

1.1 Planning Processes - Common Vision

Professional Standard

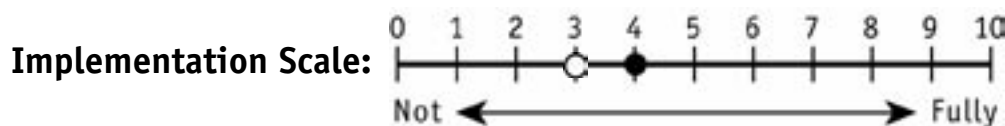
A common vision of what all students should know and be able to do exists and is put into practice.

Progress on Recommendations and Improvement Plan

1. The district continues to use the Local Education Agency (LEA) Plan as its guiding document. The district has a vision for developing site-specific planning documents, but it has just begun to implement this vision.
 - a. The district has identified “Literacy” as its strategic focus. It has adopted new reading curriculums for all grades to support this focus. For all students in kindergarten through grade three and those students reading on grade level in grades four through eight, the *Open Court* reading series has been adopted. For students in grades four through eight that are performing below grade level, the district has adopted the *REACH* reading intervention program. A literacy instruction block has been implemented for all students. Elementary school students receive three hours of literacy instruction each day. Middle school students receive four hours of targeted literacy instruction each day.
 - b. Using the California Department of Education’s Single Plans for Student Achievement template, the district has begun planning to draft School Improvement Plans for each school site. The School Site Councils (SSC) have delegated the task of writing the plans to leadership teams made up of teachers, staff, and parents who will then share draft plans with each school’s SSC. District administrators have created a guidebook to assist the leadership teams to utilize the resources and templates provided by the California Department of Education.

Standard Implemented: Partially

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



1.3 Planning Processes – Long-Term Goals

Professional Standard

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

Progress on Recommendations and Improvement Plan

1. At the staff in-service meeting prior to the beginning of the 2003-04 school year, district staff set a goal of having 30 percent of West Fresno Elementary students attain a rating of “Proficient” or “Advanced” on the 2004 California Standards Test. As of the Spring 2003 test date, at the elementary school 6 percent of students met this level of achievement in language arts and 8 percent met it in mathematics. At the middle school 5 percent of students met this level in both language arts and mathematics. See Progress on Implementing Recommendation No. 1 for Standard 1.1.

Standard Implemented: Partially

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



1.4 Planning Processes - Resource Allocation

Professional Standard

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

Progress on Recommendations and Improvement Plan

1. The LEA Plan identifies how resources will be allocated to support improvements in pupil achievement. The School Improvement Plans have not yet been written (see Standard 1.1).
2. The district is currently undergoing a state audit, which has revealed that in the past funding has been misspent. Funding streams with specified uses were allocated inappropriately, and budgets for the two schools were combined and not considered at the site level. District instructional staff are working with the budget office to clarify how funds should be tracked and allocated. The district is working to develop a process whereby program information and resource allocation can be tracked to the site level.
3. The School Site Councils (SSC) have not yet been included in reviewing site budgets. At the time of this report, the district was awaiting results from the audit on the amount of categorical funds it has available to spend. District staff indicate that the SSCs will be included in spending decisions once this amount is known and the funds become available. The handbook that was created for the School Site Councils informs them of their responsibilities regarding budgetary approval.

Standard Implemented: Partially

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



1.6 Planning Processes - Student Performance

Professional Standard

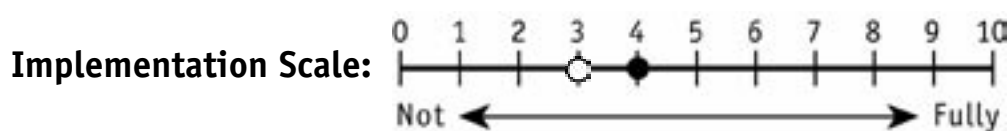
The district's planning process focuses on supporting increased student performance.

