and ascertain that parents and students receive specialized messages.
3. Post the sample questions on the Web site. Use parent meetings at all levels to hand out a few CAHSEE sample questions and invite parents to try them out.
4. The staff needs to clearly communicate in writing the school's strategies for identifying and providing additional individualized support in assisting CAHSEE-challenged students.
5. The special education and English-learner staff should be alert to how they write the IEPs so that each student gains the accommodations he or she should have when taking the examination.

Standard Implemented: Partially

July 2003 Rating: 5



4.10 Assessment and Accountability—Parental Notification

Professional Standard

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

Sources and Documentation

4. Interviews with principals, teachers, and district instructional staff
5. Notes of presentations to parents and staff
6. District letters to parents
7. API results
8. 2002 School Accountability Report Cards
9. Education Code 33126

Findings

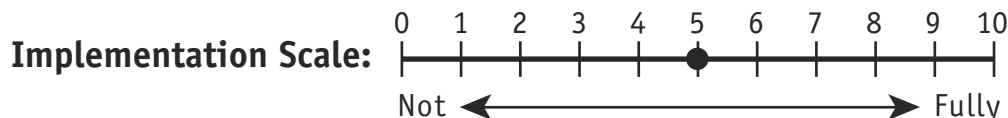
1. The district informs parents of their children's test scores and offers general explanations about the meaning of students' test scores at evening meetings and individual parent conferences at school sites. This responsibility is delegated to the principals.
2. A significantly large group of children does not participate in the state-mandated student assessment program. The 2002 API results showed that the high school did not meet its required pupil participation rate.

Recommendations and Improvement Plan

1. Continue to increase parent communication about how assessments demonstrate a youngster's increasing proficiency levels and progress toward meeting standards, which represent important learning. Emphasize the relationship of the STAR test to the CAHSEE. Counselors in the secondary schools should have these data available each time a contact is made with parents and students. When students and parents see the information in use, their commitment to the assessments may increase.
2. Articulate and enforce high expectations for 100 percent student participation during state-mandated and local assessments, except for those children subject to IEP limitations and parent waivers. Also, articulate high expectations for school site personnel to administer makeup tests, particularly in reading, language arts and math.

Standard Implemented: Partially

July 2003 Rating:5



4.11 Assessment and Accountability—High School Proficiency Examination

Professional Standard

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

Sources and Documentation

1. State board agenda, December 2002

Findings

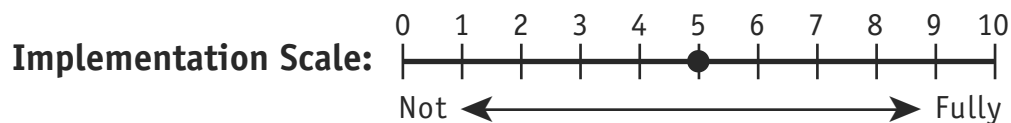
1. The student/parent handbook provides information on graduation requirements. The state board has postponed CAHSEE implementation for two years.

Recommendations and Improvement Plan

1. The district should establish procedures for informing parents about any changes in requirements for graduation.

Standard Implemented: Partially

July 2003 Rating: 5



4.12 Assessment and Accountability— II/USP

Professional Standard

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

Sources and Documentation

1. Cragmont School II/USP school action plan 2000-2002
2. CST results
3. SAT 9 results
4. Title I list of Alameda County Schools
5. School plan

Findings

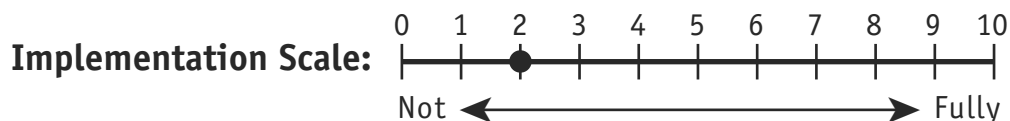
1. Cragmont School's 2000-2002 plan for the II/USP school action plan has not been revised to demonstrate a continuous improvement process based on periodic needs assessments.
2. There is no easily available evidence of any formal, systematic data collection system to measure Cragmont's progress toward its II/USP school action plan goals.
3. The school met the requirement of two consecutive years of growth on the API, which was a condition of avoiding district or state interventions.

Recommendations and Improvement Plan

1. Revise and update the school action plans based on updated, data-based needs assessments.
2. Institute a continuous, data-driven improvement process as part of the school culture. Formulate specific, data-driven student learning outcomes/goals and a formal, systematic data collection process for evaluating student progress.

