



# **West Contra Costa Unified School District**

Pupil Achievement

Comprehensive Review  
July 2002

**Administrative Agent  
Larry E. Reider  
Office of Kern County  
Superintendent of Schools**

Chief Executive Officer  
Thomas E. Henry

## 1.5 Planning Processes—Program Funds

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### Professional Standard

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

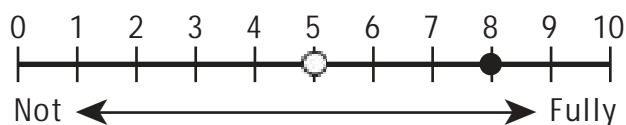
### Progress on Recommendations and Improvement Plan

1. Board Policy 6191 (a) states that, “Annually, each school site council shall review the evaluation results for each numerically significant student group, and approve changes in the school plan in curriculum, materials, instructional practices, staff development, and related categorical program expenditures needed to meet the API growth targets for such student groups.” During the 2001-02 school year the school district has conducted the following activities to address this standard:
  - Each principal received a memorandum (April 2002) from the Accountability/GATE program coordinator informing them of the district criteria for annual evaluation per Board Policy 6191(a).
  - The central office staff prepared an evaluation report that indicated whether a school had met its API schoolwide growth target and comparable improvement growth target.
  - This report was provided to the Governing Board on May 1, 2002 for review and approval.
  - Schools that did not meet their API growth targets must include action steps in their 2002-03 school plan for meeting API targets.
2. The process that the district has adopted for evaluating the impact of categorical and compensatory programs is fully implemented and sustainable.

### Standard Implemented: Fully - Substantially

June 2001 Rating:	5
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	8
June 2002 New Rating:	8

Implementation Scale:



## 2.1 Curriculum—Management

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### Professional Standard

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

### Progress on Recommendations and Improvement Plan

1. The district has yet to develop and adopt a curriculum management plan. During the 2001-02 school year the district has focused its attention on ensuring that state-aligned learning standards are in place. The Assistant Superintendent of Curriculum and Assessment expects that curriculum will be adopted in all core subject areas, except K-5 science, by the fall 2002. Progress has been made to address some of the implementation steps. However, additional work is required. The district planning process should address the following issues:
  - a. Create a strategic objective for the management of curriculum that expresses the district's philosophy and links the district's strategic priorities with a framework for curriculum design. The framework should include standards for curriculum content, instructional materials, and assessments.
  - b. Require all staff to adhere to the curriculum framework.
  - c. Create a standard operating procedure for communicating developments in curriculum and ensuring that the curriculum is aligned vertically, from kindergarten through grade 12, and horizontally, across subject areas. The Director of Professional Development has worked with the new Assistant Superintendent of Curriculum and Assessment to support appropriate professional development.
  - d. Use the curriculum design to specify how the curriculum adoption process will function in terms of roles and responsibilities, timelines, and schedules. For each action item stated in the adoption chart, define the parameters of these actions using the framework for curricular design.
  - e. The district has made some progress in aligning professional development training with the district's curricular objectives for content and delivery. Training should be modified and created as plans for curriculum are developed and refined.
  - f. Designate responsibilities for the curriculum management plan from the board level to the teachers and within the curriculum adoption process, and review job descriptions accordingly.
  - g. Establish the appropriate staff/board review cycle for curriculum development.
  - h. Translate the curriculum management plan into board policies.

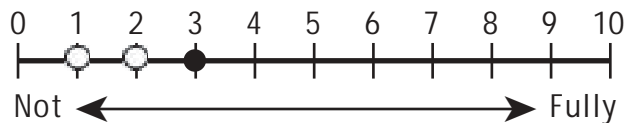
A comprehensive curriculum management plan should create a process that supports consistent and high quality instruction throughout the district. For the district to maximize its investment in learning materials, principals and teachers must be prepared to use the materials in their classrooms and schools. The district's inability to require professional development and the turnover in staff present significant challenges to successfully implementing a curriculum management plan. The district currently is negotiating a new contract with the United Teachers of Richmond collective bargaining unit. In the past, the district has had limited success reaching agreements with its collective bargaining units in areas that are intended to positively impact student achievement, when such changes may impact working

conditions (e.g., professional development requirements, mandatory meetings, evaluations, etc.).

**Standard Implemented:**                      **Partially**

June 2001 Rating:	1
December 2001 Rating:	2
June 2002 Self-Rating:	4
June 2002 New Rating:	3

**Implementation Scale:**



## 2.5 Curriculum—Instructional Materials

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### Professional Standard

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

### Progress on Recommendations and Improvement Plan

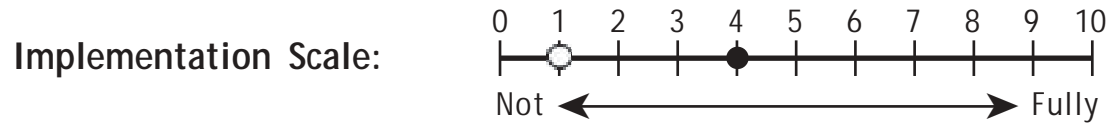
1. The district has solidified its strategic priorities and action plans. However, as noted in Standard 2.1, the district still lacks a comprehensive curriculum management plan.

The district has adopted language arts and mathematics curriculum. Standards-aligned instructional materials in mathematics (kindergarten through Algebra I) were available during the 2001-02 school year. The district expects language arts curriculum to be available in the fall of 2002 for kindergarten through grade 8. The district plans to adopt science curriculum in 2002-03.