Progress on Recommendations and Improvement Plan

1. The district is still working to establish benchmarks for proficiency in all curricular areas. The *Reading and Oral Language Assessment (ROLA)* and *REACH* curriculum include such benchmarks, but the district is still determining how to measure proficiency using the core curriculum (*Open Court*). The mathematics curriculum, *Saxon Mathematics*, includes guidelines to determine proficiency, but the middle school is also working with the local high school to articulate what students need to know before transitioning to ninth grade. The high school has created benchmark tests in mathematics that middle school teachers are using to guide instruction. No benchmarks have yet been determined for science, social studies, or other curricular areas. Parents are given a copy of the state standards for language arts and mathematics, but have not necessarily received a copy of their school's established benchmarks for proficiency.
2. Due to the time of year, the district has not yet turned its attention to summer school or retention. However, by January 2004 the district should develop a process for identifying students that may benefit from summer school. This process should include the procedures that will be used to identify students and inform parents.
3. The district continues to fund after-school learning opportunities. Enrollment is open to all students, but under-performing students are encouraged to attend. Instruction tends to align with regular-day instruction because teachers generally keep their same students for an extended day and continue with the regular curriculum. District staff indicate that they are looking at revamping the after school program to serve as a targeted intervention for under-performing students, and that they may purchase a program, such as *Newton*, to direct and guide after-school instruction.

Standard Implemented: Partially

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



2.1 Curriculum Management

Professional Standard

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

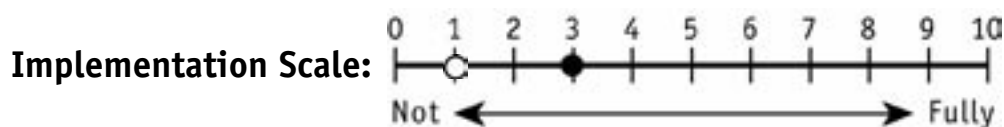
Progress on Recommendations and Improvement Plan

1. The district has not yet documented its approach to curriculum management, and should do so. It has adopted the standards-based *Open Court* and *REACH* literacy curriculums, which are highly structured and typically ensure a consistent approach amongst teachers who use them. The district also uses the standards-based *Saxon Mathematics* program and the *English Now!* English Language Development (ELD) curriculum for English language learners, seeking to align instruction in those curricular areas, as well as a state-approved science curriculum for grades four through eight.
 - a. Despite the lack of a documented curriculum plan, teachers are aware that they are required to teach with the adopted curriculum. Teachers from each grade level work together to plan and coordinate instruction.
 - b. With the exception of the *English Now!* ELD program, the adopted curriculums are state-approved and standards-based.
 - c. The *Open Court*, *REACH*, and *Saxon Mathematics* curriculums have included and emphasized imbedded assessments.
 - d. Teachers have had the opportunity to attend publisher-offered trainings for the *REACH*, *Saxon*, and *Open Court* curriculums. In addition, the district has offered and facilitated planning meetings and demonstrations on the curriculums. One to two times a month, the district's Monday afternoon collaboration time is dedicated to curricular and instructional support.

2. The district has not yet revised board policies to codify its approach to managing curriculum. Once a plan is developed, a policy should be drafted and presented to the school board and state administrator for review and adoption.

Standard Implemented: Partially

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



2.2 Curriculum Management

Professional Standard

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

Progress on Recommendations and Improvement Plan

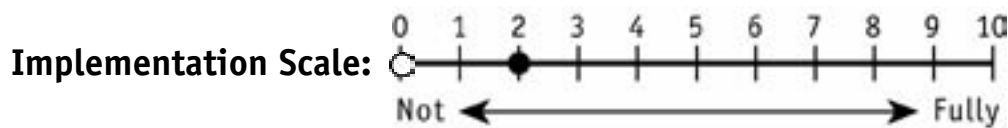
1. The school board is still serving in an advisory capacity. The State Administrator participates in and approves decisions regarding curriculum and instruction, and communicates important actions to the advisory board at monthly meetings. See Progress on Recommendation and Improvement Plan, Standard 2.1.

Standard Implemented: Partially

June 2003 Rating: 0

December 2003 Self-Rating: 2

December 2003 New Rating: 2



2.3 Curriculum Objectives

Professional Standard

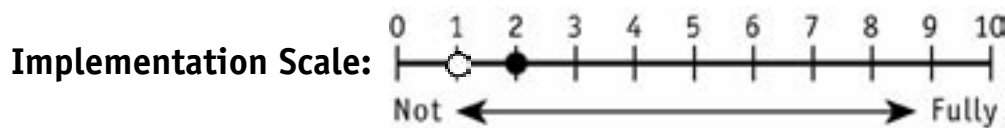
The district has clear and valid objectives for students, including the core curriculum content.

