



AGREEMENT

between

CALIFORNIA MILITARY INSTITUTE

and

**CALIFORNIA MILITARY INSTITUTE
TEACHERS ASSOCIATION**

July 1, 2018 - June 30, 2021

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1 AGREEMENT

2 The Articles and provisions contained herein constitute a binding agreement (“Agreement”) by and
3 between the California Military Institute (“Charter”) and the California Military Institute Teachers
4 Association (CMITA).

5 Any issue, subject, or matter discussed by the Charter and CMITA during negotiations for this
6 initial collective bargaining agreement not contained in this document shall be considered withdrawn by
7 the party presenting it. Any “oral agreement” or “understanding” not reflected in writing herein shall
8 have no force or effect.

1 ARTICLE I

2 RECOGNITION

3 The Charter confirms its recognition of the Association as the exclusive representative for the
4 certificated unit members as follows: Teachers, Instructional Coaches, School Counselors, and Teachers
5 on Special Assignment (TOSA). Excluded are all positions designated management, supervisory,
6 classified and substitutes.

7 The Association agrees that the unit is appropriate and that it will not seek a clarification of the unit,
8 either as to the specific exclusions or the enumerated inclusions, except as to any new positions created
9 subsequent to the signing of this Agreement.

1 ARTICLE II

2 ASSOCIATION RIGHTS

3 1. Use of Bulletin Board Space

4 The Association may use bulletin board spaces as designated by the Principal and subject to the following
5 conditions:

- 6 a. All postings shall contain the date of posting and identification.
- 7 b. A copy of each posting shall be delivered to the Commandant/Principal's mailbox at the
8 same time as the posting.
- 9 c. Posted information will not be defamatory of the Charter School.
- 10 d. The bulletin board space designated shall be identified with the Association's name.
- 11 e. The authorized Association Representative shall have the responsibility of posting
12 materials on the bulletin board and keeping such notices timely.

13 2. Use of Mailboxes

14 The Association shall be entitled to place material in the mailboxes of unit members. Such material will
15 be accurately identified by the Association and approved by the Association President or designee.
16 Placement shall be made by the building representative or other authorized Association representative.
17 Copies of all public mailings shall be mailed or delivered to the Commandant/Principal at the same time
18 the materials are placed in the unit member's mailbox.

19 3. Association Activities

20 Unit members or Association officials will conduct all Association business before and/or after the
21 instructional day or during the unit members duty-free lunch.

1 4. New Employee Access and Contact Information

- 2 a. Upon reasonable advance request, names, addresses and telephone numbers (if authorized) of all
3 unit members shall be provided, without cost to the Association, to the extent permitted by law.
- 4 b. The Charter shall notify the Association of all new hires and their effective start date, once the
5 employee has been cleared by the Human Resources Department.
- 6 c. The Charter shall provide new employee names; job title; department; work, home and personal
7 cell phone number personal email address on file with the Charter; and home address to the
8 Association by the first pay period of the month following effective start date of the employee,
9 even if the employee previously worked for the Charter.
- 10 d. The Association shall be provided at least 15 minutes to meet with new employees during the
11 annual new employee orientation.
- 12 e. For employees that are hired to begin work after the annual new employee orientation, the
13 Association shall be provided the opportunity to meet with the employee for 15 minutes during
14 non-instructional time. This time shall occur within regular working hours.

15 5. Right to Representation

16 Unit members shall enjoy all representation afforded such employees under applicable law.

1 ARTICLE III

2 CHARTER SCHOOL RIGHTS

3 Except as limited by the provisions of this Agreement, the Charter retains its powers and authority to
4 direct, manage, and control, to the extent permitted by law, including determining its organization;
5 directing the work of its unit members; determining the times and hours of operation; determining the
6 kinds, levels, and methods of services to be provided; establishing its educational policies, goals, and
7 objectives; ensuring the rights and educational opportunities of students; determining staffing patterns,
8 number and kinds of personnel required; maintaining the efficiency of Charter operation; determining
9 the curriculum; building, moving, and modifying facilities; establishing budget procedures and
10 determining budgetary allocation; determining the methods of raising revenue; contracting out work;
11 determining class size hiring, classifying, assigning, transferring, evaluating, promoting, terminating,
12 and disciplining unit members.

13 The Charter has the right to declare an emergency and to take action on any matter, including
14 temporarily suspending portions of this Agreement, as required by the emergency. An emergency is a
15 sudden or unforeseen event that requires immediate action. In the event the Charter does temporarily
16 suspend portions of the Agreement, it shall do so only for the period of time reasonably required by the
17 emergency. The Charter will notify the Association of any Board action concerning a declaration of
18 emergency and any action taken by reason of said emergency, which relates to this Agreement. In the
19 event that the Charter does temporarily suspend portions of the Agreement, it shall do so only for the
20 period of time reasonably required by the emergency. The Charter will notify the Association of any
21 Board action concerning a declaration of emergency and any action taken by reason of said emergency,
22 which relates to this Agreement. In the event that the Charter declares an emergency, upon request of
23 the Association, the Charter shall consult with the Association about the reinstatement of the portions of
24 the Agreement affected by the emergency.

1 ARTICLE IV

2 PROFESSIONAL FEES AND PAYROLL DEDUCTIONS

3 1. Dues Deduction Rates

4 Any Unit Member who is a member of the Association, or who has applied for membership, may sign
5 and deliver to the School an assignment authorizing deduction of membership dues, initiation fees and
6 general assessments of the Association. Pursuant to such authorization, the School will deduct annual
7 dues in equal amounts from the regular salary check of the unit member every payroll period.

8 Deductions for unit members who sign such authorization after the commencement of the school year
9 shall be appropriately prorated to complete payments by the end of the school year.

10 2. Mandatory Agency Fee Deductions for Association Members

11 Any unit member who is not a member of the Association, or who does not make application for
12 membership within thirty (30) days of the effective date of this Agreement, or within thirty (30) days
13 from the date of the commencement of assigned duties within the bargaining unit, shall become a
14 member of the Association or pay the Association a fee in an amount equal to membership dues,
15 initiation fees and general assessments. In the event that a unit member shall not pay such fee directly to
16 the Association, or authorize payment through payroll deduction as provided in Paragraph 1, the
17 Association shall so inform the School who shall immediately begin automatic payroll deduction and in
18 the same manner as set forth in Paragraph 1 of this Article. There shall be no charge to the Association
19 for such mandatory agency fee deductions.

20 3. Exceptions

21 a. Religious Objection: Any unit member who (a) belongs to a church whose traditional
22 tenets or teachings include opposition to support of unions; (b) has a sincere religious belief opposed to
23 support of unions, whether or not they belong to any particular church; or (c) has a sincere religious

1 belief opposed to a particular ideological stance or activity of either the local union or its parent
2 affiliates, shall not be required to join or financially support the Association as a condition of
3 employment. Such unit member shall pay, in lieu of a service fee, sums equal to such service fee to one
4 of the following non-religious, non-labor organizations, charitable funds exempt from taxation under
5 Section 501 (c)(3) of Title 26 of the Internal Revenue Code:

6 i. Habitat for Humanity

7 ii. Red Cross

8 iii. Friends of Discovery

9 b. Verification of Religious Objection: Proof of payment and a written statement of
10 objection to joining or financially supporting employee organizations, pursuant to this Section shall be
11 made on an annual basis.

12 4. Remittance of Funds to CTA

13 The Charter School agrees to promptly remit such monies to the California Teachers Association
14 accompanied by an alphabetical list of unit members for whom such deductions have been made,
15 categorizing them as to membership or non-membership in the Association, and indicating any changes
16 in personnel from the list previously furnished.

17 5. Necessary Information

18 The Association agrees to furnish any information needed by the Charter School to fulfill the provisions
19 of this Article.

1 6. Salary Deductions

2 Upon appropriate written authorization from the employee, the School will deduct from the salary of any
3 employee and make appropriate remittance for annuities, credit union, insurance and saving bonds. The
4 Association and the Charter School shall jointly approve deductions for any other plans or programs.

5 7. Deductions of Dues or Service Fee

6 Deductions of dues or service fees under this Article shall be pursuant to the schedule submitted by the
7 Association, for employees who execute a form currently in use or any other mutually agreed upon form

1 ARTICLE V

2 GRIEVANCE PROCEDURE

3 1. Definitions

4 a. A “Grievance” is a formal written claim by a grievant that there has been a violation,
5 misapplication or misinterpretation of a provision of this Agreement.

6 b. A “Grievant” may be the Association or any unit member.

7 c. A “Day” is a day that the unit member is regularly scheduled to be on duty.

8 d. The “immediate Supervisor” is the lowest level administrator having jurisdiction over the
9 grievant and who has been designated to adjust grievances.

10 2. Right to Representation

11 The Grievant shall have the right to have an Association Representative present at all levels of the
12 grievance procedure.

13 3. Informal Level

14 Before filing a formal written grievance, the grievant shall attempt to resolve it by a conference with
15 his/her immediate supervisor

16 4. Formal Level

17 Level I. Within fifteen (15) days after the occurrence of the act or omission giving rise to the
18 grievance, or after the grievant knew or reasonably should have known of such act or omission, if the
19 grievant desires to pursue the matter further, the grievant must present his/her grievance in writing on the
20 appropriate form to his/her immediate supervisor. This statement shall be a clear, concise statement of
21 the grievance, the specific article that has allegedly been violated, the circumstances involved, and the
22 specific remedy sought.

1 The supervisor shall communicate his/her decision to the grievant in writing within fifteen (15)
2 days after receiving the grievance. If the supervisor does not respond within the time limits, the grievant
3 may appeal to the next level.

4 Either the grievant, or the supervisor, or his/her designee may request a personal conference within
5 the above time limits.

6 Level II. If the grievant is not satisfied with the decision at Level I, within ten (10) days he/she
7 may request mediation of the grievance. The mediator shall be appointed by the State Mediation and
8 Conciliation Service.

9 Level III. If not satisfied with the decision at Level II, CMITA may within ten (10) days submit a
10 request, in writing, to the Principal/Commandant or designee for advisory arbitration of the dispute.
11 CMITA and the Charter shall attempt to agree upon an advisory arbitrator. If no agreement can be reached,
12 they shall request the State Mediation and Conciliation Service to supply a panel of five (5) names of
13 persons experienced in hearing grievances in public schools. Each party shall alternately strike a name
14 until only one name remains. The remaining panel member shall be the advisory arbitrator. The order of
15 striking shall be determined by lot. The fees and expenses of the arbitrator and the hearing shall be borne
16 equally by the Charter and CMITA. All other expenses shall be borne by the party incurring them. The
17 arbitrator shall, as soon as possible, hear evidence and render a decision on the issue or issues submitted
18 to him/her. If the parties cannot agree upon a submission agreement, the arbitrator shall determine the
19 issues by referring to the written grievance and the answers thereto at each step. The arbitrator will have
20 no power to add, subtract from, or modify the terms of this Agreement or the written policies, rules,
21 regulations and procedures of the Charter. The lawful exercise by the Charter Board and administration
22 of its responsibilities under Article 3 of the Agreement, "Charter School Rights", shall not be subject to
23 this procedure.

24 After a hearing, and after both parties have had an opportunity to make written arguments, the
25 arbitrator shall submit, in writing to all parties, his/her findings and recommendations which shall be
26 advisory to the parties. By filing a grievance and utilizing the advisory arbitration procedures of Level
27 III, CMITA expressly waives any right to other statutory remedies or to the exercise of any legal process

1 other than as provided by CMITA by the grievance/arbitration process. The processing of a grievance
2 utilizing the advisory arbitration procedure shall constitute an express election on the part of CMITA and
3 that such is the chosen form for resolving the issues contained in the grievance and that CMITA will not
4 resort to any other form or procedure for resolution of the issues.

5 In the alternative, CMITA retains the right to decline to pursue the grievance through the advisory
6 arbitration procedure set forth in Level III. In such case, CMITA may communicate in writing to the
7 Charter Board a request that the Charter Board review the Level I decision. Upon receipt of such request
8 the Charter Board shall review that decision. The Charter Board specifically retains the right to make its
9 final determination on the written record as previously submitted or to reopen the record for the taking of
10 additional evidence. The Charter Board alone has the power to render a final determination of a grievance.
11 The parties agree and understand that the taking of such action by the Charter Board, as set forth herein
12 and/or in Level IV below, constitutes the exhaustion of this grievance procedure.

13 Level IV. In the event that either party is not satisfied with the recommendation or
14 recommendations of the arbitrator, that party may appeal the decision in writing within ten (10) days to
15 the Charter Board.

16 The Charter Board alone has the power to render a final determination of a grievance. The
17 recommendation of the arbitrator shall only be advisory and if, upon review of the written decision, the
18 Charter Board determines that it is unable to render a final determination on the record, it may reopen the
19 record for the taking of additional evidence.