2. As the district develops its policies and procedures in the area of curriculum management it should consider the following action steps:
  - a. As part of the curriculum management plan that goes before the Governing Board for approval, include a statement of the district's policy related to using standards-based instructional materials for all available subject areas.
  - b. Create an adoption and replacement schedule to facilitate the adoption of standards-based materials and the retirement of non-standards-based materials.
  - c. Clarify the district's philosophy on textbook adoption in relation to principals' full discretion to purchase from the Textbook List:
    - i) Are quality control measures in place for this adoption process that adhere to the district's curriculum objectives?
    - ii) What is the leadership role of content leadership teams in the textbook adoption process?
    - iii) If the principal's role in selecting materials is changing under the curriculum adoption process, develop standard operating procedures to support this change.
3. In fall 2001 a new position, Assistant Superintendent of Curriculum and Accountability, was added to oversee activities related to curriculum and assessment. In addition, positions were created for language arts and mathematics coordinators to support schools. The mathematics coordinator position has been filled. At the time of the study team's April 2002 visit, a language arts coordinator was identified but had not yet begun working.

## Standard Implemented: Partially

June 2001 Rating:	1
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	5
June 2002 New Rating:	4



## 2.6 Curriculum—Educational Technology

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### Professional Standard

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

### Progress on Recommendations and Improvement Plan

1. Technology infrastructure is one of four 2002-03 district funding priorities. The district has made significant progress developing strategic goals and objectives for educational technology.
2. The district has clarified roles and responsibilities related to instructional technology. Responsibility for technology integration is within the duties of the Assistant Superintendent of Instructional Support Services. Staff within this division support technology integration within curriculum and instruction.
3. The district received a CTAP grant from the California Department of Education to prepare an educational technology plan. A districtwide committee was formed to develop the plan. This committee solicited input from principals, teachers, parents, and the community at large to develop the plan. The plan clearly describes goals, objectives, and evaluation criteria. It also clearly describes roles and responsibilities related to the implementation and monitoring of the plan. The Governing Board will be asked to review and approve the plan as part of its June 5, 2002 meeting. If the plan is approved, it will be distributed to all department heads and posted on the district's Web site.
4. The Educational Technology Plan includes a professional development strand and teacher technology competency assessment.
5. The district plans to update relevant board policies and administrative regulations—specifically AR 0405(a) and 0460(a)—once the Governing Board approves the plan.
6. Funding for technology infrastructure is among the 2002-03 districtwide funding priorities. A new system for support of all schools has been identified in a proposed organizational restructuring of the Business and Operations Service.
7. The restructured Business and Operations Service will be responsible for developing a system for maintaining an inventory of information technology equipment throughout the district.
8. The District Plan Committee will recommend the creation of a method for identifying and electronically distributing information concerning instructional best practices so that teachers can read other teachers' ideas on products and access sample lesson plans. The district's Management Information Services staff plans to assist the Instructional Support Services Division in Web posting procedures to support the dissemination of best practice information.
9. The Educational Technology Plan includes a process for optimizing the practice of collecting student Internet use permission slips from parents.

**Standard Implemented: Partially**

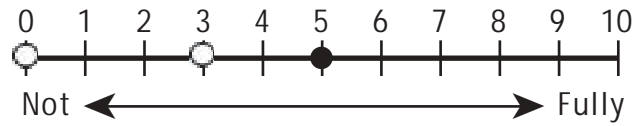
June 2001 Rating: 0

December 2001 Rating: 3

June 2002 Self-Rating: 5

June 2002 New Rating: 5

**Implementation Scale:**





## 2.8 Curriculum—Health

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### Legal Standard

AIDS prevention instruction occurs at least once in junior high and middle school and once in high school and is consistent with the CDE's 1994 Health Framework. (EC 51201.5)

### Progress on Recommendations and Improvement Plan

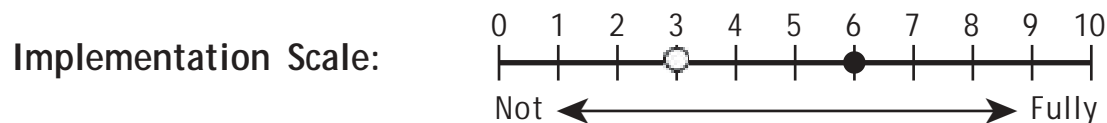
1. The Governing Board approved new requirements for high school graduation in spring 2001. One of the new required courses is called High School Foundations. Health issues will be covered as part of the course. A group of teachers and administrators has met during the spring of 2002 to develop specific course objectives, activities, unit blocking, skill strands, materials needed, and assessment tools. The course will be taught as a pilot during the 2002-03 school year. Revisions to the course will be made based on the results of the pilot. In addition, the district will continue to provide high schools with a district-developed curriculum guide and lessons as well as "Get Real About AIDS" materials.
2. The district has formed a districtwide Health Task Force. This group formed to provide input regarding the High School Foundations course, but it continues to meet. The group plans to work on health topics that can be taught at other grade levels and will begin to monitor the effectiveness of health content as part of school curriculum.

The district provides in-service training in HIV/AIDS prevention education several times a year. However, training is not mandatory. In addition, at the high school level, each school determines the content and structure of its courses, so there may be variation in the curriculum from school to school. At the middle school level, there is a designated curriculum for HIV/AIDS prevention education.

3. The Assistant Superintendent for Personnel has been given the language changes for Board Policy 6174, which she will provide to the Governing Board for approval.
4. The District Basic Commitment (DBC) program policies and board policies have been updated to eliminate inconsistencies. The DBC will be reprinted and distributed to schools at the beginning of the new school year.

