

CSES

**HUMBOLDT UNIFIED
SCHOOL DISTRICT #22**

**DISTRICT SPONSORED
CHARTER SCHOOL
APPLICATION**

**Coyote Springs
Elementary School**

The Need for Coyote Springs Elementary School Charter Conversion

Coyote Springs Elementary School (prior to charter school conversion) has established a strong curricular focus on the Arizona State Standards through its participation in the AdvancEd System Accreditation Process©. The school is in Yavapai County where parents have choices and they vote with their feet by leaving the state, leaving the area, or choosing another school.

Coyote Springs Elementary School's choice to convert to a charter school will enable it to offer parents and students choices within a competitive environment.

Education Plan

Educational Philosophy

Coyote Springs Elementary (sometimes referred to herein as the "Charter School") is intended to offer families a high quality education with rigorous expectations for academic performance. Further, the school is intended to be a reflection of the local community; in particular, the parents, students, staff and community members who choose to participate in the school. This Charter seeks to provide a solid foundation and framework upon which participants can build.

Purpose. The purpose of the Charter School is to improve student achievement by providing an option for parents who would like to send their children to an outstanding school with high expectations and a signature program.

Need. In a highly competitive, global, technology-driven world, families need a school that provides the highest level of academic instruction within a safe, supportive community and a family-oriented environment.

Support. The Charter School will be sponsored by the highly-regarded Humboldt Unified School District (sometimes referred to herein as the "District"). The Charter School will be able to rely on assistance from well-established instruction, business, technology, special education, and facilities departments of the District.

Goals of the School.

1. To graduate students who are prepared for local and global opportunities.
2. To create a 21st Century learning community that maximizes student achievement and success.
3. To implement research-based curricula, best instructional practices and assessments to increase student engagement and support 21st Century learning.
4. To support student learning of 21st Century skills through improved facilities and technology infrastructure.

The guiding educational philosophy of the school flows from the district's shared purpose:

- **To educate** our students with rigor, dedication, depth, and the application of innovative technology.
- **To involve** our students along with their parents and community, in a cooperative vision of education as a key to responsible and productive citizenship.
- **To prepare** our students to meet the events of their lives with knowledge, insight, and perseverance.
- **To inspire** our students to believe that, with hard work, they can achieve great things in whatever career they choose, and thus help to make a better world.

Target Population

The student population of the school consists primarily of children residing within the Humboldt Unified School District enrollment boundaries.

Number of Students to be Served.

The number of students to be served in the initial year of the Charter School is expected to be 700. In subsequent years the enrollment capacity is expected to be determined by the Charter School's Governing Board.

Grades to be Served.

The Charter School will serve grades kindergarten through sixth.

Program of Instruction

The program of instruction at Coyote Springs Elementary School will be aligned with Arizona Common Core State Standards and based on the AdvancEd Standards for Quality© (Appendix B).

The Standards are research-based, comprehensive quality statements that describe conditions that are necessary for schools to achieve quality student performance and organizational effectiveness. These Standards support an education process that is visionary; characterizing how schools should operate to promote a culture of continuous learning that is fluid – engaging leaders, staff and students. The indicators and related performance levels give thorough descriptions of exemplary practices and processes, together providing a comprehensive picture of each standard. The five Standards and accompanying indicators and performance levels focus on systems within a school and systematic methods of driving excellence in student performance and organizational effectiveness. These Standards are not isolated, but systemic and intentionally aligned to address major themes across all Standards. Major embedded themes include: continuous improvement, stakeholder involvement, alignment, student engagement, collaboration, equity, and personalization.

The Humboldt Unified School District is using the RtI (Response to Intervention) philosophy. RtI is the practice of (1) providing high quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions.

The Humboldt Unified School District uses pacing guides, aligned to the state standards, to guide instruction. The Humboldt Unified School District uses the Galileo benchmarking system as its assessment system. Use of Galileo benchmarks enable teachers to inform their instruction and make adjustments as required to enhance student learning. All schools use teacher generated formative assessments to make in course adjustments based on students learning.

School Calendar

The school calendar (Appendix A) will offer the state mandated days of instruction and will be in alignment with all Humboldt Unified schools.

Professional Development

School staffs are engaged in professional development on Early Release Wednesdays. Professional Development is determined based on the needs of the staff and state required trainings (Appendix C).

Performance Framework

The performance framework used by the Humboldt Unified Governing Board (which serves as the Board for Coyote Springs Elementary School), focuses on three key components of school performance and accountability.

- Framework 1 - Alignment with the HUSD Board Goals through the creation of a comprehensive School Goals Plan based on the AdvancEd Standards for Quality Schools©
- Framework #2 – Qualitative data from the District’s student, staff and parent surveys with demonstrated progress toward goals
- Framework #3 - Quantitative data which provides demonstrated progress toward goals

Framework 1:

The Standards are research-based, comprehensive quality statements that describe conditions that are necessary for schools to achieve quality student performance and organizational effectiveness. These Standards support an education process that is visionary; characterizing how schools should operate to promote a culture of continuous learning that is fluid – engaging leaders, staff and students. The indicators and related performance levels give thorough descriptions of exemplary practices and processes, together providing a comprehensive picture of each standard. The five Standards and accompanying indicators and performance levels focus on systems within a school and systematic methods of driving excellence in student performance and organizational effectiveness. These Standards are not isolated, but systemic and intentionally aligned to address major themes across all Standards. Major embedded themes include: continuous improvement, stakeholder involvement, alignment, student engagement, collaboration, equity, and personalization. The Standards include:

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Standard 3: Teaching and Assessing for Learning

The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Framework 2:

HUSD Schools use valid and reliable parent, student and staff surveys to provide qualitative data regarding each school on the five AdvancEd Standards for Quality Schools©. Each spring the surveys are administered and data is provided to the campus leadership teams to create goals for the following year.

Framework 3:

HUSD Schools review multiple performance data throughout the year to determine school and district goals including distributed achievement data on the state report card, district assessments during the year, and walk through data.

The HUSD Governing Board will review the district sponsored charter school every five years using the adopted performance framework and as part of the AdvancEd System Accreditation process. All district policies relating to intervention and improvement will apply to the district sponsored charter school.

Operational Plan

Polices including Fingerprint Clearance and Background Checks

Coyote Springs Elementary School will function under the same guidelines and governing board policies as other district schools operating under the authority of the Humboldt Unified School District and HUSD will have oversight and administrative responsibility for the district sponsored charter school. This will include all applicable fingerprint and background check related statutes and guidelines to include, but not necessarily limited to, Section 41-1750; Public Law 92-544; Title 41, chapter 12; article 3.1 and Section 15-512.

Governing Body

The Humboldt Unified School District Superintendent and the Charter School administration are responsible for the organization, planning and operation of the Charter School. The Humboldt Unified School District Governing Board will be the governing body of the Charter School.

Parent/Community Involvement.

The Charter School will operate in an environment that provides parents and the community with the opportunity for participating and input in decision-making and the learning process.

Site Council.

A Site Council for the Charter School will be established, according to Humboldt Unified School District Governing Board policy.

Community Partnerships.

Partnerships with the community-at-large will be aggressively pursued by the Charter School.

District/School Relations.

The District under the direction of the Governing Board is sponsoring the Charter School. The Charter School is subject to the same requirements and conditions as any school within the District School Accountability. The Charter School administration and staff, in coordination with the Site Council, shall be responsible for the development of an annual school improvement plan and regular reports to the Governing Board of the District and school community, including the school report card.