Progress on Recommendations and Improvement Plan

1. The district is still working to define specific benchmarks for proficiency in each curricular area (see Standard 1.6). The district has set a broad objective that 30 percent of its students will achieve “Proficient” or “Advanced” status on the state’s annual standards-based test. These benchmarks and objectives should be clearly stated in the School Improvement Plans that are currently under development. As the LEA Plan was very general, these site plans should also contain specific steps to guide teachers toward improving student achievement, including particular attention to helping EL students attain mastery of English.

Standard Implemented: Partially

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



3.2 Instructional Strategies - Learning Goals

Professional Standard

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

Progress on Recommendations and Improvement Plan

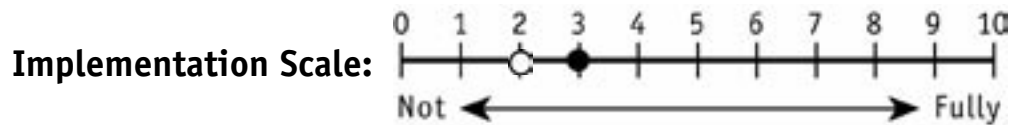
1. Teachers base lesson plans on the state standards, primarily following the adopted curriculums. They are in the process of conducting “circles of inquiry” to review assessment data and determine teaching and intervention strategies to meet the varying needs of different groups of learners.
2. Principals report that the majority of teachers turn in lesson plans on a weekly basis.
3. The district has not developed a lesson plan template. However, principals report that teachers know what to include in their lesson plans and follow the standards, objectives, and outcomes outlined in their adopted curriculums.
4. Several teachers have been chosen to serve on the Leadership Team for each site, and are currently undertaking the process of writing the School Improvement Plans for their sites. The district should ensure that it provides time for these teachers to share updates regarding the progress on and content of the plan with their colleagues. Furthermore, information should be shared about how the goals articulated in the plans relate to classroom instruction.
5. Six district teachers, including the new EL Resource Coordinator, attended an eight-day training facilitated by the Literacy Connection (LitConn) consultants on how to serve as “Universal Access Facilitators.” These individuals now help to facilitate staff meetings on differentiated instruction and how to make the curriculum accessible to students performing at different levels. Feedback from teachers indicates that this has been a positive process and is helping to build the district’s capacity for developing professionalism and peer-to-peer coaching.
6. With support from the LitConn consultants, the district has created a schedule for professional development and staff meetings, which occur each Monday afternoon throughout the school year. Activities include: “Curricular and Instructional Support,” which are facilitated meetings on how to implement curriculum; “Circles of Inquiry” to consider and plan around assessment data; meetings with the State Administrator; principal-directed meetings (which the site administrators have been trained to plan and lead); “Peer Coaching;” and site meetings on topics specific to each school site. In addition to these structured meetings, the district should also ensure that it provides time for teachers to meet by and across grade levels to discuss other, non-specified topics they feel need attention.
7. The district has established guidelines on how much homework students should receive at each grade level, along with the recommended number of minutes of independent and shared reading. These guidelines clarify basic district-wide procedures for

assigning homework. While parents have been told that their students should expect to have homework every night, the recommended number of minutes has not been necessarily communicated to all parents. The information should be communicated during parent meetings/home visits at the beginning of the school year and during first trimester conferences.

8. The district is relying on state-approved adopted curriculums, which tend to be vertically aligned across grade levels.

Standard Implemented: Partially

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



3.7 Instructional Strategies - Site Council

Professional Standard

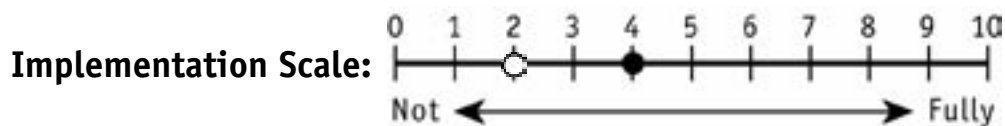
Each school has a school site council or leadership team, comprised of teachers, parents, principal, and students, that is actively engaged in school planning.