### Standard Implemented: Partially

June 2001 Rating:	3
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	6
June 2002 New Rating:	6



### 3.1 Instructional Strategies—Learning Opportunity

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#### Legal Standard

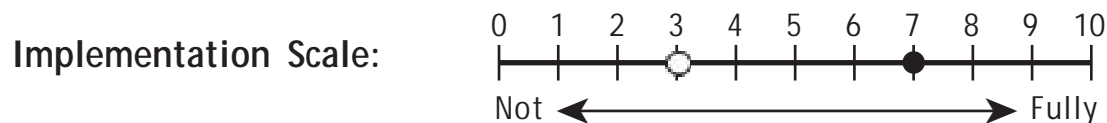
The district provides equal access to educational opportunities regardless of race, gender, socioeconomic standing, and other factors. (EC 51007)

#### Progress on Recommendations and Improvement Plan

1. Among the district's recently adopted strategic priorities is improving achievement of all students. The district has prepared a plan that outlines specific goals, objectives, and action steps to improve achievement. The district's approach places a great deal of attention on low-achieving schools. Specific strategies implemented by the district include the following:
  - Underperforming schools have been identified and now receive support through II/USP, CSRD, and HPSG.
  - All Title I elementary schools have curriculum guides.
  - Staff members receive ongoing training in administering and analyzing standards-based assessments in language arts. The curriculum guides provide teachers with support in interpreting student achievement data. In addition, curriculum guides facilitate grade level meetings regarding standards.
  - The district will adopt standards-aligned language arts textbooks in kindergarten through grade 8 and interventions in grades 4 through 12 by the end of the 2001-02 school year.
  - The district has developed several strategies to increase the number of students that pass Algebra I and the High School Exit Exam. The district anticipated having the following in place by June of 2002: a districtwide standards-based mathematics assessment for kindergarten through Algebra I, 82 teachers attending math summer training institutes, and multiple opportunities for teachers to meet and receive training related to math education.
  - A curriculum update project is planned for June 2002 to revise the high school English and social science courses of study and to develop accompanying teaching materials. The district expects that the teaching materials will be ready by August 2002.
  - College outreach and preparation support has been expanded to better support high school students, especially minority students. (See Standards 3.22 and 3.24 for additional information.)

#### Standard Implemented: Partially

June 2001 Rating:	3
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	7
June 2002 New Rating:	7



### 3.4 Instructional Strategies—Learning Goals

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#### Professional Standard

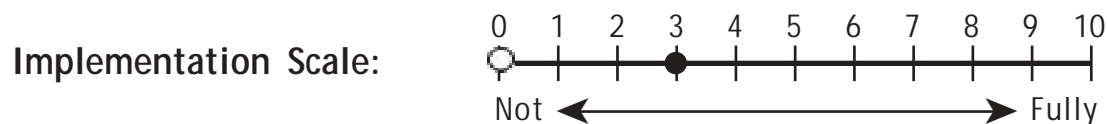
Every elementary school has embraced the most recent California Schools Recognition Program Standards.

#### Progress on Recommendations and Improvement Plan

1. The district's current strategic goals and priorities overlap with the California School Recognition Program's rubric.
2. Information about the California School Recognition program was sent to five schools that the district considered qualified to apply. At this point, the district is emphasizing the development of meaningful school plans that support learning standards and instructional strategies.
3. Although the district has not explicitly used the California School Recognition Program rubrics as part of its school plan development guidelines, several of the rubrics are consistent with the district's school plan guidelines. The district's school plan guidelines address, to some extent, four of the nine California School Recognition Program rubrics. The five areas that are not included in the school plan guidelines are School Culture and Student Support Services, Curriculum and Instructional Practices, Educational Technology and Media Services, Students at Risk and with Special Needs, and Safe and Healthy Schools and Coordinated Services. Schools may be addressing some of these areas in their school plans, but they are not explicitly required according to the district's school plan guidelines. The district should review the California School Recognition Program rubrics and consider whether there are changes that should be made to improve its school plan development guidelines and rubric.

#### Standard Implemented: Partially

June 2001 Rating:	0
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	4
June 2002 New Rating:	3



## 3.6 Instructional Strategies—Parental Involvement

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### Professional Standard

The district and school sites actively encourage parental involvement in their children's education.

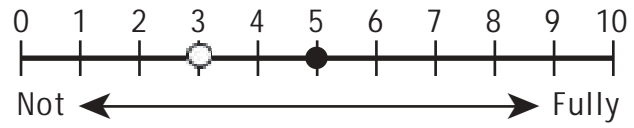
### Progress on Recommendations and Improvement Plan

1. The Voluntary Integration Department provided an electronic copy of a sample parent and student publication to all elementary school principals at the end of the 2000-01 school year. Schools were required to personalize the publications. In addition, the University Partnership Office developed a four-year high school plan of study for high schools to insert into student planners that are distributed to high school students at the beginning of each school year.
2. The Superintendent is interested in creating an Office of Parent and Community Involvement to improve parental access and involvement in schools. Currently the district supports numerous activities to encourage parental involvement:
  - All Title I schools have a parent compact document that outlines the ways in which the school will reach out to parents and how parents are expected to participate in the school program.
  - The Adult Education program offers parent workshops for parents of incoming kindergarten students. The workshops provide a forum for discussion of how parents can be involved in their children's education.
  - The district organizes monthly Partnership Council meetings. These meetings provide parents with an opportunity to learn about strategies that can be used to help encourage involvement.
  - The District Advisory Council, Gifted and Talented Education (GATE), Special Education, and Mathematics District Advisory Council provide information for parents on how to work with schools. In addition, school-level committees such as GATE, English Learner Advisory Councils, School Advisory Councils, and School Site Councils encourage parent involvement.
  - The district plans to publish a booklet for parents of incoming kindergarteners by the fall of 2002 that provides parents with information about the school district.
3. The new format for school plans requires that parental involvement activities be addressed. Regional superintendents are responsible for monitoring and supporting the implementation of all aspects of the school plans. Furthermore, the regional superintendents' job description has been modified to include support for parental involvement.

## Standard Implemented: Partially

June 2001 Rating:	3
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	5
June 2002 New Rating:	5

Implementation Scale:



### 3.7 Instructional Strategies—Site Council

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#### Professional Standard

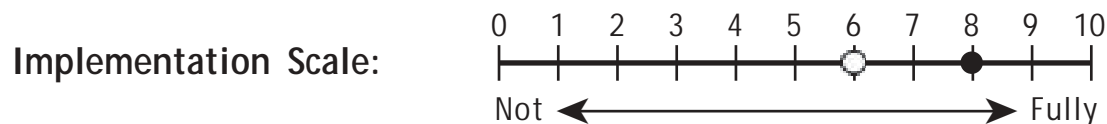
Each school has a school site council or leadership team, comprised of teachers, parents, principal, and students, that is actively engaged in school planning.