Expectations of Sponsoring District.

The Charter School shall be subject to and governed as provided in the policies of the Humboldt Unified School District.

Requested Rules Exceptions.

The Charter School will not be exempted from any current Humboldt Unified School District Governing Board Policies.

Nondiscrimination:

Students will be considered for admission without regard to race, ethnicity, national origin, gender, religion, disability or achievement level.

Nonsectarian Practices:

The Charter School is nonsectarian in its programs, admission policies and employment practices, and all other operations.

Compliance with Law; Non-Exemption from Laws:

The Charter School shall comply with all federal, state and local rules, regulations and statutes relating to health, safety, civil rights and insurance to the same extent as required of Humboldt Unified School District schools. The Charter School shall comply with all federal and state laws relating to the education of children with disabilities in the same manner as any other Arizona public school educating elementary school aged students. In addition, the Charter School shall not be exempt from statutes and rules relating to schools, governing boards and school districts unless a specific exemption is requested and granted by the Governing Board.

Management and Operation

The day-to-day operation of the school will be handled by the school's principal with the support of the district administration. The principal will receive support and guidance from the superintendent and the leaders of various departments within the HUSD organization. The school will contract with HUSD to receive full support for its management and operation functions. Examples of these services are outlined below.

- Business office support
 - Payroll services
 - Accounting services
 - Benefits services
 - Purchasing and procurement services
 - State reporting
- Human resources support
 - Recruitment and hiring
 - Employee discipline
 - Fingerprinting
 - State reporting
- Special education services
 - Identification and testing
 - IEP support and training
 - Related services support
 - State reporting
- Maintenance, facilities and grounds services
 - Maintain all aspects of the facility and grounds
 - Lease the facility to the school
 - Address needed repairs in a timely and efficient manner
- Custodial services
 - Provide day and night time custodial services
 - Purchase all custodial supplies and equipment
 - Hire and maintain a quality custodial staff
 - Work in conjunction with the school's unique custodial needs

Business Plan

As budgeting, reporting and facilities are integral to the school's success, the district sponsored charter school will work closely with the Humboldt Unified School District's Business Department. The Business Department has many years of experience overseeing successful budget oversight (Appendix E).

Advertising and Promotion

The signature program of the school is determined by the community to provide parents and students choices within the Humboldt Unified School District. This will attract parents and students from the surrounding areas as parents choose to vote with their feet. HUSD will develop promotional material focusing on the school's signature program and how it meets the needs of the community.

Enrollment

- Enrollment preference shall be given to resident transfer pupils who were enrolled in the school the previous year and any sibling who would be enrolled concurrently with such pupils. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.
- Enrollment preference shall be given to nonresident pupils who were enrolled in the school the previous year and any sibling who would be enrolled concurrently with such pupils. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.
- Enrollment preference shall be given to resident transfer pupils who were not enrolled in the school the previous year. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.
- Enrollment preference shall be given to nonresident pupils who were not enrolled in the school the previous year. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.

Personnel

All personnel will follow the policies and procedures set forth by the HUSD Governing Board. The Charter School will follow the Humboldt Unified School District's hiring procedures and standards. The Humboldt Unified School District will oversee salary and benefits structure to ensure compliance with the law. All individuals employed by the Charter School must possess the personal characteristics, expertise and qualifications identified in the posted job description. The Charter School will accept applications through the personnel department of the Humboldt Unified School District.

Budget

The budgeting process for the district sponsored charter school will be completed in conjunction with the HUSD Business Office. The school and HUSD have chosen to follow the charter school financing statutes, as they apply to district sponsored charter schools for both funding and student count.

Start-Up Budget (Appendix E)

The Charter School's budget is formulated by Humboldt Unified School District and the Charter School's administration. Financial approval and control shall be handled by the District's Governing Board in the same fashion as other HUSD schools and general operations. Humboldt Unified School District and the Charter School's administration shall be responsible for following all legal requirements. The budget shall outline federal and state revenues and expenditures necessary to operate the Charter School.

Appendix A

HUSD School Year Calendar

HUMBOLDT UNIFIED SCHOOL DISTRICT #22
2013-2014 SCHOOL YEAR CALENDAR

July							August							September							October						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	1	2	3	4	5	6	7		1	2	3	4	5		
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
28	29	30	31				25	26	27	28	29	30	31	29	30						27	28	29	30	31		

November							December							January							February						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7				1	2	3	4							1
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	23	24	25	26	27	28		

March							April							May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30					
30	31																										

2013-2014 CALENDAR EXPLANATIONS

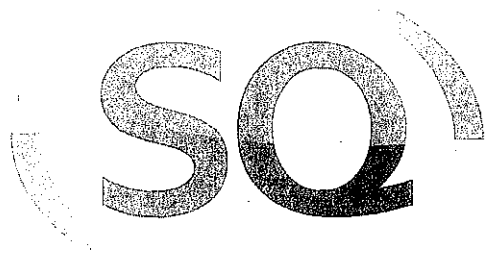
July	0	January	19
4	4th of July	1-3	Winter break
29-30	New teacher inservice	20	Martin Luther King, Jr. holiday
31	All teacher inservice (Returning teachers report)	February	19
August	20	17	President's Day holiday
1-2	All teacher inservice (Returning teachers report)	March	16
5	First day of school	7	End of 3rd quarter / Early release for K-12 (43 days)
September	20	10-14	Spring Break
2	Labor Day holiday	April	20
October	18	17	Teacher inservice - No school
1	End of 1st quarter/Early release for K-12 (44 days)	18	Spring Recess
7-11	Fall Break	May	16
12-20	Early Release/Parent-Teacher Conferences (K-12)	22	Student's last day of attendance - Early release (47 days)
November	17	22	High School Graduation
11	Veteran's Day holiday	23	Teacher check-out (8 hours)
27-29	Thanksgiving holiday	26	Memorial Day holiday
December	15	June	0
20	End of 2nd quarter/Early release for K-12 (46 days)	TOTAL DAYS STUDENT CONTACT - 180	
23-31	Winter break	Testing dates: Oct. 22-24 (HS), Feb. 24,25 (HS), Apr. 8,9 (HS), Apr. 7-25 (Grade 2-8)	
		*No elem. and middle 1 hour early release during testing weeks	
		1st Snow Day 4/17, 2nd Snow Day 5/23	

COLOR LEGEND

	Denotes 1st and last day of school		Denotes 2 hour late start for HS Testing, no HS early release
	Denotes teacher inservice day (No students)		Denotes 2 hour early release for elem./middle Parent/Teacher Conferences
	Denotes 2 hour early release, end 9 week grading period		Denotes observed holidays/breaks (No students or instructional staff)
	Denotes 1 hour early release for all schools		Denotes paid holiday for school year staff (10 days total)

Appendix B

AdvancEd Standards for Quality[®] and HUSD Curriculum Guide



AdvancED®
**Standards
for Quality**

A black and white photograph showing a group of students gathered around a laptop. They appear to be engaged in a collaborative learning activity. The image is partially obscured by a large, dark, curved shape on the left side of the page.

SCHOOLS





AdvancED® Standards for Quality

STANDARDS FOR QUALITY SCHOOLS

Commitment to continuous improvement is a dynamic effort, consistently requiring attention and revision. We expect this commitment from the educational institutions we serve, and we expect it from ourselves. To that end, we are proud and excited to unveil the new AdvancED Standards for Quality Schools.

The new AdvancED Standards for Quality Schools not only provide the foundation for the AdvancED Accreditation Process, but also represent the continued evolution of accreditation as a powerful tool for driving effective practices in support of student learning.