Progress on Recommendations and Improvement Plan

1. District staff indicate that the School Site Councils will be included in resource allocation decisions once results from the audit are complete and the amount of categorical funds available is certain. The School Site Council handbook outlines the budgetary areas on which councils should advise, and informs the council members of their budgetary responsibilities.
2. The district decided to establish School Site Councils for each school site. Members have been elected to represent each site individually.
3. The School Site Councils voted to elect the two principals as their leaders. A district administrator attends the meetings to present information and answer questions. In the future, as the councils become more established and confident in their roles and responsibilities, it may be appropriate for the principals to encourage parents to serve as the leaders of the groups to ensure that the councils make decisions that are independent of the schools' administration.
4. District staff have put together a comprehensive School Site Council Training Manual that outlines the group's roles and responsibilities and includes bylaws and other helpful resources. The manual has been translated into Spanish and Hmong. Initial Council meetings served as training sessions to educate the groups on their functions.

Standard Implemented: Partially

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



3.10 Instructional Strategies - Learning Time

Professional Standard

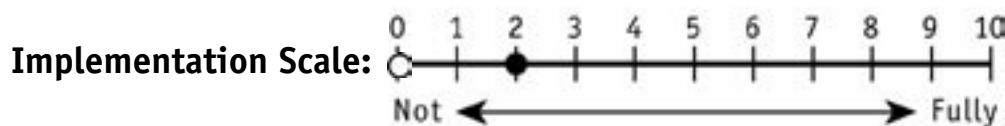
Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.

Progress on Recommendations and Improvement Plan

1. The two school sites have established complementary site-based discipline plans that outline broad rules and the chain of consequences for infractions. These plans were developed with input from the State Administrator and some teachers, although parents were not consulted. In addition, the district is considering piloting a program called *Positive Action* that promotes proactive behavior management. However, there is concern that this would direct time away from academic instruction. Program materials have been purchased for each grade level, but an implementation plan has not yet been established.
2. It does not appear that parents have been adequately informed of the district's new discipline plan. They signed a "Parent Compact" at the beginning of the school year; however, this document did not contain specific details of the discipline policy. The steps and consequences for each level of infraction should be communicated to both parents and students verbally (through teachers, assemblies, parent meetings/conferences and Back to School night) and in written form (sent home and distributed in person).

Standard Implemented: Partially

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



3.14 Instructional Strategies - English Learners

Professional Standard

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

Progress on Recommendations and Improvement Plan

1. The district is in the initial planning stages of drafting an English Learner Master Plan that will also meet California Department of Education Coordinated Compliance requirements. The district has hired a resource staff member to help coordinate the writing of this plan.
2. At the elementary level, the district has decided not to use English language ability as a consideration when placing students in classrooms. At the middle school, students are grouped by literacy ability, not language ability, for the majority of the day. At both campuses, students are moved between classrooms and grouped by language ability for targeted English Language Development instruction for one hour each day. The district should also consider grouping EL students into Specially Designated Academic Instruction in English (SDAIE) classes to give them more access to the core curriculum.

Standard Implemented: Partially

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



3.15 Instructional Strategies - English Learners

Professional Standard

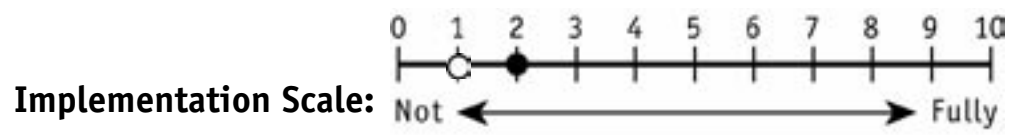
Curriculum and instruction for English Learners (EL) prepares EL students to transition to regular class settings and achieve at a high level in all subject matters.

Progress on Recommendations and Improvement Plan

1. The LEA Plan outlines how many minutes of EL instruction students should receive depending on their classroom assignment (Alternative Bilingual, Structured English Immersion, and English Mainstream). Aside from one Alternative Bilingual Kindergarten classroom, the district has not structured classrooms based on students' language abilities, but instead provides targeted ability-based English Language Development (ELD) instruction for the last period of each day. The district is meeting or exceeding all guidelines for ELD minutes of instruction as stipulated in the LEA Plan.
2. Students are clustered based on language ability for one period of the day. The clustering is done based on California English Language Development Test (CELDT) scores.
3. Teachers have received training on how to implement the *English Now!* curriculum. This is not a state-approved curriculum. However, the district claims it is in compliance with state curriculum standards because its core literacy curriculum, *Open Court*, is state approved and includes accommodations for instructing English Learners.
4. The elementary school has implemented a new standards-based report card that includes English Language Development. The middle school is also developing a new report card. However, at the time of this review it was not yet completed. The middle school principal indicated that it likely did not include a space for indicating ELD progress.
5. The district is in the initial planning stages of drafting an English Learner Master Plan that will also meet California Department of Education Coordinated Compliance requirements. .
6. The district is working to ensure that all of its teachers get the necessary CLAD training and certification. There are currently at least 18 teachers in the district who lack proper certification to teach EL students, nine of whom are eligible for SB 395 authorization. The district has asked all of these teachers to sign a Memorandum of Understanding that they will complete the necessary coursework to acquire the appropriate certification to teach EL students. District staff indicated that they are working with these teachers individually to help them pursue the necessary steps.

