

## **PUPIL ACHIEVEMENT**

### **Summary of Findings and Recommendations**

The Oakland Unified School District continues to make progress toward implementing the Pupil Achievement recommendations of the Assessment and Recovery Plan of January 31, 2000. The 2004 scores on the California Standardized Testing and Reporting (STAR) tests reveal some student achievement gains; however, overall scores remain very low. The district continues to make gains in the establishment of instructional program management based on the systematic use of data. A draft budget planning manual has been developed to guide district administrators through the results-based budgeting process.

The following paragraphs summarize the major strengths and weaknesses of the district observed by the FCMAT study team. They have been grouped in five categories corresponding with the five major areas of investigation:

1. Control of Resources, Programs, and Personnel
2. Clear and Valid Objectives for Students
3. Internal Consistency and Rational Equity in Program Development and Implementation
4. Use of Assessments to Improve Programs
5. Improved Organizational Productivity

#### **Control of Resources, Programs, and Personnel**

The board has adopted new policies that provide general direction to guide curriculum design and delivery. A policy that adequately directs curriculum management has not been developed. Instead, curriculum management is guided by the district Instructional Framework. The framework is designed to provide direction for district operations in separate plans — assessment, professional development, results-based budgeting, equity, and curriculum. It stipulates that the state standards are the core of the district's written curriculum.

The board has adopted an assessment policy that calls for student and program assessment, but not for assessment of the organization. District formative assessments are identified within textbook adoptions for reading (K-5), mathematics (K-high school), English Language Development and Intervention (grade 6-high school), and science (grades 6 and 8). A time line is provided for further testing in science at the middle schools and social science at the high schools. The plan does not address comprehensive assessment of all subjects at all grade levels, nor does it require ongoing evaluation of the assessment plan or organizational structures linked to student achievement. The plan calls for assessment to be aligned with textbook adoptions in the core areas.

A policy has not been developed that links organizational structures — job descriptions (roles and responsibilities) and the table of organization (accountability relationships)—but a current table of organization is in place. Several revised policies address roles within departments, but no policy addresses the linkage of organizational structures and responsibilities focused on the district vision and mission. Some progress has been made to revise inadequate job descriptions in the Division of Student Achievement.

A district planning process has not been established to conform with the 13 criteria proposed in the Curriculum Management Audit Report of 2000. However, the 2002-2007 (5-Year) Strategic Alignment Plan establishes high expectations and 12 core strategies, and sound planning is happening in key areas. The Governing Board has adopted a policy that acknowledges long-range planning as an integral component of the district's growth and development.

### **Clear and Valid Objectives for Students**

The district lacks a comprehensive curriculum management plan, however, policies linked to the elements of a curriculum management plan were presented to the Governing Board in August and include many of the quality components of a curriculum management plan as recommended by FCMAT.

The district has abandoned the development of traditional curriculum guides. Instead, the administration decided to select and adopt several standards-based textbook series and supplement them with district-designed pacing guides. The textbooks approved by the state are well aligned with the state's standards and the state's assessment instruments. The inherent lack of focus of a textbook curriculum has been addressed by the district staff by developing the pacing guides that give teachers the necessary specificity for clear direction. The district's need to rapidly reform its instructional operations made the adoption of a textbook curriculum a sound strategy.

A cross-section sample of district schools was again visited by the study team. The textbook curriculum strategy had gained general teacher support and was resulting in teaching directed at the California Standards. Adoption and subsequent districtwide implementation of the Open Court and High Point instructional programs, along with Harcourt Math and the comprehensive benchmark assessment systems, have at the elementary level addressed the lack of cohesion, feedback, and staff development described in the 2000 Recovery Plan.

However, when the textbook teacher editions and pacing guides were reviewed and rated for adequacy as guides for instruction, they rated slightly lower than the minimum required by the Assessment and Recovery Plan of 2000. Administrators plan to work with teacher leaders during summer 2004 to revise the pacing guides based on identified student learning needs.

### **Internal Consistency & Rational Equity in Program Development & Implementation**

Progress has been made with the compliance issues within the special education programs. The backlog of IEP reviews had been reduced by nearly 75 percent by mid-August 2004. Expensive nonpublic school placements have been reduced, and staff development with principals to reduce referrals is planned. The team noted deficiencies with the monitoring of revised IEPs, a lack of school site accountability for special programs, and a lack of special education performance standards for teachers.

Faculty in the district continue working to implement the Master English Language Learner Plan which has been accepted by the Comité with the California Department of Education. In addition, aspects of the ELL program have been incorporated in the Professional Development Plan adopted by the board. However, actual classroom implementation of California Department of Education criteria is still inadequate. Progress has been made enforcing the provisions of the Voluntary Reso-

lution Plan; however, personnel are not being held accountable through timely evaluations. No further progress is being made in developing a data system to assess the effectiveness of EL programs in improving student achievement.

### **Use of Assessments to Improve Programs**

Substantial progress has been made in developing assessment tools. Assessments for core subjects through grade 12 have been completed. As noted in the March 2004 review, the staff has a multiyear plan to develop a full range of assessments across grades. Full implementation of the assessment system is scheduled for the upcoming school year.

The study team observed administrator training and plans for additional staff development addressing the use of test data to improve instruction. Progress is being made toward establishing the knowledgeable use of “test guides” and “curriculum guides” (in this instance, textbooks and pacing guides) as criteria for teacher supervision and principal evaluation. All principals continue to be trained in the use of data and assessment with assistance from the executive directors.

The district’s Web site and data portal are providing useful benchmark data for Open Court, Harcourt Brace, and High Point. Assessment data continue to be used by some principals and teachers to help teachers find patterns of strengths and weaknesses in their teaching. The district’s data coaches are assisting 34 schools in using the district’s database tools more effectively. The district, however, is not reviewing data to determine how coaches are spending their time and whether it’s making a difference. School instructional facilitators (IFs) and the Reading First IFs are still learning to use student assessment to improve student achievement in the core subjects. There is no indication that the training is improving classroom instruction.

Continued progress is being made in the district’s systems for disaggregating data by race/ethnicity, gender, socioeconomic factors, and language. The district provides these data in usable form to gauge operational performance and to improve instructional programs and decision-making. However, no progress has been made to expand the scope of local assessments to include all required subjects at all grade levels. The present focus is on reading/language arts and math.

Student achievement continues to be a major concern. The district’s 2004 scores on the California Standardized Testing and Reporting (STAR) test released this summer reported the percentage of Oakland students scoring “proficient” or “advanced” was lower than the state average at every grade level. Moreover, the percentage of Oakland students scoring “below basic” and “far below basic” was higher than the state average at every grade level. At the high school level, only 6 percent of ninth graders, 4 percent of tenth graders, and 6 percent of eleventh graders attained scores of “proficient” or “advanced” in mathematics. Scores in language arts were slightly higher with 18 percent of ninth graders, 15 percent of tenth graders, and 16 percent of eleven graders scoring “proficient” or “advanced.”

### **Improved Organizational Productivity**

The staff is implementing results-based budgeting. This is a multiyear process designed to provide a more consistent, transparent, and equitable allocation of funds than in the past.

The budget planning manual is still in draft form. FCMAT reviewed the plans and concluded that the system has the potential to significantly increase the district's educational productivity. However, the system does not establish processes and criteria for evaluating the consequences of funding a program, nor does it direct the staff to routinely gather and present data describing the cost and benefits of various programs.

Progress has been made regarding instructions for using budget worksheets. Instructions were included in the draft budget manual and principals reported that they were adequate.

## 1.1 Curriculum Management—Policy

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### Professional Standard

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

### Progress on Implementing the Recommendations of the Recovery Plan

1. The district has revised policies that provide general direction to guide curriculum design and delivery. These policies are based on the California School Board Association (CSBA) models and are generic in nature.
  - a) A policy that provides for overall curriculum management has not been developed, although separate policies limited to some of the components of a comprehensive plan have been adopted by the board. Steps toward curriculum management have been taken through the design of a district Instructional Framework. This document has some elements that provide direction for the district. It specifies that the philosophical framework for the design of curriculum is defined by the state standards and the implementation is through state adopted texts, professional development in the core program with follow-up coaching, and assessment data collection that is used to monitor program implementation. The OUSD Instructional Framework is designed to establish a direction for the district in separate plans: assessment, professional development, results-based budgeting, equity, and curriculum. This framework, though designed to operationalize the 5-Year Strategic Alignment Plan, does not articulate this linkage. To fully implement this recommendation, the staff must develop a comprehensive curriculum management policy that accomplishes the following: (1) clearly links the design and implementation of curriculum to district priorities in the Strategic Alignment Plan, (2) provides for a full curriculum development cycle and periodic review by the district Governing Board, (3) establishes a monitoring system to evaluate the plan's effectiveness, and (4) shows evidence of stakeholder commitment to the plan's objectives.
  - b) A policy has not been developed that links organizational structures — job descriptions (roles and responsibilities) and the table of organization (accountability relationships) — but a current table of organization is in place. Several revised policies address roles within departments, but no policy addresses the linkage of organizational structures and responsibilities with a focused approach to the district vision and mission. The recommendation remains to develop a policy that clearly links roles and responsibilities to accountability relationships in the table of organization.
  - c) The Governing Board has adopted a policy that acknowledges long-range planning as an integral component of district growth and development.

- d) Board Policy 6143 implies articulation of curriculum K-12, but it does not address alignment among the curriculum goals and objectives (written), teacher delivery techniques and strategies in the classroom (taught), and districtwide assessments (tested). Revised courses of study showing alignment among these components were unavailable. Board policy 6143 must be more explicit in addressing alignment of the written, taught, and tested curriculum K-12.
- e) A policy requiring vertical and horizontal articulation between the grades and among the instructional levels has not been developed. Current policies being adopted imply a comprehensive program for all students, but these policies are not explicit in requiring articulation across each grade level and across grades K-12. Board policies should explicitly address vertical and horizontal articulation between the grades and across each individual grade.
- f) The board has adopted a districtwide professional development plan for certificated staff. It links staff development to the delivery of instruction. Although a staff development plan linking the role of classified employees to instruction was unavailable, the district is developing a plan to address the staff development needs of clerical staff and instructional assistants.
- g) A policy establishing clear expectations for monitoring the curriculum at all levels of the school district has not been adopted, but revised policies address some components. Draft board policy 6190 addresses the evaluation of the instructional program using state accountability measures, but it does not address all subjects, role responsibilities at each level of the organization, or practices to be used. An unnumbered board policy and accompanying administrative regulation address an equity plan for monitoring access and performance levels of two specific student subgroups: African-Americans and English-language learners.
- h) A newly revised policy addresses student assessment. This policy does not articulate a requirement to develop a comprehensive assessment plan, but the board adopted a plan in December 2003. The Assessment, Data, and Accountability Plan is part of the Instructional Framework and describes the district's testing design as assessment aligned to textbook adoptions together with the various state assessments. It provides for student and program assessment, but not for assessment of the organization. District formative assessments are identified within textbook adoptions for reading (K-5), mathematics (K-high school), English-language development and intervention (6-high school), and science grades 6 and 8. A time line is provided for further testing in science at the middle schools and social science at the high schools. The plan does not address comprehensive assessment of all subjects at all grade levels, or a process for the ongoing evaluation of the assessment plan or organizational structures linked to student achievement. Full implementation of this recommendation requires a comprehensive assessment plan.

2. The State Administrator approves administrative regulations and presents them to the board for their information. This change in procedure (the board previously approved these regulations) provides for a more rapid response to organizational problems and authorizes top administrators to act more efficiently and effectively.
3. Executive directors and the district staff provide training for administrative staff on policy implementation through area network meetings and management meetings.
4. The district lacks a plan that directs the implementation of policy at all school district levels. Some processes are in place through the administrative evaluation protocol to hold administrators responsible for implementing policy and ensuring that site staff understand and follow relevant policies.
5. Policies were not evaluated for adequacy.
6. The table of organization was revised in January 2004 to reflect current reporting relationships. Some elements are not clearly delineated such as the following:
  - a) The chart does not show a staff member assigned to professional development for certificated staff within the Division of Student Achievement.
  - b) The Technology Training Manager reports to the Chief Financial Officer for Business Services, with no indication of the relationship between technology and the Division of Student Achievement.

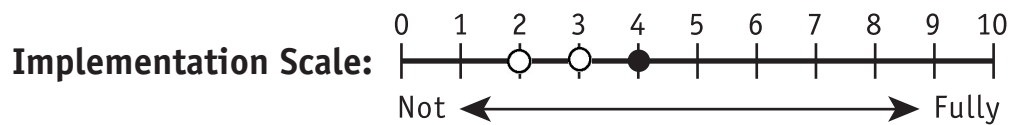
The table of organization should be revised to reflect a) and b) above.

7. FCMAT reviewed some job descriptions for the Division of Student Achievement in January. Other job descriptions have not been revised. All job descriptions should be revised to match current district operations.
8. An Instructional Framework indicates that state standards are the core of the district's written curriculum. In-service training has been provided for administrators on state textbooks in language arts (K-8) and mathematics (K-5). Staff development for the new adoption in language arts in grades 7-12 is scheduled for administrators and teachers in summer 2004.
9. District administrators have taken some steps to monitor evaluations of the administrative and instructional staff to ensure that these individuals provide feedback to improve the delivery of instruction. These steps include training for principals and instructional facilitators on textbook adoptions and instructional practices related to implementation. Through formal evaluations and informal collaboration, principals and teachers receive feedback aimed at improving the delivery of instruction. No formal training on providing feedback for improved instructional practices has been planned. Full implementation of this recommendation requires formal training on providing feedback to teachers on best practices to improve delivery of instruction across all disciplines for all students.

10. As part of the district's initiative to implement results-based budgeting, administrators did a cost/benefit analysis of the teachers on special assignment (TSAs) and developed a strategic reduction of centralized TSAs as new textbook implementations become institutionalized. The role of some TSAs has evolved to providing feedback and modeling for teachers. A cost/benefit analysis has not been completed for the compliance TSAs who support site administrators with issues related to compliance with state and federal regulations. Principals' feedback indicates that the TSAs' role is valued.