ANATOMY OF A STANDARD

The AdvancED Standards for Quality Schools include the standard, indicator, and related performance level.

The **Standards** are research-based, comprehensive quality statements that describe conditions that are necessary for schools to achieve quality student performance and organizational effectiveness. These Standards support an education process that is truly visionary; characterizing how schools should operate to promote a culture of continuous learning that is fluid – engaging leaders, staff and students.

The **indicators and related performance levels** give thorough descriptions of exemplary practices and processes, together providing a comprehensive picture of each standard.

The five Standards and accompanying indicators and performance levels focus on systems within a school and systematic methods of driving excellence in student performance and organizational effectiveness. These Standards are not isolated, but systemic and intentionally aligned to address major themes across all Standards. Major embedded themes include: continuous improvement, stakeholder involvement, alignment, student engagement, collaboration, equity, and personalization.

AdvancED Standards for Quality Schools

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Standard 3: Teaching and Assessing for Learning

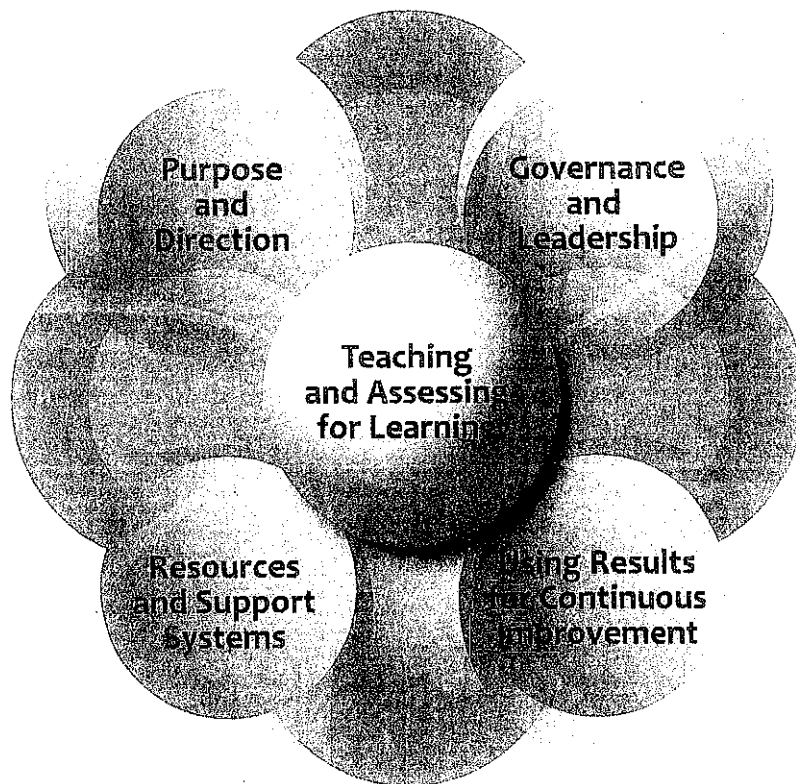
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.



No one standard or set of indicators and performance levels is complete without considering all five as a collective whole. Embracing their inherent "connectedness" is critical to understanding and application. The AdvancED Standards for Quality Schools and the AdvancED Accreditation Process offer schools a roadmap for the pursuit of excellence in education and student learning, unleashing their own power to transform.

Standard 1

Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

INDICATOR 1.1

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

- Level 4* The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.
- Level 3* The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.
- Level 2* The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.
- Level 1* No process to review, revise, or communicate a school purpose exists. Stakeholders are rarely asked for input regarding the purpose of the school.

Standard 1: Purpose and Direction

INDICATOR 1.2

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

Level 4 Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.

Level 3 Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.

Level 2 Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.

Level 1 Minimal or no evidence exists that indicates the culture of the school is based on shared values and beliefs about teaching and learning. Educational programs challenge few or no students and are provided in a way that few students achieve the learning, thinking, and life skills necessary for success. Learning experiences for students are rarely equitable. Instructional practices rarely include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. Little or no commitment to high expectations for professional practice is evident.

Standard 1: Purpose and Direction

INDICATOR 1.3

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Level 4 School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.

Level 3 School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.

Level 2 School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.

Level 1 A continuous improvement process for improving student learning and the conditions that support learning is used randomly and/or ineffectively. The profile is rarely updated or used by school personnel and contains little or no useful data. Goals selected for improvement, if they exist, reflect the minimum required by governmental or organizational oversight agencies. Few or no measurable objectives, strategies, or activities are implemented with fidelity. Documentation linking the process to improved student achievement and instruction is unclear or non-existent.

Standard 2

Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

INDICATOR 2.1

The governing body establishes policies and supports practices that ensure effective administration of the school.

- Level 4* Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.
- Level 3* Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.
- Level 2* Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.
- Level 1* Little connection exists between policies and practices of the governing board and the purpose, direction, and effective operation of the school. Policies and practices seldom or never address effective instruction and assessment that produce equitable and challenging learning experiences for students. There are few or no policies and practices regarding professional growth of staff. Policies provide requirements of fiscal management.
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Standard 2: Governance and Leadership

INDICATOR 2.2

The governing body operates responsibly and functions effectively.

- Level 4* The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.
- Level 3* The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.
- Level 2* The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.
- Level 1* The governing body has no method for or does not ensure that decisions and actions are free of conflict of interest, are ethical, and in accordance with defined roles and responsibilities. Governing body members rarely or never participate in professional development regarding the roles and responsibilities of the governing body and its individual members. Evidence indicates the governing body does not always comply with policies, procedures, laws, and regulations.

Standard 2: Governance and Leadership

INDICATOR 2.3

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

- Level 4* The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.
- Level 3* The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.
- Level 2* The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.
- Level 1* The governing body rarely or never protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body does not distinguish between its roles and responsibilities and those of school leadership or frequently usurps the autonomy of school leadership.

Standard 2: Governance and Leadership

INDICATOR 2.4

Leadership and staff foster a culture consistent with the school's purpose and direction.

Level 4 Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.

Level 3 Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.

Level 2 Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.

Level 1 Decisions and actions seldom or never support continuous improvement. School leaders and staff may or may not expect students to learn. There is no evidence of or desire for collective accountability for student learning. School leaders seldom or never support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and little or no sense of community.

Standard 2: Governance and Leadership

INDICATOR 2.5

Leadership engages stakeholders effectively in support of the school's purpose and direction.

- Level 4* Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.
- Level 3* Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.
- Level 2* Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.
- Level 1* Leaders rarely or never communicate with stakeholder groups. Little or no work on school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership. School leaders' efforts result in limited or no stakeholder participation and engagement in the school.

Standard 2: Governance and Leadership

INDICATOR 2.6

Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

- Level 4* The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.
- Level 3* The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.
- Level 2* The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.
- Level 1* The criteria and processes of supervision and evaluation have little or no focus on improving professional practice or student success. Supervision and evaluation processes are randomly implemented, if at all. Results of the supervision and evaluation processes, if any, are used rarely or never.

Standard 3

Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

INDICATOR 3.1

The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

Level 4 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.

Level 3 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.

Level 2 Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.

Level 1 Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.2

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Level 4 Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

Level 3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

Level 2 School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.

Level 1 School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.3

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Level 4 Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Level 3 Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Level 2 Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.4

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

- Level 4* School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
- Level 3* School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
- Level 2* School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
- Level 1* School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.5

Teachers participate in collaborative learning communities to improve instruction and student learning.