#### Progress on Recommendations and Improvement Plan

1. The district offered several training opportunities for principals and staff members to effectively use and support school site councils. Below is a description of the training opportunities that were offered:
  - Principals participated in leadership training that included a component on the effective use of site councils to guide and monitor reform. In addition, trainings were offered on developing effective instructional leadership teams.
  - Management meetings and special clinics provided principals and staff members with technical assistance on involving school site councils and instructional leadership teams in the development of school plans. In addition, an Instructional Support Services staff member was assigned to assist principals in the development of new school plans.
2. The school site council membership lists are reviewed to ensure that at least three students are on all secondary school site councils.

**Standard Implemented: Fully - Substantially**

June 2001 Rating:	6
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	8
June 2002 New Rating:	8



### 3.8 Instructional Strategies—Principal Leadership

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#### Professional Standard

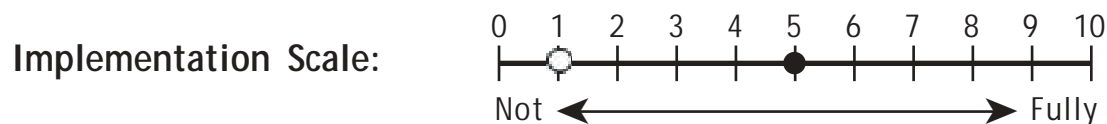
Principals make formal and informal visits to the classroom. Based on these visits, principals provide constructive feedback and assistance to teachers.

#### Progress on Recommendations and Improvement Plan

1. Regional superintendents have been working closely with principals to support constructive classroom visitation. The district's goal remains to have principals spend 50 percent of their time visiting classrooms. The regional superintendents have received training on how to approach classroom visitations to make such visits effective. When regional superintendents meet with their principals, time is spent visiting classrooms following a standard protocol for classroom observations. The protocol is designed to provide observational feedback to teachers regarding evidence of literacy in the classroom and to provide constructive suggestions for improving instruction.
2. Regional superintendents have provided support to principals to establish instructional leadership teams and grade level teams. Schools are at various levels of implementation of their teams. In addition, as mentioned above, regional superintendents spend time with principals visiting classrooms to coach principals on how to provide teachers with constructive feedback. Principals also receive additional support through scheduled training throughout the year.

#### Standard Implemented: Partially

June 2001 Rating:	1
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	5
June 2002 New Rating:	5



### 3.14 Instructional Strategies—English Learners

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#### Professional Standard

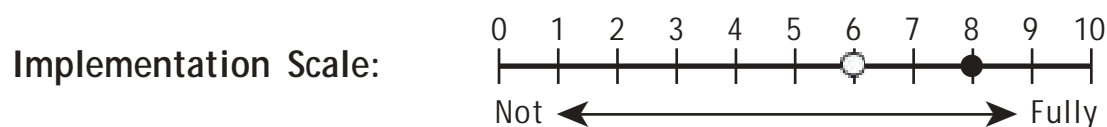
The identification and placement of English Learners into appropriate courses is conducted in a timely and effective manner.

#### Progress on Recommendations and Improvement Plan

1. The district implemented a process to follow up with all schools regarding re-designation paperwork. This process is described in the Registration, Assessment, and Placement Center handbook and in the district's Master Plan for English Learners.
2. The district has implemented a process to follow up with all secondary schools regarding program audits. Each secondary school principal met with a Bilingual/ELD Services staff member following the program audit to discuss any problems with the Master Schedule and implications for future programming services. In addition, a Bilingual/ELD Services staff member was trained to provide training and support to assistant principals and vice principals.
3. An annual follow-up evaluation was completed. The report formed the basis for recommendations for the 2002-03 program.
4. The district has not had the technical support needed to begin the process of putting all the information on the Web site. The district is working to identify resources that may be able to support this activity.

#### Standard Implemented: Fully - Substantially

June 2001 Rating:	6
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	8
June 2002 New Rating:	8





### 3.15 Instructional Strategies—English Learners

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#### Professional Standard

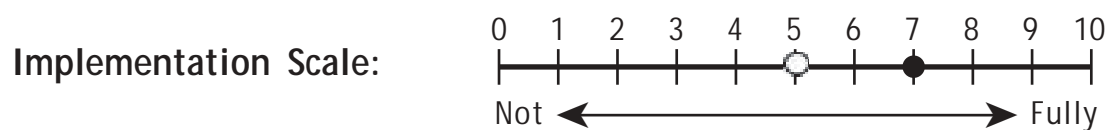
Curriculum and instruction for English Learners (EL) prepares EL students to transition to regular class settings and achieve at a high level in all subject matters.

#### Progress on Recommendations and Improvement Plan

1. The district has not increased the number of dual immersion programs at the elementary level, nor has it piloted an immersion program at the secondary level. According to the Assistant Superintendent of Instructional Support Services, there are not enough “English Only” students to successfully support dual immersion programs within the district. The district plans to strengthen the Specially Designed Academic Instruction in English (SDAIE) classes offered at the secondary level through teacher training and identification of needed instructional strategies and resources.
2. All teachers responsible for English Language Development (ELD) and/or SDAIE instruction have received a copy of both the ELD standards and the ELD power standards. The district should ensure that a process is in place to provide this information annually to all new teachers.
3. All elementary school teachers responsible for ELD have been trained in the “Into English” curriculum. The training is offered in person or through a video workshop. Principals have been provided with a district-developed training video that they can use with their teachers. The district is prepared to train new teachers in subsequent years.
4. The ELD standards are now tied to the curriculum guide for “Into English.” As mentioned above, training specific to this curriculum is available.
5. The district has not had the technical support needed to begin the process of putting all the information on the Web site. The district is working to identify resources that may be able to support this activity.