20 5. No Reprisal

21 No reprisals shall be taken against any party participating in the Grievance Procedure herein by the
22 Association or the Charter.

23 6. Associations Rights

24 Prior to the resolution of a grievance at Levels I and II above, the Association shall receive a copy of the
25 grievance and the proposed resolution and shall be given the opportunity to file a response.

1 7. Release Time

2 For each grievance, release time of up to seven (7) hours total, shall be provided to the grievant and one
3 (1) Association representative at times mutually agreed to by the grievant and the Principal/Commandant
4 or designee.

5 8. Forms

6 Grievance forms shall be prepared by the Charter and will be made available to unit members at the
7 immediate supervisor's office. Grievance forms will be filed in a central file in the Charter office.
8 Grievance forms will be updated and/or reviewed prior to each new contract.

9 9. Early Resolution

10 In the event a grievance is filed at such a time that it cannot be processed through all the steps in this
11 grievance procedure by the end of the school year, and if left unresolved until the beginning of the
12 following school year could result in harm to a grievant, the time limits set forth herein may be reduced
13 by mutual agreement of the parties in interest so that the procedure may be exhausted prior to the end of
14 the school year, or as soon as is practicable.

15 10. Timeline Changes

16 The parties may mutually agree in writing to change or delay timelines in this article. Failure of the
17 grievant or Association to appeal to the next grievance level within the timeline set forth within this Article
18 (or any change mutually agreed to in writing) will be deemed a waiver of their right to appeal the grievance
19 further and it shall be considered resolved based on the last response.

ARTICLE VI

CLASS SIZE

Staffing will be allocated to the Charter at a ratio of one unit member for every twenty-five (25) students enrolled. Reasonable efforts will be made to equitably distribute students in classes throughout CMI.

1 ARTICLE VII

2 PROFESSIONAL WORK DAY/WORK YEAR

3 Unit members recognize that their professional responsibilities require that they be available for
4 student and/or parent consultation, as well as for other professional activities and responsibilities, which
5 may include but are not limited to activities and events that promote family and community engagement
6 in the school within limitation, and which may occasionally, but not routinely, take place outside the
7 normal school workday as specified below.

8 Faculty meetings will be held during the school year. All teachers are required to attend. In case
9 of unavoidable absence, prior approval must be secured from the Commandant/Principal and/or
10 administrative designee. Generally, staff meetings will not exceed 60 minutes.

11 1. Work Year

12 The work year for instructors, shall be one hundred eighty-six (186) days of which there will be one
13 hundred eighty (180) student-instructional days. The number of workdays for counselors shall be one
14 hundred and ninety-six (196) days the number of workdays for teachers on special assignment (TOSAs)
15 and nurses shall be two hundred two (202), and the number of workdays for the military science
16 instructor shall be two hundred and twenty (220) days.

17 2. Work Day

18 The regular instructional work day for instructors shall not exceed seven (7) hours and forty five (45)
19 minutes. This is inclusive of a thirty (30) minute duty-free lunch period making the instructor paid work
20 day seven (7) hours and fifteen (15) minutes. Counselors, teachers on special assignment (TOSAs),
21 nurses and the military science instructor shall be required to work eight (8) hours, thirty (30) minutes.
22 This is inclusive of a thirty (30) minute duty-free lunch period making the paid work day for these
23 positions eight (8) hours.

1 3. Planning Period

2 a. CMITA instructors shall be provided with a daily planning period or an equivalent period
3 of time. This provision shall not apply to any other positions. The planning period shall be the
4 equivalent of one (1) period of instruction. The planning period may be used for instructional planning
5 and preparation, meeting with parents, and meetings with administration.

6 b. When an alternative schedule is utilized for testing and other similar events, every effort
7 will be made to provide unit members with commensurate planning time.

8 c. CMITA members may be required to cover a class for an absent teacher during their
9 planning period. The administration will first request volunteers. If volunteers are not available,
10 assignments shall be made on a fair and equitable basis. Unit members will be compensated at the
11 hourly rate in Appendix A.

12 d. A unit member shall not have more than three (3) preparation periods, exclusive of
13 Military Science, unless mutually agreed upon in writing.

14 4. Adjunct Duties

15 a. As part of the professional work day, unit members are responsible for participating in annual
16 Back-to-School Night, Open House, IEP meetings, Promotion Ceremonies (as necessary by teaching
17 assignment), and Parent Conferences. To the extent possible, IEP Meetings shall be held during the unit
18 member's work day and shall not interfere with a 30-minute duty-free lunch period. The day following
19 Back-to-School Night and Open House shall be designated as a late-start day for unit members, unless
20 the following day is a non-student day, Charter holiday, or weekend.

21 b. Unit members are responsible for supervising three (3) other school events throughout the
22 year, administered in a equitable manner. Each duty shall be no longer than four (4) hours. Any duty

assigned beyond the maximum four (4) hours will be compensated at the period substitute rate. All other activities and student performances are subject to voluntary attendance and participation.

5. Grades

Grades will not be required before 4:00 p.m. on the fourth workday after the end of the grading period as established by the school calendar. End of year grades shall not be required before noon on the last workday of the year.

6. Supplies and Training

a. Unit members will be provided the necessary supplies and equipment required to be successful in the performance of their duties. Supplies shall include, but not be limited to: paper, projector bulbs, and printer ink cartridges.

b. Required uniforms will be supplied for all unit members. The Charter will replace required uniforms that are rendered unserviceable due to normal wear and tear or damaged during performance of duties.

7. Department Chairs

a. Members of the department will recommend department chairpersons to the Commandant/Principal. If the Commandant/Principal concurs, the appointment is made.

b. If the Commandant/Principal does not concur, the Commandant/Principal shall meet with the department and discuss the appointment and request members to nominate another person. If the nomination is not made within a reasonable time (10 school days), the Commandant/Principal appoints the department chairperson.

8. Master Schedule

CMI shall provide an opportunity for department chairs and counselors to give input into the master schedule for each semester prior to it being made final.

1 ARTICLE VIII

2 CERTIFICATED EVALUATION PROCEDURE

3 1. Non-Veteran Classroom Teachers

4 Unit members who have been employed by the Charter as a classroom teacher will be evaluated
5 each year for the first three (3) years of employment. If a teacher is employed for at least one complete
6 semester of a school year it will be considered a full year of employment for the purpose of non-veteran
7 employment status. The evaluation process will consist of two (2) Formal Observations and one (1)
8 Informal Observation. The summary evaluation will be provided to the unit member on the Certificated
9 Evaluation Form not later than the 18th week after the first day of active employment. In the event the
10 Certificated Evaluation Form contains an “Unsatisfactory” rating of the unit member’s performance, a
11 meeting will be held with the evaluator, Principal/Commandant and a designee of the Charter Board, to
12 determine continuing employment status. Non-Veteran Classroom Teachers shall be evaluated on all six
13 (6) of the California Standards for the Teaching Profession (CSTP’s).

14 2. Veteran Classroom Teachers

15 a. After three (3) years of initial employment as a classroom teacher, the unit member will
16 be evaluated every other year. This evaluation process will consist of one (1) Formal Observation and
17 one (1) Informal Observation, conducted prior to the last school day in March, with the summary
18 evaluation provided to the unit member no later than May 15th. In the event the Certificated Evaluation
19 Form contains an “Unsatisfactory” rating of the unit members performance, the Charter will require an
20 Improvement Plan for each “Unsatisfactory” rating which must be in effect for a minimum of four (4)
21 weeks. All Improvement Plans must be provided to the employee during summary evaluation program.

22 b. Veteran teachers who have been placed on an Improvement Plan shall be evaluated
23 annually until areas of concern addressed in the Improvement Plan have improved to a, at a minimum,
24 “Meets Standard” rating.

c. Upon ratification of this agreement, years of service rendered at CMI or Choice 2000 of each unit member will count as credit toward achieving Veteran Status. Veteran Classroom Teachers shall be evaluated on three (3) of the California Standards for the Teaching Profession (CSTP's). The evaluation of Veteran Classroom Teachers shall include Standard 6 and two (2) additional Standards - one (1) selected by the unit member and one (1) selected by the administration.

3. Non-Veteran Counselors, Instructional Coaches, and Teachers on Special Assignment

Unit members who have been employed by the Charter as a Counselor, Instructional Coach, or Teacher on Special Assignment (TOSA) will be evaluated each year for the first three (3) years of employment. If a Counselor, Instructional Coach, or Teacher on Special Assignment (TOSA) is employed for at least one complete semester of a school year it will be considered a full year of employment for the purpose of non-veteran employment status. The evaluation process will consist of two (2) Formal Observations and one (1) Informal Observation. The summary evaluation will be provided to the unit member on the Certificated Evaluation Form not later than the 18th week after the first day of active employment. In the event the Certificated Evaluation Form contains an "Unsatisfactory" rating of the unit member's performance, a meeting will be held with the evaluator, Principal/Commandant and a designee of the Charter Board, to determine continuing employment status.

4. Veteran Counselors, Instructional Coaches, and Teachers on Special Assignment

a. After three (3) years of initial employment as a Counselor, Instructional Coach, or Teacher on Special Assignment (TOSA), the unit member will be evaluated every other year. This evaluation process will consist of one (1) Formal Observation and one (1) Informal Observation, conducted prior to the last school day in March, with the summary evaluation provided to the unit member no later than May 15. In the event the Certificated Evaluation Form contains an "Unsatisfactory" rating of the unit member's performance, the Charter will require an Improvement Plan

1 for each “Unsatisfactory” rating which must be in effect for a minimum of four (4) weeks. All
2 Improvement Plans must be provided to the employee during the summary evaluation period.

3 b. A veteran Counselor, Instructional Coach, or Teacher on Special Assignment (TOSA)
4 who have been placed on an Improvement Plan shall be evaluated annually until areas of concern
5 addressed in the Improvement Plan have improved to a, at a minimum, “Meets Standard” rating.

6 c. Upon ratification of this agreement, years of service rendered at CMI of each unit
7 member will count as credit toward achieving Veteran Status.

1 ARTICLE IX

2 COMPLAINTS AND PERSONNEL FILES

3 1. Complaints

4 Complaints against unit members shall be handled according to applicable CMI policies and legal
5 requirements. When appropriate, complainants may be asked to attempt to informally resolve such
6 complaints with the involved unit member.

7 2. Inspection of Personnel Files

8 a. Every unit member shall have the right to inspect and obtain copies of materials in the
9 personnel file consistent with legal requirements.

10 b. Upon written authorization by the unit member, a representative of the Association shall
11 be permitted to examine and/or obtain copies of materials in such unit member's personnel file.

12 3. Placement of Materials in the Personnel File

13 Prior to any derogatory information being placed in a unit member's personnel file, the unit member will
14 be given notice of his or her right to respond and have the response attached to the derogatory information.

1 ARTICLE X

2 LEAVES OF ABSENCE

3 1. Sick Leave

4 Unit members shall earn ten (10) days of paid sick leave per school year of employment. Unit
5 members who are less than full-time shall be entitled to a pro rata amount of sick leave proportionate to
6 a full-time unit member. Sick leave shall be deducted on an hourly basis.

7 2. Personal Necessity and Personal Discretion Leave

8 a. Earned sick leave may be used, at the employee's discretion, for the purposes of personal
9 necessity or personal discretion, provided that use of sick leave does not exceed eight (8) days in any year.
10 Except in emergency situations, all request for personal necessity or discretion leave must be pre-approved
11 by the Principal or designee.

12 b. Of the eight (8) days available for personal necessity, unit members can use up to five (5)
13 days for personal discretion.

14 c. Neither personal necessity or personal discretion leave can be used to extend a holiday or
15 non-student day.

16 3. Pregnancy, Paternity or Adoption

17 Unit members may use up to the lesser of ten (10) days or 50% of their unused sick leave for pregnancy,
18 paternity or adoption. Leave must be used in a single block

19 4. Catastrophic Leave

20 A catastrophic leave program will be developed by a committee made up of unit members and
21 Charter management.

22 Bargaining unit members may participate in the Charter catastrophic leave program. Catastrophic
23 illness or injury is one that is expected to require the employee to be off work for an extended period of
24 time for their illness or injury, or that of an immediate family member. The employee requesting leave
25 must submit a doctor's statement confirming the need for the leave.

Once the request has been received in the Perris Union High School District Human Resources office, a request for donation will be sent to all bargaining unit members. The request will not identify the requestor by name.

5. Bereavement

Unit members shall be provided up to three (3) days of bereavement leave for the death of an immediate family member. Immediate family is defined as mother, father, grandmother, grandfather, or a grandchild, step-mother or step-father, employee's spouse or child, son-in-law, daughter-in-law, step-child, brother, sister or any other relative living in the immediate household of the employee.

6. Jury Duty

Unit members shall be entitled to as many days of paid leave as are necessary to for Jury Duty service. The unit member will notify administration as soon as possible. The unit member will make a reasonable attempt to postpone Jury Duty service to dates when school is not in session. Verification of duty will be required.

