



West Contra Costa Unified School District

Pupil Achievement

Comprehensive Review
January 2003

**Administrative Agent
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Office of Kern County
Superintendent of Schools**

Chief Executive Officer
Thomas E. Henry

1.6 Planning Processes—Student Performance

Professional Standard

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

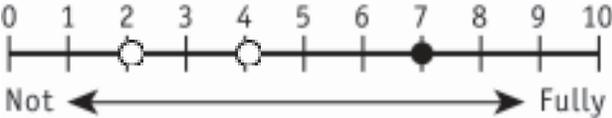
Progress on Recommendations and Improvement Plan

1. The district has developed a strategic plan and vision that clearly states that improving student achievement is an explicit objective. It has identified five specific goals to achieve by 2005 and seven areas of focus to achieve these goals. Information about the district's priorities is posted prominently throughout the district office and school sites. Furthermore, the format and content of school plans centers around the district's strategic priorities.
2. The district has revised the school plan format to fully align with the district's strategic priorities. The revised format is structured to support action oriented planning and ongoing monitoring. To prepare school sites for the changes in the school plan format, the district has worked with Focus on Results to provide training to principals and school leadership teams.
3. The district has revised the school plan scoring rubric to fully align with the district's strategic priorities and the leadership training provided to principals by Focus on Results. All 2002-03 school plans conform to the new rubric. The district provided schools with intensive training sessions, sample plans, opportunities for revision and feedback, assistance clinics, and support personnel in order to aid with the school planning process. School Plan Clinic materials were sent out to meet the needs of those principals who did not attend planning sessions.
4. The district provided model plans as part of its school improvement packet for 2002-03.
5. Regional superintendents make formal school site visits approximately two times per month. The regional superintendents follow established protocols for such visits, which include assessing, supporting, and monitoring the development and implementation of school plans. In addition, principals are required to attend workshops and meetings where time is spent working with regional superintendents and other principals to fully support school improvement planning and implementation.

Standard Implemented: Partially

June 2001 Rating:	2
December 2001 Rating:	4
June 2002 Rating:	Not Reviewed
December 2002 Self-Rating:	7
December 2002 New Rating:	7

Implementation Scale:



2.3 Curriculum—Objectives

Professional Standard

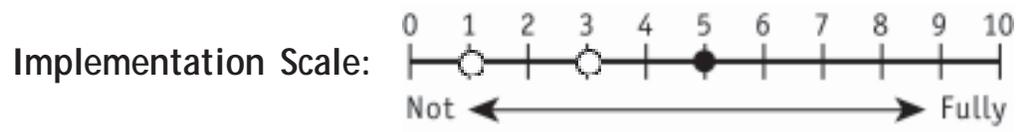
The district has clear and valid objectives for students, including the core curriculum content.

Progress on Recommendations and Improvement Plan

1. The district has made significant progress toward developing curriculum and student performance objectives, especially in the areas of mathematics, language arts and English Language Development (ELD). Below is a summary of the progress that has been made:
 - a. The district has a clearly delineated policy on high school graduation requirements (CORP).
 - b. The board is supportive of the district's goals and objectives and will align its policies with CORP.
 - c. The district has continued to focus its attention on creating standards for mathematics and language arts. It has established clearly defined standards for English Language Learners. It has adopted the California state standards for science. It has not yet completed standards in other curricular areas.
 - d. Specific performance levels have been established for mathematics. Standards-based levels are being generated for language arts and ELD.
 - e. The district has established proficiency levels by grade level correlated to its math assessments. Proficiency levels for language arts are determined using guidelines from adopted curriculum.
 - f. Standards-based assessments are used in math and language arts.
 - g. A calendar has been created for the district math and language arts assessments.
 - h. A matrix has been developed for Grade 7 math - Algebra 1 that shows which standards are assessed per question on the district math assessments. An item analysis has been developed for grades K-6. No such matrix has yet been developed for other subject areas.
 - i. The math curriculum guides are distributed to all K-6 principals, to K-8 school site Math and Science Team (MAST) members, and to all secondary math chairs for distribution. The MAST teachers receive professional development training on using a variety of teaching strategies.
2. A Director of Language Arts has been hired to oversee the language arts implementation, and a coordinator oversees the curricular areas of math and science.