#### Standard Implemented: Partially

June 2001 Rating:	5
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	6
June 2002 New Rating:	7



### 3.16 Instructional Strategies—Special Education

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#### Professional Standard

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

#### Progress on Recommendations and Improvement Plan

1. As of January 2002 the district achieved compliance in 23 out of 25 areas identified as non-compliant by the initial Quality Assurance Program Review (QAP). To address its outstanding areas of non-compliance, the district has set a target of 98 percent compliance for up-to-date Individual Education Plans (IEP). Approximately 75 percent of schools have a trained IEP coach and the district provides principals with monthly reports of overdue IEPs. In addition, the Special Education Department is working with the regional superintendents to support schools to take action on overdue IEPs.

The district has increased compensation for psychologists, which has helped the district eliminate vacancies in this area. In addition, the district actively recruits special education teachers locally and internationally.

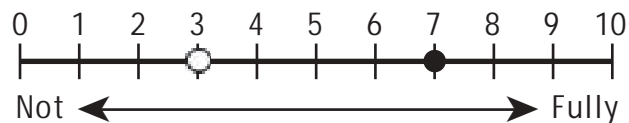
2. The Special Education Director and Bilingual/ELD Director use Instructional Support Services division meetings as an opportunity to conference on the needs of special education Limited English Proficient students.
3. The district's five new goals for student achievement insist on progress of all students, including special education. There is a plan for the achievement of students in strategic focus schools that specifically addresses the needs and program priorities for special education.
4. A new parent referral process was introduced in spring 2001. It has helped to reduce some of the district's parent referral backlog, but has not eliminated the problem. All parent letters were referred to the Student Study Team for review, but many parents are demanding full assessments. Many of the demands are coming from parents whose children attend private schools. The private school principals encourage parents to request full assessments even when such a review may not be warranted. The Assistant Superintendent of Instructional Support Services has contacted private school directors to discuss the problem.
5. The district's procedures manual is up to date, distributed, and training has taken place on its use.
6. The district has trained IEP coaches to assist principals in maintaining current IEPs that ensure proper placement of students. Principals were informed of the IEP coach model at the beginning of the school year. Principals identified an IEP coach at their site. This person then attended IEP coach training. As of April 2002, approximately 76 percent of schools had a trained IEP coach in place.

7. The Special Education Local Plan Area director is responsible for developing and managing the monitoring process.

**Standard Implemented: Partially**

June 2001 Rating:	3
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	7
June 2002 New Rating:	7

**Implementation Scale:**



### 3.17 Instructional Strategies—Special Education

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#### Professional Standard

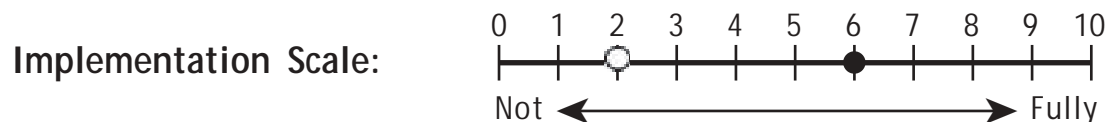
Individual education plans are reviewed and updated on time.

#### Progress on Recommendations and Improvement Plan

1. The district has developed and implemented an effective strategy for addressing its IEP backlog. The district has set the following goal: By June 2002, 95 percent of identified special education students will have a current/compliant IEP. To meet this goal the district has added staff to focus on IEPs, developed a process for informing principals on a regular basis of overdue IEPs, and added training to support the timely review and development of IEPs. The district has employed a similar process to address overdue three-year re-evaluations.
2. The district's new process includes many points of interface between the special education administrators and IEP teams. This process has resulted in significant decreases in IEP and re-evaluation backlogs.
3. The district's current process has resulted in significant improvements in the efficiency with which IEPs are processed and managed. In the future the district may wish to assess the potential benefits and costs of implementing an electronic IEP process.
4. See also Standard 3.16.

#### Standard Implemented: Partially

June 2001 Rating:	2
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	5
June 2002 New Rating:	6



### 3.18 Instructional Strategies—Special Education

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#### Professional Standard

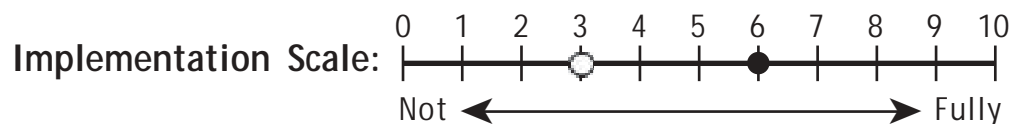
Curriculum and instruction for special education students is rigorous and appropriate to meet special education students' learning needs.

#### Progress on Recommendations and Improvement Plan

1. Special education teacher shortages continue to present challenges for the district. During the 2000-01 school year approximately 47 percent of the district's special education teachers did not have a teaching credential. The district actively recruits for teachers locally as well as internationally. The district has recruited several teachers from the Philippines that are trained to work with special needs students. The district has arranged an internship program with Sonoma State University, which will provide the district with a stream of special education teachers in training.
2. The district has set a goal that by June 2002, 95 percent of non-severely handicapped grade 4-12 classes will be implementing the "Language!" program. By this same time, the district expects that 95 percent of severely handicapped classes will be implementing the Special Education Alternative Curriculum. The district has offered multiple staff development training opportunities to support the implementation of new curriculum.
3. See also Standards 3.16 and 3.17.

#### Standard Implemented: Partially

June 2001 Rating:	3
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	6
June 2002 New Rating:	6



### 3.19 Instructional Strategies—Gifted and Talented Education

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#### Professional Standard

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

#### Progress on Recommendations and Improvement Plan

1. The district has used its GATE District Advisory Committee (DAC) as a vehicle for discussing the current process for identification of GATE students to ensure the inclusion of underrepresented students from diverse ethnic, cultural, and socioeconomic backgrounds. This group has solicited input from teachers, administrators, parents, and California Department of Education experts. After reviewing the SAT-9 scores of students who qualified for GATE Automatic Certification, the district revised its policy to lower the standard to 95 percent achievement level in total math, reading or language for two consecutive years rather than 98 percent. This increased the number of eligible students qualifying under automatic certification by 183 students during the 2001-02 school year.