- Level 4* All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.
- Level 3* All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.
- Level 2* Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.
- Level 1* Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.
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Standard 3: Teaching and Assessing for Learning

INDICATOR 3.6

Teachers implement the school's instructional process in support of student learning.

- Level 4* All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.
- Level 3* All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.
- Level 2* Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.
- Level 1* Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.7

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

- Level 4* All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.
- Level 3* School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.
- Level 2* Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.
- Level 1* Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.8

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

- Level 4* Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.
- Level 3* Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.
- Level 2* Programs that engage families in their children's education are available. School personnel provide information about children's learning.
- Level 1* Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.9

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

- Level 4* School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.
- Level 3* School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.
- Level 2* School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.
- Level 1* Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.10

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

- Level 4* All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.
- Level 3* Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.
- Level 2* Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.
- Level 1* Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.11

All staff members participate in a continuous program of professional learning.

- Level 4* All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
- Level 3* All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
- Level 2* Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.
- Level 1* Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.12

The school provides and coordinates learning support services to meet the unique learning needs of students.

- Level 4* School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.
- Level 3* School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.
- Level 2* School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.
- Level 1* School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.

Standard 4

Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

INDICATOR 4.1

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

- Level 4* Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.
- Level 3* Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.
- Level 2* Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.
- Level 1* Policies, processes, and procedures are often but not always followed by school leaders to access, hire, place, and retain qualified professional and support staff. School leaders attempt to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school.

Standard 4: Resources and Support Systems

INDICATOR 4.2

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

Level 4 Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.

Level 3 Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.

Level 2 Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.

Level 1 Little or no link exists between the purpose of the school and instructional time, material resources, and fiscal resources. Protection of instructional time is not a priority. School leaders use available material and fiscal resources to meet the needs of students. School leaders spend little or no effort allocating instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations rarely or never include achievement of the school's purpose and direction.

Standard 4: Resources and Support Systems

INDICATOR 4.3

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Level 4 School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.

Level 3 School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.

Level 2 School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.

Level 1 School leaders have few or no expectations for maintaining safety, cleanliness, and a healthy environment. Stakeholders are generally unaware of any existing definitions and expectations. Little or no accountability exists for maintaining these expectations. Few or no measures that assess these conditions are in place. Few or no personnel work to improve these conditions.

Standard 4: Resources and Support Systems

INDICATOR 4.4

Students and school personnel use a range of media and information resources to support the school's educational programs.

- Level 4* All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.
- Level 3* Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.
- Level 2* Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.
- Level 1* Students and school personnel have access to limited media and information resources necessary to achieve most of the educational programs of the school. Limited assistance may be available for students and school personnel to learn about the tools and locations for finding and retrieving information.

Standard 4: Resources and Support Systems

INDICATOR 4.5

The technology infrastructure supports the school's teaching, learning, and operational needs.

- Level 4* The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.
- Level 3* The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.
- Level 2* The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.
- Level 1* The technology infrastructure meets the teaching, learning, and operational needs of few stakeholders. A technology plan, if one exists, addresses some technology services and infrastructure needs.

Standard 4: Resources and Support Systems

INDICATOR 4.6

The school provides support services to meet the physical, social, and emotional needs of the student population being served.

Level 4 School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.

Level 3 School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

Level 2 School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.

Level 1 School personnel attempt to determine the physical, social, and emotional needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.

Standard 4: Resources and Support Systems

INDICATOR 4.7

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

- Level 4* School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.
- Level 3* School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.
- Level 2* School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.
- Level 1* School personnel attempt to determine the counseling, assessment, referral, educational, and career planning needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.

Standard 5

Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

INDICATOR 5.1

The school establishes and maintains a clearly defined and comprehensive student assessment system.

- Level 4** School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.
- Level 3** School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.
- Level 2** School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
- Level 1** School personnel maintain an assessment system that produces data from assessment measures about student learning and school performance. The system provides a limited degree of consistent measurement across classrooms and courses. Assessments are seldom proven reliable and bias free. The system is rarely or never evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.2

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

Level 4 Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

Level 3 Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

Level 2 Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.

Level 1 Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include little or no comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel rarely use data to design and implement continuous improvement plans.

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.3

Professional and support staff are trained in the evaluation, interpretation, and use of data.

- Level 4* All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.
- Level 3* All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.
- Level 2* Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.
- Level 1* Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.4

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

- Level 4* Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
- Level 3* Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
- Level 2* A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
- Level 1* An incomplete or no process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate no improvement, and school personnel rarely use results to design and implement continuous improvement action plans related to student learning, including readiness for and success at the next level.

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.5

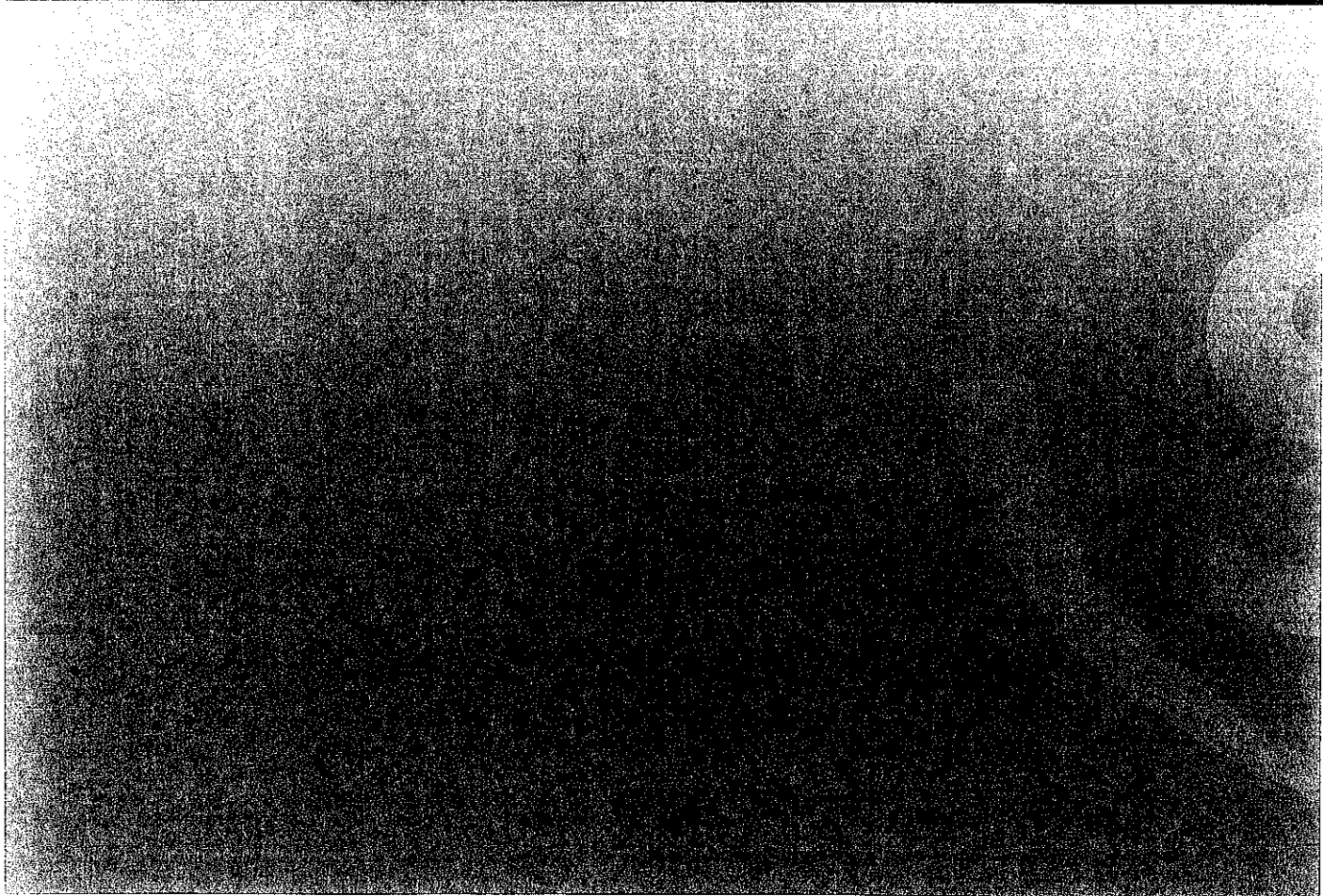
Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

- Level 4* Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.
- Level 3* Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.
- Level 2* Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.
- Level 1* Leaders monitor some information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders sometimes communicate results to stakeholders.