Standard Implemented: Partially

July 2003 Rating: 2



4.13 Assessment and Accountability— II/USP

Professional Standard

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

Sources and Documentation

1. STAR test results
2. SAT 9 test results
3. API results
4. Data and assessment summaries and reports

Findings

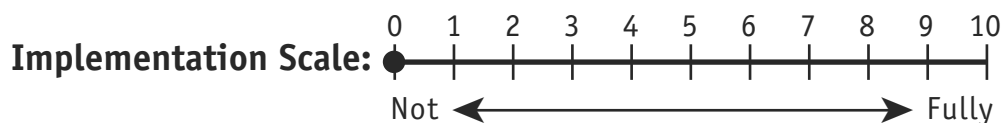
1. Cragmont is a schoolwide Title I school, which became a II/USP cohort 1 school in 1999-2000. There is no evidence of the analysis or interpretation of any multiple assessment results since 1999-2000 when the plan was written to determine progress toward its action plan goals. However, the school met its two consecutive years of API growth targets and did not become eligible for district or state interventions.
2. Cragmont demonstrates a high rate of participation on state-mandated tests.
3. Cragmont originally demonstrated significant schoolwide academic growth as measured by the API. From 1998 to 2002 Cragmont's schoolwide API score grew from 522 to 720 in 2002. From 1999 to 2000 actual growth API scores for the African-American subgroup rose 117 points in comparison to 56 points for the white subgroup. No other subgroups are indicated as being numerically significant.
4. Cragmont appears to be experiencing a plateau and slight decline since its large 1999-2000 gains. In this regard, the 2000-2001 actual growth API scores show an increase of 10 points for the African-American subgroup, 10 points for the white subgroup, and 50 points for the socioeconomically disadvantaged subgroup. However, the 2001-2002 actual growth API scores show a decline of 49 points for the African-American subgroup, a decline of 26 points for the Hispanic subgroup, a decline of 10 points for the white subgroup, and a decline of 19 points for the socioeconomically disadvantaged subgroup. Therefore, Cragmont School has not met its schoolwide or comparable improvement API growth targets. Interestingly, the Hispanic student population is steadily increasing and is a significant API subgroup for 2001-2002.
5. Beyond the increased performance on the API, the II/USP plan contains many other goals for the improvement of the school in the academic areas, in cultural inclusion, in governance, and in parent involvement. There is no evaluation of any attainment in these areas of the plan.

Recommendations and Improvement Plan

1. Review the action plan for areas or actions that have been completed and ones that should be carried over into the district's regular school planning process because they are still viable improvement strategies.
2. Create a problem-solving team, including participation from the district's State and Federal Projects Office, to develop strategies that will help the school sustain improvement efforts and make annual yearly growth (AYP) so as not to be designated for program improvement under Title I. Build the school's capacity to make and sustain improvement gains for all student subgroups by institutionalizing the use of the most effective strategies developed for the II/USP action plan and others that emerge in the review.

Standard Implemented: Not Implemented

July 2003 Rating: 0



4.14 Assessment and Accountability—Leadership for Underperforming Schools

Professional Standard

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

Sources and Documentation

1. Cragmont School II/USP action plan 2000-2002
2. List of Title I schools for Alameda County
3. Washington School parent letter from the manager of state and federal projects, dated August 26, 2002
4. Rosa Parks School parent letter from the manager of state and federal projects, dated December 5, 2002
5. PowerPoint notes of Washington School Title I presentation to parents and staff
6. Parent letter from the manager of state and federal projects, about an evening parent information meeting at Rosa Parks School on September 26, 2002
7. PowerPoint notes of Rosa Parks Title I presentation to parents and staff
8. API growth report results
9. Interviews with principals, teachers, and district instructional staff
10. Classroom observations

Findings

1. Cragmont School was identified as an II/USP school in 1999-2000, but should no longer have that designation. The district does not have other II/USP schools.
2. There is a significant increase in the number of schools not meeting or exceeding their API schoolwide and comparable improvement growth targets. In 1999-2000 one school did not meet both its API schoolwide and comparable improvement growth targets; one school met its API schoolwide, but not its comparable growth target. Thirteen of 14 schools met both their API schoolwide and comparable growth targets.

By comparison, in 2000-2001, seven schools did not meet both their API schoolwide and comparable improvement growth targets; seven schools did not meet their API schoolwide targets; three schools met their API schoolwide but not their comparable improvement growth target. Five out of fifteen schools met both their API schoolwide and comparable growth targets.

In 2001-2002 12 schools did not meet both their API schoolwide and comparable improvement growth targets; one school did not meet its schoolwide comparable improvement growth target; seven schools met their schoolwide but not their comparable improvement growth targets. Four of 16 schools met both their API schoolwide and comparable growth targets.

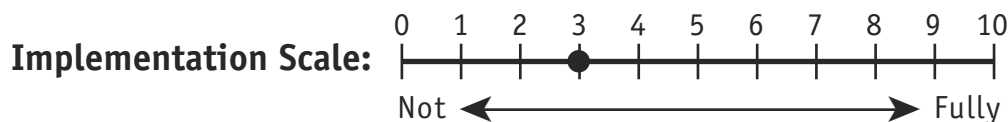
3. Rosa Parks Environmental Science Magnet School was identified as a Year 2 NCLB program improvement school. In 2000-2001, the school did not meet its Academic Performance Index (API) schoolwide or comparable improvement growth targets.
4. Washington Elementary School became a Title I NCLB Program Improvement School during the current academic year based on a pattern of declining scores in two subgroup categories on the API. In 1999-2000, the school did not meet its comparable improvement growth targets in the African-American subgroup, with a decrease of four points. In 2000-2001, the school did not meet its schoolwide API growth and also showed a decrease of seven points in its socio-economically disadvantaged subgroup, which became numerically significant that year. In 2001-2002, the school met its schoolwide growth target but declined again in the socio-economically disadvantaged subgroup.
5. When Washington and Rosa Parks became Title I program improvement schools under NCLB, the district informed the parents of their rights to supplemental services and their option to attend other schools in the district (a right that they already have via the district parental preference zoning, according to the district letter). Parent meetings were conducted to explain the meaning of the Title I designation as evidenced by a PowerPoint presentation (in two languages for Rosa Parks).
6. Washington faculty members have formed a study team to learn more about working with under-performers.