7. Absence Reporting

Unit members shall report any absences no later than two and one-half (2½) hours prior to the beginning of the unit members work day in the manner prescribed by the Charter.

1 ARTICLE XI

2 ASSIGNMENT AND REASSIGNMENT

3 1. Timeline of Preliminary Assignments and Vacancies

4 a. An “Intent to Return” Form will be sent to unit members on or before April 15 each year
5 to determine openings and vacancies and the assignment preferences of unit members. Unit members
6 shall return the Intent to Return Form on or before April 30. Unit members seeking reassignment shall
7 note same on the form. Failure to return the form on or before April 30 shall be deemed to be a
8 voluntary resignation of the unit member’s position for the following school year.

9 b. Preliminary assignments and reassignments based on these forms shall be made by the
10 Commandant/Principal, or designee on or before May 15.

11 2. Assignment Change

12 a. An assignment change consists of the movement of a unit member from teaching
13 responsibilities in one (1) subject matter to another.

14 b. At all times possible, teachers given assignment changes after the start of the school year
15 shall receive two (2) days of release time to prepare for the new assignment. Additional time may be
16 granted under unusual circumstances.

1 ARTICLE XII

2 LAYOFF

- 3 1. The Charter reserves the right to layoff unit members for lack of work, lack of funds or other
4 legitimate reasons. Unit members will be selected for the layoff based on a combination of factors,
5 including performance, skills, seniority and the Charter's needs.
- 6 2. The Charter shall provide an updated seniority list to the Association by October 1 of each school
7 year.

1 ARTICLE XIII

2 SAFETY CONDITIONS OF EMPLOYMENT

3 1. Employees shall be responsible to report immediately with follow-up in writing, to his/her
4 immediate supervisor any unsafe, hazardous, unhealthy, or potentially dangerous working conditions.

5 2. Unit members who are authorized by the School to drive students on an extra-curricular (school
6 sponsored) field trip shall have the prior approval of the Commandant/Principal or designee. Unit
7 members must also comply with all rules and regulations set forth by the Charter to obtain driving
8 clearance.

9 3. Unit members shall immediately report workplace injuries suffered in connection with their
10 employment to their Commandant/Principal or immediate supervisor.

1 ARTICLE XIV

2 COMPENSATION AND BENEFITS

3 1. Compensation

4 See salary schedules set forth in Appendix A

5 2. Benefits

6 See Benefits set forth in Appendix B.

1 ARTICLE XV

2 SAVINGS

3 If any provision of this Agreement is invalidated by law or held to be contrary to law by a court of
4 competent jurisdiction, all other provisions or applications shall continue in full force and effect.

1 ARTICLE XVI

2 NEGOTIATIONS PROCEDURES

3 1. Negotiations

4 Reasonable effort shall be made to commence negotiations prior to April 15, providing the parties have
5 complied with the “Sunshine” requirement.

6 2. Distribution of Ratified Agreement

7 Within Forty-five (45) days of ratification of an Agreement by both parties herein, the Charter School
8 shall have sufficient copies, prepared and delivered to the Union for distribution to each unit member in
9 the school.

10 3. New Bargaining Unit Members

11 The Association shall be responsible for providing a copy of the negotiated Agreement to all new
12 bargaining unit members.

13 4. Effect of Agreement

14 To the fullest extent permitted by law, this Agreement shall supersede rules, regulations or practices of
15 the Charter School.

16 5. Term


17 This Agreement will be in effect from July 1, 2018 to June 30, 2021, with each party able to open salary,
18 benefits and two (2) reopeners (Article) each year thereunder.

1 DATE: 9/24/2018

2 CALIFORNIA MILITARY INSTITUTE:

3 
4 Kirk Skorpanich

5 Assistant Superintendent

6 
7 Candace Reines

8 Deputy Superintendent

9 
10 Nick Hilton


11 Director of Human Resources

12

13

14

CMITA:

 9/24/2018

Angel Love-Behrens

CMITA Negotiations Team Member

 9/24/18

Lorraine Turner

CMITA Negotiations Team Member

 9/24/18

Jane Scibilia

CMITA Negotiations Team Member

 9/24/2018

Mitchell Osborn

CMITA Negotiations Team Member

APPENDIX A
COMPENSATION

An on-going salary schedule increase of 1% effective July 1, 2016 for all unit members based upon 2016-17 salary placement. An additional 4% increase to instructor salary schedule 211 effective May 1, 2017 which includes the addition of 15 minutes to the instructor work day as defined in Article VII, Section 2.

An increase the contribution towards premiums for health and welfare benefits from \$11,200 to \$12,200 for two-party coverage and from \$13,200 to \$15,200 for family coverage. Single coverage shall remain at \$9,200.

Hourly Compensation:

Effective May 1, 2017, hourly compensation shall be paid as follows:

1. Period subbing shall be paid at \$39.85 per period hour.
2. Summer school shall be paid at \$45.25 per hour.
3. The hourly rate of pay for Saturday School, tutoring and any other pre-authorized extra duty shall be \$36.75 per hour.

The above hourly compensation rates shall be increased by any overall percentage rate applied to the instructor salary schedule 211, rounded up to the nearest nickel, with no retroactivity.

Extended Classroom Teaching Assignments:

Any unit member who is regularly scheduled to teach one (1) additional classroom period in excess of the normal teaching assignment, shall receive one-seventh ($1/7$) additional pay. The additional pay shall be based on the unit member's per diem salary multiplied by the number of days the additional class was taught. Unit members will be compensated for extended classroom teaching assignments on a monthly basis, except for the first month of a semester which shall be paid in the following month.

Salary Schedule Advancement

In order for unit members to improve their salary status through academic work relating to their professional service, unit members may take graduate or upper division courses at an accredited college or university. It will be the responsibility of each unit member to submit official verification for any courses completed to the

Human Resources office no later than September 15 if credits are to apply toward salary advancement for that school year. Salary advancement shall be retroactive to July 1 of that school year. Only courses taken during the previous (5) years shall be eligible. Quarter units are converted to semester units by multiplying the quarter units by two-thirds ($2/3$).

Salary Schedules



CALIFORNIA MILITARY INSTITUTE
INSTRUCTOR SALARY SCHEDULE # 211
EFFECTIVE 05/01/2017 W/4% INCREASE
186 CONTRACT DAYS

Row	BA	BA + CLEAR CREDENTIAL	BA + CLEAR CREDENTIAL + 15 UNITS	BA + CLEAR CREDENTIAL + 45 UNITS	BA + CLEAR CREDENTIAL + 45 UNITS W/MA
1	\$ 54,044	\$ 59,733	\$ 63,287	\$ 66,844	\$ 71,110
2	\$ 55,467	\$ 61,154	\$ 64,711	\$ 68,267	\$ 72,533
3	\$ 56,888	\$ 62,579	\$ 66,133	\$ 69,689	\$ 73,954
4	\$ -	\$ 64,000	\$ 67,556	\$ 71,110	\$ 75,377
5	\$ -	\$ 65,420	\$ 68,978	\$ 72,533	\$ 76,799
6	\$ -	\$ 66,844	\$ 70,398	\$ 73,954	\$ 78,222
7	\$ -	\$ -	\$ 71,822	\$ 75,377	\$ 79,645
8	\$ -	\$ -	\$ 73,244	\$ 76,800	\$ 81,067
9	\$ -	\$ -	\$ 74,669	\$ 78,223	\$ 82,490
10	\$ -	\$ -	\$ 76,112	\$ 79,646	\$ 83,913
11				\$ 81,068	\$ 85,334
12				\$ 82,491	\$ 86,759
13				\$ 83,914	\$ 88,182
14				\$ 85,336	\$ 89,603
15				\$ 86,760	\$ 91,026
16					\$ 92,449
17					\$ 93,871
18					\$ 95,294
19					\$ 96,717
20					\$ 98,139
21					\$ 99,562
22					\$ 100,985
23					\$ 102,408
24					\$ 103,829
25					\$ 105,254



CALIFORNIA MILITARY INSTITUTE
COUNSELOR SALARY SCHEDULE #214
EFFECTIVE 07/01/2016 W/1% INCREASE
196 CONTRACT DAYS

Row	BA	BA + CLEAR CREDENTIAL	BA + CLEAR CREDENTIAL + 15 UNITS	BA + CLEAR CREDENTIAL + 45 UNITS	BA + CLEAR CREDENTIAL + 45 UNITS W/MA
1	\$ 55,286	\$ 61,104	\$ 64,742	\$ 68,379	\$ 72,745
2	\$ 56,742	\$ 62,559	\$ 66,198	\$ 69,834	\$ 74,201
3	\$ 58,197	\$ 64,015	\$ 67,653	\$ 71,291	\$ 75,656
4	\$ -	\$ 65,470	\$ 69,109	\$ 72,746	\$ 77,111
5	\$ -	\$ 66,926	\$ 70,564	\$ 74,202	\$ 78,567
6	\$ -	\$ 68,382	\$ 72,020	\$ 75,657	\$ 80,022
7	\$ -	\$ -	\$ 73,474	\$ 77,112	\$ 81,478
8	\$ -	\$ -	\$ 74,931	\$ 78,568	\$ 82,933
9	\$ -	\$ -	\$ 76,385	\$ 80,023	\$ 84,388
10	\$ -	\$ -	\$ 77,842	\$ 81,479	\$ 85,843
11				\$ 82,934	\$ 87,298
12				\$ 84,390	\$ 88,754
13				\$ 85,844	\$ 90,209
14				\$ 87,299	\$ 91,666
15				\$ 88,755	\$ 93,120
16					\$ 94,576
17					\$ 96,032
18					\$ 97,487
19					\$ 98,943
20					\$ 100,398
21					\$ 101,853
22					\$ 103,309
23					\$ 104,764
24					\$ 106,220
25					\$ 107,675



"CALIFORNIA MILITARY INSTITUTE
TEACHER ON SPECIAL ASSIGNMENT
SALARY SCHEDULE #217
EFFECTIVE 07/01/2016 W/1% INCREASE
202 CONTRACT DAYS "

Row	BA	BA + CLEAR CREDENTIAL	BA + CLEAR CREDENTIAL + 15 UNITS	BA + CLEAR CREDENTIAL + MA	BA + CLEAR CREDENTIAL + MA + 45 UNITS
1	\$ 59,692	\$ 65,974	\$ 69,901	\$ 73,828	\$ 78,542
2	\$ 61,288	\$ 67,570	\$ 71,496	\$ 75,425	\$ 80,137
3	\$ 62,883	\$ 69,166	\$ 73,093	\$ 77,020	\$ 81,733
4	\$ -	\$ 70,762	\$ 74,687	\$ 78,615	\$ 83,328
5	\$ -	\$ 72,356	\$ 76,284	\$ 80,211	\$ 84,924
6	\$ -	\$ 73,952	\$ 77,880	\$ 81,806	\$ 86,520
7	\$ -	\$ -	\$ 79,476	\$ 83,403	\$ 88,115
8			\$ 81,072	\$ 84,998	\$ 89,711
9			\$ 82,666	\$ 86,594	\$ 91,307
10			\$ 84,262	\$ 88,190	\$ 92,903
11				\$ 89,786	\$ 94,499
12				\$ 91,382	\$ 96,094
13				\$ 92,977	\$ 97,690
14				\$ 94,572	\$ 99,286
15				\$ 96,168	\$ 100,881
16					\$ 102,478
17					\$ 104,072
18					\$ 105,668
19					\$ 107,264
20					\$ 108,859
21					\$ 110,456
22					\$ 112,051
23					\$ 113,648
24					\$ 115,243
25					\$ 116,838



CALIFORNIA MILITARY INSTITUTE
SCHOOL NURSE SALARY SCHEDULE #218
EFFECTIVE 07/01/2016 W/1% INCREASE
202 CONTRACT DAYS

Row	BA	BA + CLEAR CREDENTIAL	BA + CLEAR CREDENTIAL + 15 UNITS	BA + CLEAR CREDENTIAL + 45 UNITS	BA + CLEAR CREDENTIAL + 45 UNITS W/MA
1	\$ 53,607	\$ 59,423	\$ 63,061	\$ 66,696	\$ 71,060
2	\$ 55,047	\$ 60,864	\$ 64,502	\$ 68,137	\$ 72,501
3	\$ 56,489	\$ 62,305	\$ 65,942	\$ 69,577	\$ 73,941
4	\$ -	\$ 63,745	\$ 67,382	\$ 71,019	\$ 75,381
5	\$ -	\$ 65,185	\$ 68,823	\$ 72,459	\$ 76,822
6	\$ -	\$ 66,627	\$ 70,264	\$ 73,900	\$ 78,263
7	\$ -	\$ -	\$ 71,704	\$ 75,340	\$ 79,703
8	\$ -	\$ -	\$ 73,144	\$ 76,781	\$ 81,143
9	\$ -	\$ -	\$ 74,585	\$ 78,221	\$ 82,584
10	\$ -	\$ -	\$ 76,026	\$ 79,662	\$ 84,026
11				\$ 81,102	\$ 85,466
12				\$ 82,543	\$ 86,906
13				\$ 83,984	\$ 88,347
14				\$ 85,424	\$ 89,788
15				\$ 86,864	\$ 91,228
16					\$ 92,669
17					\$ 94,110
18					\$ 95,550
19					\$ 96,990
20					\$ 98,431
21					\$ 99,872
22					\$ 101,312
23					\$ 102,752
24					\$ 104,193
25					\$ 105,634