**Standard Implemented: Partially**

January 2000 Rating:	2
September 2003 Rating:	2
March 2004 Rating:	3
September 2004 Self-Rating:	4
September 2004 New Rating:	4



## 1.2 Student Objectives—Core Curriculum Content

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### Professional Standard

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

### Progress on Implementing the Recommendations of the Recovery Plan

1. The district was unable to present its Curriculum Management Plan to the board in April 2004 as stated in the March report due to other priorities. The district Associate Superintendent for Instruction states that the plan will be presented to the board in August and that the elements of a Curriculum Management Plan recommended by FCMAT are to be included in their plan. These elements are:
  - a) The district’s philosophical approach to the curriculum
  - b) A curriculum review cycle for all disciplines
  - c) A consistent curriculum format
  - d) Delineation of responsibilities for curriculum related decision-making for district administrators, principals, teachers, district and school committees
  - e) Expectations for the delivery of the curriculum
  - f) Instructions for monitoring the curriculum that include specific procedures and criteria for principals and other staff
  - g) Timing, scope, team membership, and procedures for curriculum review and adoption
  - h) Selection procedures for instructional resources
  - i) A process for integrating technology into the curriculum
  - j) A process for communicating curricular revisions to the board, staff, and community

The district is involved in developing board policies and administrative regulations utilizing the California School Board Association (CSBA) templates. The Associate Superintendent of Instruction has stated that the administrative regulations for Board policy 6141 Curriculum Development and Evaluation will be presented to the board as part of the Curriculum Management Plan. When district policies for instruction are refined and administrative regulations are written for each to reflect the district’s needs, these policies as a group will provide a clear, operational framework for the Curriculum Management Plan. [Exhibit 1.2.1](#) lists some of the policies for instruction and their potential links to the Curriculum Management Plan.

**Exhibit 1.2.1 - Linkage of District Board Policies in Instruction  
to the Curriculum Management Plan  
May 2004**

<b>Board Policies in Instruction</b>	<b>Linkage to Curriculum Management Plan</b>
BP 6000 Concepts and Roles BP 6141 Curriculum Development and Evaluation BP 6142.92 Mathematics Instruction BP 6142.93 Science Instruction BP 6143 Courses of Study BP 6161 Equipment, Books and Materials BP 6161.1 Selection and Evaluation of Instructional Materials Draft BP 6190 Evaluation of the Instructional Program	<ul style="list-style-type: none"> <li>• District philosophical approach to the curriculum</li> <li>• Curriculum review cycle</li> <li>• Delineation of responsibilities for curriculum related decision-making</li> <li>• Process for communication</li> <li>• Monitoring the curriculum</li> <li>• Expectations for delivery of curriculum</li> <li>• Selection procedures for instructional resources</li> </ul>

The district implemented a process for the selection of grades 6-12 California standards-based English/language arts textbooks beginning in August 2003. This process will be completed in September 2004. The document describing this process included a specific time frame, a list of activities, the person/s responsible for each activity, and updates on the status of each activity. Activities in the process included: rating of materials against the standards, publisher presentations, piloting of materials, voting, recommendation to the State Administrator, ordering of materials, professional development, and implementation at school sites. This process should be written into the Curriculum Management Plan and be utilized systemwide for all textbook adoptions.

2. As stated in the March report, the district’s curriculum philosophy, the instructional blueprint, includes an alternative to FCMAT’s recommendation to develop curriculum guides. The district wishes to adopt California standards-based textbooks as its curriculum, with pacing guides developed to address the inadequacies of a textbook curriculum. For grades K-8, the textbooks adopted by the district come from the state-adopted list of textbooks aligned with the California standards (Education Code 60422, 60422.1). For grades 9-12, the state regulation for adoption is different. There is no state adopted list because high school texts are not written solely for California classrooms. Instead, publishers of books being considered for district adoption must present a “standards map” to the district to show the correlation of the documents to the California Standards (Education Code 60451). FCMAT accepted the district’s alternative to the FCMAT curriculum monitoring process and has continued to review the district adopted California standards-based textbooks (with evidence of correlation to the California standards) using the five minimum guide components audit criteria. To determine quality, FCMAT examined an additional 12 documents that function as secondary curriculum guides. These guides included seven newly adopted textbooks

and five textbooks not analyzed at the time of the last review because they lacked evidence of correlation to California Standards as required by law. Two textbooks reviewed in this report also have a pacing guide that was included in the rating. The textbooks and pacing guides were reviewed and rated on whether they contained the elements of each of five criteria that support effective delivery of the curriculum. Four of the district-adopted textbooks reached the minimum basic adequacy score of 12 points. The criteria are listed in Exhibit 1.2.2.

### Exhibit 1.2.2

#### Curriculum Guide Audit Criteria

Criteria	Description
One	<p>Clarity and Validity of Objectives</p> <ul style="list-style-type: none"> <li>0 No goals/objectives present</li> <li>1 Vague delineation of goals/learner outcomes</li> <li>2 States tasks to be performed or skills/concepts to be learned</li> <li>3 States for each objective the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning</li> </ul>
Two	<p>Congruity of the Curriculum to Testing/Evaluation</p> <ul style="list-style-type: none"> <li>0 No evaluation approach</li> <li>1 Some approach of evaluation stated</li> <li>2 States skills, knowledge, concepts which will be assessed</li> <li>3 Each objective is keyed to district and/or state performance evaluation</li> </ul>
Three	<p>Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes</p> <ul style="list-style-type: none"> <li>0 No mention of required skill</li> <li>1 States prior general experience needed</li> <li>2 States prior general experience needed in specified grade level</li> <li>3 States specific documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across grades/courses)</li> </ul>
Four	<p>Delineation of the Major Instructional Tools</p> <ul style="list-style-type: none"> <li>0 No mention of textbook or instructional tools</li> <li>1 Names the basic text/instructional resource(s)</li> <li>2 Names the basic text/instructional resource(s) and supplementary materials to be used</li> <li>3 States for each objective the “match” between the basic text/instructional resource(s) and curriculum objective</li> </ul>
Five	<p>Clear Linkages (Strategies) for Classroom Use</p> <ul style="list-style-type: none"> <li>0 No linkages cited for classroom use</li> <li>1 Overall, vague statement on linkage for approaching the subject</li> <li>2 Provides general suggestions on approach</li> <li>3 Provides specific examples on how to approach key concepts/skills in the classroom</li> </ul>

The documents were assigned values of zero to three on each of the five criteria. A maximum of 15 points is possible, and guides receiving a rating of 12 or more points are considered strong or adequate. The mean ratings for each criterion and the mean for the total guide ratings were then calculated. [Exhibit 1.2.3](#) shows the team's ratings of standards-based textbook teacher editions and pacing guides.

### Exhibit 1.2.3

#### Study Team's Rating of Additional California Standards-based Textbook Teacher Editions and Pacing Guides in the Core Subject Areas Presented, Grades 6-12 May 2004

Grades 6-12 Textbook Teacher Editions and Pacing Guides	Course/ Grade Level	District Pacing Guide?	CA Standards Aligned/ Publisher Standards Map	Criteria					Total Rating
				1 (Obj)	2 (Asmt)	3 (Pre)	4 (Res)	5 (App)	
Holt Literature and Language Arts	6-12	No	CA Standards Aligned (6-8)/ Publisher Standards Map (9-12)	2	2	0	3	3	10
McDougal Littell ¡En Español!	Spanish I, II, III; EPH V	No	Publisher Standards Map	2	1	3	3	3	12
McDougal Littell Discovering French	French I, II, III	No	Publisher Standards Map	2	1	3	3	3	12
Prentice Hall Abriendo Paso Lectura	Spanish IV; EPH IV	No	Publisher Standards Map	1	1	0	3	2	7
Holt Nuevas vistas	EPH II, III	No	Publisher Standards Map	2	1	2	3	3	11
Holt ¡Ven conmigo!	6-8	No	Publisher Standards Map	2	1	3	3	3	12
Glencoe Bon Voyage!	6-8	No	Publisher Standards Map	2	1	0	3	3	9
Prentice Hall Algebra and Trigonometry	10-12	Yes	Publisher Standards Map	3	2	1	3	3	12
Key Curriculum Press Discovering Geometry	8-12	Yes	Publisher Standards Map	3	1	0	3	3	10
McDougal Littell Precalculus with Limits	10-12	No	Publisher Standards Map	2	1	3	3	2	11
McDougal Littell Calculus	12	No	Publisher Standards Map	2	0	0	3	2	7
Prentice Hall Focus on Science (Life, Earth, Physical)	6-8	No	CA Standards Aligned	2	1	2	3	3	11
Grades 6-12 Mean Totals				2.08	1.08	1.42	3	2.75	10.33

Exhibit 1.2.3 shows the following:

- With the adoption of grades 6-12 English/language arts textbooks (literature and language arts) in spring of 2004, all core subject areas have adopted standards-based textbooks.
  - Four of the textbooks made available for this analysis reach the minimum basic adequacy score of 12 points or higher. Eight of the textbooks analyzed do not contain enough information to provide teachers with complete and comprehensive work plans to guide their teaching.
  - Guide scores ranged from 7 to 12.
  - The strongest criteria across all the guides were the delineation of instructional tools, with a mean score of 3, and linkages for classroom use, with a mean score of 2.75. The standards-based textbook teacher editions provide specific examples on how to approach key concepts/skills in the classroom. The grades 6-12 Holt literature and language arts textbook teacher editions also provide, as mandated by the State of California Department of Education, instructional strategies for English-language learners, students at risk in reading, and students who are ready for more challenging learning.
  - The weakest criterion was congruity of the curriculum to testing/evaluation with a mean total of 1.08. None of the documents keyed each skill or standard to district and/or state performance evaluation instruments. Each of the standards should be clearly keyed to district and state assessment on the district pacing guides. The geometry and advanced algebra/trigonometry textbooks were the only textbooks reviewed in this analysis that had district-developed pacing guides. The district must make the development and distribution of pacing guides for all textbooks a priority.
  - The mean score for the secondary textbooks in this analysis was 10.33 out of a possible 15. The mean score for the textbooks rated in the March report was 11.5.
  - When the ratings of these 12 textbooks were combined with the ratings of the eight textbooks analyzed in the March report, the mean score for all textbooks rated was 10.8 out of a possible 15.
3. The district continues to produce documents that address the recommendations for developing, adopting, implementing, and monitoring programs and interventions that are aligned with district priorities and student learning goals. The district's draft Board policy 6190 Evaluation of the Instructional Program states, "The Superintendent or designee shall review the effectiveness of district programs, both the core curriculum and consolidated programs, in meeting desired outcomes for the children they are intended to serve.... Based on these evaluations, the board shall take appropriate actions to maintain the effectiveness of programs and, as needed, to improve the quality of education that district students receive."

As the district proceeds in developing and refining board policies, particular attention must be focused on including a clear, operational framework for the systemwide monitoring of programs and interventions.

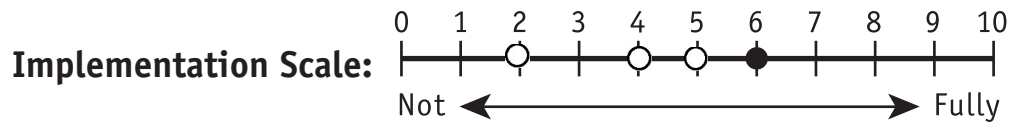
- a. The district's move to implement a results-based budget continues to be a positive step toward aligning budget allocations with curriculum priorities so that initiatives can be sustained or terminated based solely on effects on student achievement.
  - b. As described in the March report, the district has designated at least three administrators as responsible for programs and interventions. These administrators represent the following departments/divisions: Student, Family and Community Services, the grants office, and the Department of Research and Evaluation, Assessment, Data and Accountability. To ensure consistency, one district administrator should be assigned to coordinate the proposals, reviews, adoptions, implementation, and monitoring of programs and interventions across all departments.
  - c. District administrators continue to cite the district's data review procedures, the results-based budget, and the district professional development plans as mechanisms for a program intervention and screening process. However, there is no district-sanctioned formal process that includes the components of the screening process recommended by FCMAT. As recommended in the March report, the district must develop and implement a formal, districtwide screening process for all district programs.
4. The district continues to refine two Web site reports: the site services database being used by most intervention programs, and the grants office database that provides information regarding all externally funded programs to foster program alignment and ensure compatibility of focus, as well as to facilitate program evaluation. Plans are being made to link the site services database data to the student achievement database in order to evaluate intervention programs based on student attendance. As recommended in the March report, these databases must include all the components recommended by FCMAT (see Professional Standard 1.17).

The district's professional development plan, as described in the instructional blueprint and approved by the board, continues to be an integral part of curriculum development, implementation, and assessment. The district has plans for comprehensive professional development in the use of test data to make decisions about instruction. In addition, professional development is planned for summer 2004 in the implementation of newly adopted 6-12 English-language arts textbooks. District administrators plan to work with teacher leaders during summer 2004 to revise pacing guides based on student learning needs.

District executive directors continue to communicate expectations to their site administrators that curriculum will be implemented and curriculum delivery will be monitored.

## Standard Implemented: Partially

January 2000 Rating: 2  
September 2003 Rating: 4  
March 2004 Rating: 5  
September 2004 Self-Rating: 6  
September 2004 New Rating: 6



## 1.3 Allocation of Resources

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### Professional Standard

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

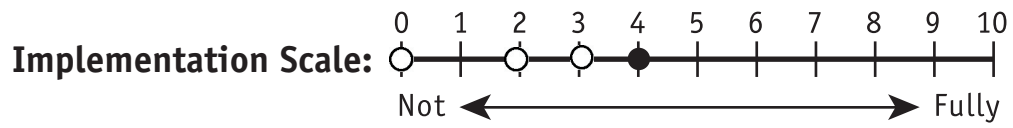
### Progress on Implementing the Recommendations of the Recovery Plan

Some recommendations for this standard have been addressed, while others have not.

1. The budget planning manual is still in draft form and does not cover certain budget preparation recommendations cited in previous reviews and below.
2. The following budgeting recommendations have not been addressed:
  - a. Establish processes and criteria for evaluating the consequences of funding or not funding a program and include them in the budget manual.
  - b. Direct the staff to routinely gather and present data describing the cost and benefits of various programs. Although there was no directive, the study team reviewed staff recommendations for the allocation of funds resulting from Measure E. They contained cost/benefits descriptions for proposed expenditures. Guidance should be included in the budget manual.
3. Progress has been made regarding instructions for using budget worksheets. Instructions had been included in the budget manual, and principals reported that they were adequate. Worksheets had been used in the decision process for allocating Measure E funds. However, Measure E worksheets differed from those used by principals; this difference should be clarified in the budget manual.
4. The staff continues to successfully implement results-based budgeting. This is a multiyear process designed to provide a more consistent, transparent, and equitable allocation of funds than in the past. Since inequities will exist until the system is fully functional, implementation requires frequent monitoring.
5. The district leadership had not issued a directive specifically requiring the staff to comply with the deadlines of the Voluntary Resolution Plan. Approval of the draft equity policy should remedy this problem.
6. FCMAT was still unable to detect a clear link between compliance or noncompliance with deadlines and results from personnel evaluations.
7. Guidance had not yet been issued prohibiting school-based decisions that cause inequities in course offerings, materials, and practices. Without a specific directive, it remains to be seen whether or not inequities can be prevented through fund allocation formulas, “key results” goals, and the proposed equity policy.