Recommendations and Improvement Plan

1. The district should take a more active role in supporting the planning of those schools challenged to meet or exceed API growth targets or AYP under Title I so that they do not continue down unproductive pathways. Ascertain that all programs are evaluated with student growth data so that schools will know which programs are successful.
2. Collaborate with identified Title I schools to write plans with strategies that are research-based and include adequate training for principals and classroom teachers. School staffs who do adequate research will find that the most powerful improvements for student learning are in the classroom.

Standard Implemented: Partially

July 2003 Rating: 3



4.15 Assessment and Accountability—No Child Left Behind

Professional Standard

The board and district understand the elements of state and federal accountability programs and communicate the availability of options and special services clearly to parents and students.

Sources and Documentation

1. Parent/student handbook, 2002/2003
2. School Title I Program Improvement Plans
3. Interviews with principals, teachers, and district instructional staff
4. District letters to parents
5. No Child Left Behind Act of 2001
6. Consolidated programs manual, 2002-2003
7. PowerPoint presentation on the key elements of NCLB

Findings

1. The district parent/student handbook includes a copy of the district uniform complaint process to handle allegations of violations of law, policy or regulations governing all consolidated categorical aid programs.
2. The Office of State and Federal Programs has provided for schools the consolidated programs manual, which contains well-organized material from several sources that explains the components of NCLB and how the district will comply.
3. The Office of State and Federal Programs has already acted on the most immediate requirements of NCLB: “highly qualified teachers,” new education requirements for instructional aides, supplemental services from a state-approved provider; and information to parents of students in the schools coming under NCLB program improvement.

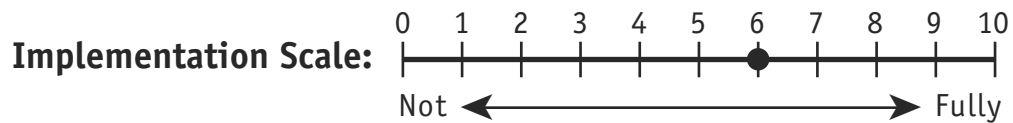
Recommendations and Improvement Plan

1. Continue to publish and distribute the consolidated programs manual and the parent/student handbook.
2. The Personnel Department should continue to implement the teacher and instructional assistant requirements.
3. Develop a chart with key elements of the NCLB and the status of the district in implementing the elements. As more elements of NCLB are implemented by the state, ascertain that board members and principal have adequate information. Plan for elements of NCLB that are several years off (elementary science assessments) so that the district can be proactive.

4. Work on the new School Accountability Report Cards to see that required information is included. Plan ahead to inform the schools and community about yearly progress and how it will combine with the API to create a different school ranking system.
5. Assist school leaders with adequate research about under-performers so that they select high quality and likely to succeed strategies for their school plans.

Standard Implemented: Partially

July 2003 Rating: 6



5.1 Professional Development—General

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. Classroom observations
3. Board policy manual
4. School plans

Findings

1. There are no written staff development plans for the district. Most staff development activities emanate from school data and needs that are identified in school plans. The similar priorities and commonalities of district teacher workshops are based on state and federal mandates; grant requirements; student performance issues as identified in assessment data; and issues and concerns arising with the district's principals.
2. Agendas indicate that many of the providers establish goals and purposes for workshops, and evaluations of sessions are collected. There is no overall evaluation of the effectiveness of staff development except a kind of word-of-mouth evaluation when teachers think a workshop has been particularly helpful (this was the case with GLAD).
3. Some staff development is carried out through staff collaborations, some of which include administrators or consultants/coaches while others are for teachers only.
4. It appears that there is no overall monitoring or accountability for the effectiveness of staff development activities to improve student academic performance. Nor do staff development decisions appear to be explicitly connected to observations of classroom teaching practices and strategies, including classroom management methods, which vary and which do not yet show implementation of standards-based teaching.

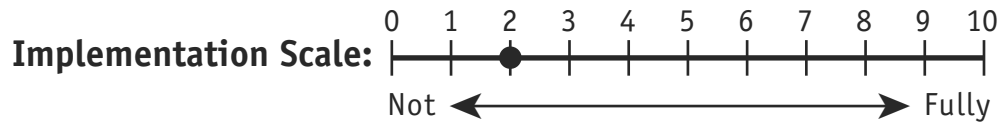
Recommendations and Improvement Plan

1. Create a matrix of staff development activities that have occurred at schools over the last two to three years. Establish priorities and an implementation plan for staff development at the district's schools based on reasonable next steps in implementing standards content and increasing the knowledge and skills of teachers. Cross-reference each training session to elements of the school plan, observed student needs, any mandates, and the California Standards for the Teaching Profession.
2. Develop a rubric describing the qualities and traits of effective teacher and principal training. Use the rubric for making decisions about staff development and for evaluating the year's program.