CALIFORNIA MILITARY INSTITUTE
 MILITARY SCIENCE INSTRUCTOR
 SALARY SCHEDULE #241
 EFFECTIVE 07/01/2016 W/1% INCREASE
 220 CONTRACT DAYS "

Row	BA	BA + CLEAR CREDENTIAL	BA + CLEAR CREDENTIAL + 15 UNITS	BA + CLEAR CREDENTIAL + 45 UNITS	BA + CLEAR CREDENTIAL + 45 UNITS W/MA
1	\$ 62,024	\$ 68,551	\$ 72,631	\$ 76,713	\$ 81,610
2	\$ 63,657	\$ 70,183	\$ 74,265	\$ 78,346	\$ 83,239
3	\$ 65,286	\$ 71,817	\$ 75,896	\$ 79,977	\$ 84,873
4	\$ -	\$ 73,448	\$ 77,530	\$ 81,610	\$ 86,507
5	\$ -	\$ 75,081	\$ 79,162	\$ 83,239	\$ 88,138
6	\$ -	\$ 76,713	\$ 80,793	\$ 84,873	\$ 89,771
7	\$ -	\$ -	\$ 82,427	\$ 86,507	\$ 91,403
8	\$ -	\$ -	\$ 84,057	\$ 88,140	\$ 93,037
9	\$ -	\$ -	\$ 85,692	\$ 89,773	\$ 94,668
10	\$ -	\$ -	\$ 87,324	\$ 94,669	\$ 101,200

0

Stipends

Positions

% of Column 3/Row 1

Activities Director	9%
Athletic Director	9%
Band Director	5%
Baseball - Head Coach	4%
Baseball - Assistant Coach	2%
Basketball - Head Coach	4%
Basketball - Assistant Coach	2%
Cheer - Head Coach	5%
Cheer - Assistant	2%
Class Advisor - Senior	3%
Class Advisor - Junior	2%
Community Services Coordinator	9%
Cross Country	4%
Cross Country - Assistant	2%
Dance Team	5%
Dance Assistant	2%
Drama	2%
Department Chair - Physical Education	2%
Department Chair - English	4%
Department Chair - Foreign Language	1.5%
Department Chair - Math	4%
Department Chair - Science	4%
Department Chair - Social Studies	4%
Drill Coach	4%
Football - Head Coach	9%
Football - Assistant Coach	4.5%
Friday Night Live Advisor	3%
Golf - Head Coach	2%
Golf - Assistant Coach	1%
Military Advisor - Senior	4%
Military Advisor - Assistant	2%
Military Battalion Leader	3%
Military TAC Leader	1%
Rifle Team	2%
Soccer - Head Coach	4%
Soccer - Assistant Coach	2%
Softball - Head Coach	4%
Softball - Assistant Coach	2%
Tennis - Head Coach	2%
Tennis - Assistant Coach	1%
Testing Coordinator	1.5%
Track - Head Coach	4%
Track - Assistant Coach	2%
Volleyball - Head Coach	4%
Volleyball - Assistant Coach	2%
Wrestling - Head Coach	2%
Wrestling - Assistant Coach	1%
Yearbook Advisor	3%

Stipends shall be based upon column 3 row 1 of the instructor salary schedule. Stipends are intended to cover all work required of the position, including outside of the work day and work year. Head coaching positions shall be responsible to oversee the entire program, grades 5-12, with assistants according to the size of the program and available funds. The Charter maintains full and complete authority to determine which programs and the quantity of each stipend it shall allocate in a given school year.

APPENDIX B

BENEFITS

1. Effective July 1, 2018, medical premiums shall be offered on a two-tiered rate structure: Single or Family coverage. The Charter contribution towards these premiums shall be on a three-tiered rate structure: Single, Two-party or Family coverage. Minimum Value Plans shall continue to be offered on a three-tiered premium rate structure. Dental and vision shall continue to be offered on a composite premium rate structure.
2. Effective July 1, 2018, the Charter contribution towards premiums for health and welfare benefits for full-time unit members selecting Anthem Blue Cross medical plans will be \$9,200 for single coverage, \$16,100 for two-party coverage and \$14,800 for family coverage. Effective July 1, 2019, the Charter contribution towards premiums for health and welfare benefits for full-time unit members selecting Anthem Blue Cross medical plans will be increased to \$9,400 for single coverage, \$16,600 for two-party coverage and \$15,500 for family coverage. Effective July 1, 2020, the Charter contribution towards premiums for health and welfare benefits for full-time unit members selecting Anthem Blue Cross medical plans will be increased to \$9,600 for single coverage, \$17,150 for two-party coverage and \$16,150 for family coverage.
3. Effective July 1, 2018, the Charter contribution towards premiums for health and welfare benefits for full-time unit members selecting Kaiser medical plans will be \$9,200 for single coverage, \$14,000 for two-party coverage and \$13,000 for family coverage. Effective July 1, 2019, the Charter contribution towards premiums for health and welfare benefits for full-time unit members selecting Kaiser medical plans will be increased to \$9,400 for single coverage, \$14,500 for two-party coverage and \$13,500 for family coverage. Effective July 1, 2020, the Charter contribution towards premiums for health and welfare benefits for full-time unit members selecting Kaiser medical plans will be increased to \$9,600 for single coverage, \$14,950 for two-party coverage and \$13,950 for family coverage.
4. For each year, the amount shall be prorated for employees who work less than full time.

EVALUATION FORMS



CERTIFICATED EVALUATION FORM

Teacher

Employee Name:

Grades/Subject/Assignment:

School Year:

Veteran: ☐

Non-Veteran: ☐ 1st ☐ 2nd ☐ 3rd

Emergency: ☐

Intern: ☐

Temporary: ☐

Other: ☐

Scale:

(E) Exemplifies the standard (M) Meets standards (N) Needs Improvement (U) Unsatisfactory

In the areas of evaluation below, check off your rating of the employee based on the above scale in the boxes provided. An unsatisfactory rating must be accompanied by specific written suggestions to improve performance on an improvement Plan.

AREAS OF EVALUTION: <u>CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION</u>	E	M	N	U
1. STANDARD ONE: Engaging & Supporting All Students in Learning				
1.1 Using knowledge of students to engage them in learning				
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests				
1.3 Connecting subject matter to meaningful, real-life contexts				
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs				
1.5 Promoting critical thinking through inquiry, problem solving, and reflection				
1.6 Monitoring student learning and adjusting instruction while teaching				
2. STANDARD TWO: Creating & Maintaining Effective Environments for Student Learning				
2.1 Promoting social development within a caring community where each student is treated fairly and respectfully				
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students				
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe				
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students				
2.5 Developing, communicating, and maintaining high standards for individual and group behavior				
2.6 Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn				
2.7 Using instructional time to optimize learning				
3. STANDARD THREE: Understanding & Organizing Subject Matter for Student Learning				
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum				
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter				
3.3 Organizing curriculum to facilitate student understanding of the subject matter				
3.4 Utilizing instructional strategies that are appropriate to the subject matter				
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students				
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content				
4. STANDARD FOUR: Planning Instruction & Designing Learning Experiences for all Students				
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction				
4.2 Establishing and articulating goals for student learning				
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning				
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students				
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students				

AREAS OF EVALUATION: <u>CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION</u>					E	M	N	U
5. STANDARD FIVE: Assessing Student Learning								
5.1	Applying knowledge of the purposes, characteristics, and uses of different types of assessments							
5.2	Collecting and analysing assessment data from a variety of sources to inform instruction							
5.3	Reviewing data, both individually and with colleagues, to monitor student learning							
5.4	Using assessment data to establish learning goals and to plan, differentiate, and modify instruction							
5.5	Involving all students in self-assessment, goal setting, and monitoring progress							
5.6	Using available technologies to assist in assessment, analysis, and communication of student learning							
5.7	Using assessment information to share timely and comprehensible feedback with students and their families							
6. STANDARD SIX: Developing as a Professional Educator								
6.1	Reflecting on teaching practice in support of student learning							
6.2	Establishing professional goals and engaging in continuous and purposeful professional growth and development							
6.3	Collaborating with colleagues and the broader professional community to support teacher and student learning							
6.4	Working with families to support student learning							
6.5	Engaging local communities in support of the instructional program							
6.6	Balancing professional responsibilities and maintaining motivation							

7. Overall Evaluation:

7.1 Commendations:

7.2 Recommendations:

8. Improvement Plan: This employee performs professional duties conducive to the academic, social, and emotional needs of all students.

☐ Yes ☐ No ☐ Needs to improve (site professional teaching standards):

Date scheduled to review Improvement Plan (if needed):

9. Employment Status Recommendation:

Evaluatee's signature does not indicate endorsement of the evaluation but is recognition that discussion has taken place. Unit member may submit a letter of rebuttal to evaluation, if they so desire.

Teacher's Signature

Date

Evaluator's Signature

Date

California Standards for the Teaching Profession

Standard 3 Rubric - Understanding and Organizing Subject Matter for Student Learning

Std	Element	Exemplifies the Standard	Meets Standard	Needs Improvement	Unsatisfactory
3.1	Demonstrating knowledge of subject matter* academic content standards	Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning.	Uses broad knowledge of the relationships between subject matter concepts, academic language, and academic content standards, and academic language, in ways that ensure clear connections and relevance to students.	Examines concepts in subject matter and academic language to identify connections between academic content standards and instruction.	Has foundational knowledge of subject matter, related academic language, and academic content standards.
3.2	Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	Draws upon comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language.	Integrates knowledge of individual student development to inform instructional decisions to ensure student understanding of subject matter including related academic language.	Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language.	Teaches subject-specific vocabulary following curriculum guidelines.
3.3	Organizing curriculum to facilitate student understanding of the subject matter	Draws upon extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction.	Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding	Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding of subject matter.	Follows organization of curriculum as provided by site and district to support student understanding of subject matter.
3.4	Utilizing instructional strategies that are appropriate to the subject matter	Draws upon an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter.	Integrates instructional strategies appropriate to subject matter to meet students' diverse learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter.	Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.	Uses instructional strategies that are provided in the curriculum.
3.5	Using and adapting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students	Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.	Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students.	Explores additional instructional materials, resources, and technologies to make subject matter accessible to students.	Identifies technological resources needed.
3.6	Addressing the needs of English Learners and students with special needs* to provide equitable access to the content	Engages English learners in assessment of their progress in English language development and in meeting content standards. Supports students to establish and monitor language and content goals.	Integrates knowledge of English language development and English learner's strengths and assessed needs to differentiate English language and content instruction	Attempts to scaffold content using visuals, models, and graphic organizers.	Provides adapted materials to help English Learners access content.

California Standards for the Teaching Profession

Standard 4 Rubric - Planning Instruction and Designing Learning Experiences for all Students

Std	Element	Exemplifies the Standard	Meets Standard	Needs Improvement	Unsatisfactory
4.1	Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.	Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students.	Plans differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds.	Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy	Is aware of the impact of bias on learning.
4.2	Establishing and articulating goals for student learning	Establishes and articulates learning goals that are communicated clearly, referred to frequently, and utilized by students to monitor and advance their learning.	Establishes and articulates comprehensive short- and long-term learning goals for students. Plans for students to articulate and monitor learning goals.	Establishes and shares learning goals for skill development with students in single lessons and sequence of lessons based on standards and curriculum.	Establishes learning goals for single lessons to students based on content standards and available curriculum guidelines.
4.3	Developing and sequencing longterm and short term instructional plans to support student learning	Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning.	Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.	Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning.	Uses available curriculum guidelines for daily, shortand long-term plans.
4.4	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all.	Plans differentiated instruction using strategies to address learning styles and meet students' assessed language and learning needs. Incorporates appropriate support and challenge for students.	Seeks to learn about students' diverse learning and language needs beyond basic data.	Is aware of student content, learning, and language needs through data provided by the site and district.
4.5	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.	Anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs.	Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning	Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs.	Implements lessons and uses materials from curriculum provided.