## Standard Implemented: Partially

January 2000 Rating: 0  
September 2003 Rating: 2  
March 2004 Rating: 3  
September 2004 Self-Rating: 4  
September 2004 New Rating: 4



## **1.4 Multiple Assessments – Program Adjustment**

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### **Professional Standard**

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

### **Progress on Implementing the Recommendations of the Recovery Plan**

1. The district continues its efforts to establish a districtwide assessment system. It is in the middle of a five-year process to build a comprehensive assessment, data and accountability system, culminating June 2005. The district remains deficient in four of the 20 characteristics of a comprehensive student assessment program (see Exhibit 1.4.1). Specific areas requiring further attention are presented below:
  - a. There is no indication that assessment is occurring at all levels of the system. Formative assessment is beginning to be more consistent, but limited progress is being made in the use of summative data to show growth in student achievement. The district continues to present limited assessments and/or evaluations to demonstrate the effectiveness of programs, interventions or other efforts at the organizational level on improved student achievement. Reporting is not formalized at all sites and levels, and there continues to be limited specific data correlation, comparative studies, and follow-up longitudinal data to show growth over time.
  - b. The district is providing more assessment data for Open Court, High Point, Foro Abierto, and Quality School Portfolios. However, the study team was still not given evidence to indicate that assessments are analyzed in-depth or are used to determine the effectiveness of the alignment of instruction with content. Assessment information is becoming less fragmented. A comparative school data by cohorts for specific skills over time was unavailable. This would show patterns and trends or correlations to curriculum and instruction.
  - c. There is continuing progress to align assessments with the curriculum. There is an increased use of data rosters, benchmark assessments, and pacing guides for Open Court Reading (K-5), Harcourt Brace Mathematics (K-5), High Point (6-12), and Prentice Hall, and McDougal-Littell Mathematics (6-9). However, alignment at the secondary schools remains weak and inconclusive, although math and science assessments are being administered regularly at more sites. Assessments are still not available for all required subjects at all grade levels.
  - d. There is no indication of ongoing evaluation of the OUSD Assessment, Data and Accountability Plan. Policy regulations for implementing the assessment plan are still in draft form. The plan does not mention how the assessment systems will be measured for effectiveness, who will be responsible for ac-

cessing the information, the procedures for accessing information, how often this will occur, or how the information will be used in district decision making.

The following table summarizes the district’s progress toward the development of a comprehensive program and student assessment plan.

**Exhibit 1.4.1**

**Characteristics of a Comprehensive Program and Student Assessment Plan and the FCMAT Study Team’s Assessment of the District’s Plan**

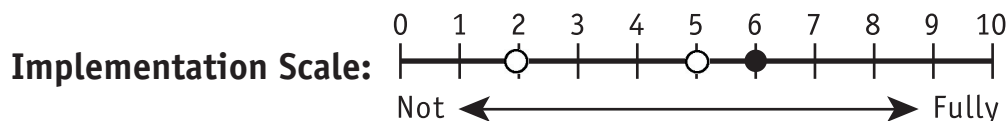
Characteristic	FCMAT Team Rating	
	Adequate	Inadequate
1. Describes the philosophical framework for the design of the program and student assessment plan (formative, alignment, all subjects all grades, link to mission).	X	
2. Gives appropriate direction through policy and administrative regulations.	X	
3. Provides ongoing needs assessment to establish goals of student assessment and program assessment.	X	
4. Provides for assessment at all levels of the system (organization, program, student).		X
5. Identifies the multipurposes of assessment, types of assessments, appropriate data sources.	X	
6. Provides a matrix of assessment tools, purpose, subjects, type of student tested, time lines, etc.	X	
7. Controls for bias, culture, etc.	X	
8. Specifies the roles and responsibilities of the board, central office staff, and school-based staff.	X	
9. Directs the relationships between district and state assessments.	X	
10. Specifies overall assessment procedures to determine curriculum effectiveness and specifications for analysis.		X
11. Directs the feedback process; ensures proper use of data.	X	
12. Specifies how assessment tools will be placed in curriculum guides.		X
13. Specifies equity issues and data sources.	X	
14. Identifies the parameters of a program assessment.	X	
15. Provides an ongoing training plan for various audiences on assessment.	X	

Characteristic	FCMAT Team Rating	
	Adequate	Inadequate
16. Presents procedures for monitoring assessment design and use.	X	
17. Establishes a communication plan for the process of student and program assessment.	X	
18. Provides ongoing evaluation of the assessment plan.		X
19. Specifies facility and housing requirements.	X	
20. Describes budget ramifications, connections to resource allocations.	X	

- There is a greater effort to train principals, instructional facilitators, and teachers in assessing and using assessment data. The executive directors are in the initial stages of providing more assistance through regularly scheduled academic conferences. All principals are being trained in the use of data and assessments with assistance from the executive directors. Follow-up support is being provided by data coaches and instructional facilitators. Additional workshops are being conducted during the summer. It is too early to judge whether the training is improving classroom instruction.

### Standard Implemented: Partially

January 2000 Rating: 2  
 September 2003 Rating: 5  
 March 2004 Rating: 5  
 September 2004 Self-Rating: 6  
 September 2004 New Rating: 6



## 1.5 Preparation of Students—Expectations for Practices

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### 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.

### Progress on Implementing the Recommendations of the Recovery Plan

1. High expectations have been established for all district students through a 5-Year Strategic Alignment Plan and accompanying plans for equity, and English-language learners. A schedule has been established for reporting on the implementation of these plans and their effect on student performance during June 2004. These reports will then be presented to the board. These reports show that Oakland students of African-American descent and English-language learners are making continual progress on state and local measures. District leaders must continue to gain acceptance for these plans from within the district and from parent and community agencies to ensure ongoing support for maintaining high expectations for all groups of students.
2. There has been no official reduction in the administrative duties of principals that provide them with time to spend half the day in classrooms. Some extra support for compliance reporting, data analysis, and establishing the Single Plan for Student Achievement has been provided through network support teams. However, extra duties have been added with such initiatives as results-based budgeting and mandatory redesign with school closures. The recommendation remains to streamline the work of principals, reducing their administrative workload to allow them adequate time in classrooms working with teachers on instructional improvement.
3. Training for administrators, instructional facilitators, and teachers on special assignment (TSAs) has been focused on the following areas: (a) coaching the delivery of instruction for the implementation of textbook adoptions, (b) interpreting student performance data, (c) promoting professional development of teachers, and (d) designing student achievement goals and action steps in the site Single Plan for Student Achievement. The staff should continue focusing training of administrative and support staff on strategies and processes that support effective delivery of instruction.
4. The district has used press releases and the Web site to communicate to all the staff and the community that a high quality curriculum and instructional program are the norm. District personnel scheduled meetings with community groups in June 2004 to review the equity plan and the plan for English-language learners. These meetings included a report on the academic progress of students in these subgroups. Full implementation of this recommendation requires stakeholders to continue planning and reviewing progress to ensure commitment to high-quality curriculum and instruction from teachers and educational administrators.

5. District personnel have established a long-range plan in their 5-Year Strategic Alignment Plan. This 5-Year plan is delineated in subsequent plans designed within the Instructional Framework.
6. District personnel have provided regular reports to the board on planning activities as they pertain to the attainment of district goals and objectives established in the 5-Year Strategic Alignment Plan. These reports included specific plans to operationalize the components of the 5-Year Plan: assessment, professional development, results-based budgeting, and equity. The Curriculum Management Plan has not yet been fully developed. To fully implement this recommendation, the staff must continue updating the board on the progress of implementation and the results of student achievement and continue to develop a plan for the management of curriculum based on the criteria in Exhibit 1.5.1.
7. Some training has been provided for administrators and instructional staff pertaining to the development of the site Single Plan for Student Achievement. This process is not comprehensive since it does not adequately address the 13 critical components of an effective planning system as presented in Exhibit 1.5.1 The recommendation remains to establish a comprehensive planning system that meets these 13 criteria in order to provide a context for the development of all district and site plans.

#### **Exhibit 1.5.1**

##### Curriculum Management Audit Criteria for Assessing System Planning Oakland Unified School District, January 2000

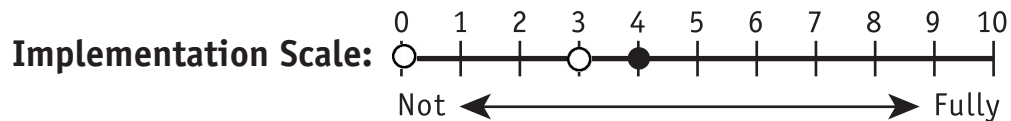
1. **Mission:** General-purpose benefits and educational goals of a school organization. The mission is the foundation upon which all educational programs and services are built. It describes the reason a district exists, and beliefs, values, and expectations are clearly defined and communicated. Large, highly successful organizations (both public and private) usually have a clearly defined and communicated mission expressed in planning documents.
2. **Critical analysis:** Collection and analysis of vital data about all facets of the internal and external environments of the school organization. It defines the status of a school organization and describes the future by combining forecasting results with status-check results.
3. **Assumptions:** A prediction of the events and conditions that are likely to influence the performance of a school organization, element, or key individuals. Preparing planning assumptions is a form of forecasting. Assumptions are concerned with what the future will look like and help bridge the gap between needs and actions in the planning process.

4. **Components:** Means of grouping goals for the purpose of communicating and management. All goals will be assigned to a component and each component will consist of one or more goals.
5. **Objectives:** Statements of results that are measurable and have time limitations. They describe the condition(s) a school organization wants to improve. The desired improvements are then translated into goals. Objectives are written for each goal. As objectives are met, goals are accomplished.
6. **Evaluation:** Statements of conditions that show evidence that an objective is satisfactorily achieved and procedures developed for completing the evaluation. Each objective should be evaluated and the evaluation procedures should be developed at the time the objective is written.
7. **Action Plans:** Actions to be taken that will help achieve the objectives. Each objective will have one or more activities. Significant elements of each activity include a due date, responsible person(s), and costs.
8. **Plan Integration:** Goals and action plans are integrated including resources.
9. **Planning and Budget Time-Line Relationships:** Goals and action plans are in place and integrated prior to the budgeting process. Each of the functional unit manager's final plans is integrated into the budget for consideration. There will be agreement to each other's plans and integration of plans with respect to resources. Feasibility with budget is determined and plans are checked against the organizational beliefs and mission statement. An overall plan will then be put together.
10. **Multiyear Planning and Goal Feasibility:** Planning extends over several years, and the number of goals and actions are feasible within the resources of the district.
11. **Connected Plans:** All documents in a system are aligned to the plan. Unit and school based improvement plans are aligned to the district goal priorities.
12. **Stakeholder Commitment:** Stakeholders in a system (community, board, administrators, staff, and students) are committed to the plan.
13. **Monitoring in Design:** System for assessing the status of activities, analyzing the results, and reporting outcomes are built into the design of the plan.

8. A task force has not been established to incorporate all existing plans. District personnel indicated that a process has been adopted that engages cabinet members, instructional managers, and instructional TSAs in the development of the components that make up the Instructional Framework. There was little indication that site administrators or teachers are developing strategies to implement the 5-Year Plan. The staff must continue to expand the opportunity for broad-based involvement in developing and implementing components of the 5-Year Plan.

### Standard Implemented: Partially

January 2000 Rating:	0
September 2003 Rating:	3
March 2004 Rating:	4
September 2004 Self-Rating:	5
September 2004 New Rating:	4



# 1.6 Assessment Tools–Direction for Improvement

## Professional Standard

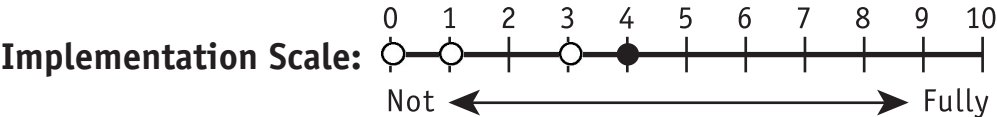
The assessment tools are clear measures of what is being taught, and they provide direction for improvement.

## Progress on Implementing the Recommendations of the Recovery Plan

1. The district continues to make substantial progress with the development of assessment tools. Assessments for core subjects through grade 12 have been completed. As noted in the March 2004 review, the staff has a multiyear plan to develop a full range of assessments across grades. Full implementation of the assessment system is scheduled for school year 2004-2005.
2. The study team observed administrator training and plans for additional staff development addressing the use of test data to improve instruction. Progress is being made toward establishing the knowledgeable use of “test guides” and “curriculum guides” (in this instance, textbooks and pacing guides) as criteria for teacher supervision and principal evaluation. The purpose of this recommendation was to emphasize, at the school level, the need to align the content, procedures, and environment of routine classroom assessments with those of high-stakes tests, so that students are better prepared for high-stakes testing.

## Standard Implemented: Partially

January 2000 Rating:	0
September 2003 Rating:	1
March 2004 Rating:	3
September 2004 Self-Rating:	4
September 2004 New Rating:	4



## **1.7 Staff Development – Improved Instruction/Curriculum**

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### **Professional Standard**

Staff development provides staff with the knowledge and the skills to improve instruction and the curriculum.

### **Progress on Implementing the Recommendations of the Recovery Plan**

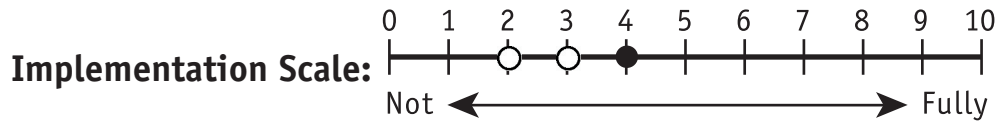
During its May 2004 visit, the study team determined that many productive staff development activities had been completed or were in progress. However, little progress had been made in implementing professional (staff) development recommendations since the March 2004 report.

1. Regarding employee coverage, evaluations, reporting, and resources:
  - a. The district staff development policy does not cover all employees. It is directed only towards those involved in designing and delivering curriculum.
  - b. There was no policy requirement for the periodic evaluation of staff development by analyzing quantitative and qualitative data from a variety of sources. The district has no institutionalized procedure to determine whether the following are linked: the training a teacher receives, the correct application of that training in the classroom, and the impact of the application on student performance. However, it is noteworthy that the staff had evaluated these linkages in the Reading First program and adjusted staff assignments to improve student performance.
  - c. There was no requirement that staff development progress and evaluations be periodically reported to the State Administrator.
  - d. FCMAT was unable to determine whether there were adequate resources to fund staff development because the planning document was not comprehensive, as noted in paragraph 2, below.
2. The district lacks a staff development plan consistent with FCMAT recommendations. As reported in the March 2004 report, the staff has chosen to use the professional development policy as its staff development plan. This document lacks the requisite elements of a plan, such as: a mission statement, planning budgeting time line relationships, action plans identifying strategies, strategy evaluation criteria, cost estimates, and those responsible for strategy execution. A formal plan is needed due to the vast scope of the district's staff development activities and for continuity in the event of the loss of key personnel.
3. The professional development plan (policy) did not identify staff member responsibilities for this function. However, some responsibilities were included in job descriptions for key employees in the Department of Student Achievement.