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Reading Standards for Literature

Cluster	Key Ideas and Details
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Bold; Italics: 2nd grade Common Core Skills still tested on AIMS

Bold: Skills assessed in Galileo; worded differently. ~~Strikeout~~ indicates that this part of the CCSS is not part of the Galileo wording.

Quarter				Galileo	Description
1	2	3	4		
X	X	X	X	2 nd grade	3.RL.1 (AZ RL.2.1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Ask and answer such questions as who, what where, why, and how to demonstrate understanding of key details in text.
	X		X	2 nd grade	3.RL.2 (AZ RL.2.2) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
X	X			2 nd grade	3.RL.3 (AZ RL.2.3) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Describe how characters in a story respond to major events and challenges.
Craft and Structure					
X	X	X	X	2 nd grade	3.RL.4 (AZ RL.2.4) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. Concept 4: Vocabulary P.O. 5 Determine the meaning of compound words, using the knowledge of individual words (e.g., lunchtime, daydream, everyday). P.O. 6 Determine the meaning of common synonyms, antonyms, and homonyms. P.O. 7 Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
X	X	X	X	2 nd grade and 3 rd grade	3.RL.5 (AZ RL.2.4) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	X		X	2 nd grade	3.RL.6 (AZ RL.2.6) Distinguish their own point of view from that of the narrator or those of the characters. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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				Galileo	Integration of Knowledge and Ideas
X	X	X	X		3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
					3.RL.8 (not applicable to literature)
		X			3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Text Complexity					
X	X	X	X		3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
Reading Standards for Informational Text					
Key Ideas and Details					
X	X	X	X	2 nd and 3 rd grade	3.RI.1 (AZ RI.2.1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
X	X	X	X	3 rd grade	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
	X	X	X	3 rd grade	3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure					
X	X	X	X	3 rd grade	3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. Concept 4: Vocabulary

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					<p>P.O. 5 Determine the meaning of compound words, using the knowledge of individual words (e.g., lunchtime, daydream, everyday).</p> <p>P.O. 6 Determine the meaning of common synonyms, antonyms, and homonyms.</p> <p>P.O. 7 Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.</p>
X	X	X	X	3 rd grade	<p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
X	X	X	X	2 nd and 3 rd grades	<p>3.RI.6 (AZ RI.2.6) Distinguish their own point of view from that of the author of a text. Identify the main purpose of a text including what the author wants to answer, explain, or describe.</p>
Integration of Knowledge and Ideas					
X	X	X	X		<p>3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
			X	3 rd grade	<p>3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
	X			2 nd grade	<p>3.RI.9 (AZ RI.2.9) Compare and contrast the most important points and key details presented in two texts on the same topic. Compare and contrast the most important points presented by two texts on the same topic.</p>
		X	X		<p>3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>
					Range of Reading and Level of Text Complexity
		X	X	*2 nd grade	<p>AZ.3.RI.10 (AZ RI.2.10a) a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

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Print Concepts					
					3.RF.1 not applicable
					3.RF.2 not applicable Concept 1: Print Concepts P.O.1 Alphabetize a series of words to the third letter.
Phonics and Word Recognition					
X	X	X	X	2 nd grade	3.RF.3 (AZ RF.2.3a 2.3b 2.3e 2.3f) Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one syllable words • Know spelling-sound correspondences for additional common vowel teams • Identify words with inconsistent but common spelling sound-correspondence • Recognize and read grade-appropriate irregularly spelled words Concept 4: Vocabulary P.O. 3 Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.). P.O. 4 Identify the words that comprise a contraction (e.g., can't= can not, it's= it is, aren't= are not).
					Fluency
X	X	X	X		3.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
					Writing Standards
					Text Types and Purposes

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					<p>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.</p>
					<p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.</p>
					<p>3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event. d. Provide a sense of closure.</p>
					Production and Distribution of Writing
					<p>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
					<p>AZ.3.W.4 a. With guidance and support from adults, produce functional writing (e.g., friendly and formal letters, recipes experiments, notes/messages, labels, graph/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.</p>
					<p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
					<p>3.W.6 With guidance and support from adults, use technology to produce and publish writing</p>

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				(using keyboarding skills) as well as to interact and collaborate with others.
				Research to Build and Present Knowledge
				3.W.7 Conduct short research projects that build knowledge about a topic.
			3 rd grade	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
				3.W.9 (begins in grade 4)
				Comprehension and Collaboration
				3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
				Speaking and Listening Standards
				Comprehension and Collaboration
				3.SL.1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
				3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
				3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
				Presentation of Knowledge and Ideas
				3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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						<p>3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
						<p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

Language Standards						
				Conventions of Standard English		
						<p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.</p>
						<p>AZ.3.L.1 j. Write and organize a paragraph that groups sentences about a topic.</p>
				Knowledge of Language		
						<p>3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.</p>

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					Vocabulary Acquisition and Use
				2 nd grade	<p>3.L.4 (AZ L.2.4a 2.4b 2.4c 2.4d 3.4a 3.4b) Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>e. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <ul style="list-style-type: none"> • Use knowledge of the meaning of individual words to predict the meaning of compound words. (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
				2 nd and 3 rd grade	<p>3.L.5 (AZ L.2.5) Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <ul style="list-style-type: none"> • Demonstrate understanding of word relationships and nuances in word meanings
				2 nd and 3 rd grade	<p>3.L.6 (AZ L.2.6) Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). Use words and phrases acquired through conversations, reading and being read to, and responding to, texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy.)</p>

Appendix C

Elementary and Middle School Professional Development Calendars

July 2013					
1	2	3	4 4 th of July Holiday	5	6/7
8	9	10	11 ELT	12	13/14
15	16	17	18	19	20/21
22	23	24	25 Principals' Mtg	26	27/28
29 New Tchr. Insvc.	30 New Tchr. Insvc.	31 All Teacher In-service			
August 2013					
EQUIP-Rubric Introduction the first week			School wide EQUIP training a.m. Sped & ELL p.m. All Tchr. In-service	2 All Tchr. & Staff	3/4
Galileo Pre 1 st – math only 2 nd – 6 th all sub. DIBELS Testing	Galileo PreTest	Galileo PreTest AIMS Data Reflection	Galileo ELT	Galileo	10/11
12 Galileo upload	13	14 Sue Larson @ DSES	15	16	17/18
19	20	Galileo Pretest Reflection	22 Principals' Mtg	23	24/25
26	27	Smart Goals	29	30	31
		ELD			
September 2013					
PDLC Team needs to meet the first week of September for EQUIP					
2 Labor Day holiday	3	4 Sue Larson @ Lake Valley	5	6	7/8
9	10	EQUIP Rubric #1	12 ELT	13	14/15
16	17	Grade Level Work Study Session Sue Larson Reflection	19	20	21/22
23	24	25 SPED Resource @SSO	26	27	28/29
30		Smart Goals	Principals' Mtg		
October 2013					
PDLC needs to meet the first week of October for EQUIP					
1	2 Sue Larson @ Coyote	3 ELT	4 End of 1 st Quarter	5	6
7	8	9 Fall Break	10	11	12/13
14	15	16 EQUIP Rubric #2 SPED Related Services @SSO	17 Principals' Mtg	18	19/20
21	22	23 Parent Teacher Conferences	24	25	26/27
28 CBAS #1 1 st grade math 2 nd – 6 th all sub.	29 1 st grade math 2 nd – 6 th all sub.	30 Sue Larson @ Coyote ELD	31 1 st grade math 2 nd – 6 th all sub.	1 1 st grade math 2 nd – 6 th all	
CBAS testing can be given on Wednesday by grade levels that do not attend Sue Larson training or teachers may administer test before departing for the day. Wednesday testing is optional.					