California Standards for the Teaching Profession
Standard 5 Rubric - Assessing Student Learning

Std	Element	Exemplifies the Standard	Meets Standard	Needs Improvement	Unsatisfactory
5.1	Applying knowledge of the purposes, characteristics, and uses of different types of assessments	Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress.	Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress.	Explores the use of different types of pre-assessment, formative and summative assessments.	Is aware of the purposes and characteristics of formative and summative assessments.
5.2	Collecting and analyzing assessment data from a variety of sources to inform instruction	Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs.	Designs and integrates an assessment plan that provides formal and informal assessment data on student learning.	Explores collecting additional data using supplemental assessments.	Uses data from required assessments to assess student learning.
5.3	Reviewing data, both individually and with colleagues, to monitor student learning	Facilitates collaborative work and fosters colleagues ability to identify and address underlying causes for achievement patterns and trends.	Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends.	Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students.	Reviews and monitors available assessment data as required by site and district processes.
5.4	Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students. Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.	Integrates a broad range of data to set learning goals for content and academic language across content standards. Plans differentiated instruction targeted to meet individual and group learning needs. Modifies lessons during instruction based on informal assessments.	Uses data from available assessments to establish content based learning goals for class and individual students in single lessons or sequence of lessons. Plans adjustments in instruction to address learning needs of individual students.	Uses data from assessments provided by site and district to set learning goals for the class. Plans instruction using available curriculum guidelines.
5.5	Involving all students in self-assessment, goal setting*, and monitoring progress	Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress. Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.	Implements structures for students to self assess and set learning goals related to content, academic language and individual skills. Integrates student self assessment, goal setting, and monitoring progress across the curriculum.	Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises. Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals.	Informs students about lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals. Monitors progress using available tools for recording
5.6	Using available technologies to assist in assessment, analysis, and communication of student learning	Uses a wide range of technologies to design, implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences.	Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.	Explores use of additional technologies to implement individual assessments, record results, and communicate with administration, colleagues, and families about student learning.	Uses available technology to record assessments, determine proficiency levels, and make required communications about student learning.

California Standards for the Teaching Profession

5.7	Using assessment information to share timely and comprehensible feedback with students and their families	Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support	Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.	Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support.	Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as needs arise regarding struggling students or behavior issues.
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California Standards for the Teaching Profession
Standard 6 Rubric - Developing as a Professional Educator

Std	Element	Exemplifies the Standard	Meets Standard	Needs Improvement	Unsatisfactory
6.1	Reflecting on teaching practice in support of student learning	Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement. Engages in and fosters reflection among colleagues for school wide impact on student learning.	Reflects individually and with colleagues on refinements in teaching practice and connections among the elements of the CSTP to positively impact the full range of learners.	Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.	Is aware of the need to reflect on teaching practice to support student learning. Reflects individually or with colleagues on immediate student learning needs.
6.2	Establishing professional goals and engaging in continuous and purposeful professional growth and development	Sets and modifies a broad range of professional goals connected to the CSTP to improve instructional practice and impact student learning within and beyond the classroom. Engages in ongoing inquiry into teacher practice for professional development. Contributes to professional organizations, and development opportunities to extend own teaching practice.	Sets and modifies authentic goals connected to the CSTP that are intellectually challenging and based on self-assessment and feedback from a variety of sources. Engages in and contributes to professional development targeted on student achievement. Pursues a variety of additional opportunities to learn professionally.	Sets goals connected to the CSTP that take into account self-assessment of teaching practice. Expands knowledge and skills individually and with colleagues through available professional development.	Develops goals connected to the CSTP through required processes and local protocols. Attends required professional development.
6.3	Collaborating with colleagues and the broader professional community to support teacher and student learning	Facilitates collaboration with colleagues. Works to ensure the broadest positive impact possible on instructional practice and student achievement at school and district levels and for the profession. Initiates and develops professional learning opportunities with the broader professional community focused on student achievement.	Collaborates with colleagues to expand impact on teacher and student learning within grade or department and school and district levels. Engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of learners.	Consults with colleagues to consider how best to support teacher and student learning. Begins to identify how to access student and teacher resources in the broader professional community.	Attends staff, grade level, department, and other required meetings and collaborations. Identifies student and teacher resources at the school and district level.
6.4	Working with families to support student learning	Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school/ district environment in which families take leadership to improve student learning.	Provides opportunities and support for families to actively participate in the classroom and school. Communicates to families in ways which show understanding of and respect for cultural norms.	Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom/ school events.	Is aware of the role of the family in student learning and the need for interactions with families.
6.5	Engaging local communities in support of the instructional program	Collaborates with community members to increase instructional and learning opportunities for students. Engages students in leadership and service in the community. Incorporates community members into the school learning community	Utilizes a broad range of neighborhood and community resources to support the instructional program, students, families. Draws from understanding of community to improve and enrich the instructional program.	Seeks available neighborhood and community resources. Includes references or connections to communities in single lessons or sequence of lessons.	Develops awareness about local neighborhoods and communities surrounding the school. Uses available neighborhood and community resources in single lessons.

California Standards for the Teaching Profession

6.6	Managing professional responsibilities to maintain motivation and commitment to all students	Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively. Supports colleagues to maintain the motivation, resiliency, and energy to ensure that all students achieve.	Integrates the full range of professional responsibilities into advanced planning and prepares for situations that may be challenging. Maintains continual efforts to seek, develop, and refine new and creative methods to ensure individual student learning.	Maintains professional responsibilities in timely ways and seeks support as needed. Demonstrates commitment by exploring ways to address individual student needs.	Develops an understanding of professional responsibilities. Seeks to meet required commitments to students.
6.7	Demonstrating professional responsibility, integrity, and ethical conduct	Maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances.	Contributes to building professional community and holding peers accountable to norms of respectful treatment and communication.	Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.	Does not Contribute to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.



**CALIFORNIA MILITARY INSTITUTE
COUNSELOR EVALUATION FORM**

Counselor's Name:	Status:	<input type="checkbox"/> Non-Veteran <input type="checkbox"/> Veteran
Dates of Observations:	Evaluator:	

SECTION 1: EVALUATION OF PERFORMANCE – Based on the California Standards of the School Counselor Profession (2009)

Rating Scale:	4 = Exemplifies the Standard	3 = Meets Standards	2 = Developing Beginning Practices	1 = Unsatisfactory
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Standard 1. Engage, Advocate for and Support All Students in Learning	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
1.1 Ensure all students are engaged in a system of support designed for learning and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Advocate for educational opportunity, equity and access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Advocate for the learning and academic success of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2. Plan Implement and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
2.1 Demonstrate Organization Skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Develop Outcome-Based Programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Assess Program Outcomes and Analyze Data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Demonstrate Leadership in Program Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3. Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Monitor student personal, academic, and career progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4. Collaborate and Coordinate with School and Community Resources	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
4.1 Build and maintain student support teams for student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Provide consultation and education for teachers and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Develop working relationships within the school that include staff members, parents, and community members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Coordinate support from community agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 5. Promote and Maintain a Safe Learning Environment for All Students	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
5.1 Promote a positive, safe, and supportive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Develop and implement programs that address the personal and social risk factors of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Develop and implement programs that reduce the incidence of school site violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 6. Develop as a Professional School Counselor	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
6.1 Establish professional goals and pursue opportunities to improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Model effective practices and continuous progress in school counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Adhere to professional codes of ethics, legal mandates, and Charter policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2: OVERALL RATING OF STANDARDS

Commendations:

Recommendations:

SECTION 3: Improvement Plan

This employee performs professional duties conduct to the academic, social, and emotional needs of all students.

Yes No Needs to Improve (Site Professional Standards):

Date scheduled to review Improvement Plan (if needed):

Section 4: Employment Status Recommendation:

Counselor's signature does not indicate endorsement of the evaluation but is recognition that discussion has taken place. Unit member may submit a letter of rebuttal to evaluation, if they so desire.

Evaluator's Signature

Date

Counselor's Signature

Date

**CALIFORNIA MILITARY INSTITUTE
COUNSELOR EVALUATION FORM**

Rating Scale:		4 = Exemplifies Standard	3 = Meets Standards	2 = Developing Beginning Practice	1 = Unsatisfactory
Standard 1. Engage, Advocate for and Support All Students in Learning					
1.1	Ensure all students are engaged in a system of support designed for learning and academic success.	The counselor consistently ensures that all students understand and know how to access personal, social, and career resources; assesses the academic needs of all students and use these assessments in planning for programs, services, activities, and interventions; connect students to a system of support programs, services, activities, and opportunities to ensure learning and high achievement.	The counselor regularly ensures that most students and parent/guardians are informed about and understand the full range of educational options; and addresses current and potential biases and discrimination in educational programs, services, and systems that limit, impede, or block the highest educational attainment for all students.	The counselor helps some students understand and know how to access resources; assesses the needs of students, but the use these assessments in planning for programs, services, activities, and interventions is not evident; students are sometimes connected to a system of support programs, services, activities, or opportunities to ensure learning and achievement	The counselor only ensures that few students are engaged in a system of support designed for learning and academic success.
1.2	Advocate for educational opportunity, equity and access for all students.	The counselor consistently ensures that all students and parent/guardians are informed about and understand the full range of educational options; addresses current and potential biases and discrimination in educational programs, services, and systems that limit, impede, or block the highest educational attainment for all students; and acts as systems change agents to correct policies and practices that adversely affect student learning or that stratify learning opportunities.	The counselor regularly ensures that most students and parent/guardians are informed about and understand the full range of educational options; and addresses current and potential biases and discrimination in educational programs, services, and systems that limit, impede, or block the highest educational attainment for all students.	The counselor ensures some students and parent/guardians are informed about and understand educational options; but may not be aware of current and potential biases and discrimination in educational programs, services, and systems that limit, impede, or block the highest educational attainment for all students.	The counselor only ensures that few students and parent/guardians are informed about and understand educational options. The counselor does not address potential biases and discrimination in educational programs, services, and systems that limit, impede, or block student academic success.
1.3	Advocate for the learning and academic success of all students.	The counselor consistently facilitates the development, articulation, and implementation of a vision for school counseling that engages and supports students in learning and achievement; encourages all students to learn and achieve at high levels; and plans and implements strategies to motivate and support learning and achievement of all students.	The counselor regularly facilitates the implementation of a vision for school counseling that engages and supports most students in learning and achievement; encourages most students to learn and achieve at high levels; and implements strategies to motivate and support learning and achievement of most students.	The counselor inconsistently facilitates the implementation of a vision for school counseling that engages and supports some students in learning and achievement; encourages some students to learn and achieve; sometimes implements strategies to motivate and support learning and achievement of some students.	The counselor does not facilitate the implementation of a vision for school counseling that engages and supports students in learning and achievement; encourages few students to learn and achieve at high levels; and does not know or implement strategies to motivate and support learning and achievement.
1.4	Identify student problems in their earliest stages and implement prevention and intervention strategies.	The counselor consistently identifies early signs and predictors of student learning problems; work with teachers, parents/guardians, and family members to help them eliminate barriers to learning and achievement and support high achievement for their children; develop and implement programs for students and parents/guardians to prevent learning problems and promote academic growth	The counselor regularly identifies early signs and predictors of student learning problems; work with teachers, parents/guardians, and family members to help them eliminate barriers to learning and achievement and support high achievement for their children; implement programs for students and parents/guardians to prevent learning problems and promote academic growth	The counselor inconsistently identifies early signs and predictors of student learning problems; sometimes work with teachers, parents/guardians, and family members to help them eliminate barriers to learning and achievement and support high achievement for their children; sometimes implement programs for students and/or parents/guardians	The counselor does not identify early signs and predictors of student learning problems; teachers, parents/guardians, and family members are not consulted with to help them eliminate barriers to learning and achievement; no programs are implemented for students and/or parents/guardians