3. Base the evaluation of the effectiveness of staff development activities in part on student academic improvement goals that are measurable or appropriate.

Standard Implemented: Partially

July 2003 Rating: 2



5.2 Professional Development—General

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. Classroom observations
3. District certificated performance evaluation form
4. Workshop agendas and materials
5. School plans

Findings

1. There is no comprehensive staff development plan that coordinates staff training needs for teachers, principals or instructional aides. The workshop materials provided for review show that most staff development activities are focused on improving teaching and learning at individual schools.
2. Instructional aides in the district are provided for special education; none of the information provided indicates how these personnel are included in general school staff development. It appears that school-based staff development has been focused primarily on teachers, though the content and goals of teacher staff development varies from school to school.
3. Some consistency of purpose is brought to staff development where the district has contracted with a consultant, such as Charlotte Knox or David Berg, to work with schools.
4. The district is involved in improving differentiated instruction and supports teacher training for GLAD, CLAD, and Strategic Schooling. The CLAD Exam Preparation was offered to all teachers and the cost of the certificate was reimbursed.
5. There has been some very specific training for principals on the effective use of data for improvement of instruction as well as training in procedural issues (such as student discipline and sexual harassment) in the last year.

Recommendations and Improvement Plan

1. Develop priorities and an implementation plan for staff development, as indicated in standard 5.1, so that there is accountability for who is included in staff development as well as for the content of the school-based staff development.
2. Identify competencies in job descriptions that require staff development support for all district and site instructional staff positions.

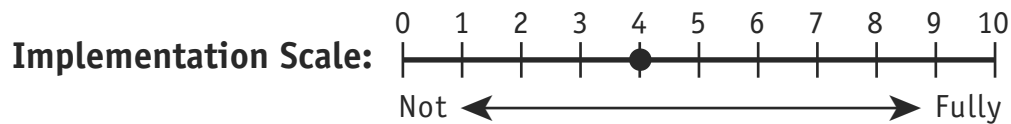
3. Prioritize the following for instructional staff:
 - Legal compliance
 - Fundamental teaching skills
 - Content knowledge and skills
 - Supervision of students
 - Supervision of teaching

The California teacher standards can be used for this purpose.

4. Clarify staff development responsibilities, resources, and accountability procedures at various organizational levels, e.g., district, principals, instructional aides, teachers and other professional staff.

Standard Implemented: Partially

July 2003 Rating: 4



5.3 Professional Development—General

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. Classroom observations
3. District certificated performance evaluation form
4. California Standards for the Teaching Profession
5. Board policies and procedures concerning classroom instruction

Findings

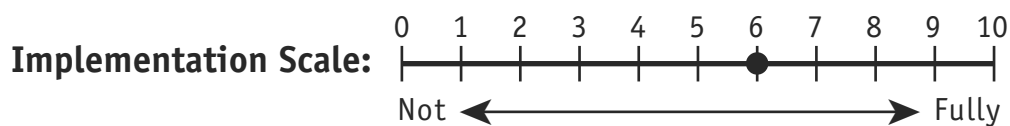
1. The California Standards for the Teaching Profession are supported by teachers and the board via the teacher contract and appear to be in general acceptance as a measure of teacher performance.
2. The district's certificated performance evaluation, including peer assistance and review, is based on the California Teaching Profession Standards.
3. The BTSA program for new teachers is based on the California Teaching Profession Standards.

Recommendations and Improvement Plan

1. Provide support for principals in using the new evaluation form effectively to give feedback to teachers.
2. Conduct the required evaluations of the BTSA program for new teachers.
3. Monitor instructional practices and support teacher improvement efforts, including professional growth plans, with appropriate professional growth goals, activities and materials for teacher standards implementation.

Standard Implemented: Partially

July 2003 Rating: 6



5.4 Professional Development—Collaboration

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. School plans
3. Minutes of high school collaboration sessions

Findings

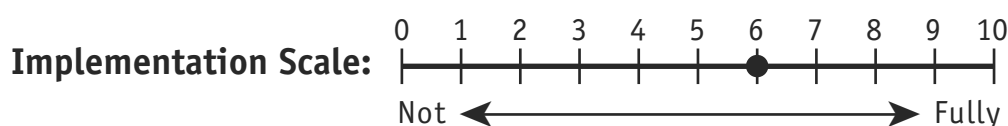
1. The teachers at most schools believe there is adequate time every week to collaborate with colleagues.
2. There are monthly departmental meetings at the high school and regular grade level meetings at the middle and elementary schools. The agendas of these teacher meetings are teacher-driven and protected from administrative interference.
3. The district arranges for districtwide teacher meetings.