- a. Satisfactory progress had been made toward developing a district Web-based staff development calendar.
- b. As noted in the previous progress report, there was no formal (required) link between teacher staff development experiences, on the one hand, and the evaluation of teacher performance and student performance results on the other. The High Point program was the exception, and the staff had investigated this link in the Reading First program.

**Standard Implemented: Partially**

January 2000 Rating: 2  
 September 2003 Rating: 3  
 March 2004 Rating: 3  
 September 2004 Self-Rating: 4  
 September 2004 New Rating: 4



# 1.8 Staff Development – Purpose, Goals, and Evaluation

## Professional Standard

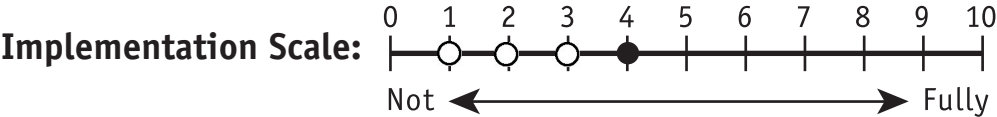
Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.

## Progress on Implementing the Recommendations of the Recovery Plan

1. The program to support the staff development concept and policy continues to improve and evolve, but as noted in the March 2004 review, critical deficiencies remain. Staff development for all employees not working in curricular areas has not yet been addressed. There is no comprehensive, written staff development plan to implement the professional development policy. Such plans are required to focus on the purpose of the activity and provide constancy of purpose over time and during periods of staff turnover.
2. There has been no progress on the recommendation to develop a written requirement that staff development offerings be evaluated to determine if they are having the intended effect on student achievement. However, at least one program, Reading First, has been evaluated accordingly, and the delivery mode was changed as a result. This evaluation should be institutionalized for all staff development offerings.

## Standard Implemented: Partially

January 2000 Rating:	1
September 2003 Rating:	2
March 2004 Rating:	3
September 2004 Self-Rating:	4
September 2004 New Rating:	4



# 1.9 Evaluations – Improving Job Performance

## Professional Standard

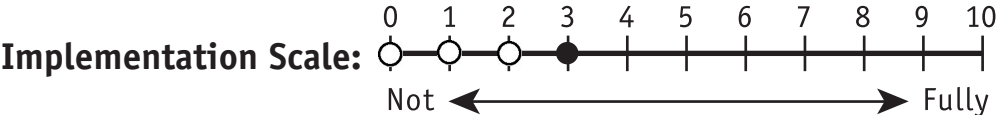
Evaluations provide constructive feedback for improving job performance.

### Progress on Implementing the Recommendations of the Recovery Plan

1. Revisions for the certificated teacher or administrator evaluation forms related to curriculum and assessment were unavailable. Although expectations for principal and teacher performance relative to curriculum and assessment may be implied through academic conferences with executive directors, staff development efforts, internal memoranda, the use of Bins and Binders, and the accountability Web site, there are no formal procedures included in the certificated evaluation process that relate to a knowledgeable use of assessment tools or curriculum guides. Limited progress has been made in providing constructive feedback through the evaluation process relative to the improvement of curriculum and assessment.
  - a. Executive directors in each network are providing the same kind of consistent and systematic feedback to principals.
  - b. The wording “the knowledgeable use of test data, test guides, and curriculum guides,” which includes the use of pacing guides, has not been formally added to the criteria for teacher supervision or administrator evaluations.
2. The district administration is not consistently and systematically providing the same kind of formalized feedback about the expected use of data and assessments to principals and classroom teachers at all levels. There is no document that refers to “the knowledgeable use of test data, test guides, and curriculum guides.” However, these topics are addressed in a staff in-service for all principals and the Accountability TSAs scheduled to take place in late August 2004.

### Standard Implemented: Partially

January 2000 Rating:	0
September 2003 Rating:	1
March 2004 Rating:	2
September 2004 Self-Rating:	3
September 2004 New Rating:	3



# 1.10 Variety of Instructional Strategies– Student Diversity

## Professional Standard

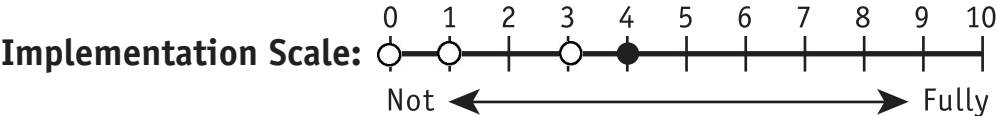
Teachers use a variety of instructional strategies and resources that address their students’ diverse needs.

### Progress on Implementing the Recommendations of the Recovery Plan

1. The district still does not have a staff development plan that is consistent with the FCMAT recommendations. As reported in the March report, the staff has chosen to use the professional development policy as their staff development plan (see also Standards 1.7 and 1.8).
2. Multiple opportunities for district mandated staff development as well as site-based training continue to be made available to teachers at all levels. Some of these staff development activities include: High Point, secondary ELD, differentiating curriculum, data analysis for grouping students based on skill need for instruction, and AVID. As noted in the March report, no progress has been made on the recommendation to develop a written requirement that staff development offerings be evaluated for effectiveness to ensure implementation and sustainability of varied instructional strategies that address the diverse needs of students in all classrooms. However, based on a review of Open Court data, the district Reading First implementation was completely redesigned and the redesign implementation is in progress. A similar process is underway with elementary reading and will be undertaken during summer 2004 with the new High Point data.
3. The district continues to focus on assessment feedback discrepancies as evidenced in the district’s “Collaborative Inquiry Cycle” for grade level/learning teams at many schools. As recommended in the March report, the district must take steps to ensure that assessment feedback discrepancies are systematically addressed at every school.

### Standard Implemented: Partially

January 2000 Rating:	0
September 2003 Rating:	1
March 2004 Rating:	3
September 2004 Self-Rating:	4
September 2004 New Rating:	4



## 1.12 California Standards for the Teaching Professional

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### Professional Standard

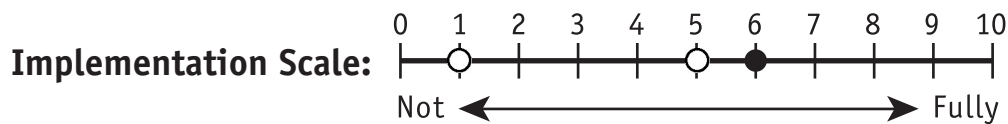
The standards developed by the California Standards for the Teaching Profession are present and supported (California commission on Teacher Credentialing and California Department of Education, July, 1997).

### Progress on Implementing the Recommendations of the Recovery Plan

1. The district has developed and adopted a policy supporting the California Standards for the Teaching Profession. This policy directs the Superintendent or designee to monitor the evaluation, professional development and new teacher support processes to ensure that they are in alignment with the California Standards for the Teaching Profession.

### Standard Implemented: Partially

January 2000 Rating:	1
September 2003 Rating:	5
March 2004 Rating:	5
September 2004 Self-Rating:	6
September 2004 New Rating:	6



# 1.13 Instructional Plans – Modification and Adjustment

## Professional Standard

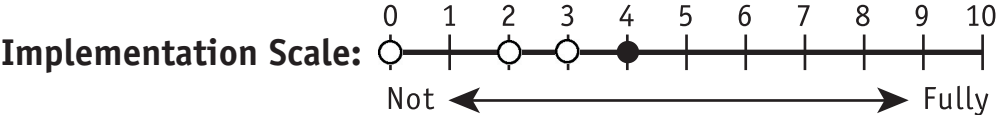
Teachers modify and adjust instruction plans according to student needs and successes.

### Progress on Implementing the Recommendations of the Recovery Plan

1. The district staff has undertaken numerous activities designed to achieve equity, including the modification and adjustment of instructional plans. However, the need remains for an equity policy to provide the fundamental basis and guidance for a broad restructuring of district instructional plans. An equity policy and supporting administrative regulation are in draft form and scheduled to begin the approval process. Again, FCMAT noted that neither document contains a definition of the term “equity.” This definition is essential for clarifying the district’s purpose in the distribution of resources and the evaluation of academic results.
2. Teachers and administrators reported a variety of instructional modifications based on student performance data. Those modifications included after school/weekend tutoring, peer coaching, reteaching, use of manipulatives to reteach, homework assistance, revising students’ schedules for more exposure to core curriculum, and the use of computer-assisted learning. However, the schools visited in May 2004 reported a narrower range of instructional modifications than did those schools visited earlier in the year.
3. The staff’s equity roles and responsibilities have still not been specified. The impending approval of the equity policy and regulation will make only a slight contribution to elimination of this problem.
4. The district leadership made a policy decision to use state-approved textbooks and pacing guides as curriculum guides. Those documents had been integrated into an increasing number of core courses. Where the approved textbooks were being used, they complied with the FCMAT recommendation to include a variety of strategies for teaching course objectives. The district is now in the process of selecting textbooks for some high school and noncore courses and verifying them for alignment with California Achievement Test standards. As noted in the previous progress report, a full assessment of the district’s efforts in this area cannot be completed until textbooks have been selected for all courses (see Standard 1.2).

### Standard Implemented: Partially

January 2000 Rating:	0
September 2003 Rating:	2
March 2004 Rating:	3
September 2004 Self-Rating:	4
September 2004 New Rating:	4



## 1.14 Learning Goals and Instructional Goals

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### Professional Standard

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

### Progress on Implementing the Recommendations of the Recovery Plan

1. The district plans to present its Curriculum Management Plan to the board in August 2004. The district Associate Superintendent for Instruction has stated that the plan will include all components recommended by FCMAT. In addition, the plan should clearly depict expectations that the curriculum be challenging for students at all levels and that the approach to curriculum development include a comprehensive needs assessment, a systematic review of each instructional program every 4 to 6 years, the development and revision of curriculum pacing guides, and the adoption of all curriculum (California standards-based textbooks) by the Governing Board (see Standard 1.2).

Board policy 6000 Concepts and Roles states, “The Governing Board desires to provide a rich, research-based curriculum that motivates every student to succeed.” The review team visited 24 schools in May 2004 (different from those visited in January 2004 and selected by the Associate Superintendent of Instruction) to determine whether the district adopted California standards-based textbooks, and the pacing guides are being used to teach the challenging California English/language arts and mathematics standards for the grade level or course. [Exhibit 1.14.1](#) shows the difference between the selection of classrooms visited in May as compared to classrooms visited in January.

#### Exhibit 1.14.1 - Comparison of Classrooms Visited in January and May 2004

Grade-Level Span	API Color Code	# of Classrooms Visited	
		January	May
K-5	Blue	7	10
	Green	22	54
	Yellow	50	66
	Orange	27	57
Subtotals		106	187
K-8	Yellow		3
5-6	Yellow		6
6-8	Green	10	
	Yellow	36	22
	Orange	16	4
Subtotals		62	35
9-12	Yellow	23	7
	Orange	13	
No Code		10	3
Subtotals		46	10
Totals		214	232

Exhibit 1.14.1 shows that 81 percent of the classrooms visited in May were in elementary schools (K-5) as compared to 50 percent of classrooms visited in January that were elementary. The number of secondary classrooms visited in May was considerably less than the number in January.

Exhibit 1.14.2 shows the results of the data collected from observations at the schools during the May visit.

**Exhibit 1.14.2**  
**Results of Observations, May 2004**

Grade Level Span	API Color Code	Number of Schools Visited	Number of ELA and Math Classes Observed	Calibration (Alignment) of Instruction to the State Standards										Classrooms Where Students Were Off Task	
				CA Standards- Based Textbook Present		Instruction Above Grade Level		Instruction At Grade Level		Instruction Below Grade Level		Instruction Not California Standard			
				No.	%	No.	%	No.	%	No.	%	No.	%		
K-5	Blue	1	10	10	100%	1	10%	6	60%	2	20%	1	10%	0	0%
	Green	5	54	43	80%	7	13%	31	57%	8	15%	4	7%	4	7%
	Yellow	7	66	65	98%	6	9%	35	53%	16	24%	9	14%	0	0%
	Orange	3	57	55	96%	1	2%	28	49%	13	23%	12	21%	3	5%
	Subtotal		16	187	173	93%	15	8%	100	53%	39	21%	26	14%	7
5-6	Yellow	1	3	2	67%	0	0%	1	33%	2	67%	0	0%	0	0%
Subtotal		1	3	2	67%	0	0%	1	33%	2	67%	0	0%	0	0%
K-8	Yellow	1	6	3	50%	0	0%	4	67%	1	17%	1	17%	0	0%
Subtotal		1	6	3	50%	0	0%	4	67%	1	17%	1	17%	0	0%
6-8	Yellow	3	22	13	59%	0	0%	9	41%	8	36%	3	14%	2	9%
	Orange	1	4	3	75%	0	0%	1	25%	3	75%	0	0%	0	0%
Subtotal		4	26	16	62%	0	0%	10	38%	11	42%	3	12%	2	8%
9-12	Yellow	1	7	3	43%	0	0%	3	43%	3	43%	1	14%	0	0%
	No Code	1	3	0	0%	0	0%	2	67%	0	0%	1	33%	0	0%
Subtotal		2	10	3	30%	0	0%	5	50%	3	30%	2	20%	0	0%
<b>Total</b>		<b>24</b>	<b>232</b>	<b>197</b>	<b>85%</b>	<b>15</b>	<b>6%</b>	<b>120</b>	<b>52%</b>	<b>56</b>	<b>24%</b>	<b>32</b>	<b>14%</b>	<b>9</b>	<b>4%</b>

Exhibit 1.14.2 illustrates the following:

- FCMAT noted the presence of California standards-based English/language arts and mathematics textbooks in 85 percent of the 232 classrooms visited in May. The breakdown of California standards-based textbooks observed in classrooms by grade level spans is as follows:
    - K-5 Schools (187 classrooms visited) – 93 percent
    - 5-6 School (3 classrooms visited) – 67 percent
    - K-8 School (6 classrooms visited) – 50 percent
    - 6-8 Schools (26 classrooms visited) – 62 percent
    - 9-12 Schools (10 classrooms visited) – 30 percent
  - FCMAT noted that California standards-based textbooks were present in 98 percent of classrooms in elementary schools coded as yellow and 96 percent of classrooms coded as orange. All classrooms visited in the one elementary school coded blue contained California standards-based textbooks. California standards-based textbooks were observed in 75 percent of the 6-8 schools coded orange. The continued discrepancy between the presence of California standards-based textbooks in elementary and secondary classrooms can partially be attributed to the fact that although grades 6-12 California standards-based English/language arts textbooks were adopted in spring 2004, they had not been delivered to classrooms prior to the FCMAT classroom visits in May. Purchase and timely distribution of the new textbooks, along with teacher training to use the materials, must be a district priority.
  - When FCMAT compared English/language arts and mathematics instruction in district classrooms to the California standards, 52 percent of instruction observed in the 232 classrooms was at grade level, 24 percent below grade level, 6 percent above grade level, and 14 percent not on a standard. The highest percentage of instruction at grade level occurred in elementary classrooms (53 percent) and high school classrooms (50 percent). The highest percentage of instruction considered below grade level (75 percent) was observed in classrooms of 6-8 schools coded orange. To increase the effectiveness of instruction, the district has implemented an elementary reading rubric detailing instructional expectations. The rubric has been used preliminarily with all elementary Reading First principals. Training of Reading First coaches assigned to each Reading First school and the principals of Reading First schools is planned for summer 2004. As recommended in the March report, the district should require administrators at all schools to monitor the level of instruction at all grade levels and facilitate opportunities for teachers to gain the expertise they need to adjust instruction to ensure a challenging curriculum is offered to all students.
2. As in the March report, district teachers were asked how they use the district pacing guides. Several teachers expressed the belief that the driving force for using the pacing guide is to prepare students for the benchmark assessments. Others stated that

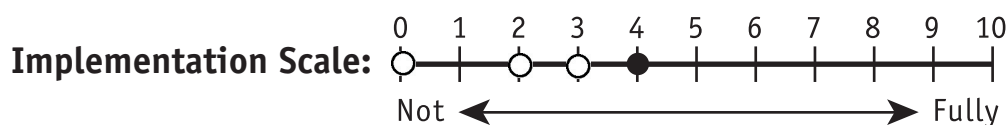
the pacing guide helps them keep on track and focused. Many incorporate the pacing guide information in their lesson plans. Some stated that the district pacing guide was used as a general guide and that they had the flexibility to adjust it to meet diverse student needs. Many elementary teachers stated that the math pacing guide was too fast and didn't allow them to engage in concept building and reteaching when necessary, that it "propels students through the curriculum." Teachers expressed concerns that the pacing guides did not provide them with information about alignment to state assessments.

Administrators were asked how they monitor the use of pacing guides, and they gave various answers similar to those given during the January visits. Comments included analysis of test data, classroom observations, grade level/department meeting discussions, requirements for teachers' lesson plans to align with the pacing guides, and instructional schedules on display in classrooms. The district is planning summer training for teachers and administrators focusing on the use of pacing guides/syllabi and assessments in relation to the core text adoptions.

3. The district must continue to ensure that pacing guides are developed and implemented consistently for all core subject areas at all grade levels. These pacing guides must be reviewed and revised frequently based on district and state assessment data to reflect districtwide and site-based student needs.

### Standard Implemented: Partially

January 2000 Rating:	0
September 2003 Rating:	2
March 2004 Rating:	3
September 2004 Self-Rating:	4
September 2004 New Rating:	4



## 1.15 Utilization of Assessment Information

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### Professional Standard

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

### Progress on Implementing the Recommendations of the Recovery Plan

1. An Assessment, Data and Accountability Plan defining the district's assessment system was adopted as policy in December 2003. Board policy BP 6162.5 Student Assessment is proposed for adoption this summer.
2. The district continues to make progress utilizing student assessment data to improve instruction. There is some indication that the district's Web site and data portal are providing useful benchmark data for Open Court, Harcourt Brace, and High Point. Assessment data continue to be used by some principals and teachers "to help teachers find patterns of strengths and weaknesses in their teaching" (see Standard 1.4). The district's data coaches are assisting 34 schools in using the district's database tools more effectively; however, the district is not reviewing data to determine how coaches are spending their time and whether it is making a difference. School instructional facilitators (IFs) and the Reading First IFs are still learning to use student assessment to improve student achievement in the core subjects.

Some schools continue to use data more readily than others. Not all sites access the information regularly. Those sites whose staff continue to download data and include it in regularly scheduled circuit meetings at the elementary level or department meetings at the secondary level are in the initial stages of using data to help drive instruction. During academic conferences, executive directors have taken a more active role in helping principals and instructional facilitators use the data in more meaningful ways. Classroom data rosters, provided twice a year, are used by many teachers at most schools. More teachers are beginning to use the rosters with cluster analysis of the CST math and language arts results in order to identify specific areas of weakness for students needing intervention. Many schools are not accessing detailed and comparative data for Open Court Reading, High Point, Foro Abierto, and CELDT. Assessments for ELD, the middle and high school math, social studies and science are beginning to be developed and used. However, most schools are not consistently using student data to monitor and adjust instruction, especially at the secondary level.

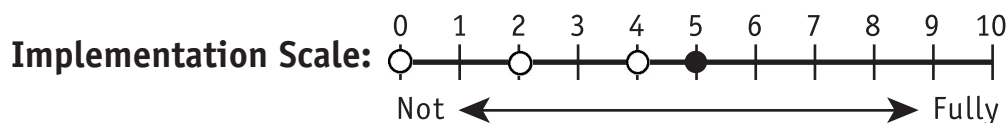
Use of data and program evaluation are weak. By 2004-2005, the district intends to provide more in-depth, detailed CST results, extensive rosters and summary reports. The data reports printed by the district are in the initial stages of showing longitudinal and comparative information that give meaning to the data. The district's equity plan provides data on student progress relative to the performance of students of under-represented ethnic groups. The district has begun efforts to use CELDT, CST Strand Reports and the CAHSEE database to show student performance by strand. However, little progress has been made in using student assessment for diagnostic or corrective action at the secondary level.

District 2004 scores on the California Standardized Testing and Reporting (STAR) test released August 16 were disappointing. The percent of Oakland students scoring “proficient” or “advanced” was lower than the state average at every grade level. The percent of Oakland students scoring “below basic” and “far below basic” was higher than the state average at every grade level. According to preliminary data obtained from the district’s Department of Research and Assessment, only 6 percent of ninth-graders, 4 percent of tenth-graders, and 6 percent of twelfth-graders attained scores of “proficient” or “advanced.”

3. Significant progress continues to be made in improving administrator and teacher training on using assessment and accountability information. Executive directors and principals continue to receive training in the use of formative and summative data. An assessment and accountability conference was scheduled for May 2004. There is a continuing expectation that schools will follow up on any professional development by reviewing data and the implementation of such standards-based programs as Open Court Reading, High Point, and Harcourt Brace Mathematics to assess the effectiveness of instruction. The district has assigned the Oakland schools to four color groups based on their 2003 API in order to provide continuing professional development and site or district coaching. Academic conferences that include executive directors and principals are expected to reinforce the training in the use of assessment data. More training is scheduled for late August.

### Standard Implemented: Partially

January 2000 Rating:	0
September 2003 Rating:	2
March 2004 Rating:	4
September 2004 Self-Rating:	5
September 2004 New Rating:	5



## 1.17 Goals and Grade-Level Performance Standards

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### Professional Standard

Goals and grade-level performance standards based on a common vision are present.

### Progress on Implementing the Recommendations of the Recovery Plan

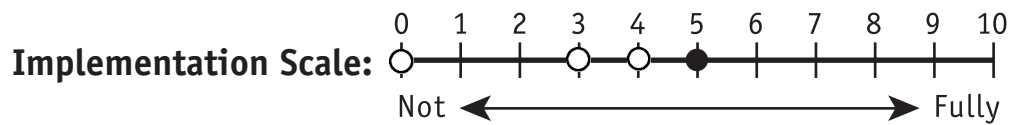
1. The district has drafted Board policy 6190 Evaluation of the Instructional Program as a systemwide clarification of the district core and consolidated program evaluation process. The board policy supports the district's use of data reporting protocols using color-coded rankings (red, orange, yellow, green, and blue) to provide uniformity of reporting. The Division of Student Achievement continues to review the programs with the Governing Board, including a cost analysis, a description of how particular programs interact with other programs, and data on program effectiveness at the same time the components of the OUSD Instructional Blueprint are presented.
  - a. The allocation of funding to design, implement, and evaluate the effectiveness of new programs continues. FCMAT reviewed the results of the evaluation of the Reading First program being implemented in 30 elementary schools in the district. Based on those data, plans were made for comprehensive training of principals and coaches assigned to each school.
  - b. Accountability data have been expanded and refined as exemplified by classroom data rosters, CELDT and CST strand reports, retention rosters, the quality school portfolio providing five years of longitudinal data for schools, reclassification index by school, equity reports, and the academic reclassification planned for implementation in August.
  - c. Reporting structures for the accountability data listed above have been standardized, utilizing the color-coded rankings.
  - d. The district site services database is being used for most intervention programs for registering and assigning students based on need, and monitoring program attendance throughout the year. The district continues to move to programwide implementation to provide uniform data so that program effectiveness can be determined. Plans are being made to link the site services' database data to the student achievement database to evaluate intervention programs based on student attendance. The grants office database provides information across all externally funded programs to foster program alignment and ensure compatibility of focus as well as to facilitate program evaluation. However, as recommended in the March report, the district must ensure that these databases include all the components of a database of supplemental programs recommended by FCMAT, including:
    - The name of the program
    - Purpose and the district goals it supports
    - Number of students directly served
    - Funding source

- Funds available
- Allocation of funds within program
- Costs of program per student
- Expected stability of funding
- Degree of learning achieved (or not achieved); and
- Resulting action for improvement, including program termination, if appropriate.

Use of a consistent data protocol across programs will allow for more meaningful comparisons.

### Standard Implemented: Partially

January 2000 Rating:	0
September 2003 Rating:	3
March 2004 Rating:	4
September 2004 Self-Rating:	5
September 2004 New Rating:	5



## 1.21 Professional Development Linked to Evaluation

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### Professional Standard

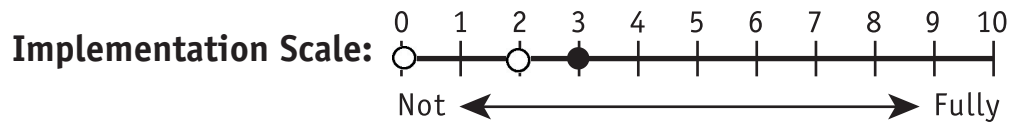
Professional development is linked to personnel evaluation.

### Progress on Implementing the Recommendations of the Recovery Plan

1. Professional development is not linked to staff appraisals in a consistent or systematic way that would result in improved student achievement. Although the evaluation form for certificated staff states, “Developing as a professional educator,” and “Reflecting on teaching practice and planning professional development,” professional development is not yet formally linked to the district’s certificated evaluation process. The linkage to the administrators’ evaluation process is also not well defined as shown in the following examples: The administrative Employee Accountability Appraisal Worksheet for Personnel and Professional Growth Management states, “Encourages participation in professional growth opportunities for self and staff,” and “Encourages staff participation in site’s improvement planning, professional growth opportunities and in student extra curricular activities (if applicable).” There are plans to train new and aspiring principals on improving the evaluation process in support of the district instructional plans. Professional development is not linked to the effectiveness of a principal or teacher in promoting improved instruction.
2. The district’s Professional Development Plan, approved January 2004, was a first step in formalizing the linkage of staff development to evaluation. Attendance documentation relative to the schools’ staff development and the Bins and Binders process will provide principals with data to include in the evaluation process. Training on the evaluation process for new and aspiring administrators was begun with the Oakland Leadership Academy in March and was continued in the summer. Based on the Professional Development Plan, principals and teachers are required to attend a 5-day training tied to the adopted standards-based textbooks in key curriculum areas, and to differentiated instruction in order to make the curriculum accessible to all students. “All mandatory training programs will be accompanied by site follow-up through grade-level/ department team meetings and coaching.” The district continues to be in the formative stages for this training as well as for the monthly network professional development workshops for principals and other people in leadership roles. The district continues to work toward a plan for providing differing levels of opportunities for professional development depending on the academic success of the school. Intensive support continues for administrators at “orange” schools, and AB75 is mandatory for the HPSG and II/USP administrators.
3. Informally, executive directors are told that they are expected to evaluate principals’ participation at network professional development workshops. District officials indicated that changes in the personnel evaluation documents are being incorporated into the negotiations with the bargaining units for administrators and teachers. Results of these negotiations were not available. The district goal states, “By 2007, the Oakland Unified School District will have in place a comprehensive professional development program for teachers and administrators as an articulated part of the district’s instructional blueprint.” The district has not yet formalized the linkage between professional development and the employee appraisal process.

## Standard Implemented: Partially

January 2000 Rating: 0  
September 2003 Rating: 0  
March 2004 Rating: 2  
September 2004 Self-Rating: 3  
September 2004 New Rating: 3



# 1.23 Initial Student Placement—Procedures

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## Professional Standard

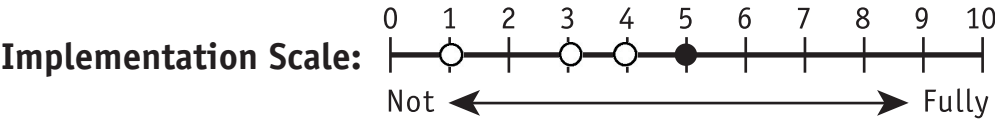
Initial placement procedures are in place to ensure the timely and appropriate placement of all students with particular emphases being placed on students with special needs.

## Progress on Implementing the Recommendations of the Recovery Plan

1. District efforts to address this recommendation that were implemented in January have been continued. Reports regarding the achievement of ELL students and the Voluntary Compliance Resolution indicated that detailed additional steps have been taken by the district. Most work in this area has occurred with mandated core curriculum, mandatory professional development, and the budgeting process. The reports provided some indication of movement toward reducing the achievement gaps. Only a cursory review of students enrolled and those who have taken and passed the AP and honors classes was offered in the equity report. TSAs continue to monitor the Bins and Binders and issue reports, but these do not address the course offerings.

## Standard Implemented: Partially

January 2000 Rating:	1
September 2003 Rating:	3
March 2004 Rating:	4
September 2004 Self-Rating:	5
September 2004 New Rating:	5



# 1.25 Instructional Materials – Student Accessibility

## Professional Standard

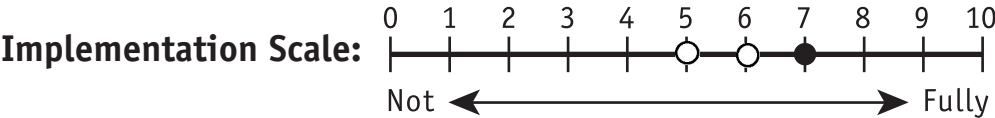
The district will ensure that all instructional materials are accessible to all students.