Standard Implemented: Partially

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



3.16 Instructional Strategies - Special Education

Professional Standard

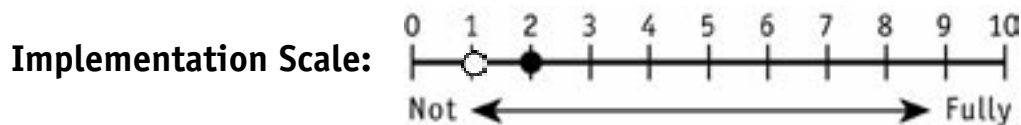
The identification and placement of special education students into appropriate courses is conducted in a timely and effective manner.

Progress on Recommendations and Improvement Plan

1. The 2001 Student Study Team (SST) information packet has been updated and supplemented. With the assistance of a representative from the Fresno County Office of Education, district staff presented the packet to staff at both sites and walked them through the procedures. While helpful, the SST packet still does not contain information specific to the district and school sites. For instance, it indicates that a Student Study Team *may* contain certain members of the school staff, but does not state who those members are at each school. Principals or the SST site coordinators should revise/supplement the packet to clarify who plays what role at each school.
2. The school sites are still working to establish definitive schedules and procedures for handling SST meetings.
3. The site administrators have selected standing members for the Student Study Teams and are working to sustain consistency for the procedures and outcomes of the meetings.
4. The district's Director of Curriculum and Instruction has been selected to serve as the case manager for all students whom the SST recommends for psychological testing.

Standard Implemented: Partially

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



3.17 Instructional Strategies - Special Education

Professional Standard

Individual Educational Plans (IEPs) are reviewed and updated on time.

Progress on Recommendations and Improvement Plan

1. Instead of hiring a new Program Specialist, the district has appointed the Director of Curriculum and Instruction to serve as the IEP Case Manager. As such, the Case Manager has created a master list of the students who currently have IEPs or have been recommended for testing, and has scheduled IEP meetings for each. A representative from the Fresno County Office of Education is providing training and support. Representatives from the state Department of Education are also reviewing the district for compliance with requirements related to special education.
2. The principals have not been delegated the task of monitoring IEP schedules. However, they attend all IEP meetings. In the future, the Case Manager should prepare an annual calendar of IEP review meetings so that the principals are better aware of which students are being monitored and when.

Standard Implemented: Partially

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



3.18 Instructional Strategies - Special Education

Professional Standard

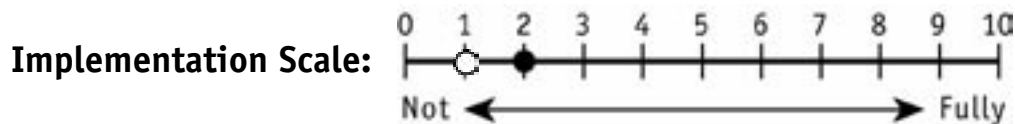
Curriculum and instruction for special education students is rigorous and appropriate to meet special education students' learning needs.

Progress on Recommendations and Improvement Plan

1. The district has been proactive about utilizing the assistance and resources of the County Office of Education. Special education students are provided access to the mainstream curriculum and state standards. However, it is still not clear that all students are being educated in the least restrictive environment, and the district should continue to re-evaluate this structure at all IEP and program planning meetings.
2. The district plans to use the California Alternative Performance Assessment (CAPA) exam as an alternative to STAR testing in the spring. It will be used to assess students who are identified as CAPA candidates as specified in their IEPs.
3. The district has not yet developed a report card that allows teachers to indicate progress for special education students.