Recommendations and Improvement Plan

1. Provide time for collaboration and collegial work, balanced with opportunities for individual learning. Promote mutual planning and lesson plan development at regular grade level and departmental meetings to promote collegiality and support new teachers, stretch veteran staff, and ultimately, improve student achievement. Provide for summer institutes for teachers to develop content standards-based lessons or related priorities such as a standards pacing schedule.
2. Structure and facilitate staff meetings to promote collegiality and build leadership capacity. Where possible, use ad hoc teams to address issues and needs in the schools, thereby increasing staff participative decisions, improving communication, building relationships, and promoting collegiality.
3. Increase vertical communication and collaboration. One potential way to do this is to create K-12 subject area teams that meet twice a year.

Standard Implemented: Partially

July 2003 Rating: 6



5.5 Professional Development—Collaboration

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. District inter-office memos
3. News articles
4. District Web site
5. CTAP
6. Ed Source
7. Berkeley High School jacket
8. University of California at Berkeley Web site
9. Workshop materials and flyers
10. DIME report

Findings

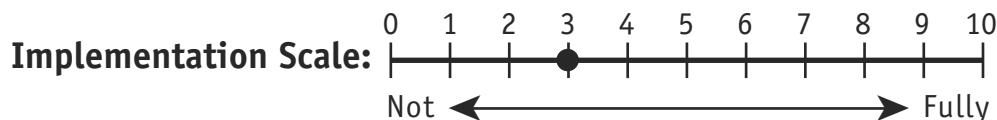
1. There is collaboration and partnering with outside agencies, especially the University of California at Berkeley. Most collaborations are not initiated by the district, but come from outside.
2. David Berg, an outside consultant with the University of California at Berkeley, works with K-5 teachers.
3. The district has formed a partnership with the University of California at Berkeley, in collaboration with UCLA and other partner school districts to participate in the Professional Development Program (PDP), a National Science Foundation-funded project to strengthen the middle school math program and work on issues of diversity.

Recommendations and Improvement Plan

1. Determine what staff development needs can be met with university partnerships, such as for new teachers, credentials, subject credits. Look for community agencies that can collaborate with schools on the use of technology or career and cultural competencies. When there are clear goals for collaborations, create a structure where they can succeed, and evaluate their effectiveness.

Standard Implemented: Partially

July 2003 Rating: 3



5.6 Professional Development—Collaboration

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. Staff development fliers
3. School plans
4. Teacher notice about free CLAD exam preparation for Spring 2003
5. Teacher notice about free SB 395 CLAD waiver class

Findings

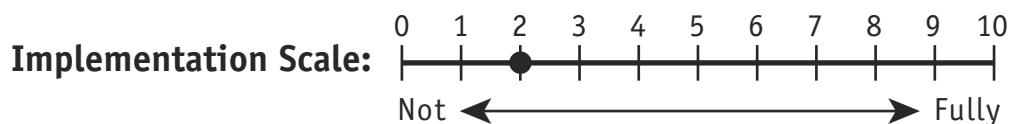
1. Partnerships are limited and are not coordinated to create any focus or organizational leverage of resources. Extra support provided includes teacher training for CLAD credentials, math, and leadership training. The University of California at Berkeley has published a list of staff development projects provided for the Berkeley schools.
2. There is no evidence of any consistent focus on organizing expanding partnership agreements to include course credit and accessible times of needed coursework.

Recommendations and Improvement Plan

1. Continue to support existing partnerships with local universities and colleges and align all activities to maximize staff development efforts.
2. Review the NCLB requirements for “highly qualified teachers” and compare current teacher qualifications. Consider a university partnership to help teachers upgrade qualifications where needed.
3. Create agreements with local colleges and universities to provide for the educational needs of all district teachers.

Standard Implemented: Partially

July 2003 Rating: 2



5.7 Professional Development—Support

Professional Standard

Administrative support and coaching is provided to all teachers.

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. Notes from Project REAL lead teacher meeting
3. Agenda from Project REAL English-learner lead teacher meeting
4. Class observations
5. BUSD/BFT Agreement Berkeley Peer Assistance and Review Program, article 19, 2001-02

Findings

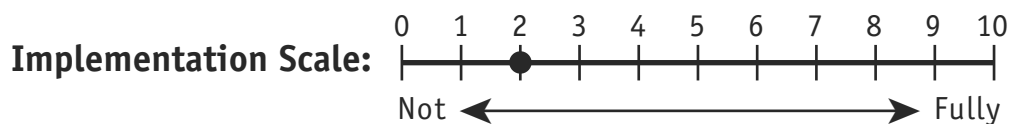
1. There is no consensus about administrative roles in supporting and coaching staff. Principals find that the four observations required for evaluation are difficult to complete. Principals have time constraints that limit classroom instructional supervision, coaching and other instructional supervision activities.
2. New teachers receive coaching support through BTSA, and PAR assistance from consulting teachers is available to tenured teachers who are identified by administrators or request assistance.
3. Some staff development design (i.e., Strategic Schooling) has follow up and coaching built into the delivery.