In addition, the district will pilot two new assessments—Raven and Niglieri. These assessments will replace IQ tests to certify students for the GATE program. The GATE program coordinator and GATE DAC will monitor the pilot program.

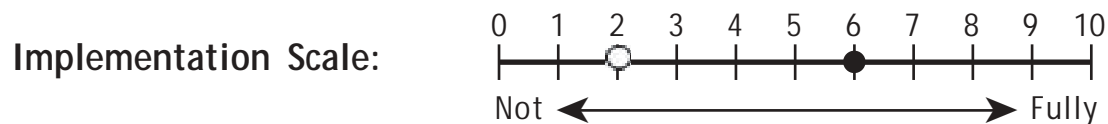
2. The GATE program coordinator and GATE DAC actively monitor the implementation of the new identification process. In addition, school personnel and parents have had multiple opportunities to discuss the identification process. For those schools that currently have 10 or fewer GATE students, the district should provide technical assistance to improve program participation.
3. The Course Offerings and Related Policies (CORP) has been updated to reflect the new Automatic GATE Certification criteria and the requirements for offering advanced CORE classes at all secondary schools.
4. The GATE Handbook will be updated in the fall to reflect information regarding the district's GATE program, the identification process, and the roles and responsibilities of the GATE DAC and SAC.
5. Hundreds of updated GATE handbooks and handouts were distributed at GATE DAC and SAC meetings throughout the year. In addition, materials have been distributed at local area meetings.
6. Information about GATE is not on the district's Web site yet. However, as noted in previous standards, the district is in the process of hiring a Web master to conduct these activities.
7. Principals submitted the GATE portion of the school plan to the GATE program office. The GATE portion of the school plan reflects the CCR Self-Review and the CCR requirements. Each plan was read and technical assistance was provided to schools if needed. The district

indicated that it would be very difficult to include a synopsis of the GATE teacher proposals in the school plan because some schools have many GATE teachers. The GATE teacher proposals are to reflect the instruction of the GATE students in their classrooms based on the students' individual needs and abilities.

8. As of this fall, principals are required to include information in the parent-student handbooks regarding the requirements for the school's GATE program, the process for identifying and referring potential GATE students, and the requirements for the advanced CORE classes at the secondary level.

### Standard Implemented: Partially

June 2001 Rating:	2
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	6
June 2002 New Rating:	6



## 3.20 Instructional Strategies—Gifted and Talented Education

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### Professional Standard

Students are regularly assessed or reassessed for GATE participation.

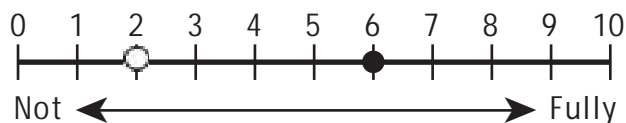
### Progress on Recommendations and Improvement Plan

1. The district has used its GATE District Advisory Committee (DAC) as a vehicle for discussing the current process for identification of GATE students to ensure the inclusion of underrepresented students from diverse ethnic, cultural, and socioeconomic backgrounds. This group has solicited input from teachers, administrators, parents, and California Department of Education experts. After reviewing the SAT-9 scores of students who qualified for GATE Automatic Certification, the district revised its policy to lower the standard to 95 percent achievement level in total math, reading or language for two consecutive years rather than 98 percent. This increased the number of eligible students qualifying under automatic certification by 183 students during the 2001-02 school year.
2. In addition, the district will pilot two new assessments—Raven and Niglieri. These assessments will replace IQ tests to certify students for the GATE program. The GATE program coordinator and GATE DAC will monitor the pilot program.

### Standard Implemented: Partially

June 2001 Rating:	2
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	6
June 2002 New Rating:	6

### Implementation Scale:





## 3.22 Instructional Strategies—College Preparation

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### Professional Standard

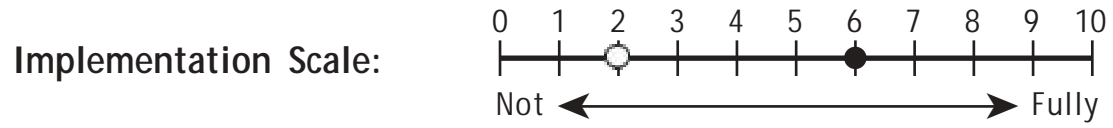
The district provides access and encourages student enrollment in UC and CSU required courses (A-G requirement).

### Progress on Recommendations and Improvement Plan

1. Richmond High School is still organized into academies. Other high schools in the district follow a traditional format.
2. The district's high school graduation requirements are now fully aligned with UC and CSU entrance requirements. A new insert for secondary school handbooks/planners details UC and CSU entrance requirements. In addition, principals and teachers at all secondary schools have been directed to post A-G requirements in all classrooms.
3. The district has not posted high school graduation requirement information on its Web site. However, the district is working on a template for posting information about counseling services on the Web along with a template for online counseling requests. With support from the Whittier Foundation, the district built a Web site called [scholarshipwizard.org](http://scholarshipwizard.org), which is interactive and highlights all the scholarships available for students.
4. The district has created specific goals for increasing the college options for minority students, who traditionally have had low college attendance rates in the district. The district has coordinated financial aid workshops, college fairs, college recruitment visits, encouraged SAT or ACT test taking, and disseminated college entrance requirement information. The district should ensure that all high schools include as part of their school improvement plans goals and objectives for addressing access and enrollment in UC and CSU required courses.
5. All high school students receive a postsecondary college and career-planning booklet, which contains helpful guidance information for both students and families.
6. The job description of counselors has been rewritten to include a clear goal to "provide college going culture." In addition, the district has created a scholarship clearinghouse and is working to create other tools to facilitate student counseling.