Standard Implemented: Partially

June 2001 Rating:	1
December 2001 Rating:	3
June 2002 Rating:	Not Reviewed
December 2002 Self-Rating:	4
December 2002 New Rating:	5



3.2 Instructional Strategies—Learning Goals

Professional Standard

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

Progress on Recommendations and Improvement Plan

1. During the 2002-03 school year the district introduced and implemented a Literacy Plan. An important component of the literacy plan was the identification of curriculum and learning materials that were consistent throughout the district. Furthermore, the new language arts adoption includes lesson plans that the teachers in grades K-8 are directed to use.

The district has developed a lesson-planning template for all English Language Development (ELD) teachers to use. The template requires teachers to clearly identify the learning standard(s) addressed by the lesson as well as specific activities and actions that will be used to deliver the lesson. In preparation for the template the district offered training to ELD teachers. All ELD teachers should be using the template.

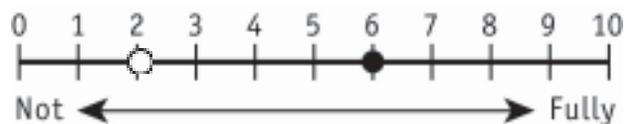
The district should continue to work toward the creation and implementation of a system-wide policy for teacher lesson plans in all other subjects. The policy should provide the means to ensure that teachers of the school system have a uniform standard guiding lesson preparation.

2. A homework policy was added to the District Basic Commitment Program in 2002-03. This policy includes a description of district guidelines related to the assignment of homework and the responsibilities of the students, parents/guardians, and teachers.

Standard Implemented: Partially

June 2001 Rating:	2
December 2001 Rating:	2
June 2002 Rating:	Not Reviewed
December 2002 Self-Rating:	4
December 2002 New Rating:	6

Implementation Scale:



3.11 Instructional Strategies—Learning Needs

Professional Standard

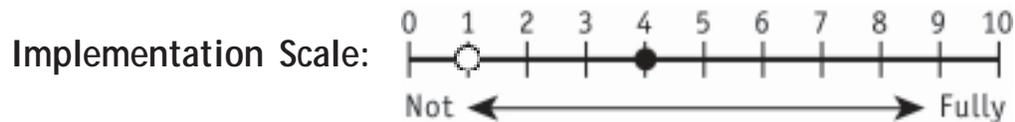
School class size and teacher assignments support effective student learning.

Progress on Recommendations and Improvement Plan

1. The district has developed an attractive application packet to provide prospective applicants information about the district. In addition, the Personnel Department allocated \$175,000 (Title II) to support recruitment activities.
2. The district has made significant progress working with the collective bargaining units to restructure the contractual agreement to improve teacher hiring and placement processes, evaluations, and professional development. The Superintendent and cabinet have established a productive relationship with the collective bargaining units, which is supported through regularly scheduled meetings and communication. The district plans to continue working with its collective bargaining units to make further improvements, which may include better access to teacher lesson plans, a reduced advance notification period for parent classroom visitations, and support for standards-based report cards.
3. The district has initiated activities to improve counseling services, including expanding college outreach opportunities, introducing computer-based resources, and developing professional development opportunities for counselors. For specific additional information regarding counseling services see Standards 3.25 and 3.26.

Standard Implemented: Partially

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



3.12 Instructional Strategies—Learning Needs

Professional Standard

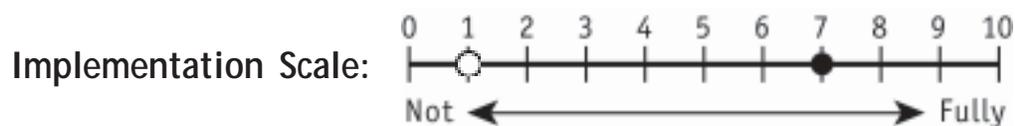
Teachers use a variety of instructional strategies and resources that address students' diverse needs.