## Progress on Implementing the Recommendations of the Recovery Plan

1. With the adoption of grades 6-12 English/language arts textbooks (literature and language arts) in spring 2004, all core subject areas have adopted standards-based textbooks, further ensuring that California standards-based core materials are accessible to all students. The newly adopted textbooks have been purchased and are beginning to arrive in the district. The district has assurance that the textbooks will arrive at sites before the end of the 2003-2004 school year and will be in place for summer training. Any shortages can be identified in time for the start of the new year.
2. The board has adopted policies to ensure that instructional materials are accessible to all students. The policies are: BP 6161 Equipment, Books and Materials, BP 6161.1 Selection and Evaluation of Instructional Materials, and BP 6161.11 Supplementary Instructional Materials.
3. All elementary teachers and most secondary teachers interviewed during site visits in May agreed with those interviewed in January that they had enough core subject area textbooks for all of their students.

## Standard Implemented: Partially

January 2000 Rating:	5
September 2003 Rating:	6
March 2004 Rating:	6
September 2004 Self-Rating:	7
September 2004 New Rating:	7



# 1.27 Planning Process---Focus and Connectivity

## Professional Standard

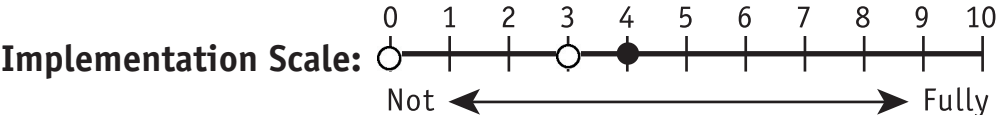
The district planning process ensures focus and connectivity to increased student productivity.

### Progress on Implementing the Recommendations of the Recovery Plan

1. The 5-Year Strategic Alignment Plan has established a vision and mission for the district with accompanying core beliefs and outcomes for student learning and professional development. This plan is detailed in separate plans within the Instructional Framework: Assessment, Data, Accountability Plan Professional Development, Results-Based Budgeting Plan, Equity Plan, and the Curriculum Plan, which is yet to be developed. The staff needs to review and refine existing plans to meet the current district operational needs and to develop the Curriculum Plan as soon as possible.
2. A planning process has not been developed that meets the 13 criteria for assessing curriculum planning (See Standard 1.5). The 5-Year Strategic Alignment Plan meets several of the criteria, but does not address evaluation processes for action steps, monitoring of the plan’s effectiveness, or stakeholder commitment. The recommendation requires the district to establish a comprehensive planning system that includes those 13 criteria.
3. Some training has been provided for administrators and instructional staff pertaining to the development of the site Single Plan for Student Achievement. This process addresses some components of an effective planning system: analyzing data and setting goals for student achievement. This process is not comprehensive, as it does not adequately address all the critical components of an effective planning system, or the capacity to assess needs of the school as a whole. The recommendation is to provide training for district and site administrators, and site administrative teacher teams on the components and processes of effective planning that includes evaluating programs across the whole school and district.
4. A task force has not been established, but a process has been adopted that engages cabinet members, instructional managers, and instructional TSAs in developing plans designed to operationalize the 5-Year Strategic Alignment Plan. The recommendation is to expand the opportunity for broad-based stakeholder involvement in developing and implementing the components of the 5-Year Plan.

### Standard Implemented: Partially

January 2000 Rating:	0
September 2003 Rating:	3
March 2004 Rating:	3
September 2004 Self-Rating:	4
September 2004 New Rating:	4



## 1.28 Human Resources Practices

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### Professional Standard

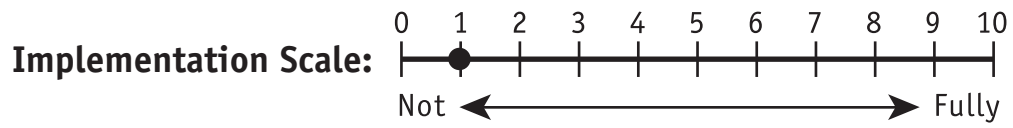
Human resources practices support the delivery of sound educational programs.

### Progress on Implementing the Recommendations of the Recovery Plan

1. A board task force of district stakeholders has not been convened to draft strategic goal statements to address the issues of teacher absenteeism, attrition rate, and credentials. The Assistant Superintendent for Human Resources has introduced a new software system that includes a tracking system to monitor absenteeism, attrition rates, and credentials. The full suite of this software will not be in place for a year. Some steps have been taken to track teacher credentials and teacher absenteeism through a database. Reports on teacher absenteeism and credentials are made regularly to cabinet and communicated to site managers. The recommendation remains to form a board task force composed of district stakeholders to draft strategic goal statements to address the issues of teacher absenteeism, attrition rate, and credentials.
2. Goals and objectives have not yet been established for the Human Resources Division to address the issues of teacher absenteeism, attrition rates, and credentials. Steps to address the absenteeism issue are included in the results-based budgeting approach where sites take on greater accountability for the relationship between absenteeism and site expenditures. Efforts to manage credentials are evident in the increased percentage of teachers who hold proper credentials for their positions. The Professional Development Plan within the Instructional Framework has established a goal to have all teachers meet the highly-qualified-teacher requirements established by the No Child Left Behind act (2001). District personnel acknowledged that since there is no current database to track attrition rates, a system would need to be developed before this issue can be resolved efficiently. The recommendation is to establish goals and objectives for the Human Resource Division that address the issues of teacher absenteeism, attrition rates, and credentials, and establish systems to achieve results.
3. There is no system that directs the collection, interpretation, or use of data regarding systems attitudes or climate. To fully satisfy this recommendation, the staff should establish such a system and require that the instruments used to collect such data include attitude surveys, climate studies, and exit interviews.
4. There is no collective-bargaining consultant retained by the district to address contractual impediments to goals and objectives. District personnel recognize a need for such a service, but acknowledge that a complete audit needs to be performed to clean up the numerous job classifications, to evaluate work rules, and to establish alignment between roles, job descriptions, and district objectives. The recommendation remains to identify and address contractual impediments to implementing the district's goals and objectives.

## Standard Implemented: Partially

January 2000 Rating: 1  
September 2003 Rating: 1  
March 2004 Rating: 1  
September 2004 Self-Rating: 1  
September 2004 New Rating: 1



## 2.3(a) Management

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**This standard has been added since the 2000 report.**

### **Professional Standard**

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

### **Progress on Implementing the Recommendations of the Recovery Plan**

1. District administrators continue to indicate their support for the importance of maintaining alignment between standards, practices, and assessments. Several draft board policies have been developed that, when taken as a whole, provide a link to the Curriculum Management Plan (See Standard 2.1). Board policy 6161.1 Selection and Evaluation of Instructional Materials calls for the board to adopt instructional materials that are “aligned with the development and evaluation of the district’s curriculum.”
2. The district administrators are developing policies that together with the Curriculum Framework serve as a Curriculum Management Plan consisting of the recommended FCMAT components (See [Exhibit 1.2.1](#)). The Curriculum Management Plan must be completed and approved by the board to ensure systematic design and delivery of the curriculum across the district in meeting the needs of learners.
3. The district has adopted California standards-based textbooks as the district curriculum with pacing guides developed to address shortfalls of a curriculum driven solely by textbooks (See Standard 1.2). The pacing guides are especially important in aligning standards, instructional practices, and assessments to provide teachers with information not contained in the textbooks about the correlation between the textbooks and local and state assessments. Some revisions of pacing guides have been made that reflect teacher input about time needed to teach certain skills, especially in elementary mathematics. At the high school level, the math pacing guides have been revised to reflect the state testing schedules for the CST and CAHSEE. The revision involved changing the order of the chapters so that the key skills tested on the state tests are taught prior to test administration. In addition, some chapters were given “optional” status to provide teachers more time to teach the key skills.

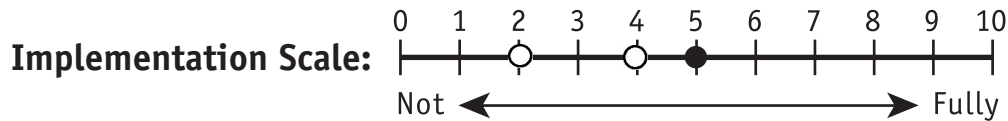
As recommended in the March report, the district should implement a process that frequently reviews and revises pacing guides to maintain alignment of curriculum, instruction and district and state assessment in meeting the learning needs of students. All pacing guides should include clear information for teachers indicating the state standards being taught and tested on both district and state assessments. The actual description of the California standard being taught should be included with the number of the standard. This is especially important at the high school level where the textbooks are not always California standards-based. Priority should be given to aligning district-adopted textbooks that are not California standards-based to the state standards and assessments. The district-developed pacing guides should continue to be used as a guide for ensuring alignment to the district assessment schedule and to focus on districtwide areas of weakness. In addition, schools must make frequent revisions to these pacing guides at all grades and subjects utilizing the results of district and

state student assessment. This more localized work will ensure that areas of weakness for specific student populations are given the instructional time needed for mastery.

4. The Associate Superintendent of Instruction continues to periodically report to the board the status of the alignment between standards, practices, and assessments through the presentation of the various sections of the district Instructional Framework. As reported in Standard 1.2, the Curriculum Management Plan was originally scheduled to be presented to the board in April 2004, but was rescheduled to August 2004.

### Standard Implemented: Partially

January 2000 Rating:	Not Assessed
September 2003 Rating:	2
March 2004 Rating:	4
September 2004 Self-Rating:	5
September 2004 New Rating:	5



## 2.6(a) Standards

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This standard has been added since the 2000 report.

### Professional Standard

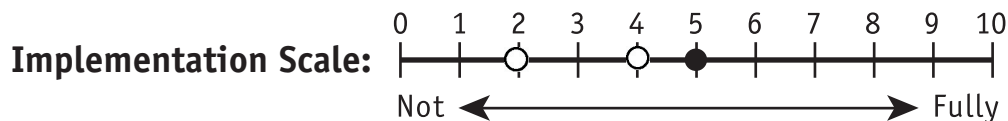
The Governing Board has adopted and the district is implementing the California State Standards and assessments.

### Progress on Implementing the Recommendations of the Recovery Plan

1. The grades 6-12 Holt Literature and Language program and six programs for World Language courses were approved by the board. The board has adopted policies (BP 6161, BP 6161.1, BP 6161.11) requiring board approval of all new instructional materials.
2. See Standard 1.2 for the district's alternative to FCMAT's recommendation to develop curriculum guides (adopting California standards-based textbooks as the district curriculum with pacing guides) and for a review of additional textbooks and pacing guides based on the five basic minimum quality criteria.

### Standard Implemented: Partially

January 2000 Rating:	Not Assessed
September 2003 Rating:	2
March 2004 Rating:	4
September 2004 Self-Rating:	5
September 2004 New Rating:	5



### 3.1 English-language learners

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**This standard has been added since the 2000 report**

#### **Professional Standard**

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

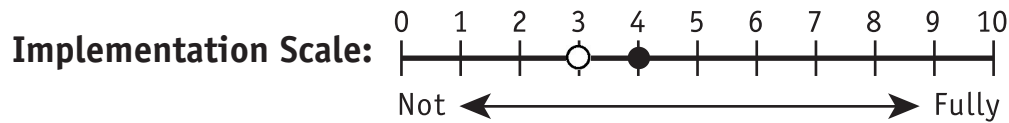
#### **Progress on Implementing the Recommendations of the Recovery Plan**

1. Professional development to provide differentiated instructional strategies has been conducted. However, monitoring reports of secondary English-language learners (ELL) indicate that only a few teachers are implementing differentiated instruction. Reports of this have been sent to principals.
2. The district has provided Open Court and Harcourt Math textbooks with Foro Abierto and High Point at the secondary level. Incorporated into these programs are assessment linkages, pacing guides, and some supplemental materials. Monitoring reports of the secondary program indicate that not all ELLs are receiving the appropriate instructional support and materials based on their specific needs. No monitoring evidence was provided for the elementary level programs.
3. The district has developed a data portal for community access that shares information about schools in the district and student performance data. Information to parents continues to be available through newsletters and routine documents. There are no additional documents explaining the supplemental programs in the district. Parents have received notice of summer school, after-school tutoring, etc., but full explanations of the programs were not provided.
4. The counselors have received memoranda and have participated in a discussion at a meeting regarding the High Point program. There was no additional indication that other educational options were available for ELL students
5. There is no indication that the Individual Student Profiles are utilized in making course placement decisions for students.
6. The Bins and Binder process continues to be utilized for equity checks. A report was issued by the Research and Development Department on the status of equity in the district. However, these reports did not indicate that individual courses and programs are also monitored for equity.
7. The Bilingual Student Assessment Center (BSAC) has assumed total control over the process for the identification of ELLs. They conduct the initial evaluations, monitor the reclassification process, and conduct the reclassification to ensure it happens. Information is provided to the schools about the appropriate recommended level for placement of ELL students. However, a problem occurs at the secondary level where students may be placed in semester courses and changes in course recommendation

and levels do not occur. The schools do not assume responsibility for reclassification of ELL students and for ensuring that students are placed in appropriate programs. Interviews with parents confirmed this concern about appropriate placements of all students. There is no indication that the staff is using the ELL Master Plan process for placing ELL students at the proper level in the core curriculum.

### Standard Implemented: Partially

January 2000 Rating:	Not Assessed
September 2003 Rating:	3
March 2004 Rating:	3
September 2004 Self-Rating:	5
September 2004 New Rating:	4



## 3.2 English-language learners

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**This standard has been added since the 2000 report**

### **Professional Standard**

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

### **Progress on Implementing the Recommendations of the Recovery Plan**

1. Minimal progress has been made toward developing strategies to ensure full access to the curriculum for English-language learners (ELL). The district continues to work on the implementation of the Master ELL Plan and the Master PD plan in the schools. There is no indication that further action steps were taken.
2. The secondary EL program has utilized program assistants to monitor the implementation of the High Point program at the secondary level. Classroom observations and school reports are issued. There was no comparable program for the elementary staff.
3. All the schools compiled their budgets and site plans in May in a draft form for the 2004-05 school year, but final data from the state tests do not arrive until August.
4. Instructional facilitators have been provided in the Reading First programs. Work with individual classrooms and progress have not been demonstrated. High Point monitoring reports confirmed the lack of differentiation of instruction to further address ELL needs. Classroom implementation of California Department of Education criteria is still inadequate.
5. The High Point facilitators completed classroom observations of ELL classrooms two times during the school year. Follow up explanations were provided on the reports. No evidence of implementation of the follow up issues within the school was provided. The elementary programs did not present observation data regarding implementation.
6. No indication of additional supervisorial support for teachers with ELLs in their classrooms was provided to the study team.
7. There is no indication that additional actions are being taken to address the achievement gap that has occurred since January. The High Point secondary program received a second classroom visit with a report. At the elementary level a document is being produced on the levels of grammatical forms to introduce with each Foro Abierto lesson; however, no training or implementation has yet occurred.
8. The district has continued to offer site council meetings and parent advisory meetings to provide information to parents and community members. The district has prepared a Web portal to provide information about the school progress reports for the community. Specific information about programs remains the same.