Recommendations and Improvement Plan

1. Develop a consensus about the roles and responsibilities of the site principal and prioritize these. Since many district decisions as well as site decisions are made and carried out by principals, it is important to determine the key expectations and priorities.
2. Assess the supports provided to teachers, particularly as they are learning new skills and programs, in order to determine where coaching from the principal is the most powerful.
3. Connect the teacher evaluation process to professional development and support for teacher improvements.
4. Ascertain that staff development designs build in the necessary follow-up and coaching.

Standard Implemented: Partially

July 2003 Rating: 2



5.8 Professional Development—Support

Professional Standard

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

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. School plans
3. Staff development agendas for administrators and teachers
4. Financial impact report
5. BTSA program evaluation

Findings

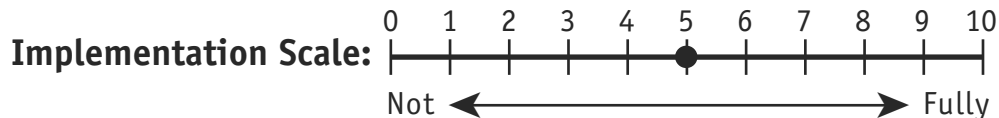
1. There is no district induction process for new teachers.
2. New teachers receive support through BTSA.
3. No training is provided for new administrators except for the assignment of administrative mentors, often retirees.
4. There is a sense of collegiality among new administrators so that they are able to find information and assistance from one another.

Recommendations and Improvement Plan

1. Continue to support new teachers with BTSA and mentors. Consider the new teacher's and the district's need for a special induction program that gives them a head start of the veteran staff and allows the district to provide information on mandated topics.
2. Continue to assign experienced principals to new principals and those who are new to the district and promote collegiality within the entire leadership team.
3. In a time of teacher cutbacks and reassignments, it is important to provide support to those teachers who are changing grade levels. An excellent fifth-grade teacher may struggle with first grade curriculum.
3. Help new teachers and principals connect with professional organizations that provide supports specific to their needs.

Standard Implemented: Partially

July 2003 Rating: 5



5.9 Professional Development—Evaluation

Professional Standard

Professional development is linked to personnel evaluation.

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. Classroom observations
3. Teacher evaluation documents

Findings

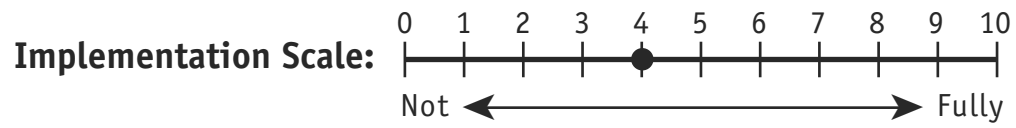
1. The district provides numerous staff development activities to improve the skills and performance of the instructional staff. However, the link between staff development and personnel evaluations is not explicit. Principals are able to choose two standards (California Standards for the Teaching Profession) to address in the evaluation process so they can link the evaluation to school staff development initiatives.
2. The district's Peer Assistance and Review Program (PAR) provides a link between professional development and individual teacher performance. The PAR program provides a plan of assistance to teachers who are performing at a less-than-satisfactory level and provides coaching support to probationary teachers. This program has not been widely used yet, but several principals indicate that they will be making more recommendations in the upcoming year.
3. Some staff development topics that are current in the district (e.g., differentiated instructional practices), address components of the California Teaching Standards, enabling teachers to improve the knowledge and skills that are a part of their evaluation process.

Recommendations and Improvement Plan

1. Continue to design staff development activities that are aligned to the California Teaching Standards; make the standard(s) explicit in the training materials. Train principals to use the California standards as a basis for classroom observations and general teacher supervision.
2. Continue the district Peer Assistance and Review Program (PAR) to assist tenured staff with improvement efforts.
3. Train evaluators, particularly principals, to follow up on staff development activities offered in each of the corresponding teaching standards by monitoring, supervising and evaluating personnel performance in light of the expected improvement efforts. Principals need to assess whether strategies learned in staff development activities are being implemented in the classroom. Additionally, principals' evaluations should include the degree of their effectiveness in supervising teachers and monitoring the curriculum.

Standard Implemented: Partially

July 2003 Rating: 4



5.10 Professional Development—Evaluation

Professional Standard

Evaluations provide constructive feedback for improving job performance.

Sources and Documentation

1. Interviews with district administrators, principals, and teachers
2. District certificated performance evaluation form
3. Class observations

Findings

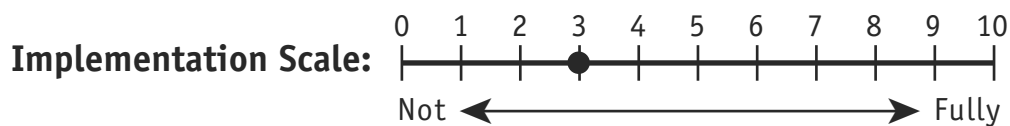
1. The formal teacher evaluation system is based on the California Teaching Standards. However, there is no rubric in place to determine the degree to which the teachers demonstrate proficiency in implementing each standard.
2. Evaluations provide constructive feedback in terms of commendations and recommendations that correspond to each of the California Teaching Standards based on four one-half hour observations.