Progress on Recommendations and Improvement Plan

1. Since June 2001 the district has offered workshops entitled, "The Differentiated Classroom: Meeting the Needs of All Students." All principals were required to attend the workshops and teachers also were invited to participate. In addition, three elementary schools and one high school provided a one-day workshop for their entire staff. Furthermore, all Title I schools have on staff a Curriculum Guide, or professional development coach, that has been trained on instructional strategies for diverse student bodies.
2. The district piloted a new teacher evaluation process during the 2001-02 school year. In 2002-03 the district expanded the use of the new teacher evaluation process. The process allows teachers to choose options for their evaluation, which may include a special research project, portfolio review, or traditional review. The new process has received positive feedback from administrators and teachers. The district is developing plans to introduce the new teacher evaluation process district-wide during the 2003-04 school year.
3. The district's Title I professional library includes resources on best practices, including materials specific to diverse populations of students. The ELD department has developed numerous planning resources for teachers including standards-based lesson planning templates, sample lesson plans, and informational handouts.

Standard Implemented: Partially

June 2001 Rating:	1
December 2001 Rating:	Not Reviewed
June 2002 Rating:	Not Reviewed
December 2002 Self-Rating:	5
December 2002 New Rating:	7



3.13 Instructional Strategies—Learning Needs

Professional Standard

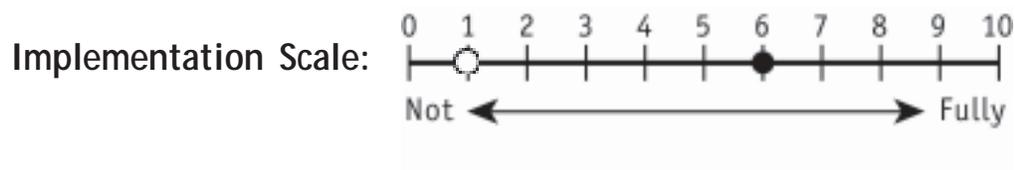
Teachers modify and adjust instructional plans according to student needs and success.

Progress on Recommendations and Improvement Plan

1. The district has established clear standards for student learning in most core subject areas. The district's new Language Arts initiative has included professional development for teachers and administrators to prepare them to use new curriculum and in some cases modified instructional approaches. Furthermore, regional superintendents have received training regarding conducting classroom observations and sharing findings in a constructive manner with instructors. Regional superintendents have provided support and coaching to principals on the techniques they have learned.
2. This year the district expanded leadership training to each school site instructional team. The training includes attention to continuing equity work on instructional leadership techniques and literacy/reading training.
3. The district has identified its lowest performing schools and strategic focus schools. The district provides additional support to these schools through coaches that help teachers and principals deliver standards-based instruction.

Standard Implemented: Partially

June 2001 Rating:	1
December 2001 Rating:	Not Reviewed
June 2002 Rating:	Not Reviewed
December 2002 Self-Rating:	6
December 2002 New Rating:	6



3.25 Instructional Strategies—Counseling

Professional Standard

High school counselors are knowledgeable about individual student academic needs and work to create challenging and meaningful course schedules.

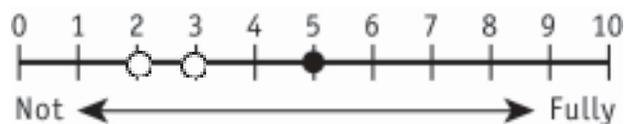
Progress on Recommendations and Improvement Plan