**CALIFORNIA MILITARY INSTITUTE
COUNSELOR EVALUATION FORM**

Rating Scale:		4 = Exemplifies Standard	3 = Meets Standards	2 = Developing Beginning Practice	1 = Unsatisfactory
Standard 2. Plan, Implement and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students		4	3	2	1
2.1	Demonstrate Organization Skills.	The counselor consistently utilize skills in systems change and organizational development to build programs for all students; utilize knowledge of local, state, and national standards as a guide in developing student-support programs; and design programs based on current research findings in a variety of fields related to student growth and development including nutrition, exercise, brain development, medical advances, and technology; effectively manages time and task responsibilities	The counselor regularly utilize skills in systems change and organizational development to build programs for most students; utilize knowledge of local and state and/or national standards as a guide in developing student-support programs; uses programs based on research related to student growth and development; effectively manages time and task responsibilities	The counselor utilize skills in systems change or organizational development to build programs for some students; utilize knowledge of local, state, or national standards as a guide in developing student-support programs; use programs related to student growth and development; ineffectively manages time and task responsibilities	The counselor does not utilize skills to build programs for students; no evidence or knowledge of local, state, and national standards as a guide in developing student-support programs; no programs related to student growth and development are offered; manage time and task responsibilities is not evident.
2.2	Develop Outcome-Based Programs.	The counselor consistently address student outcomes in personal, social, academic, and career development; develop and implement programs that build student assets, address personal challenges, and strengthen learning and achievement; develop and implement programs that increase interpersonal awareness, social skills, and effective interpersonal communication; and design and implement career development programs related to education and career choice, and promote life-long learning values.	The counselor regularly address student outcomes in personal, social, academic, and career development; implement programs that build student assets, address personal challenges, and strengthen learning and achievement; increase interpersonal awareness, social skills, and communication; implement career-development programs that increase student knowledge of their skills, personality, interests, and values related to education and career choice, and promote life-long learning values.	The counselor may address student outcomes in personal, social, academic, and/or career development; implement programs that build student assets, and strengthen learning and achievement; limited implementation of programs that increase, social skills, communication or career-development and to education and career choice, and promote life-long learning values.	The counselor does not address student outcomes in personal, social, academic, and career development; no evidence of implementation of programs that build student assets or increase social skills, communication or career development; life-long learning values are not promoted.
2.3	Assess Program Outcomes and Analyze Data.	The counselor consistently implements program evaluation as a regular, ongoing part of the assessment and improvement process; assess measurable student outcomes of programs and services; utilize evaluation data to monitor progress and involve other stakeholders in the assessment and improvement process; present outcomes of programs to all stakeholders as part of ongoing individual and program accountability	The counselor implements program evaluation as a regular, ongoing part of the assessment and improvement process; assess measurable student outcomes of programs and services; utilize data to monitor progress and involve stakeholders in the assessment and improvement process; present outcomes of programs as part of ongoing program accountability	The counselor implements program evaluation as part of the assessment and improvement process; assess student outcomes of programs and services; utilize data to monitor progress involving no stakeholders in the assessment and improvement process; does not present outcomes of programs	The counselor does not implement a program evaluation, assessment and improvement process; no evidence of student outcomes of program, services or utilization of data; stakeholders in the assessment and improvement process or presentation of program outcomes is not evident in program accountability
2.4	Demonstrate Leadership in Program Development	The counselor asserts leadership in identifying student needs, creating programs to address needs, and evaluating student outcomes; establishes strategies to involve all student-support staff working toward mutually defined goals and related student outcomes; leadership to include students, families, and community-resource personnel in program development/implementation	The counselor displays leadership in identifying student needs, creating programs to address needs, and evaluating student outcomes; strategies to involve student-support staff working toward mutually defined goals and related student outcomes are evident; provide leadership to include students, families, and community-resource personnel in program implementation	The counselor leadership is limited in identifying student needs and programs to address needs; evaluates student outcomes; strategies to involve student-support staff working toward goals and student outcomes are not evident; some leadership to include students, families, and/or community-resource personnel in program implementation	The counselor assumes no leadership in identifying student needs or programs to address needs; no evidence of evaluating student outcomes or involvement of student-support staff working toward related student outcomes; leadership is not present to include students, families, and community-resource personnel

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COUNSELOR EVALUATION FORM**

Rating Scale:		4 = Exemplifies Standard	3 = Meets Standards	2 = Developing Beginning Practice	1 = Unsatisfactory
Standard 3. Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement					
3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement.		The counselor consistently assesses individual student strengths related to academic, career, personal, and social development; gather relevant information on items such as health and development, language and culture, classroom and community environment, learning styles, socioeconomic, and resiliency factors; collect and uses data from inventories, surveys, tests, and other assessments; involve parents/guardians in the assessment and planning process for each student.	The counselor regularly assesses individual student academic, career, personal, and social development; gather relevant information on items such as health and development, language and culture, classroom and community environment, learning styles, socioeconomic, and resiliency factors; uses data from inventories and other assessments; involve parents/guardians in the assessment and planning process for each student.	The counselor sometimes assesses individual academic, career, personal, and social development; gather relevant information on health and development, language and culture, classroom and community environment, learning styles, socioeconomic, and/or resiliency factors is limited; collect data and involve parents/guardians in the assessment and planning process for some student.	The counselor assesses no individual student academic, career, personal, or social development; gather relevant information, collection of relevant data or involve parents/ planning process for each student is not evident.
	3.2 Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans.	The counselor consistently informs students and their parents/guardians about the meaning and importance of using multiple sources of information in considering a student's potential and life goals; interpret and clarify test results so that students and parents can understand what the data means and how it can be used in education and life planning; consistently work with students to develop plans to achieve and attain their goals and aspirations.	The counselor regularly informs students and their parents/guardians about the importance of using multiple sources of information in considering a student's potential and life goals; interpret and clarify test results so that students and parents can understand what the data means and how it can be used in education and life planning; regularly work with students to develop plans to achieve and attain their goals and aspirations.	The counselor sometimes informs students and their parents/guardians about the meaning and importance of using multiple sources of information in considering a student's potential and life goals; interpret and clarify test results so that students and parents can understand what the data means and how it can be used in education and life planning; sometimes works with students to develop their plans and attain their goals.	The counselor does not inform students and their parents/guardians about the using multiple sources of information in considering a student's life goals; interpret and clarify test results so that students and parents can understand what the data means and how it can be used in education and life planning is not evident; does not work with students to develop plans or goals.
	3.3 Monitor student personal, academic, and career progress.	The counselor consistently maintains records of student academic progress toward promotion and graduation; provide students and their parents/guardians with current assessment data to facilitate educational and career planning; consistently counsel students to develop healthy personal and social behavior and well-being.	The counselor regularly maintains records of student academic progress toward promotion and graduation; provide students and their parents/guardians with current assessment data to facilitate educational and career planning; regularly counsel students to develop healthy personal and social behavior.	The counselor sometimes maintains records of student academic progress toward promotion and graduation; provide limited assessment data to facilitate educational and career planning; counsel students to develop healthy personal, social behavior and/or well-being.	The counselor maintains no records of student academic progress toward promotion and/or graduation; no evidence that students and/or their parents/guardians are provided with assessment data to facilitate educational and career planning; no counsel for students to develop healthy personal, social behavior or well-being is evident.

**CALIFORNIA MILITARY INSTITUTE
COUNSELOR EVALUATION FORM**

Rating Scale:		4 = Exemplifies Standard	3 = Meets Standards	2 = Developing Beginning Practice	1 = Unsatisfactory
Standard 4. Collaborate and Coordinate with School and Community Resources		4	3	2	1
4.1	Build and maintain student support teams for student achievement.	The counselor consistently integrates programs and services designed to meet student developmental challenges and eliminate the achievement gap; develop learning communities of student-support professionals, parents, and community members to promote student success	The counselor regularly integrates programs and services designed to meet student developmental challenges and eliminate the achievement gap; promotes learning communities of student-support professionals, parents, and community members to promote student success	The counselor sometimes integrates programs and services designed to meet student developmental challenges and eliminate the achievement gap; knowledge of learning communities for student-support professionals, parents, and community members to promote student success	The counselor does not integrate programs and/or services designed to meet student developmental challenges and eliminate the achievement gap; knowledge of learning communities for student-support professionals, parents, and community members to promote student success is not evident
4.2	Provide consultation and education for teachers and parents.	The counselor consistently provides educational information and presentations for school staff, parents, and community members on academic, personal, social, and career development; use ethical and professional decision-making processes to consult and collaborate with others	The counselor regularly provides educational information and presentations for school staff, parents, and community members on academic, personal, social, and career development; use ethical and professional decision-making processes to consult and collaborate with others	The counselor sometimes provides educational information and presentations for school staff, parents, and/or community members on academic, personal, social, and/or career development; limited use of ethical and professional decision-making processes to consult and collaborate with others	The counselor does not provide educational information and/or presentations for school staff, parents, and/or community members on academic, personal, social, and/or career development; ethical and professional decision-making processes to consult and collaborate with others is not evident
4.3	Develop working relationships within the school that include staff members, parents, and community members.	The counselor consistently builds networks of individuals working within the school and community on education-related endeavors; develop collaborative teams of educators, families, and community members, ensuring the inclusion of the diverse populations within the school and community, to maximize the support students need to become successful	The counselor regularly builds networks of individuals working within the school and community on education-related endeavors; collaborative with teams of educators, families, and community members from diverse populations within the school and community, to maximize the support students need to become successful	The counselor sometimes networks within the school and/or community on education-related endeavors; limited collaboration with teams of educators, families, and/or community members, from diverse populations	The counselor does not network with individuals within the school and/or community on education-related endeavors; participation in collaborative teams of educators, families, and/or community members is not evident
4.4	Coordinate support from community agencies.	The counselor consistently coordinates support from community businesses, industries, service clubs, agencies, and families to increase student academic achievement and work experiences; coordinate a referral process for parents and students that facilitates access to community resources; support a positive school environment that values diversity within the school and community	The counselor regularly coordinates support from community businesses, industries, service clubs, agencies, and families to increase student academic achievement; utilizes a referral process for parents and students that facilitates access to community resources regularly; support a positive school environment that values diversity within the school and community	The counselor sometimes provides support from community businesses, industries, service clubs, agencies, and/or families to increase student academic achievement; a referral process is sometimes used for parents and students to access community resources; limited support for positive school environment that values diversity within the school and community	The counselor does not provide support from community businesses, industries, service clubs, agencies and/or families; no referral process for parents and students to access community resources is utilized

**CALIFORNIA MILITARY INSTITUTE
COUNSELOR EVALUATION FORM**

Rating Scale: 4 = Exemplifies Standard		3 = Meets Standards		2 = Developing Beginning Practice		1 = Unsatisfactory			
Standard 5. Promote and Maintain a Safe Learning Environment for All Students		4		3		2		1	
5.1	Promote a positive, safe, and supportive learning environment.	The counselor consistently facilitates a positive school environment that promotes active school engagement; Ensure that students understand the relationship between rules, laws, safety, and the protection of individual rights; Promote school safety and the reduction of verbal, emotional, psychological, and physical violence; Advocate for the safety and well-being of all students through prevention, intervention, and treatment.	The counselor regularly facilitates a positive school environment that promotes active school engagement; advocates that students understand the relationship between rules, laws, safety, and the protection of individual rights; school safety and the reduction of verbal, emotional, psychological, and physical violence; the safety and well-being of students through prevention and intervention is utilized.	The counselor sometimes promotes a positive school environment; few students understand the relationship between rules, laws, safety, and/or the protection of individual rights; school safety and the reduction of verbal, emotional, psychological, and physical violence is promoted on a limited basis; the safety and well-being of all students through prevention, intervention, and treatment is acknowledged.	The counselor does not facilitate a positive school environment that promotes school engagement; no evidence that the safety and well-being of students through prevention, intervention, and treatment is promoted or utilized.				
5.2	Develop and implement programs that address the personal and social risk factors of students.	The counselor consistently collaborates with others to provide programs that reduce student at-risk behaviors; identify and respond to individual students who display early warning signs of difficulty in school adjustment, interpersonal conflicts and/or personal problems; Consistently educate students, parents, staff members and the school community about the negative effects of verbal and physical abuse, gang activity, discrimination and stereotyping.	The counselor regularly collaborates with others to provide programs that reduce student at-risk behaviors; identify and respond to individual students who display early signs of difficulty in school adjustment, interpersonal conflicts and/or personal problems; Educate students, parents, staff members and/or school community about the effects of verbal and physical abuse, gang activity, discrimination and stereotyping.	The counselor sometimes collaborates with others to provide programs that reduce student at-risk behaviors; few students who display signs of difficulty in school adjustment, interpersonal conflicts and/or personal problems are identified; students, parents, staff members or school community are educated about verbal and physical abuse, gang activity, discrimination and stereotyping on a limited basis.	The counselor does not collaborate with others to reduce student at-risk behaviors for students who display difficulty in school adjustment, interpersonal conflicts and/or personal problems; no evidence that students, parents, staff members and/or the school community are educated about the negative effects of verbal and physical abuse, gang activity, discrimination and stereotyping.				
5.3	Develop and implement programs that reduce the incidence of school site violence.	The counselor designs and implements ethnic, cultural, social economic programs that address environmental factors that influence student learning and achievement; Collaborate with school staff, community agencies, parents and student groups to build and maintain safe learning environments; Use assessment data to develop positive school climate programs that promote student wellbeing; utilize negotiation, conflict management, and mediation skills to help school staff communicate with difficult and/or angry parents, students, teachers, and school staff	The counselor implements programs to address environmental factors that influence student learning and achievement; Collaborate with school staff, community agencies, parents and student groups to maintain safe learning environments and promote a positive school climate for the wellbeing of students; frequently utilize negotiation, conflict management and mediation skills to help school staff communicate with difficult and/or angry parents, students, teachers, and other school staff	The counselor sometimes implements programs that influence student learning and achievement; Collaborate with other school staff, community agencies, parents and/or student groups to maintain safe learning environments on a limited basis; sometimes use assessment data to that promote a positive school climate and the wellbeing of students; sometimes utilize negotiation, conflict management, and/or mediation skills to help school staff communicate with difficult and/or angry parents, students, teachers, and other school staff	The counselor does not implement programs that influence student learning and achievement; no collaboration with other school staff, community agencies, parents and/or student groups to maintain safe learning environments; use of data to promote positive school climate and the wellbeing of students is not evident; does not utilize negotiation skills, conflict management skills, and/or mediation skills to help school staff parents, students, teachers, and other school staff				
5.4	Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system.	The counselor consistently utilizes research-based models and violence and promote positive social relations in the classroom and on school campuses; Develop, implement and maintain crisis intervention procedures, practices and crisis management plans; promote the importance of a healthy balanced lifestyle in students including nutrition, fitness and positive use of leisure time.	The counselor regularly utilizes research-based models and programs designed to detect and limit violence and promote positive social relations in the classroom and/or on school campuses; implement and maintain crisis intervention procedures, practices and crisis management plans; the importance of a healthy balanced lifestyle in students is promoted regularly.	The counselor sometimes utilizes research-based models and programs designed to detect and limit violence and promote positive social relations in the classroom and/or on school campuses; sometimes implements crisis intervention procedures, practices and crisis management plans; the importance of a healthy balanced lifestyle in students is not promoted.	The counselor does not utilize research-based models or programs designed to detect and limit violence or promote positive social relations; crisis intervention procedures, practices and crisis management plans are not evident; the importance of a healthy balanced lifestyle in students is not promoted.				