Standard Implemented: Partially

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



4.2 Assessment and Accountability - Measurement Tools

Professional Standard

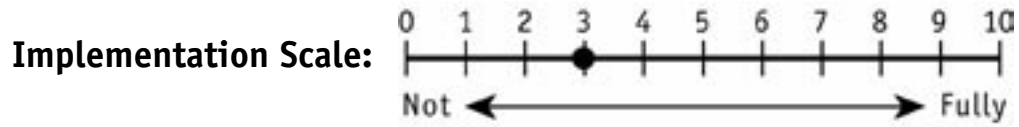
Student achievement is measured and assessed through a variety of measurement tools (e.g. standardized tests, portfolios, projects, oral reports, etc.).

Progress on Recommendations and Improvement Plan

1. The district is using imbedded assessments from the *Open Court*, *REACH*, *Saxon Mathematics*, and science curriculums, in addition to the *ROLA*. Teachers reported that the assessments seem reasonable and that the imbedded assessments are usually included as part of the daily lesson plan. Classroom observations revealed that the district still needs to offer additional training and/or resources for teachers on how to structure class time during assessment activities. The *ROLA* requires that the teacher be engaged with one individual student, and in many cases observers noted that the rest of the class was given “busy work” and/or spent the time off-task.
2. The district is using the assessments imbedded in the science curriculum for grades four through eight. Kindergarten through grade three classrooms do not currently have standards-based instructional materials for science, and students are not being instructed or assessed in that area.
3. The district has ordered modified assessments that align with the core curriculum for special education students. EL students are given the standard assessments.
4. The district uses a matrix that summarizes all assessment scores and interventions for each student by class. At this time this is a handwritten process. The district has recently implemented a new student information system, ARIES, which should offer the capacity to input and summarize scores electronically. The system’s functionality is still being explored.
5. Portfolios are used at the middle school level for teachers and students to monitor progress using in-class work as well as traditional assessments. The principal provides guidance on how portfolios should be used and maintained.
6. The district continues to use the *ROLA* assessment to determine the actual reading levels of each student, regardless of his or her grade level placement. In addition, the *REACH* curriculum targets instruction and assesses proficiency based on actual reading level. At the middle school level, students are placed in mathematics classes based on their level of reading proficiency. The district should ensure that all students at all grade levels are given mathematics assessments that accurately reflect what they do and do not know, not just whether they are above, at or below proficiency. Instruction should be guided by the results of those assessments.
7. See Standard 1.6 regarding establishing benchmarks.

Standard Implemented: Partially

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



4.4 Assessment and Accountability - Assessment Analysis

Professional Standard

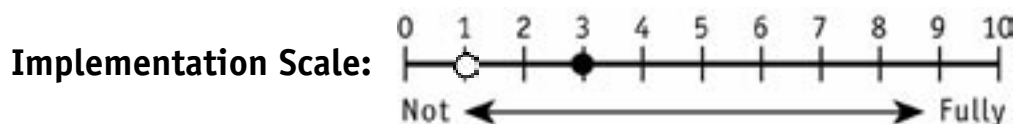
The administration and staff utilize assessment information to improve learning opportunities for all students.

Progress on Recommendations and Improvement Plan

1. The district's analysis of assessment data focuses on student performance relative to the benchmarks that have been established, although the district has more work to do in this area. See Standard 1.6.
2. The district has scheduled numerous meetings for teachers to consider assessment data, group students, and plan for intervention and enrichment strategies.
3. Teacher facilitators and principals have been trained in how to use assessment data to guide instruction at each site, and they are facilitating meetings and trainings to support their colleagues. At the time of this review, the school sites had collected data from the first trimester of the academic year and had just completed their first "Circles of Inquiry" staff meetings on analyzing the data. Feedback from teachers and principals indicate that these meetings went well, but that the staff are still learning how to use data effectively.
4. LitConn has provided the district with materials for how to structure "Circles of Inquiry" meetings. This includes agendas, specific questions to guide discussion, and templates for disaggregating the data by ability level, ethnicity, gender, and other characteristics.
5. Using the handwritten data matrix, teachers were able to summarize and view assessment data at the classroom level. Templates from the "Circles of Inquiry" meetings summarized this information by grade level and various groups. Further implementation of the new ARIES student information system will allow for additional analysis and summarization.