November 2013					
				1	2/3
Galileo Data upload	4	5	6	7	8 9/10
	11	12	13	14	15 16/17
Veteran's Day			Sue Larson @ HES SPED Self Contained @SSO	ELT	
	18	19	20	21	22 23/24
		26	27	28	29 30
	25		Thanksgiving Holiday		
December 2013					
PDLC needs to meet the first week of Dec. 9 th for EQUIP					1
DIBELS	2	3	4	5	6 7/8
			Sue Larson @ Granville		
	9	10	11	12	13 14/15
			Grade Level Work Study Session Sue Larson Reflection SPED Related Services @SSO	ELT	
	16	17	18	19	20 21/22
			EQUIP Final SPED Resource @SSO		End of 2nd Quarter EQUIP Units turned in to Coach
	23	24	25	26	27 28/29
			Winter Break		
	30	31			
January 2014					
			1	2	3 4/5
			Winter Break		
	6	7	8	9	10 11/12
			Site Specific		
	13	14	15	16	17 18/19
			Site Specific	ELT	
	20	21	22	23	24 25/26
Martin Luther King Holiday			Sue Larson @ LV		
PDLC needs to meet the first week of Jan. 27 th for EQUIP					
CBAS #2	27	28	29	30	31
1 st - 6 th all sub.			Begin EQUIP unit 2 SPED Self Contained @SSO	Principals' Mtg	
February 2014					
					1/2
Galileo upload	3	4	5	6	7 8/9
			Sue Larson @ LV		
	10	11	12	13	14 15/16
			Data Reflection	ELT	
	17	18	19	20	21 22/23
President's Day			SPED Resource @SSO		

24 HS Testing – 2 hr. delay	25 HS Testing – 2 hr. delay	26 Site Specific	27 Principals' Mtg	28	
March 2014					
3	4	5 Grade Level Work Study Session Sue Larson Reflection	6 ELL ELT	7 End of 3rd Quarter	8/9 1/2
10	11	12 Spring Break	13	14	15/16
17	18	19 EQUIP Rubric Related Services @ 3:50	20	21	22/23
24	25	26 Site Specific	27 Principals' Mtg	28	29/30
31					
April 2014					
	1	2 Site Specific	3	4	5/6
7	8	9 No Early Release	10 ELT	11	12/13
AIMS Week 14	15 HS Testing – 2 hr. delay	16 HS Testing – 2 hr. delay No Early Release	17 Teacher In-service	18 Spring Recess	19/20
21	22	23 No Early Release	24 Principals' Mtg	25	26/27
PDLC needs to meet the week of the 28 th for EQUIP					
DIBELS 28	29	30 Site Specific			
May 2014					
			1	2	3/4
Galileo Post 1 st – 6 th 5	Galileo Post 6	7 Final EQUIP Rubric ELL	8 ELT	9 EQUIP Unit Due	10/11
Galileo upload 12	13	14	15	16	17/18
19	20	21 No Early Release	22 Student's last day	23 Tchr. Ck-out	24/25
Memorial Day Hol. 26	27	28	29	30	31
June 2014					
					1
2	3	4	5	6	7/8
9	10	11	12	13	14/15
16	17	18	19	20	21/22
23	24	25	26	27	28/29
30					

Humboldt Unified Middle School Professional Development Early Release Wednesdays

6/19/13

July 2013					
1	2	3	4 Independence Day Holiday	5	6/7
8	9 Governing Board	10	11 ELT	12 Accreditation DUE	13/14
15	16	17	18	19	20/21
22 PAC Tri-District Leadership Training	23 YCESA CCSS Unit Development	24 YCESA CCSS Unit Development	25 YCESA New teacher Induction Harry Wong Principals' Mtg	26 504 Training (tentative)	27/28
29 New Teacher Induction - DO	30 New Teacher Work Day G8 Schedule Pick Up G7 Orientation Principals Eval System Training 9-11 @ East campus	31 All Teachers Return Welcome RLC/RBIS - Vision & Mission T4S for 2013-14 STEAM Training Co-Teaching Training 1-4 Library Work in Classrooms	August 1 All teachers SPED to DO AIMS Data GEAR UP/AVID WICOR Training Work in classrooms	2 All staff In the Door Policies & Procedures PRIDE of HUSD (90 minutes) Grade book Training	3/4
August 2013					
5 First Day with Students	6	7 Site Based PLC AIMS Data	8 ELT	9	10/11
12 GHMS SITE Council	13 Inductive Math Cohort Governing Board	14 Horizontal Teams CCSS/NGSS Tri District PAC Kickoff 6PM	15	16	17/18
19 Galileo Pre- Assessment	20 Galileo Pre-Assessment PTSO	21 Galileo Pre-Assessment Horizontal Teams EQUIP Rubric	22 Galileo Pre- Assessment Principals' Mtg	23	24/25
26 T4S Observations GHMS	27 T4S Observations BMMS	28 T4S Observations LIS Site Based Data Dialogue	29	30	31/1
September 2013					
2 Labor Day No School	3 Inductive Math Cohort	4 Site Based SMART GOALS	5	6	7/8
9 GHMS SITE Council	10 Governing Board	11 Site Based SMART GOALS	12 ELT	13	14/15
16	17 PTSO	18 Horizontal Teams CCSS/NGSS	19	20	21/22 V8 Tourna
23	24 STEAM TEAM PD Planning	25 Horizontal Teams EQUIP Rubric Tri District PAC Meeting 6PM	26 Principals' Mtg	27	28/29
October 2013					
September 30	1 Inductive Math Cohort	2 Site Based PLC GHMS STEM Integration	3 ELT		5/6
7	8	9 Fall Break	10	11	12/13
14 GHMS SITE Council	15 PTSO Governing Board	16 Vertical Articulation Grade 8 to Grade 9/Grade 6 to Grade 7	17 Principals' Mtg	18	19/20
21	22	23 Parent Teacher Conferences	24 PTC	25 PTC	26/27 SO Tournament
28 T4S Observations	29 T4S Observations	30 T4S Observations GHMS	31 Writing	November 1	2/3