## Standard Implemented: Partially

June 2001 Rating:	2
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	6
June 2002 New Rating:	6



## 3.24 Instructional Strategies—College Preparation

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### Professional Standard

The district optimizes state funding for the enrichment of Advanced Placement opportunities.

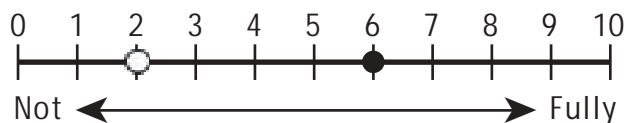
### Progress on Recommendations and Improvement Plan

1. The district has decided to support accelerated courses at grade 9. The district has allocated a portion of its GATE funding to support professional development. For additional information about GATE program changes see also Standards 3.19 and 3.20.
2. The district has introduced new policies related to the identification of GATE students, which has increased the number of students in the GATE program. In addition, the district has worked with an outside group, College Planning Solutions, to help target minority students with college counseling and support. Furthermore, each high school will be offering advanced placement courses in all four core subject areas during the fall of 2002.
3. The university liaison coordinated the AP Challenge grant program. The liaison meets with each AP Challenge grant school's principal and AP Challenge school coordinator on a monthly basis. A meeting was planned for all coordinators to discuss plans for next year.

### Standard Implemented: Partially

June 2001 Rating:	2
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	6
June 2002 New Rating:	6

Implementation Scale:



## 5.8 Professional Development—Support

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### Professional Standard

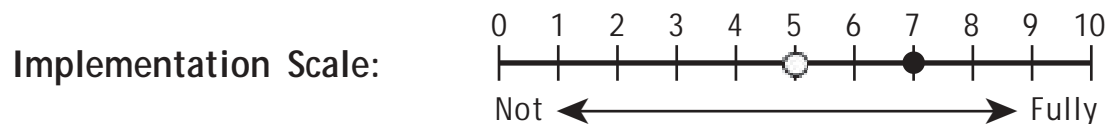
New teachers and principals are provided with training and support opportunities.

### Progress on Recommendations and Improvement Plan

1. The district provides structured, standards-based training to all new teachers.
2. The district began the school year with a leadership advance training activity that most principals attended. In addition, the district provides training for all principals twice a month. One four-hour block each month is devoted to instructional leadership training. During this time principals learn about instructional strategies, assessment, organizational expectations at schools sites, and related topics.
3. The district has hired an outside consultant to help revise the job descriptions for both teachers and principals.

### Standard Implemented: Partially

June 2001 Rating:	5
December 2001 Rating:	Not Reviewed
June 2002 Self-Rating:	7
June 2002 New Rating:	7





# Chart of Pupil Achievement Standards

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*Progress Ratings Toward Implementation of the Improvement Plan*

Pupil Achievement					
Standard to be addressed		June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Focus
1.1	A common vision of what all students should know and be able to do exists and is put into practice.	2	4	NR	
1.2	The administrative structure of the district promotes student achievement.	2	5	NR	
1.3	The district has long-term goals and plans to support student achievement improvements.	3	5	NR	
1.4	The district directs its resources fairly and consistently to accomplish its objectives.	2	4	NR	
1.5	Categorical and compensatory program funds supplement and do not supplant services and materials to be provided by the district.	5	NR	8	
1.6	The district's planning process focuses on supporting increased student performance.	2	4	NR	<input type="checkbox"/>
2.1	MANAGEMENT - The district through its adopted policy provides a clear operational framework for management of the curriculum.	1	2	3	
2.2	MANAGEMENT - Policies regarding curriculum and instruction are reviewed and approved by the school board.	5	NR	NR	
2.3	OBJECTIVES - The district has clear and valid objectives for students, including the core curriculum content.	1	3	NR	<input type="checkbox"/>
2.4	INSTRUCTIONAL MATERIALS - Sufficient instructional materials are available for students to learn.	1	3	NR	

Pupil Achievement (continued)					
Standard to be addressed		June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Focus
2.5	INSTRUCTIONAL MATERIALS - In subject areas for which the state has adopted standards, instructional materials are available to students that are aligned with state standards.	1	NR	4	
2.6	EDUCATION TECHNOLOGY - The district has adopted a plan for integrating technology into curriculum and instruction at all grade levels.	0	3	5	
2.7	EDUCATION TECHNOLOGY- The district optimizes state and federal funding to install technology in its schools.	2	NR	NR	
2.8	HEALTH - AIDS prevention instruction occurs at least once in junior high or middle school and once in high school and is consistent with the CDE's 1994 Health Framework (EC 51201.5).	3	NR	6	
3.1	LEARNING OPPORTUNITY - The district provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors (EC 51007).	3	NR	7	
3.2	LEARNING GOALS - Challenging learning goals and instructional plans and programs for all students are evident.	2	2	NR	☐
3.3	LEARNING GOALS - Expectations and a practice exist to improve the preparation of students and to build a school structure with the capacity to serve all students.	3	4	NR	
3.4	LEARNING GOALS - Every elementary school has embraced the most recent California School Recognition Program Standards.	0	NR	3	
3.5	STUDENT ENGAGEMENT - Students are engaged in learning and they are able to demonstrate and apply their knowledge and skills.	2	NR	NR	
3.6	PARENTAL INVOLVEMENT - The district and school sites actively encourage parental involvement in their children's education (examples of programs EC 51100-51143).	3	NR	5	
3.7	SITE COUNCIL - Each school has a school site council or leadership team, comprised of teachers, parents, principal and students, that is actively engaged in school planning (EC 52010-52039).	6	NR	8	