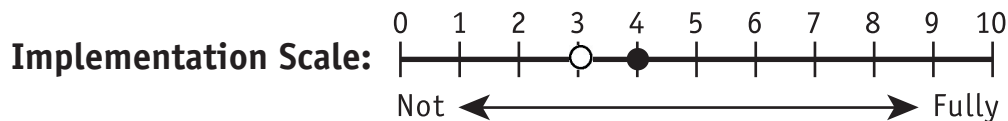
9. The district has developed a site services database that compiles statistics of site programs. This database does not contain budget information. There has been no indication suggesting that progress has been made on this recommendation.
10. A functional District English Language Advisory Council (DELAC) for involving parents in decision making and advising on the consolidated plans may not be operational at the district level.
11. The district provides the data portal for community members and parents to access information about school programs. Some professional development related to cultural awareness was offered to the staff on a voluntary basis, but minimal progress is being made to implement this recommendation.
12. Each department of instructional services conducts some form of monitoring as a function. The level of implementation to address instructional strategies and improve performance for multifunded students is minimal. Secondary High Point monitors classroom instruction twice a year with reports. The Research Department issues reports to schools regarding improvement on language arts and math assessments. The instructional departments have provided training to principals and teacher leaders on the use of data to improve instruction. Special education monitors IEPs for compliance issues and issues reports to the schools. No monitoring of the achievement gap is designed for special education at this time. Title I monitoring consisted of some High Point monitoring at the secondary level. The progress reports of Open Court, Harcourt, Foro Abierto and High Point constitute the majority of any monitoring issues.
13. Professional development agendas indicate that the topic of educational options for ELL students has been discussed with teachers and counselors.
14. Monthly workshops were provided on differentiated instruction and classroom management. A summer conference was provided on the use of data for instructional planning and on the implementation of differentiated instruction.
15. Progress has been made toward implementing the accountability monitoring benchmarks plan. Teachers on assignment continue to monitor the Bins and Binders and a data portal has been designed for the entry of this data into a district system so that executive directors and other administrators can monitor the progress of schools. Open Court assessments, Harcourt assessments, High Point assessments, and algebra assessments provide teachers with the opportunity to determine whether students are meeting the benchmarks. Reports indicated an inconsistency in staff training in the use of the assessments.
16. Progress has been made in using data to improve ELD and EL achievement. A database is managed by the Research Department that incorporates all test scores of the ELD and EL students on CST and CELDT and other academic, attendance, suspension, and curriculum data. Reports are sent to teachers, principals, and directors by the Research division each month on the status of students. The charts are color coded to provide a visual representation of class profiles, school profiles, progress, and

movement. In some schools, the data is discussed at grade level and department meetings. Inconsistent use of data is recognized by administrators, and additional professional development and monitoring efforts are being designed to address this issue.

17. There is no indication that Individual Student Profiles are being used to make course placement decisions.
18. The district does not use data rosters for individualization of student instruction.
19. Not all courses and programs were checked for equity.
20. The district lacks an updated master professional development plan that includes differentiated instruction and compliance issues related to achievement gaps. Once the Equity Plan was approved for the district, no additional focus was made on this recommendation. Numerous staff members continue to work with different pieces of the program without a holistic focus.
21. No progress has been made since the last review to develop a data system to assess the effectiveness of EL programs in improving student achievement.

### Standard Implemented: Partially

January 2000 Rating:	Not Assessed
September 2003 Rating:	3
March 2004 Rating:	3
September 2004 Self-Rating:	4
September 2004 New Rating:	4



### 3.3 Special Education

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**This standard has been added since the 2000 report.**

#### **Professional Standard:**

Individual education plans are reviewed and updated on time.

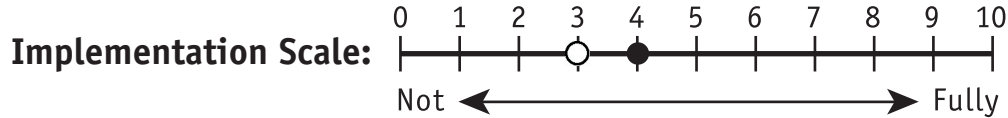
#### **Progress on Implementing the Recommendations of the Recovery Plan**

1. An outside specialist was contracted to address and assist with certain components of the special education program. Procedures and processes were reviewed for efficiency and accuracy. Referrals and placements are being documented; however, documentation needs to include a systematic review and strategy for addressing the noncompliant issues.
2. There is no indication of a coordinated and articulated assessment and IEP process. Some trainings have occurred during the year to make teachers and psychologists aware of the need for keeping triennials current. Principals have received monthly lists, but have received no trainings regarding their responsibility in the process.
3. No progress has been made on implementing an improved system for monitoring updates of IEPs.
4. A document entitled “OUSD Accomplishments in Special Education” was submitted to the study team by the outside consultant and referenced by the executive director for Programs for Exceptional Children (PEC). This document listed identified accomplishments by the director and stated that local policies were completed as part of the local plan “with about three more to add.” However, there are no documents regarding procedures established.
5. The district continues to utilize the process started in the fall where the executive director of PEC works with the psychologist coordinator and sends a monthly paper report of IEPs due to the principal and Area Assistants, who provide them to teachers. Staff interviewed continue to see it as an external paper process without schools assuming responsibility for the maintenance of current IEPs.
6. The same process for implementing and monitoring IEPs and triennials described in earlier reviews is being used. A new IEP form is being developed for next year. The district is developing new databases, but they currently do not include plans to include special education data. The special education division is investigating an updated database separate from the district's information. Communication between the two divisions is not occurring regarding data. According to data submitted to the study team in the May visit, there were 2,240 IEPs and 635 triennials due by June 30 2004, and 30 additional IEPs and 32 additional triennials due during the month of July. Minimal progress is being made in keeping triennials and IEPs current.

7. No additional progress has been made on training staff on the development and review of IEPs.
8. The schools continue to receive IEP monthly reports, however, there are no corrective action plans for noncompliant sites.
9. In the document “OUSD Accomplishments in Special Education,” one of the accomplishments was a credential letter to the commission, which requested a state waiver for noncredentialed teachers. There is no indication of progress in this area.
10. There is no board policy holding sites accountable for their special education programs.
11. There is little documentation regarding the proper functioning of the Parent Advisory Special Education Committee.

**Standard Implemented: Partially**

January 2000 Rating:	Not Assessed
September 2003 Rating:	3
March 2004 Rating:	4
September 2004 Self-Rating:	None Provided
September 2004 New Rating:	4



### 3.4 Special Education

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This standard has been added since the 2000 report.

#### 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.

#### Progress on Implementing the Recommendations of the Recovery Plan

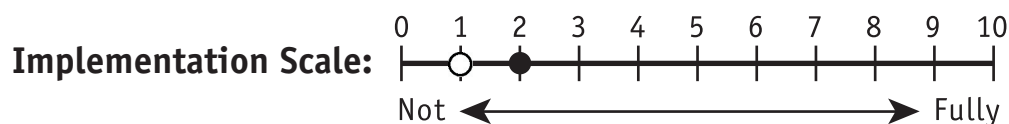
1. No additional progress has been made since the previous report toward preventing overdue IEPs and triennials from being passed on with students as they move to other schools.
2. The executive director has focused on the transition of students placed and returned from private contracts. Budget documents focused on cost containment for issues identified in the previous report.
3. The principal evaluation instrument has not changed.
4. The district lacks a plan for addressing the evaluation process and triennials in a systemic manner.
5. There is no indication that productivity has increased because of report writing software.
6. No additional information is available concerning IDEA policies and procedures.
7. The district continues to monitor monthly numbers of assessments by psychologist. The district lacks a process to provide psychologists with guidance if they are performing below the norm.
8. The Executive Director provided evidence of revised special education forms that were to be put on a computerized system and utilized in the fall.
9. The district continues making progress with the review of IEPs using the processes described in the prior report.
10. The Executive Director has developed a draft policy on "special circumstances for 1:1 aides." This policy addresses the assignment of 1:1 aides and initial data on use of the policy was described.
11. The Executive Director has worked to address the placement of students to and from group homes and outside agencies. There is no formal plan; however, a process was described and meetings with parents have been held.

12. Evidence from the executive director reveals the district has submitted forms to the state in a timely fashion. Money has been recovered from inaccurate accounting in the past years. A focus on compliance has been addressed in memoranda sent to schools and in meetings held with school personnel this year.
13. There is little indication that teacher performance standards for compliance have been developed.
14. Principals and coordinators do not confer on special education program evaluation.
15. The executive director has provided the team with the updated policies that were developed this year by the district. A budget process has been designed to address district resource allocation.
16. The Executive Director provided a SELPA budget. The budgeting process is completed almost exclusively at the central administration level at this time with presentation to the advisory group. The budget did incorporate evidence of information for assisting the Human Resources Division in the allocation of special education personnel.
17. The district has a budget for special education for 2004-05.
18. The Executive Director works with schools, the advisory panel, and consulting staff on monitoring the growth of special education and the resources necessary to accommodate that growth.
19. No progress has been made since the last report on soliciting the involvement of juvenile justice personnel.
20. No additional progress was made for staff development and classroom monitoring of the general curriculum classes for implementation of special education strategies.
21. The district keeps some records of referrals through the psychological testing process with documentation of whether the referral resulted in a placement recommendation.
22. The Executive Director has developed a process for review of nonpublic school placements with staff. Some additional reviews of student placements in nonpublic schools have resulted in fewer placements. Progress is being made, but the recommendation has not been met.
23. There has been no documented progress toward the development of innovative practices.
24. Reviews were being held in May and June, but there is little indication that a major shift has occurred from special day classes to less restrictive classroom environments.

25. The Executive Director presented a budget with caseload allocations included. The district lacks a plan that incorporates all the aspects of this recommendation. Some additional progress has been made, but the recommendation has not been met.
26. No additional progress has been made regarding the development of a district special education philosophy.
27. No additional progress has been made related to a formal special education teacher recruitment plan.
28. No additional progress has been made toward reform of the student study team process.
29. The district has a report to the administration entitled “OUSD Accomplishments in Special Education” that covers the period from August 2003 to March 2004 and updated in May 2004. Interviews substantiated that a consultant had worked with the district on policy, staffing, program services, financing, and nonpublic placements. A final report was not presented.
30. The Executive Director, working with the consultant, has addressed some of the issues in special education funding, such as recovering lost dollars due to inaccurate accounting and reporting, addressing staffing in a more definitive manner, reviewing nonpublic school placements, and reviewing transportation costs.

**Standard Implemented: Partially**

January 2000 Rating:	Not Assessed
September 2003 Rating:	1
March 2004 Rating:	2
September 2004 Self-Rating:	None Provided
September 2004 New Rating:	2



## 4.1 High School Exit Examination – Pre-Exam Intervention

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This standard has been added since the 2000 report.

### Professional Standard

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

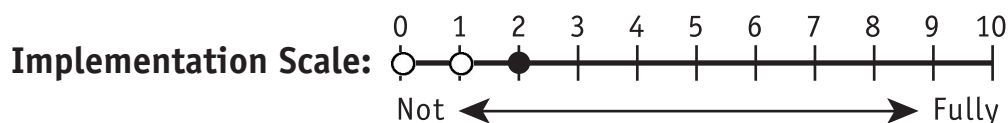
### Progress on Implementing the Recommendations of the Recovery Plan

Since the March 2004 report, only slight progress had been made regarding the recommendation to develop a formal process for preventing failure on the California High School Exit Examination (CAHSEE).

1. The district staff had prepared a document entitled CAHSEE Intervention Plan. However, this document does not contain all key elements of a plan, as defined in the January 2000 FCMAT report (See Standard 1.5, Exhibit 1.5.1). Those elements include a mission statement, planning/budgeting time line relationships, action plans identifying strategies, strategy evaluation criteria, cost estimates, and those responsible for strategy execution. The elements of the CAHSEE Intervention Plan were: (1) the historical overview of OUSD students' performance on the CAHSEE, (2) prioritized needs, (3) strategies used by other California school districts, (4) proposed key components of the OUSD CAHSEE intervention plan, (5) a list of recent actions to develop an intervention plan, and (6) the assignment of the responsibility for developing a district intervention plan to the Office of Research and Assessment. Staff members acknowledged that this document was, in fact, a concept paper to guide the development of a plan.
2. The district staff had many resources in place to prevent students from failing the CAHSEE. However, they had not complied with the recommendation to develop a comprehensive written plan and set of procedures to identify and provide effective interventions for students who, because of their past academic performance, are at risk of failing one or more sections of the CAHSEE on their first attempt.

### Standard Implemented: Partially

January 2000 Rating:	Not Assessed
September 2003 Rating:	0
March 2004 Rating:	1
September 2004 Self-Rating:	2
September 2004 New Rating:	2



## 4.2 II/USP – Measurement of Student Achievement Progress

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This standard has been added since the 2000 report.

### Professional Standard

Grant recipients are collecting required data to measure progress of student achievement.