Recommendations and Improvement Plan

1. Continue the teacher evaluations based on the California Teaching Standards. Work with the teacher association to include a rubric evaluation format that indicates the teacher proficiency levels for the separate components of each teaching standard. Include space for commendations and recommendations to guide improvement efforts tied to evaluation.
2. Use the teaching standards together with evidence of student behaviors and learning outcomes during formal observations to guide teachers' reflective practice and personal improvement strategies.
3. Use frequency data (time on task, kinds of questions, types of teacher-student interactions) as objective feedback that supports teacher reflection.
4. Develop a short visit checklist based on the teaching standards for use with teachers who are not in their formal evaluation year.

Standard Implemented: Partially

July 2003 Rating: 3



5.11 Human Resources—Support for Educational Programs

Professional Standard

Human resources practices support the delivery of sound educational programs

Sources and Documentation

1. Interviews with principals and district staff
2. Ed-Data district staffing profile
3. Classroom observations

Findings

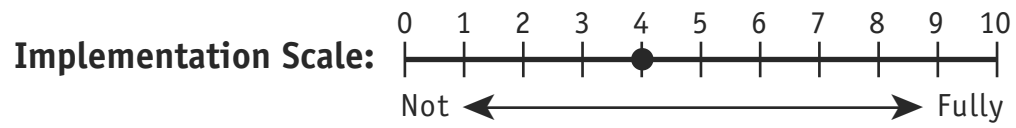
1. The district has not actively recruited teachers for the past two years. This year they may have to consider recruiting because of layoffs and hard-to-fill positions. Nonetheless, for the year 2001-2002, the district had 90.5 percent of its teachers fully credentialed as compared to a county average of 86.3 percent and a state average of 86.4 percent. The percentage of teachers on emergency credentials is 4.2 percent as compared to county and state averages of 7.4 percent and 10.6 percent, respectively.
2. Principals report better numbers of fully credentialed teachers for the current year; however, the personnel department indicates that there are still interns and emergency credentialed teachers working in the district.
3. For 2001-2002, there were 16 teachers qualified to provide primary language instruction; 101 teachers qualified to provide SDAIE and ELD instruction, and 11 and four teachers qualified to provide only SDAIE and only ELD, respectively.
4. Personnel files are not up-to-date with teacher evaluations.
5. Job descriptions are not current with the responsibilities of many positions.

Recommendations and Improvement Plan

1. Craft a plan to staff the schools in Berkeley with fully credentialed teachers. Ascertain that the Title I Program schools and the Title I schoolwide improvement schools meet the requirements of NCLB for highly qualified teachers in the present.
2. Continue the effort to hire and/or train teachers that increase student access to CLAD-credentialed teachers.
3. Current evaluations and up-to-date job descriptions are key components of a strong district accountability system. Develop and implement a monitoring system for these two areas.

Standard Implemented: Partially

July 2003 Rating: 4



5.12 Professional Development—Human Resources

Professional Standard

A requirement is in place for passing of a basic skills proficiency examination by instructional aides.

Sources and Documentation

1. Interviews with principals, teachers, and district instructional staff
2. No Child Left Behind Act of 2001 (P.L. 107-110)
3. EC 45330

Findings

1. The district has completed a personnel audit to determine the status of all instructional aides who provide direct student support services. All present instructional aides have completed two years of higher education, earned an Associate Arts degree and/or passed a basic skills proficiency examination. The law provides for a grace period for paraprofessionals hired before July 1, 2002, to become “highly qualified” by 2006.
2. The district administers the CODESP for the basic skills proficiency examination to determine an instructional aide’s ability to provide instructional support to students, particularly in reading and mathematics instructional support.

Recommendations and Improvement Plan

1. Continue to monitor the status of all instructional aides for compliance pursuant to No Child Left Behind Act of 2001 and Education Code 45330.

Standard Implemented: Fully - Sustained

July 2003 Rating: 10

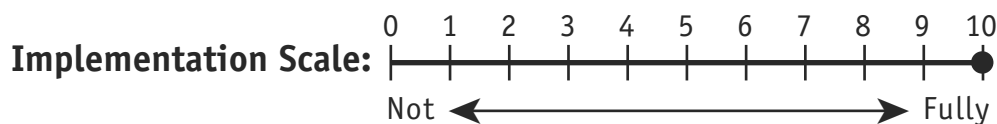


Chart of Pupil Achievement Standards

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Progress Ratings Toward Implementation of the Improvement Plan

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

Pupil Achievement

Standard to be addressed		July 2003 rating	Focus for January 2004
2.8	In subject areas for which the state has adopted standards, instructional materials are available to students that are aligned with state standards.	6	
2.9	Students in K-8 have access to standards-based materials; students in 9-12 have access to standards-based materials through an adopted process outlined in board policy and regulation.	6	
2.10	Teachers in K-8 are provided with professional development in reading and mathematics by a state-approved provider; teachers in 9-12 are provided with defined professional development in implementing content standards.	4	
2.11	The district has adopted a plan for integrating technology into curriculum and instruction at all grade levels.	4	
2.12	The district optimizes state and federal funding to install technology in its schools.	7	
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	
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	<input type="checkbox"/>
3.2	Challenging learning goals and instructional plans and programs for all students are evident.	4	<input type="checkbox"/>
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	<input type="checkbox"/>
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	<input type="checkbox"/>
3.5	Every elementary school has embraced the most recent California School Recognition Program Standards.	0	
3.6	Students are engaged in learning, and they are able to demonstrate and apply their knowledge and skills.	4	<input type="checkbox"/>
3.7	The district and school staffs promote and communicate high expectations for the learning and behavior of all students.	4	<input type="checkbox"/>