Pupil Achievement (continued)					
Standard to be addressed		June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Focus
3.8	PRINCIPAL LEADERSHIP - Principals make formal and informal classroom visits. Based on these visits, principals provide constructive feedback and assistance to teachers.	1	NR	5	
3.9	LEARNING TIME - Class time is protected for student learning (EC 32212).	3	NR	NR	
3.10	LEARNING TIME - Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.	6	NR	NR	
3.11	LEARNING NEEDS - School class size and teacher assignments support effective student learning.	1	NR	NR	<input type="checkbox"/>
3.12	LEARNING NEEDS - Teachers use a variety of instructional strategies and resources that address their students' diverse needs.	1	NR	NR	<input type="checkbox"/>
3.13	LEARNING NEEDS - Teachers modify and adjust instructional plans according to student needs and success.	1	NR	NR	<input type="checkbox"/>
3.14	ENGLISH LEARNERS - The identification and placement of English learners into appropriate courses is conducted in a timely and effective manner.	6	NR	8	
3.15	ENGLISH LEARNERS - Curriculum and instruction for English learners prepares EL students to transition to regular class settings and achieve at a high level in all subject areas.	5	NR	7	
3.16	SPECIAL EDUCATION - The identification and placement of special education students into appropriate courses is conducted in a timely and effective manner.	3	NR	7	
3.17	SPECIAL EDUCATION - Individual education plans are reviewed and updated on time.	2	NR	6	
3.18	SPECIAL EDUCATION - Curriculum and instruction for special education students is rigorous and appropriate to meet special education students' learning needs.	3	NR	6	
3.19	GIFTED AND TALENTED EDUCATION - The criteria for GATE identification is documented and understood by school site staff.	2	NR	6	

Pupil Achievement (continued)					
Standard to be addressed		June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Focus
3.20	GIFTED AND TALENTED EDUCATION - Students are regularly assessed or reassessed for GATE participation.	2	NR	6	
3.21	KINDERGARTEN ENROLLMENT - All incoming kindergarten students will be admitted following board-approved policies and administrative regulations.	10	NR	NR	
3.22	COLLEGE PREPARATION - The district provides access and encourages student enrollment in UC and CSU required courses (A-G requirement).	2	NR	6	
3.23	COLLEGE PREPARATION - Students are prepared for, and may access, advanced placement or other rigorous courses in core subject areas at all comprehensive high schools.	2	NR	NR	
3.24	COLLEGE PREPARATION - The district optimizes state funding for the enrichment of Advanced Placement opportunities.	2	NR	6	
3.25	COUNSELING - High school guidance counselors are knowledgeable about individual student academic needs and work to create challenging and meaningful course schedules.	2	3	NR	<input type="checkbox"/>
3.26	COUNSELING - High school students have access to career and college guidance counseling prior to the 12th grade.	2	4	NR	<input type="checkbox"/>
3.27	The general instructional program adheres to all requirements put forth in EC 51000-52950.	5	NR	NR	

Pupil Achievement (continued)					
Standard to be addressed		June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Focus
4.1	INSTRUCTIONAL STANDARDS - The district has developed content and learning standards for all subject areas and grades that are understood and followed by school site staff.	2	2	NR	<input type="checkbox"/>
4.2	MEASUREMENT TOOLS - Student achievement is measured and assessed through a variety of measurement tools (e.g., standardized tests, portfolios, projects, oral reports, etc.).	3	NR	NR	<input type="checkbox"/>
4.3	MEASUREMENT TOOLS - The assessment tools are clear measures of what is being taught and provide direction for improvement.	1	2	NR	<input type="checkbox"/>
4.4	ASSESSMENT ANALYSIS - The administration and staff utilize assessment information to improve learning opportunities for all students.	2	3	NR	<input type="checkbox"/>
4.5	ASSESSMENT ANALYSIS - The district has adopted multiple assessment tools, including diagnostic assessments, to evaluate, improve, or adjust programs and resources.	3	NR	NR	<input type="checkbox"/>
4.6	EVALUATION - The district shall be accountable for student results by using evaluative information regarding the various levels of proficiency and allocating educational resources to assure the maximum educational opportunity for all students.	2	NR	NR	
4.7	PARENTAL NOTIFICATION - The district informs parents of the test scores of their children, and provides general explanation of these scores.	3	NR	NR	
4.8	HIGH SCHOOL EXAM - The district has a process in place to notify high school students and their parents regarding high school proficiency examination requirements and scores.	6	NR	NR	
4.9	II/USP - II/USP grant recipients are collecting required data to measure progress.	3	NR	NR	
4.10	II/USP - II/USP grant recipients are meeting or exceeding goals as identified in Action Plans.	3	5	NR	

Pupil Achievement (continued)					
Standard to be addressed		June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Focus
5.1	GENERAL - Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.	3	4	NR	
5.2	GENERAL - Staff development provides staff (e.g., principals, teachers, and instructional aides) with the knowledge and the skills to improve instruction and the curriculum.	3	4	NR	
5.3	GENERAL - The standards developed by the California Standards for the Teaching Professions are present and supported.	2	NR	NR	<input type="checkbox"/>
5.4	COLLABORATION - Teachers are provided time and encouraged to meet with other teachers.	0	NR	NR	<input type="checkbox"/>
5.5	COLLABORATION - Collaboration exists among higher education, district, professional associations, and community in providing professional development.	5	NR	NR	
5.6	COLLABORATION - The district has formed partnerships with state colleges and universities to provide appropriate courses accessible to all teachers.	6	NR	NR	
5.7	SUPPORT - Administrative support and coaching is provided to all teachers.	5	NR	NR	
5.8	SUPPORT - New teachers and principals are provided with training and support opportunities.	5	NR	7	
5.9	EVALUATION - Professional development is linked to personnel evaluation.	0	NR	NR	
5.10	EVALUATION - Evaluations provide constructive feedback for improving job performance.	0	NR	NR	
5.11	HUMAN RESOURCES - Human resources practices support the delivery of sound educational programs.	0	4	NR	
5.12	HUMAN RESOURCES - A requirement is in place for passing of a basic skills proficiency examination by instructional aides.	7	NR	NR	