### Progress on Implementing the Recommendations of the Recovery Plan

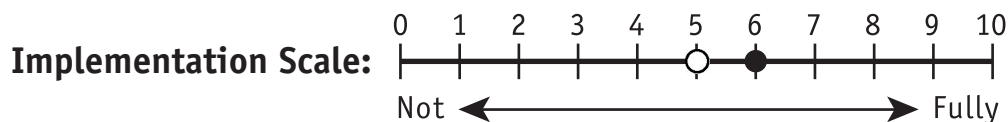
1. A draft of Administrative Regulation 6190, Evaluation of the Instructional Program states that when schools are “orange” (API below 600) and fail to meet district criteria, they will be designated “red” and subject to district intervention which could include closing the school or possibly prioritizing it for redesign. District criteria include: “Satisfactory academic progress of the school as a whole and all significant ethnic groups;” “Satisfactory academic progress of individual students;” and “Satisfactory progress in providing an environment conducive to learning.” There is no specific mention of a time line as to when a school becomes “failing” or what type of “extra support” will be provided to schools in danger of “failing.” There is no indication that the lowest performing schools, i.e., orange and red schools, are given priority for specific, intensive support from instructional facilitators and/or data coaches with increased training in the use of data relative to the standards-based curriculum and instruction.
  - a. The OUSD schools have been assigned to color groups based on their 2003 Academic Performance Index (API) scores. The Professional Development Plan indicates that “orange” schools that fail to show progress on a range of other indicators will be designated ‘red’ and face mandatory redesign. The district is in the formative stages of using these five performance bands as “accountability criteria” for evaluating the core and consolidated instructional programs.
  - b. Low-performing schools continue to receive the same data to measure the progress of student achievement as the other schools in the district. Data are still not generated any differently for schools performing in the green, yellow or orange bands (below 600 on the 2003 API) than the schools performing above the blue band (above 800 on the 2003 API). There is no indication that the data provided to lower performing schools is making a difference in instruction.
  - c. The principals and teachers at the lower performing schools continue to receive the same intensity of training as principals and teachers in higher performing schools, i.e., “blue” and “green” schools. Most II/USP and/or lower performing schools are receiving some support from outside consultants and Reading First instructional facilitators. However, there is some indication that specific extra support is provided to the lowest performing schools, particularly at the secondary level. Several secondary high schools redesigned into

smaller necessary schools are showing some improved performance; however, there is no indication that the support provided to secondary schools is making a significant difference in student performance.

2. The district continues to produce a variety of assessment reports to indicate broad-based levels of proficiency for student achievement. The CST English/Language Arts and Math Performance Reports for 2002 and 2003 and the 52 II/USP schools show the percentage changes over a two-year period in “far below basic,” “below basic,” “basic,” “proficient,” and “advanced” status. However, district reports that diagnose specific strengths or weaknesses in the core subjects or trends of improvement related to programs and instruction were unavailable. Plans are underway to redesign the district’s data Web site so data and the data plan for sites are more accessible in the fall of 2004.
3. District reports that identify growth target areas, based on data and specific to each school according to board-approved II/USP Action Plans or School-Based Coordinated Plans, were still not available. There continue to be no specific district procedures, time lines or accountability requirements for the way II/USP schools monitor student achievement in the targeted areas specified by their plans.
4. Only limited data is available for social studies and science. There is no indication that secondary principals and teachers are receiving a sufficient amount of ongoing training in the use of data in the core subjects or in the areas of social studies and science.

### Standard Implemented: Partially

January 2000 Rating:	Not Assessed
September 2003 Rating:	5
March 2004 Rating:	5
September Self Rating:	6
September 2004 New Rating:	6



### 4.3 II/USP – Progress Toward Meeting/Exceeding Goals

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This standard has been added since the 2000 report.

#### Professional Standard

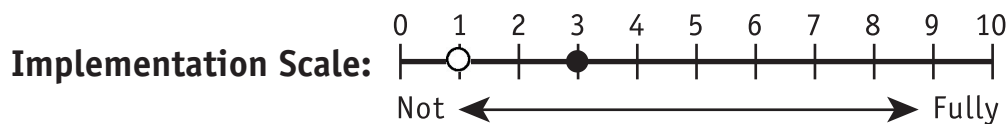
Grant recipients are meeting or exceeding goals as identified in action plans.

#### Progress on Implementing the Recommendations of the Recovery Plan

1. There is limited information relative to II/USP schools or the lowest performing schools according to the district's Performance Bands (see Standard 4.2, 1.a). The district staff had previously indicated that due to the large number of low performing schools, II/USP schools are not separated as a standalone segment of schools. "Rather, the needs of the II/USP and other low performing schools are being addressed through planning, development and implementation of intense support structures." There is limited information about the district's definition of "intense support structures." Student achievement at these schools continues to remain below state and district expectations.
2. There has been little progress in producing the kind of comparative data and analysis that are useful to the grant recipient II/USP schools. Trend data and schoolwide subgroup item analysis for the core subject areas that show common needs and strategies for improvement at all the low performing schools (i.e., II/USP) are available on a limited basis. The executive directors, especially those supervising the II/USP schools, continue to meet regularly with principals and school leaders to discuss the data and progress of the schools. The progress reports for these meetings were not available to indicate whether these meetings are helping improve student achievement.

#### Standard Implemented: Partially

January 2000 Rating:	Not Assessed
September 2003 Rating:	1
March 2004 Rating:	3
September 2004 Self-Rating:	3
September 2004 New Rating:	3



## 4.4 II/USP – Leadership for Underperforming Schools

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This standard has been added since the 2000 report.

### Professional Standard

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

### Progress on Implementing the Recommendations of the Recovery Plan

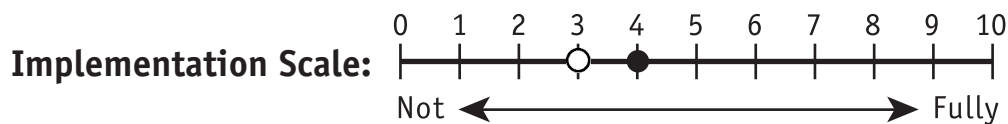
1. Some lower performing elementary schools continue to receive additional support from such providers as Performance Fact, Gibson and Associates, Dale Skinner from Region IV's Staff Development Center (Alameda County Office of Education), and the Reading First support staff from the Sacramento County Office of Education. Plans are underway to address academic performance by revising the school planning process and differentiating between types of schools. The district continues to use the color-coded school performance bands, based on the 2003 APIs, as the "evaluation criteria." No formalized strategic plan that defines the procedures for the planning process or expected results was available.
  - a. Improved efforts are being made to present quantifiable, comparative student achievement data in district reports; however, most II/USP schools' data still do not include narrative findings and conclusions with illustrations, charts, or graphs.
  - b. Reporting practices for evaluating school improvement continue to be minimal. Reports are limited to those required by Administrative Bulletin #5002 Revised School Based Coordinated Programs. There was no 2003 II/USP End-Of-The-Year District Evaluation/Impact Report.
  - c. The Single Site Plans continue to be used to establish school improvement goals, action steps and time lines. The district lacks summary information to indicate whether sites are meeting their goals.
  - d. Executive directors continue to meet twice a month with principals – once a month for operational meetings and a second time for training and follow-up. Academic conferences are continuing without information on the effect they may have on curriculum and instruction (See Standard 1.4).
  - e. No data was available to help the district identify specific academic and intervention needs common to the lowest performing schools.
2. Guidelines for principals to use in evaluating their schools' progress and that are linked to the administrative appraisal process are still in the formative stages (See Standard 1.9). Procedures and a time line have not been formalized. An in-service workshop for all principals and for the Accountability TSAs relative to evaluation is

scheduled to take place in summer 2004. The workshop will incorporate the use of the draft document “Rubric To Assess Demonstration School Status” and Classroom Observation Guidelines.

3. There is no available process for providing “extra support” to the lowest performing schools. Limited information is accessible about specific intervention plans or programs for the elementary, middle or high schools. There are no written guidelines relative to the evaluation of this assistance, nor are there guidelines for determining whether the support is having an impact on improved student achievement.
4. Through regularly scheduled meetings with the principals, network executive directors are continuing to informally identify common needs of the lowest performing schools and increase the opportunity for schools to align their priority academic goals with those of the district.

### Standard Implemented: Partially

January 2000 Rating:	Not Assessed
September 2003 Rating:	3
March 2004 Rating:	4
September 2004 Self-Rating:	4
September 2004 New Rating:	4



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



<b>Standard to be addressed</b>		Jan. 2000 rating	Sept. 2003 rating	March 2004 rating	Sept. 2004 rating
1.1	<b>The district through its adopted policy provides a clear, operational framework for management of the curriculum.</b>	2	2	3	4
1.2	<b>The district has clear and valid objectives for students, including the core curriculum content.</b>	2	4	5	6
1.3	<b>The district directs its resources fairly and consistently to accomplish its objectives.</b>	0	2	3	4
1.4	<b>The district has adopted multiple assessment tools, including diagnostic assessments, to evaluate, improve, or adjust programs and resources.</b>	2	5	5	6
1.5	<b>Expectations and a practice exist to improve the preparation of students and to build a school structure with the capacity to serve all students.</b>	0	3	4	4
1.6	<b>The assessment tools are clear measures of what is being taught and provide direction for improvement.</b>	0	1	3	4
1.7	<b>Staff development provides staff with the knowledge and the skills to improve instruction and the curriculum.</b>	2	3	3	4
1.8	<b>Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.</b>	1	2	3	4
1.9	<b>Evaluations provide constructive feedback for reviewing job performance.</b>	0	1	2	3
1.10	<b>Teachers use a variety of instructional strategies and resources that address their students' diverse needs.</b>	0	1	3	4
1.11	Students are engaged in learning, and they are able to demonstrate and apply the knowledge and skills.	0	1	NR	NR
1.12	<b>The standards set forth in the California Standards for the Teaching Profession are present and supported (California Commission on Teacher Credentialing and California Department of Education, July, 1997).</b>	1	5	5	6
1.13	<b>Teachers modify and adjust instructional plans according to student needs and success.</b>	0	2	3	4
1.14	<b>There is evidence that learning goals and instructional plans and programs are challenging for all students. (Re-worded since the 2000 report)</b>	0	2	3	4
1.15	<b>The administration and staff utilizes assessment information to improve learning opportunities for all students.</b>	0	2	4	5
1.16	A common vision of what all students should know and be able to do exists and is put into practice.	0	1	NR	NR
1.17	<b>Goals and grade-level performance standards based on a common vision are present.</b>	0	3	4	5
1.18	Every elementary school has embraced the 1997 California School Recognition Program Standards.	2	2	NR	NR

The identified subset of standards appears in bold print. Narratives for these standards are provided in this report.  
NR Indicates standard not reviewed

Standard to be addressed		Jan. 2000 rating	Sept. 2003 rating	March 2004 rating	Sept. 2004 rating
1.19	Efforts will be made by the district to partnership with state colleges and universities to provide appropriate courses accessible to all teachers.	8	8	NR	NR
1.20	Administrative support and coaching is provided to all teachers.	2	2	NR	NR
<b>1.21</b>	<b>Professional development is linked to personnel evaluation.</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>
1.22	Collaboration exists between higher education, district, professional associations, and community in providing professional development.	8	8	NR	NR
<b>1.23</b>	<b>Initial placement procedures are in place to ensure the timely and appropriate placement of all students with particular emphases being placed on students with special needs.</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.24	Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.	7	7	NR	NR
<b>1.25</b>	<b>The district will ensure that all instructional materials are accessible to all students.</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>7</b>
1.26	The district has adopted a plan for integrating technology into the curriculum.	2	4	NR	NR
<b>1.27</b>	<b>The district planning process ensures focus and connectivity to increased student productivity.</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>4</b>
<b>1.28</b>	<b>Human resources practices support the delivery of sound educational programs.</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
2.1	AIDS prevention instruction occurs at least once in junior high or middle school and once in high school and is consistent with the CDE's 1994 health framework (EC51201.5).	0	4	NR	NR
2.2	On a yearly basis the district notifies all eleventh and twelfth grade students regarding the California High School Proficiency Examination (Title 5, 11523, EC48412).	9	9	NR	NR
2.3	Class time is protected for student learning (EC32212).	2	2	NR	NR
<b>2.3a</b>	<b>A process is in place to maintain alignment between standards, practices and assessments. (Added since the 2000 Report)</b>	<b>New</b>	<b>2</b>	<b>4</b>	<b>5</b>
2.4	Categorical and compensatory program funds supplement and do not supplant services and materials to be provided by the district (Title 53940).	5	5	NR	NR
2.5	A requirement is in place for passing the basic skills proficiency examination by instructional aides. (EC45344.5, EC545361.5)	10	10	NR	NR
2.6	The general instructional program adheres to all requirements put forth in EC51000-52950.	5	6	NR	NR

The identified subset of standards appears in bold print. Narratives for these standards are provided in this report.  
NR Indicates standard not reviewed

<b>Standard to be addressed</b>		Jan. 2000 rating	Sept. 2003 rating	March 2004 rating	Sept. 2004 rating
<b>2.6a</b>	<b>The Governing Board has adopted and the district is implementing the California state standards and assessments. (Added since the 2000 Report)</b>	New	2	4	5
2.7	All incoming kindergarten students will be admitted following board-approved policies and administrative regulations (EC48000-48002, 48010, 498011).	10	10	NR	NR
2.8	The district shall inform parents of the test scores of their children and provide general explanation of these scores (EC60720 and 60722).	10	10	NR	NR
2.9	The district shall be accountable for student results by using evaluative information regarding the various levels of proficiency and allocating educational resources to assure the maximum educational opportunity for all students (EC60609).	1	3	NR	NR
2.10	Student achievement will be measured using standardized achievement tests and a variety of measurement tools, i.e., portfolios, projects, oral reports, etc. (EC60602, 60605).	1	3	NR	NR
<b>3.1</b>	<b>The identification and placement of English-language learners into appropriate courses is conducted in a timely and effective manner. (Added since the 2000 Report)</b>	New	3	3	4
<b>3.2</b>	<b>Programs for English-language learners comply with state and federal regulations and meet the quality criteria set forth by the California Department of Education. (Added since the 2000 Report)</b>	New	3	3	4
<b>3.3</b>	<b>Individual education plans are reviewed and updated on time. (Added since the 2000 Report)</b>	New	3	4	4
<b>3.4</b>	<b>Programs for special education students meet the least restrictive environment provision of the law and the quality criteria and goals set forth by the California Department of Education. (Added since the 2000 Report)</b>	New	1	2	2
<b>4.1</b>	<b>A process to identify struggling students and intervene with additional support necessary to pass the exit examination is well-developed and communicated to teachers, students and parents. (Added since the 2000 Report)</b>	New	0	1	2
<b>4.2</b>	<b>II/USP grant recipients are collecting required data to measure progress of student achievement. (Added since the 2000 report)</b>	New	5	5	6
<b>4.3</b>	<b>II/USP grant recipients are meeting or exceeding goals as identified in action plans. (Added since the 2000 Report)</b>	New	1	3	3

The identified subset of standards appears in bold print. Narratives for these standards are provided in this report.  
 NR Indicates standard not reviewed

<b>Standard to be addressed</b>		Jan. 2000 rating	Sept. 2003 rating	March 2004 rating	Sept. 2004 rating
<b>4.4</b>	<b>Principals and teachers in underperforming schools and/or in schools under mandated improvement programs are provided special training and support by the district; improvement plans are monitored. (Added since the 2000 Report)</b>	New	3	4	4

The identified subset of standards appears in bold print. Narratives for these standards are provided in this report.  
 NR Indicates standard not reviewed