Standard Implemented: Partially

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



5.1 Professional Development and Training - General

Professional Standard

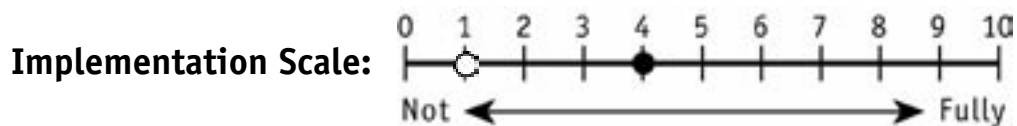
Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.

Progress on Recommendations and Improvement Plan

1. The district's professional development activities have been planned in conjunction with LitConn and are directly referenced in the LEA Plan. They support the district's focus on literacy development and relate directly to the adopted curriculum materials.
2. The district has not yet implemented regular evaluations of staff development activities, although a form has been developed. At the middle school level, the site administrator collects written feedback on meetings and activities in an attempt to make sure that staff receive the training and support they need.
3. There is a professional development calendar in place for the full academic year. The activities appear to be well planned and articulated. Site administrators have been trained in how to plan and facilitate meetings.

Standard Implemented: Partially

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



5.2 Professional Development and Training - General

Professional Standard

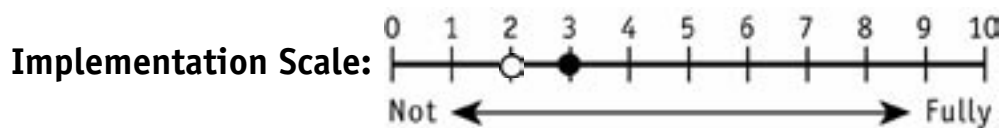
Staff development provides the staff (for example, principals, teachers, and instructional aides) with the knowledge and skills to improve instruction and curriculum.

Progress on Recommendations and Improvement Plan

1. Teachers have received training on all of the adopted curriculums, with the possible exception of the science curriculum. Some of these trainings were offered by the curriculum publishers, and some were led by site facilitators. These trainings and demonstrations are ongoing.
2. Both principals attended a two-day training for administrators led by LitConn, and are receiving ongoing support and professional development. They, as well as the State Administrator, have also received some training on the adopted curriculum materials.
3. The district has not had a large number of new teachers join its staff this year, and determined that the *Teacher Basics* professional development program was too comprehensive to institute for such a small number of individuals. New teachers receive informal support from colleagues and principals as needed. (See Standard 5.2, item No. 1, and Standard 5.1.)

Standard Implemented: Partially

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



5.8 Professional Development and Training - Support

Professional Standard

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

Progress on Recommendations and Improvement Plan

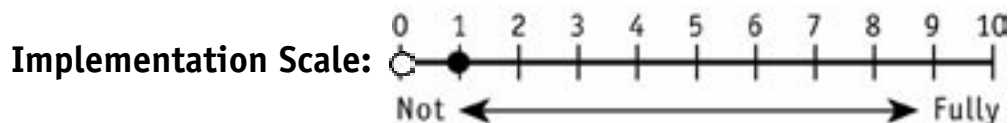
1. The district has not yet developed or documented a new teacher support plan. New teacher orientation is handled informally at each site. No organized mentor or “buddy” program has been implemented. This was not a significant issue this year because there were so few new teachers, but in the future the district and/or site administrators should consider developing a procedure and support structure for new teachers.
2. The site administrators are receiving professional development through the district (see Standard 5.2). The State Administrator is currently serving as the mentor for the principals. No mentoring relationships have been established with other schools or districts.