1. During the 2001-02 school year counselors met to discuss their responsibilities, role, and job duties. Based on this conversation the counselors developed a job description that better addressed the type of support that students require. The resulting document was forwarded to the Personnel Department for action. The district has brought in tools and made changes to allow counselors to spend more of their time working with students. The district should continue to work to clarify the roles and responsibilities of counselors, with attention paid to the following:
 - a. Are guidance counselor staffing levels conducive to providing high-quality services?
 - b. Are caseloads allocated in a manner that promotes knowledge of individual student learning needs and goals?
 - c. Are students' and parents' feedback and perception of needs considered?
2. The current format of the school improvement plans allows middle schools and high schools to document student academic needs and to identify the resources required to address such needs.
3. Counselors are involved in district-wide meetings and professional development. Once a revised job description is created, the district should develop a method for considering professional growth as part of the evaluative process.
4. Counselors describe their services to incoming 9th graders at enrollment and in the 10th grade counseling sessions sponsored by SB 813. In addition, students or parents can access a "request to see" form that generates a request for an appointment between students and their counselors.

Standard Implemented: Partially

June 2001 Rating:	2
December 2001 Rating:	3
June 2002 Rating:	Not Reviewed
December 2002 Self-Rating:	5
December 2002 New Rating:	5

Implementation Scale:



3.26 Instructional Strategies—Counseling

Professional Standard

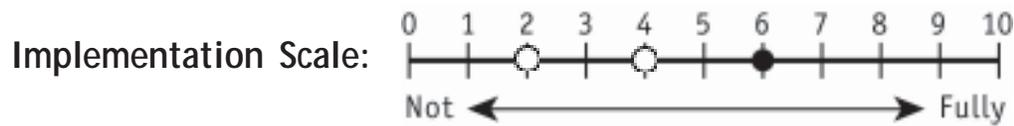
High school students have access to career and college guidance counseling prior to the 12th grade.

Progress on Recommendations and Improvement Plan

1. The high schools in the district receive some counseling support from the area community college campus. This support includes on site counseling, outreach, “2+2 partnership” programs, and on-campus learning programs.
2. Information about counseling services is included in all middle and high school student handbooks. Students may also access high school planning and college planning information through the district’s interactive scholarship wizard, which was developed through the Tech Futures program. This program assists students in planning their high school program as well as in searching for college/university program information.
3. An electronic “request to see” form has been created. It will allow students to electronically access their counselors.
4. The district should consider establishing mentoring programs with community professionals.

Standard Implemented: Partially

June 2001 Rating:	2
December 2001 Rating:	4
June 2002 Rating:	Not Reviewed
December 2002 Self-Rating:	6
December 2002 New Rating:	6



4.1 Assessment and Accountability—Instructional Standards

Professional Standard

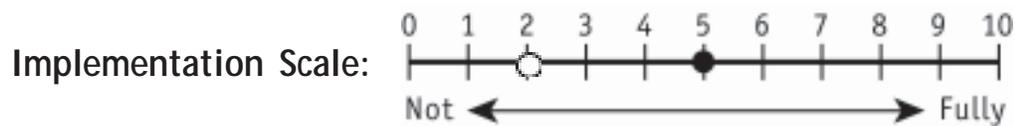
The district has developed content and learning standards for all subject matter areas and grades that are understood and followed by school site staff.

Progress on Recommendations and Improvement Plan

1. The district introduced a new Language Arts Implementation plan for the 2001-05 school years. The plan includes a statement of goals, curriculum, professional development, and evaluation/assessment. There has been a realignment of the district budget (including the categorical funding) to ensure that funding is available for the reorganization movement toward a fully standards-based curriculum. Specific progress includes:
 - a. The new adoptions in language arts, math, science and social studies in grades K-8 are standards-based.
 - b. Extensive professional development has taken place to ensure that teachers know how to best use their resources.
 - c. Special Education teachers are being trained in the Goals and Objectives Related to Essential State of California Content Standards.
 - d. District goals for ELD students have been added.
2. The district has established a Math Coordinator position and a new Literacy Department to provide school staff with materials, strategies and professional development.
3. The district has developed some sample lesson plans and a standards-based lesson-planning template for ELD. These resources are available at the district's resource libraries.