Pupil Achievement

Standard to be addressed		July 2003 rating	Focus for January 2004
3.8	The district and school sites actively encourage parental involvement in their children's education (examples of programs EC 51100-51143).	7	<input type="checkbox"/>
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	
3.10	Principals make formal and informal classroom visits. Based on these visits, principals provide constructive feedback and assistance to teachers.	5	
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	
3.12	Class time is protected for student learning (EC 32212).	4	
3.13	Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.	4	
3.14	School class size and teacher assignments support effective student learning.	9	
3.15	Teachers use a variety of instructional strategies and resources that address their students' diverse needs.	4	
3.16	Teachers modify and adjust instructional plans according to student needs and success.	2	
3.17	All teachers are provided with professional development on special needs, language acquisition, timely interventions for underperformers and culturally responsive teaching.	3	
3.18	The identification and placement of English-language learners into appropriate courses is conducted in a timely and effective manner.	7	
3.19	Curriculum and instruction for English-language learners prepares these students to transition to regular class settings and achieve at a high level in all subject areas.	4	
3.20	Programs for English-language learners comply with state and federal regulations and meet the quality criteria set forth by the California Department of Education.	6	

Pupil Achievement

Standard to be addressed		July 2003 rating	Focus for January 2004
3.21	The identification and placement of special education students into appropriate courses is conducted in a timely and effective manner.	2	<input type="checkbox"/>
3.22	Individual education plans are reviewed and updated on time.	0	<input type="checkbox"/>
3.23	Curriculum and instruction for special education students is rigorous and appropriate to meet special education students' learning needs.	3	<input type="checkbox"/>
3.24	Programs for special education students meet the least restrictive environment provision of the law and the quality criteria and goals set forth by the California Department of Education.	4	<input type="checkbox"/>
3.25	The criteria for GATE identification is documented and understood by school site staff.	6	
3.26	Students are regularly assessed or reassessed for GATE participation.	6	
3.27	All incoming kindergarten students will be admitted following board-approved policies and administrative regulations.	9	
3.28	The district provides access and encourages student enrollment in UC and CSU required courses (A-G requirement).	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	
3.30	The district optimizes state funding for the enrichment of advanced placement opportunities.	not applicable	
3.31	High school guidance counselors are knowledgeable about individual student academic needs and work to create challenging and meaningful course schedules.	3	
3.32	High school students have access to career and college guidance counseling prior to the 12th grade.	5	
3.33	The general instructional program adheres to all requirements put forth in EC 51000-52950.	5	

Pupil Achievement

Standard to be addressed		July 2003 rating	Focus for January 2004
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	<input type="checkbox"/>
4.2	Student achievement is measured and assessed through a variety of measurement tools (e.g., standardized tests, portfolios, projects, oral reports)	4	
4.3	The assessment tools are clear measures of what is being taught and provide direction for improvement.	3	
4.4	The administration and staff utilize assessment information to improve learning opportunities for all students.	4	
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	
4.6	The district has adopted multiple assessment tools, including diagnostic assessments, to evaluate, improve, or adjust programs and resources.	4	
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	<input type="checkbox"/>
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	
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	
4.10	The district informs parents of the test scores of their children and provides a general explanation of these scores.	5	
4.11	The district has a process to notify high school students and their parents regarding high school proficiency examination requirements and scores.	5	
4.12	II/USP grant recipients are collecting required data to measure progress.	2	

Pupil Achievement

Standard to be addressed		July 2003 rating	Focus for January 2004
4.13	II/USP grant recipients are meeting or exceeding goals as identified in action plans.	0	
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	
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	
5.1	Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.	2	<input type="checkbox"/>
5.2	Staff development provides the staff (e.g., principals, teachers, and instructional aides) with the knowledge and the skills to improve instruction and the curriculum.	4	
5.3	The standards developed by the California Standards for the Teaching Professions are present and supported.	6	
5.4	Teachers are provided time and encouraged to meet with other teachers.	6	
5.5	Collaboration exists among higher education, district, professional associations, and the community in providing professional development.	3	
5.6	The district has formed partnerships with state colleges and universities to provide appropriate courses accessible to all teachers.	2	
5.7	Administrative support and coaching is provided to all teachers.	2	
5.8	New teachers and principals are provided with training and support opportunities.	5	
5.9	Professional development is linked to personnel evaluation.	4	
5.10	Evaluations provide constructive feedback for improving job performance.	3	

Pupil Achievement			
Standard to be addressed		July 2003 rating	Focus for January 2004
5.11	Human resources practices support the delivery of sound educational programs.	4	
5.12	A requirement is in place for passing of a basic skills proficiency examination by instructional aides.	10	