**CALIFORNIA MILITARY INSTITUTE
COUNSELOR EVALUATION FORM**

Rating Scale:		4 = Exemplifies Standard	3 = Meets Standards	2 = Developing Beginning Practice	1 = Unsatisfactory
Standard 6. Develop as a Professional School Counselor		4	3	2	1
6.1	<p>The counselor consistently continues to learn and expand professional roles and responsibilities; establish goals and identify opportunities for professional growth and development including knowledge about current trends in the field of school counseling and education; use professional literature and other professional development opportunities including advanced certification and specialization to develop as a highly qualified school counseling professional; benefit from and contribute to professional organizations to improve competence as a school counselor; solicit input from stakeholders to improve professional practices</p> <p>Establish professional goals and pursue opportunities to improve.</p>	<p>The counselor consistently continues to learn and expand professional roles and responsibilities; establish goals and identify opportunities for professional growth and development including knowledge about current trends in the field of school counseling and education; use professional literature and other professional development opportunities including advanced certification and specialization to develop as a highly qualified school counseling professional; benefit from and contribute to professional organizations to improve competence as a school counselor; solicit input from stakeholders to improve professional practices</p>	<p>The counselor regularly seeks to learn and expand professional roles and responsibilities; establish goals and identify opportunities for professional growth and development; use professional literature and other professional development opportunities including specialization to develop as a highly qualified school counseling professional; benefit from and contribute to professional organizations to improve competence as a school counselor; solicit input from stakeholders to improve professional practices</p>	<p>The counselor inconsistently expands professional roles and responsibilities or establish goals and identify opportunities for professional growth and development; no evidence of advanced certification and specialization to develop as a highly qualified school counseling professional; limited benefit from use of professional organizations to improve competence as a school counselor</p>	<p>The counselor displays no evidence to learn and expand professional roles and responsibilities or establish goals and identify opportunities for professional growth and development; professional development opportunities are not used to develop as a highly qualified school counseling professional; no evident benefit from professional organizations to improve competence as a school counselor</p>
6.2	<p>Model effective practices and continuous progress in school counseling.</p>	<p>The counselor consistently reflects on professional practices, analyze personal progress as a school counselor, and plan professional development; identify successes and challenges and assess growth as a school counselor over time; analyze counseling activities with regard to their impact on student learning</p>	<p>The counselor regularly reflects on professional practices, analyze personal progress as a school counselor, and plan professional development; identify successes and challenges and assess growth as a school counselor annually; analyze counseling activities with regard to their impact on student learning</p>	<p>The counselor inconsistently reflects on professional practices, analyze personal progress as a school counselor, or plan professional development; infrequently identify successes and challenges and assess growth as a school counselor; limited review of counseling activities with regard to their impact on student learning</p>	<p>The counselor displays no evidence that reflects on professional practices, analyze personal progress as a school counselor, and/or plan professional development; Does not identify successes and challenges and/or assess growth as a school counselor or the impact on student learning</p>
6.3	<p>Adhere to professional codes of ethics, legal mandates, and Charter policies.</p>	<p>The counselor consistently applies legal and ethical principles in the use of standardized tests and other methods of assessment; follow laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education; keep informed of changes in laws and regulations related to California public education and school Charter policy</p>	<p>The counselor regularly applies legal and ethical principles in the use of standardized tests and other methods of assessment; follow laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education; keep informed of changes in laws and regulations related to California public education and charter policy</p>	<p>The counselor inconsistently applies legal and ethical principles in the use of standardized tests and other methods of assessment; laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education are not fully understood and followed; limited knowledge of changes in California public education laws and charter policy</p>	<p>The counselor does not apply legal and ethical principles in the use of assessment; laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education are not followed; does not keep informed of changes in laws and regulations related to California public education and charter policy</p>



**CALIFORNIA MILITARY INSTITUTE
NON-CLASSROOM TEACHER EVALUATION FORM**

Employee's Name:		Status: (Check one)	<input type="checkbox"/> Non-Veteran <input type="checkbox"/> Veteran
Position: (Check one)	<input type="checkbox"/> Instructional Coach <input type="checkbox"/> Teacher on Special Assignment (TOSA) <input type="checkbox"/> Other: _____		
Date of Observations:		Evaluator:	

SECTION 1: EVALUATION OF PERFORMANCE

Rating Scale:	4 = Exemplifies the Standard	3 = Meets Standards	2 = Developing Beginning Practices	1 = Unsatisfactory	NA = This strand does not apply to the specific position.
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Standard I. Adheres to Established Procedures in a Timely Manner (Program Manager)	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
• Implements/monitors the instructional program consistent with the goals for the department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Oversee and monitor the budget expenditures for the instructional program consistent with the program goals and state and federal guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Design short and long term plans to foster program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Collect and analyze data to influence program development and progression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Collect and utilize multiple sources of information to assess program needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicate program information to District, Charter, and site personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard II. Fulfills Responsibilities Staff (Instructional Partner)	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
• Plans and implements professional development. Develops a timeline for professional development implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Design and sequence professional development activities for program participants to make the subject matter meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Collaborate with the school site and departments to implement a comprehensive program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Serve as a resource for site personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Support the learning environments at different sites to meet the needs of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provide opportunities for professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard III. Demonstrates Knowledge of Job Responsibility (Curriculum Development and Supervision)	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
• Consult with administration and staff to determine Charter needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Establish procedures for monitoring the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Make site visitations to supervise the implementation of the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Gather data, interpret data, and use data for program planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintain documents for curriculum development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Present an assessment of student learning to Charter personnel, school site, parents and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard IV. Fulfills Responsibilities to Parents (Community Liaison)	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
• Serve as a liaison within the District and Charter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintain effective communication among program participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Implement communication procedures between the District Office, Charter, school site, parents and/or the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Plans and holds effective community meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Attend and participate in applicable committees and meetings. Communicate program information to District, Charter, and site personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard V. Fulfills responsibility to Students (Instructional Leader)	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
• Develop, prepare, sequence and organize demonstration of lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Present direct lessons to students and/or model lessons for teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Develop student understanding through instructional strategies that are appropriate for the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use materials, resources and technologies that make the subject matter meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use instructional time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Create an environment that engages students and/or staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard VI. Develops as a Professional Educator	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
• Reflects on teaching practice and plans professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Establishes professional goals and pursues opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Works with communities to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Works with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Works with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2: OVERALL RATING OF STANDARDS

Commendations:

Recommendations:

SECTION 3: Improvement Plan

This employee performs professional duties conduct to the academic, social, and emotional needs of all students.

Yes No Needs to Improve (Site Professional Standards):

Date scheduled to review Improvement Plan (if needed):

Section 4: Employment Status Recommendation:

Counselor's signature does not indicate endorsement of the evaluation but is recognition that discussion has taken place. Unit member may submit a letter of rebuttal to evaluation, if they so desire.

Evaluator's Signature

Date

Employee's Signature

Date

**CALIFORNIA MILITARY INSTITUTE
NON-CLASSROOM TEACHER EVALUATION REPORT CRITERIA**

Rating Scale:		4 = Exemplifies Standard	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = * Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard I. Engaging & Supporting All Students in Learning		4	3	2	1
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals.		The teacher facilitates as students connect and apply their prior knowledge, life experiences and interests to new learning and the achievement of learning goals. The teacher builds on students' questions and comments during lessons to modify instruction.	The teacher makes substantial connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher elicits and uses students' questions and comments during a lesson to extend their understanding.	The teacher makes some connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher elicits some questions from students during a lesson to monitor their understanding.	The teacher makes no connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher does not elicit student questions or comments during a lesson.
	1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs.	The teacher makes skillful use of a wide repertoire of instructional strategies to engage all students in learning, and makes adjustments while teaching to respond to students' needs.	The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully and makes some adjustments to respond to students' needs.	The teacher uses a selection of instructional strategies that are largely appropriate to the students and the instructional goals, but they may lack variety or may not be responsive to students' needs.	The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or the instructional goals. No adjustments are made to respond to students' needs.
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice.		Learning experiences are facilitated by the teacher and students to promote and support a variety of constructive interactions, autonomy and choice in the pursuit of significant learning.	Learning experiences are facilitated by the teacher to promote constructive interactions, autonomy and choice and to encourage and support student involvement in learning.	Learning experiences are directed by the teacher and allow limited student autonomy, interaction and choice.	Learning experiences are directed by the teacher, permitting no student autonomy, interaction or choice.
	1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.	Learning opportunities are provided that extend student thinking and engage and support all students in problem posing, problem solving, inquiry, and analysis of subject matter concepts and questions within or across subject matter areas.	Learning opportunities and support are provided for students to engage in problem solving and in investigating and analyzing subject matter concepts and questions within subject matter areas.	Some learning opportunities are provided for students to engage in problem solving within subject matter areas, but little support is given to develop necessary skills.	No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter areas.
1.5 Promoting self-directed, reflective learning for all students.		Students take initiative for their own learning, and reflect on, talk about and evaluate their own work with peers.	Students are supported in developing the skills needed to monitor their own learning during activities. Students reflect on and talk about their own work with peers.	Students' learning is directed and monitored by the teacher, and some opportunities are provided for students to reflect on their work individually.	No opportunities are provided for students to initiate their own learning or to monitor their own work.

CALIFORNIA MILITARY INSTITUTE
NON-CLASSROOM TEACHER EVALUATION REPORT CRITERIA

Rating Scale:		4 = Exemplifies Standard	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard II. Creating & Maintaining Effective Environments for Student Learning		4	3	2	1
2.1 Creating a physical environment that engages all students.		The arrangement of the physical environment ensures safety and accessibility, and facilitates constructive interaction and purposeful engagement for all students in learning activities.	The arrangement of the physical environment ensures safety and accessibility. Most students work well individually or together as they participate in learning activities.	The physical environment is arranged for safety and accessibility, and it facilitates individual student engagement in learning.	The physical environment does not support student learning. There are one or more safety hazards, and materials are difficult to access when needed.
	2.2 Establishing a climate that promotes fairness and respect.	Students ensure that a climate of equity, caring and respect is maintained in the classroom, and students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable.	A climate of fairness, caring, and respect is maintained by the teacher, and students are encouraged to take risks and be creative. The pattern of teacher response to inappropriate behavior is fair and equitable.	A climate of fairness, caring and respect is established by the teacher for most students, but few students take risks and the teacher does little to encourage them. For the most part, the pattern of teacher response to inappropriate behavior is fair and equitable.	The classroom climate is characterized by unfairness or disrespect, either between the teacher and students or among students. Students are unwilling to take risks. Teacher response to inappropriate behavior is unfair or inequitable.
2.3 Promoting social development and group responsibility.		Students work independently and collaboratively and maintain a classroom community in which they respect each other's differences, assume leadership and are responsible for themselves and their peers.	Students respect each other's differences and work independently and collaboratively, taking responsibility for themselves and their peers.	Students respect each other's differences most of the time and work together moderately well. The teacher provides limited opportunities for students to assume responsibility.	Students' social development, self-esteem and diversity are not supported, and students have no sense of responsibility for each other.
	2.4 Establishing and maintaining standards for student behavior.	Students and teacher develop standards for behavior together, and students are responsible for helping each other maintain standards.	Standards for behavior are established, are clear to all students, and are maintained by the teacher. The teacher's response to student behavior is appropriate.	Standards for behavior have been established by the teacher, and the teacher's response to student behavior is generally appropriate.	No standards for behavior appear to have been established, or students are confused about what the standards are.
2.5 Planning and implementing classroom procedures and routines that support student learning.		Students and teacher ensure that classroom procedures and routines operate seamlessly and efficiently.	Procedures and routines work smoothly, with no loss of instructional time.	Procedures and routines have been established and work moderately well with little loss of instructional time.	Classroom procedures and routines have not been established or are not being enforced.
	2.6 Using instructional time effectively.	Pacing of the lesson is adjusted as needed to ensure the engagement of all students in learning activities. Transitions are seamless.	Pacing of the lesson is appropriate to the activities and enables all students to engage successfully with the content. Transitions are smooth.	Instructional time is paced so that most students complete learning activities. Transitions used to move students into new activities are generally effective.	Learning activities are often rushed or too long, and transitions are rough or confusing, resulting in a loss of instructional time.