Standard Implemented: Partially

June 2001 Rating:	2
December 2001 Rating:	2
June 2002 Rating:	Not Reviewed
December 2002 Self-Rating:	4
December 2002 New Rating:	5



4.2 Assessment and Accountability—Measurement Tools

Professional Standard

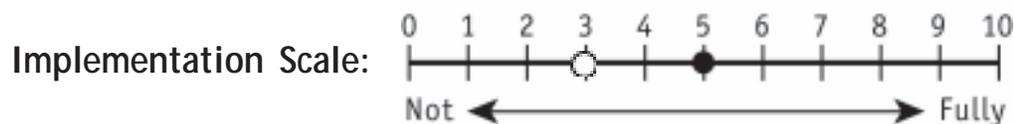
Student achievement is measured and assessed through a variety of measurement tools (e.g. standardized tests, portfolios, oral reports, etc.).

Progress on Recommendations and Improvement Plan

1. Students participate in a variety of state, district, and school site specific standardized tests, including the newly implemented district math and language arts assessments. Below is an overview of the various tests administered to students:
 - a. California Standards Tests in Mathematics, Language Arts, Science, Social Studies, English Language Development, and Physical Education/Health.
 - b. SAT-9 and SABE (in Spanish).
 - c. Language Arts lesson and unit summary tests (three times each year).
 - d. ELD placement tests are administered to middle and high school English learners in mid-winter.
 - e. Reading fluency test for students in grade 1 through grade 8 (three times each year).
 - f. Standards-based diagnostic math assessments.
2. The district has offered professional development to site administrators and teachers on how to interpret and use data to inform instruction. In addition, the district has implemented a Data Warehouse that allows users to analyze standardized test results.
3. The district has piloted an elementary school standards-based report card. The district has formed a report card committee to guide the implementation of the new report card district-wide.

Standard Implemented: Partially

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



4.3 Assessment and Accountability—Measurement Tools

Professional Standard

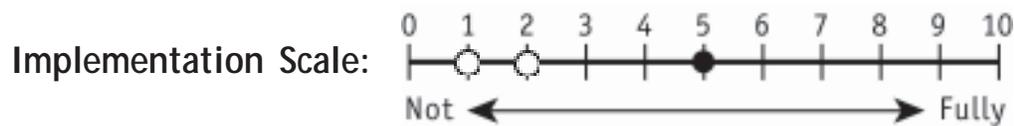
The assessment tools are clear measurements of what is being taught and provide direction for improvement.

Progress on Recommendations and Improvement Plan

1. The district has developed an assessment tool for mathematics. Plans are in place to use curriculum-embedded assessments for language arts in grades K-8. The district is still working to adopt a plan to support the development and maintenance of appropriate assessment tools. Current progress on the plan is as follows:
 - a. The Board Report of School Goals is used as the basis for all school goals.
 - b. The district needs to develop a process for evaluating the appropriateness of assessment tools and the effectiveness of the tools to provide direction for improvement.
 - c. Principals are being trained in data analysis and in how to develop their own school goals in support of district goals. A Coordinator of Assessment has been assigned to four schools to assist principals in use of data for decision-making.
 - d. The Data Warehouse has been identified as the main resource for supporting the use of assessments to inform instruction. Item analysis worksheets are given to teachers for the subject area of mathematics.
 - e. The district needs to develop a process for regularly reviewing the assessments to ensure alignment with content standards.
 - f. An assessment calendar is in place for math and language arts. The district needs to develop a schedule for the introduction of additional assessment tools to fully support data-driven decision-making.

Standard Implemented: Partially

June 2001 Rating:	1
December 2001 Rating:	2
June 2002 Rating:	Not Reviewed
December 2002 Self-Rating:	5
December 2002 New Rating:	5



4.4 Assessment and Accountability—Assessment Analysis

Professional Standard

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

Progress on Recommendations and Improvement Plan

1. The district is training principals to use the Data Warehouse to access student achievement information. The district will assist principals in setting individual school goals and in leading school staff data utilization. This standard is still being addressed at the principal level, but it is expected that training will be given to school staff in the near future.