Humboldt Unified Middle School Professional Development Early Release Wednesdays

6/19/13

BMMS	LTS	Site Based PLC T4S	Prompt 1		
November 2013					
4 Galileo C-BAS Assessments	5 Galileo C-BAS Assessments	6 Galileo C-BAS Assessments Horizontal Teams Writing Assessment Scoring	7 Galileo C-BAS Assessments ELT Meeting	8	9/10
11 Veteran's Day No School	12 Inductive Math Cohort Governing Board	13 Horizontal Teams CCSS/NGSS	14 ELT	15 NAU STEM Training	16/17 NAU STEM Training
18 GHMS SITE Council Accreditation Visit	19 PTSO	20 Site Based Data Dialogue GEAR UP/AVID WICOR Training	21 STEAM Team PD Planning	22	23/24
25	26	27 Thanksgiving Break	28	29	30/1
December 2013					
2	3 Inductive Math Cohort	4 Site Based PLC GHMS STEM Integration	5	6	7/8
9 GHMS SITE Council	10 STEAM Team PD Planning Governing Board	11 Horizontal Teams EQUIP Rubric	12 ELT	13	14/15
16	17 PTSO	18 Site Based PLC T4S Celebrations Gradebook training follow up	19		21/22
23	24	25 Winter Break	26	27	28/29
30	31	1	2	3	4/5
January 2014					
6	7	8 Site Based PLC GHMS STEM Integration	9	10	11/12
13 T4S Observations LTS GHMS SITE Council	14 T4S Observations GHMS Governing Board	15 T4S Observations BMMS Horizontal Teams CCSS/NGSS	16 ELT	17	18/19
20 Martin Luther King Holiday	21 Inductive Math Cohort PTSO	22 Horizontal Teams EQUIP Rubric	23	24	25/26
27	28	29 Vertical Articulation Grade 8 to Grade 9/Grade 6 to Grade 7	30 Principals' Mtg	31	
February 2014					
3	4	5 Site Based PLC T4S	6	7	1/2 8/9
10 GHMS SITE Council	11 Writing prompt II Governing Board	12 Horizontal Teams WRITING PROMPT SCORING	13 ELT	14	15/16
17 President's Day No School	18 Galileo C-BAS Assessments PTSO	19 Galileo C-BAS Assessments Horizontal Teams CCSS/NGSS	20 Galileo C-BAS Assessments	21 Galileo C-BAS Assessments	22/23
24	25 Inductive Math Cohort	26 Site Based Data Dialogue GEAR UP/AVID WICOR training	27 Principals' Mtg	28	

Humboldt Unified Middle School Professional Development Early Release Wednesdays

6/19/13

March 2014					
3	4	5	6		1/2 8/9
STEAM Team PD Planning		Site Based PLC GHMS STEM Integration			
10	11	12	13	14	15/16
Spring Break					
17	18	19	20	21	22/23
GHMS SITE Council	PTSO Governing Board	Horizontal Teams EQUIP Rubric			
24	25	26	27	28	29/30
T4S Observations GHMS	T4S Observations BMMS	T4S Observations LTS Site Based Data Dialogue	Principals' Mtg		
April 2014					
March 31	1	2	3	4	5/6
		Site Based AIMS Security Training			
7	8	9	10	11	12/13
GHMS SITE Council	Governing Board @ GHMS		NO EARLY RELEASE		
		ELT STEAM Celebration Night 6-8PM			
14	15	16	17	18	19/20
AIMS Testing	AIMS Testing PTSO	AIMS Testing NO EARLY RELEASE	AIMS Testing	Spring Recess	
21	22	23	24	25	26/27
All day In-Service		NO EARLY RELEASE		Principals' Mtg	
28	29	30			
		Site Based PLC GHMS STEM Integration			
May 2014					
5	6	7	8	9	3/4 10/11
Catalina Trip for 8 th graders		Site Based PLC T4S Celebration		ELT →	
12	13	14	15	16	17/18
GHMS Site Council	Governing Board		Site Based 2014 Planning		
19	20	21	22	23	24/25
		PTSO		NO EARLY RELEASE	
				Teacher Work Day	
26	27	28	29	30	31/1
Memorial Day Holiday		HUSD Learning Institute Week			
June 2014					
2	3	4	5	6	7/8
←		K12 Center Teacher Leadership Conference		→	
9	10	11	12	13	14/15
ASA Conference ↔ ASA Conference					
16	17	18	19	20	21/22
23	24	25	26	27	28/29
		ADE Leading Change Conference			
30					

Appendix D

District Goals



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Math

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 BOARD GOALS
 2012-13**

Goal 1. Raise the Level of Student Achievement in HUSD

**Smart Goal: MATH - The Humboldt District will increase its district total points on the District A-F Letter Grade from 133 points to 140 points. AIMS Spring 2012
 Total Points were 133 (85 composite + 48 growth).**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Students will be taught Math inductively to meet the Common Core standards.	Train teachers in inductive teaching (Gr. K-3, 7-8)	Training - Sign In Sheets, Implementation - Classroom Walk Throughs	Training - August 2012 - December 2013, Walk throughs - August 2012 - April 2012	Training - Director of Educational Services, Classroom Walk throughs - Principal
	Alignment of Saxon with the Common Core Standards (Gr. 4-6)	Development of Saxon/Common Core Alignment Document	August 2012 - September 2012	Director of Educational Services
	Staff will align the HUSD Pacing Guides with Galileo	Completion of Alignment	October, November 2012	Director of Educational Services



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Reading

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 BOARD GOALS
 2012-13**

Goal 1. Raise the Level of Student Achievement in HUSD

Smart Goal: Reading - The Humboldt District will increase its district total points on the District A-F Letter Grade from 133 points to 140 points. AIMS Spring 2012 Total Points were 133 (85 composite + 48 growth).

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Teachers will become proficient with the Common Core	Train teachers in the Six Shifts for ELA Common Core	Completion of Professional Development	Sept. 2012 - May 2013	Director of Educational Services
Teachers will provide individualized instruction for at risk students	Teachers will develop individual learning plans for all strategic and intensive students	CBAS (Criterion Based Assessment System) will demonstrate growth	October 2012 - May 2013 CBAS - Aug, Nov, Feb.	Classroom Teacher - Development Reading and Instructional Coaches - Monitor Usage
	Staff will align the HUSD Pacing Guides with Galileo	Completion of Alignment	October, November 2012	Director of Educational Services



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Writing

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 BOARD GOALS
 2012-13**

Goal 1. Raise the Level of Student Achievement in HUSD

Smart Goal: Writing - The Humboldt District will increase its district total points on the District A-F Letter Grade from 133 points to 140 points. AIMS Spring 2012 Total Points were 133 (85 composite + 48 growth). (Weighted 60%) District Mean Points 5th Grade 3.8/6, 6th Grade 3.6/6, 7th Grade 3.5/6, HS 4.0/6 Multiple Choice (Weighted 40%) District Mean Points Strand 2: Writing Elements 5th 19.9/27, 6th 19.7/27, 7th 19.5/27, HS 19.0/27 2012 Prompt 2012

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Students will be taught to determine the correct response in embedded writing questions	Provide teachers examples of embedded writing questions (Gr. K-6)	Training Completion, Verification of usage using Classroom Walk Throughs	November 2012 - April 2013	Director of Educational Services
Students will be taught to write based on the Common Core	Train teachers in the skills of citing evidence and argument (Gr. 7-12)	Training Completion, Verification of usage using Classroom Walk Throughs	January 2013 - April 2013	Director of Educational Services
	Train teachers in the use of academic vocabulary	Training Completion, Verification of usage using Classroom Walk Throughs	January 2013 - April 2013	Director of Educational Services
	Train teachers in response to reading strategies	Training Completion, Verification of usage using Classroom Walk Throughs	January 2013 - April 2013	Director of Educational Services



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Future Needs

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 BOARD GOALS
 2012-13**

Goal 2. Focus on Planning for the Future Student Needs

Smart Goal: The Humboldt Unified School District will prepare students for College and Career Readiness as demonstrated by increasing the four year graduation rate from 82% to 85%. Evidence - 2012 Graduation Rate = 82%, 2011 Graduation Rate = 83%

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Students will receive individualized instruction based on their needs, especially at the K-3 levels (Move on When Reading)	Train teachers in effective RTI Tier I (direct instruction) and Tier II (intervention) strategies (K-12)	Training Completion, Classroom Walk Throughs	Aug. 2012 - April 2013	Training - Director of Educational Services, Classroom Walk Throughs - Principals
Train teachers in the effective use of assessment data to intervene with students	Train teachers in the effective use of assessment data to intervene with students	Training Completion, Classroom Walk Throughs, Gailileo Risk Assessment Report	October 2012, December 2012, February 2013	Training - Director of Educational Services, Classroom Walk Throughs - Principals

Appendix E

Auditor General Report and School Budget

Budget information will be available
at the June 25 meeting.