Standard Implemented: Partially

June 2003 Rating: 0

December 2003 Self-Rating: 0

December 2003 New Rating: 1



Pupil Achievement

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

Pupil Achievement

Standard to be addressed		June 2003 Rating	Dec. 2003 Rating	June 2004 Focus
2.8	AIDS prevention instruction occurs at least once in junior high or middle school and once in high school, and is consistent with the CDE's 1994 Health Framework (EC 51201.5).	0	NR	
3.1	The district provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors (EC 51007).	3	NR	
3.2	Challenging learning goals and instructional plans and programs for all students are evident.	2	3	<input type="checkbox"/>
3.3	Expectations and practices exist to improve the preparation of students and to build a school structure with the capacity to serve all students.	1	NR	
3.4	Every elementary school has embraced the most recent California School Recognition Program Standards.	0	NR	
3.5	Students are engaged in learning, and they are able to demonstrate and apply their knowledge and skills.	2	NR	
3.6	The district and school sites actively encourage parental involvement in their children's education.	3	NR	
3.7	Each school has a school site council or leadership team, comprised of teachers, parents, principal and students, that is actively engaged in school planning.	2	4	<input type="checkbox"/>
3.8	Principals make formal and informal visits to the classroom. Based on these visits, principals provide constructive feedback and assistance to teachers.	6	NR	
3.9	Class time is protected for student learning (EC 32212).	3	NR	
3.10	Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.	0	2	<input type="checkbox"/>
3.11	School class size and teacher assignments support effective student learning.	1	NR	
3.12	Teachers use a variety of instructional strategies and resources that address their students' diverse needs.	2	NR	

Pupil Achievement

Standard to be addressed		June 2003 Rating	Dec. 2003 Rating	June 2004 Focus
3.13	Teachers modify and adjust instructional plans according to student needs and success.	2	NR	
3.14	The identification and placement of English Learners into appropriate courses is conducted in a timely and effective manner.	2	2	<input type="checkbox"/>
3.15	Curriculum and instruction for English Learners prepares EL students to transition to regular class settings and achieve at a high level in all subject matters.	1	2	<input type="checkbox"/>
3.16	The identification and placement of special education students into appropriate courses is conducted in a timely and effective manner.	1	2	<input type="checkbox"/>
3.17	Individual education plans (IEPs) are reviewed and updated on time.	3	3	<input type="checkbox"/>
3.18	Curriculum and instruction for special education students is rigorous and appropriate to meet special education students' learning needs.	1	2	<input type="checkbox"/>
3.19	The criteria for Gifted and Talented Education (GATE) identification are documented and understood by school site staff.	0	NR	
3.20	Students are regularly assessed or reassessed for GATE participation.	0	NR	
3.21	All incoming kindergarten students will be admitted following board-approved policies and administrative regulations. (EC 48000-48002)	10	NR	
3.27	The general instructional program adheres to all requirements put forth in Education Code 51000-52950.	5	NR	
4.1	The district has developed content and learning standards for all subject areas and grades that are understood and followed by school site staff.	6	NR	
4.2	Student achievement is measured and assessed through a variety of measurement tools (e.g., standardized tests, portfolios, projects, oral reports).	3	3	<input type="checkbox"/>
4.3	The assessment tools are clear measures of what is being taught and provide direction for improvement.	3	NR	

Pupil Achievement

Standard to be addressed		June 2003 Rating	Dec. 2003 Rating	June 2004 Focus
4.4	The administration and staff utilize assessment information to improve learning opportunities for all students.	1	3	<input type="checkbox"/>
4.5	The district has adopted multiple assessment tools, including diagnostic assessments, to evaluate, improve, or adjust programs and resources.	2	NR	
4.6	The district shall be accountable for student results by using evaluative information regarding the various levels of proficiency and allocating educational resources to ensure the maximum educational opportunities for all students.	1	NR	
4.7	The district informs parents of the test scores of their children and provides general explanation of these scores.	4	NR	
5.1	Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.	1	4	<input type="checkbox"/>
5.2	Staff development provides the staff (e.g., principals, teachers, and instructional aides) with the knowledge and the skills to improve instruction and curriculum.	2	3	<input type="checkbox"/>
5.3	The standards developed by the California Standards for the Teaching Profession are present and supported.	2	NR	
5.4	Teachers are provided time and are encouraged to meet with other teachers.	6	NR	
5.5	Collaboration exists among higher education, district, professional associations, and the community in providing professional development.	1	NR	
5.6	The district has formed partnerships with state colleges and universities to provide appropriate courses accessible to all teachers.	0	NR	
5.7	Administrative support and coaching is provided to all teachers.	2	NR	
5.8	New teachers and principals are provided with training and support opportunities.	0	1	<input type="checkbox"/>
5.9	Professional development is linked to personnel evaluation.	0	NR	

Pupil Achievement

Standard to be addressed		June 2003 Rating	Dec. 2003 Rating	June 2004 Focus
5.10	Evaluations provide constructive feedback for improving job performance.	4	NR	
5.11	Human resources practices support the delivery of sound educational programs.	3	NR	
5.12	A requirement is in place for passing of a basic skills proficiency examination by instructional aides (EC 45344.5, 545361.5).	1	NR	