**CALIFORNIA MILITARY INSTITUTE
NON-CLASSROOM TEACHER EVALUATION REPORT CRITERIA**

Rating Scale:		4 = Exemplifies Standard		3 = Meets District Standards		2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment		1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment	
Standard III. Understanding & Organizing Subject Matter for Student Learning		4		3		2		1	
3.1 Demonstrating knowledge of subject matter content and student development.		The teacher's working knowledge of subject matter and individual students' development incorporates a broad range of perspectives, strongly supports all students' learning, and is current.		The teacher's working knowledge of subject matter and basic principles of student development incorporates different perspectives, supports all students' learning, and is current.		The teacher's working knowledge of subject matter and basic principles of student development reflects a single perspective, supports some students' learning, and is usually current.		The teacher's working knowledge of subject matter and student development is inconsistently evident, does not adequately support students' learning, or may not be current.	
3.2 Organizing curriculum to support student understanding of subject matter.		The curriculum is organized and sequenced and demonstrates concepts, themes and skills, and the relationships between them. It reveals and values a broad range of perspectives, and is organized to ensure that all students develop a deep understanding of core concepts.		The curriculum is organized and sequenced and demonstrates concepts, themes and skills; reveals and values different perspectives; supports an understanding of core concepts for all students.		The curriculum is loosely organized, inconsistently demonstrates concepts, themes and skills; reveals and values different perspectives; and supports an understanding of core concepts for all students.		The curriculum is not organized and it rarely demonstrates concepts, themes and skills; rarely values different perspectives or rarely supports students' understanding of core concepts.	
3.3 Interrelating ideas and information within and across subject matter areas.		The teacher facilitates students as they identify and integrate concepts and information within and across curriculum, relates content to their lives and previous learning and uses this to extend their understanding.		The teacher identifies and integrates key concepts and information within the curriculum, relates content to students' lives and uses previous learning to extend students' understanding.		The teacher identifies some key concepts and information within the curriculum and attempts to relate content to previous learning without extending students' understanding.		The teacher presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter.		A repertoire of instructional strategies is used to make content accessible to all students, to challenge them to think critically, and to deepen their knowledge of enthusiasm for subject matter.		The teacher uses appropriate instructional strategies to make content accessible to students, to encourage them to think critically and to extend their knowledge of subject matter.		The teacher may use a few strategies to make the content accessible to student and may encourage some students to think critically or to extend their knowledge of subject matter.		Instructional strategies are not appropriately matched to subject matter content or concepts and do not encourage students to think critically or to extend their knowledge.	
3.5 Using materials, resources and technologies to make subject matter accessible to students.		A range of instructional materials, resources and technologies are integrated into the curriculum to extend students' understanding of content and concepts. Materials reflect diverse perspectives.		Instructional materials, resources and technologies support the curriculum and promote students' understanding of content and concepts. Materials reflect diverse perspectives.		Instructional materials, resources and technologies are used infrequently to convey key subject matter concepts. Materials may reflect diverse perspectives.		Instructional materials, resources and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives.	

**CALIFORNIA MILITARY INSTITUTE
NON-CLASSROOM TEACHER EVALUATION REPORT CRITERIA**

Rating Scale:		4 = Exemplifies Standard	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard IV. Planning Instruction & Designing Learning Experiences for All Students		4	3	2	1
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs.		Instructional plans build on students' backgrounds, experiences, interests and developmental needs to support all students' learning.	Instructional plans reflect students' backgrounds, experiences, interests and developmental needs to support students' learning.	Instructional plans are partially drawn from information about students' backgrounds, experiences, interests and developmental needs to support students' learning.	Instructional plans do not match or reflect students' backgrounds, experiences, interests and developmental needs, and do not support students' learning.
	4.2 Establishing and articulating goals for student learning.	Short-term and long-term instructional goals are set by teacher and students, and integrate students' language, experience and home and school expectations. Goals are appropriately challenging for all students and represent valuable learning. Expectations for students are consistently high.	Short-term and long-term instructional goals are based on students' language, experiences, or home and school expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Some instructional goals address students' language, experience and/or home and school expectations. Expectations for students are inconsistent.	Instructional goals are not established or do not address students' language, experience or home and school expectations. Expectations for students are low.
4.3 Developing and sequencing instructional activities and materials for student learning.		Instructional activities and materials are differentiated to reflect individual students' interests and developmental needs and engage all students in meaningful learning. Activities support the learning goals and are logically sequenced to clarify content and concepts.	Instructional activities and materials are appropriate to students and the learning goals, make content and concepts relevant and engage most students in meaningful learning. Activities are logically sequenced within individual lessons.	Instructional activities and materials are partially appropriate to students and the learning goals and engage some students in meaningful learning. Some activities are logically sequenced within individual lessons.	Instructional activities and materials are not appropriate to the students or instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.
	4.4 Designing short-term and long-term plans to foster student learning.	Long-term plans are highly coherent. Learning sequences are responsive to the needs of individual students and promote understanding of complex concepts.	Long-term plans have a coherent structure, with learning activities in individual lessons well-sequenced to promote understanding of concepts.	Long-term plans have recognizable structure, although the sequence of individual lessons is uneven and only partially helps students develop conceptual understanding.	Individual lesson plans have little or no relation to long term goals, or a unit plan has little recognizable structure.
4.5 Modifying instructional plans to adjust for student needs.		Instructional plans are modified as needed, based on formal and informal assessment and students' suggestions to ensure deeper conceptual understanding by all students.	Instructional plans are modified as needed to enhance student learning based on formal and informal assessment.	Modifications to instructional plans address only superficial aspects of the lesson.	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.

**CALIFORNIA MILITARY INSTITUTE
NON-CLASSROOM TEACHER EVALUATION REPORT CRITERIA**

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					*Requires Comment
Standard V. Assessing Student Learning		4	3	2	1
5.1 Establishing and communicating learning goals for all students.		Learning goals are established by the teacher, students and families; are appropriate to students' needs and the curriculum; and meet District and state expectations. Goals are communicated to all students and families and are revised as needed.	Learning goals are established in relation to students' needs and the curriculum, and meet District and state expectations. Goals are communicated to all students and their families and are revised as needed.	Learning goals are established to meet school and District expectations. Goals are communicated to all students without revision.	Few or no learning goals are established. Learning goals are not revised or clearly communicated to students or families.
5.2 Collecting and using multiple sources of information to assess student learning.		The teacher uses a variety of sources to collect information about student learning and a wide range of appropriate assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and several appropriate assessment strategies to understand student progress.	The teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress.	The teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.
5.3 Involving and guiding all students in assessing their own learning.		Ongoing student reflection and self-assessment are integrated into the learning process. Students demonstrate assessment strategies and discuss work with peers.	Student reflection and self-assessment are included in most learning activities. The teacher models skills and assessment strategies to help students understand their own work and discuss it with peers.	Student reflection is encouraged and guided by the teacher during some activities. Opportunities are provided for students to discuss work with peers.	The teacher does not encourage students to reflect on or assess their own work.
5.4 Using the results of assessments to guide instruction.		Information from a variety of ongoing assessments is used to plan and modify learning activities and support class and individual student needs and achievement. Assessments are used to adjust instruction while teaching in response to student needs.	Information from a variety of assessments is used to plan and modify learning activities, as well as to meet class and individual student needs and achievement. Assessments are occasionally used to adjust instruction while teaching.	Information from a limited range of assessments is used to plan learning activities and may support class needs and achievement. Assessments are not used to adjust instruction while teaching.	Information about student learning is inappropriately or not used by the teacher to plan, guide or adjust instruction.
5.5 Communicating with students, families, and other audiences about student progress.		Students participate with the teacher to exchange information about their learning with families and support personnel in ways that improve understanding and encourage academic progress.	The teacher regularly exchanges information about student learning with students, families and support personnel in ways that improve understanding and encourage academic progress.	The teacher provides information about student learning to students, families and support personnel to promote understanding and academic progress.	The teacher provides some information about learning to students, families and support personnel, but the information is incomplete or unclear.

**CALIFORNIA MILITARY INSTITUTE
NON-CLASSROOM TEACHER EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exemplifies Standard	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard V. Assessing Student Learning	4	3	2	1
5.6 Demonstrating student progress towards the attainment of grade-level academic standards as evidenced by results from multiple performance measures.	Students demonstrate a uniform pattern of progress towards the attainment of grade-level standards in subject area(s) taught. Students that are members of special populations demonstrate growth according to assessment results and may show increases in excess of normal expectations. The pattern of uniform progress is consistent among subject area(s) and the correlation between grades and assessment results is strong.	Students demonstrate a general pattern of progress towards the attainment of grade-level standards according to performance measures. There is evidence that students who are members of special populations (e.g., ELL, RSP, etc.) are making progress in academic content areas or the subject area(s), though growth may be less, on the average, than students who are not members of a special population. In self-contained settings, there is not a large discrepancy in overall student progress between subject areas.	While the teacher has administered all required assessments and maintained records of progress, students do not demonstrate a general pattern of progress towards attainment of standards in core academic areas or the subject area(s) taught. While some students may demonstrate measurable and significant progress, a large number of students may have demonstrated marginal gains or regressed. In particular, students' baseline scores demonstrated average or above average performance may have progressed, while students with lower baseline assessment scores may have shown little or no progress. In self-contained settings, students may have demonstrated uniform growth in one core academic area, yet shown inconsistent growth in another.	Few students demonstrate progress towards the attainment of grade-level standards according to assessment results. In self-contained settings, students in general show limited or no progress in core academic areas of reading/language arts and mathematics. There may be significant discrepancies between assigned grades and performance measures (e.g., high grades and low performance measures). Record keeping on assessment results may be incomplete and/or the teacher may not have administered assessments on a consistent basis according to established guidelines.

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Standard VI. Developing As a Professional Educator		4	3	2	1
6.1 Reflecting on teaching practice and planning professional development.		The teacher reflects on his or her teaching practice in relation to student learning and instructional goals, assesses growth over time and plans professional development based on reflection.	The teacher reflects on his or her teaching practice in relation to areas of concern and student learning, assesses growth over time and may use reflection to plan professional development.	The teacher reflects on some lessons and areas of concern in his or her teaching practice, assesses growth in these areas with assistance and may use reflection to plan professional development.	The teacher may reflect on specific problems or areas of concern in his or her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.
	6.2 Establishing professional goals and pursuing opportunities to grow professionally.	Professional goals are extended and the teacher purposefully pursues opportunities to expand knowledge and skills and participates in and contributes to the professional community.	Professional goals are developed and the teacher pursues opportunities to acquire new knowledge and skills and participates in the professional community.	Professional goals are established with assistance. The teacher pursued opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Professional goals are not established to guide practice. The teacher rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.
	6.3 Working with communities to improve professional practice.	The teacher values students' communities and uses knowledge of them to benefit students and families, provide students with experiences that support their learning and promote collaboration between school and community.	The teacher values students' communities and develops knowledge of them to benefit students and families, provide some experiences to support student learning and support collaboration between school and community.	The teacher understands the importance of students' communities, but is not sure how to apply this to benefit students and families, provide experiences to support learning or promote collaboration with the school.	The teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.
	6.4 Working with families to improve professional practice.	The teacher respects all students' families, understands their diverse backgrounds, maintains ongoing positive interactions and provides multiple opportunities for meaningful participation in the classroom or school community.	The teacher respects students' families, develops positive communication and an understanding of their diverse backgrounds and provides opportunities for families to participate in the classroom or school community.	The teacher respects some students' families, initiates communication and develops an understanding of their diverse backgrounds and may provide some opportunities for families to participate in the classroom or school community.	The teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families and is not sure how to provide opportunities for participation in the classroom or school community.
	6.5 Working with colleagues to improve professional practice.	The teacher engages in dialogue and reflection with colleagues, collaborates with staff to meet students' needs, and contributes to school-wide and District-wide decision making, events and professional development.	The teacher engages in dialogue with colleagues, collaborates with staff to meet students' needs and participates in school-wide events.	The teacher engages in dialogue with some colleagues, seeks out staff to help meet students' needs and participates in some school-wide events.	The teacher rarely converses with colleagues, rarely seeks out other staff to meet students needs and rarely participates in school or District events or learning activities.