REPORT
 HUMBOLDT UNIFIED SCHOOL DISTRICT
 PERFORMANCE AUDIT

Peer districts' average. Further, although the District's per-pupil costs for food service and transportation were similar to peer districts, Humboldt USD operated these programs efficiently with lower costs per meal and lower costs per mile and per rider than peer districts.

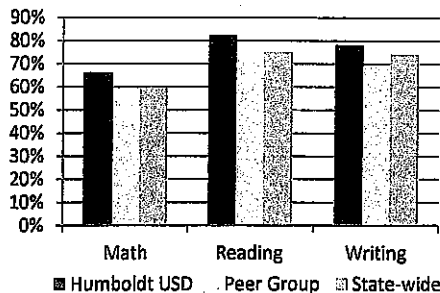
Operating efficiently allowed the District to spend more of its available resources for instructional purposes, which was especially important for Humboldt USD because the District's fiscal year 2010 per-pupil operational spending of \$6,432 was \$664 less per pupil than its peer districts' and one of the lowest per-pupil spending amounts in the State. Humboldt USD had less money available primarily because it did not receive additional funding through voter-approved budget overrides to increase its budget and chose to budget less of its capital monies for operational purposes.

District operated efficiently with costs lower than or similar to peer districts'— In fiscal year 2010, Humboldt USD operated efficiently with per-pupil costs that were lower than or similar to peer districts' costs in all operational areas. The District's administration and plant operations costs were much lower than its

Higher student achievement and efficient operations

Student achievement higher than peers' and state averages—In fiscal year 2010, Humboldt USD's student AIMS scores were higher than both peer districts' and state averages. Further, eight of the District's nine schools met "Adequate Yearly Progress" for the federal No Child Left Behind Act, and the District's 82-percent high school graduation rate was slightly higher than the peer districts' average of 80 percent and the state average of 78 percent.

Percentage of Students Who Met or Exceeded State Standards (AIMS) Fiscal Year 2010



District operated efficiently with costs lower than or similar to peer districts'— In fiscal year 2010, Humboldt USD operated efficiently with per-pupil costs that were lower than or similar to peer districts' costs in all operational areas. The District's administration and plant operations costs were much lower than its

peer districts averaged. Further, although the District's per-pupil costs for food service and transportation were similar to peer districts, Humboldt USD operated these programs efficiently with lower costs per meal and lower costs per mile and per rider than peer districts.

Operating efficiently allowed the District to spend more of its available resources for instructional purposes, which was especially important for Humboldt USD because the District's fiscal year 2010 per-pupil operational spending of \$6,432 was \$664 less per pupil than its peer districts' and one of the lowest per-pupil spending amounts in the State. Humboldt USD had less money available primarily because it did not receive additional funding through voter-approved budget overrides to increase its budget and chose to budget less of its capital monies for operational purposes.

Per-Pupil Expenditures by Operational Area Fiscal Year 2010

Operational Area	Humboldt USD	Peer Group Average
Administration	\$556	\$748
Plant operations	697	874
Food service	328	322
Transportation	380	396

District operated efficiently

In fiscal year 2010, Humboldt USD operated efficiently with lower operational costs than peer districts. The table on page 2 highlights the District's efficiencies in each of the operational areas.

Much lower administrative costs— Humboldt USD's administration operated efficiently with costs that were 26 percent

lower per pupil than peer districts', on average. These costs were lower primarily because the District employed fewer administrative staff at its schools and paid lower salaries for some administrative positions. Humboldt USD's lower staffing was primarily in administrative support positions at school sites, including administrative secretaries and



2012

**Comparison of Efficiency Measures
Fiscal Year 2010**

Efficiency Measure	Humboldt USD	Peer Group Average
Administrative cost per pupil	\$556	\$748
Plant operations cost per square foot	5.11	5.70
Food service cost per meal	2.19	2.66
Transportation cost per mile	2.36	3.40
Transportation cost per rider	709	937

receptionists. Further, Humboldt USD's high-level administrators, such as the superintendent, business manager, and principals, were paid less despite generally having a similar number of years of experience in their respective positions as the audited peer districts' administrators.

Efficient plant operations—Humboldt USD's plant operations costs were 10 percent lower per square foot and 20 percent lower per student than peer districts'. These lower costs were primarily because of lower staffing levels, lower salaries, and lower energy costs.

Efficient food service program—Humboldt USD's \$2.19 cost per meal was much lower than the peer districts' average of \$2.66 per meal. By maintaining a low cost per meal, the District was able to cover all of its program costs, while having enough monies remaining to help pay for some indirect costs, such as utilities. The lower costs were primarily the result of lower food costs, which the District has helped keep low by implementing several effective cost-controlling techniques. Specifically:

- **Fully use commodities**—To help take full

advantage of the commodities program, the District purchased an additional freezer and created additional dry storage space so that it can receive large amounts of commodities. Further, the District requests and accepts additional commodities when they become available.

- **Prepare menus to use available food inventory**—The District reviews its food inventory and modifies the cafeteria menus to minimize food waste and limit the purchase of noncommodity food items.
- **Offer some every-day menu options**—Although the District offers five or six meal choices to students on a daily basis, it is still able to keep its costs low by limiting food waste. Several of the same meal options are offered every day and some of these every-day options are the type of meals that can be refrigerated until needed and served the following day if unsold.
- **Monitor meal demand to limit waste**—The District monitors the number of meals produced and served by specific meal type and uses this information to determine the appropriate amount of food items to order and the number of meals to prepare the next time specific meals are served.

Efficient transportation program—Humboldt USD's transportation program operated efficiently with a \$2.36 cost per mile that was 31 percent lower than the peer districts' and a \$709 cost per rider that was 24 percent lower than the peer districts'. These lower costs were primarily the result of lower salaries, repair and maintenance costs, and fuel costs.

District needs to strengthen controls over its computer systems

Humboldt USD needs to improve controls over its computer systems in three ways. First, the District needs to separate the incompatible job duties of having the system administrator for the accounting system also be a user of the system. Second, the District needs to strengthen password requirements. Third, the District needs to develop and implement a disaster recovery plan. Although no improper transactions were detected in the sample we reviewed, these improvements are necessary to

help prevent fraud and abuse, protect sensitive information, and ensure continuity of operations in a disaster.

Recommendations—The District should:

- Separate the system administrator duties from the business office functions.
- Implement and enforce password requirements.
- Create and implement a formal IT disaster recovery plan.