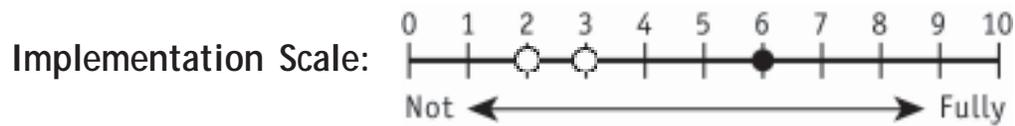
Schools are expected to submit data from math and language arts assessments to the district three times a year. The district runs a data report that teachers are then expected to use to inform instruction.

Standards and assessments are well-defined in the areas of language arts and mathematics. The next goal for the district will be to focus attention on developing standards and assessments for other curricular areas.

2. Standardized test data is incorporated into school site plans and goals.

Standard Implemented: Partially

June 2001 Rating:	2
December 2001 Rating:	3
June 2002 Rating:	Not Reviewed
December 2002 Self-Rating:	6
December 2002 New Rating:	6



4.5 Assessment and Accountability—Assessment Analysis

Professional Standard

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

Progress on Recommendations and Improvement Plan

1. The district has implemented multiple assessments by which to assess student learning. Furthermore, the district has provided training and resources to administrators and teachers to assist them in using data in a meaningful way. For additional information see Standards 4.1 and 4.3.
2. The district's school improvement plan template provides a mechanism to clearly connect student performance to strategic needs and resources.

Standard Implemented: Partially

June 2001 Rating:	3
December 2001 Rating:	Not Reviewed
June 2002 Rating:	Not Reviewed
December 2002 Self-Rating:	5
December 2002 New Rating:	7



5.3 Professional Development and Training—General

Professional Standard

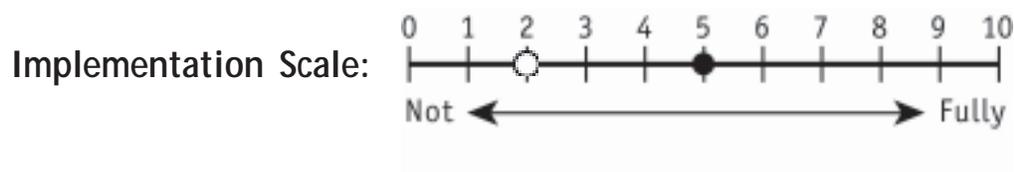
The standards developed by the California Standards for the Teaching Profession (CSTP) are present and supported.

Progress on Recommendations and Improvement Plan

1. The district continues to use the California Standards for the Teaching Profession (CSTP) as part of Beginning Teacher Support and Assessment (BTSA) training. A workshop for principals that included information about CSTP was held in May 2002.
2. The Professional Development Department will use the CSTP to drive its proposed professional development plan. According to the Chief Academic Officer, the Focus on Result (FOR) team decided against using *Designs for Learning* as part of instructional leadership team trainings.
3. Regional superintendents have received training on classroom observations, which includes elements that are consistent with the CSTP.
4. A new draft teacher evaluation is being piloted for a second year, but this does not include an evaluation of measures connected to the CSTP.
5. Some board policies support components of the CSTP, but there is no official policy adopting them as pedagogical standards for teachers.

Standard Implemented: Partially

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



5.4 Professional Development and Training—Collaboration

Professional Standard

Teachers are provided time and encouraged to meet with other teachers.

Progress on Recommendations and Improvement Plan

1. The district has encouraged, and in some cases, required the formation of planning teams at the school and district level. These groups have provided administrators and teachers with opportunities to share with one another.

In addition, several schools currently used the modified day schedule to provide teachers with paid collaboration time and to hold monthly faculty meetings. Prior to negotiations of the next contractual agreement the district should review the feasibility and need for extending this schedule to all schools, including those at the secondary level. Review activities should include: survey and discuss with teachers their interest in establishing a modified day model; consider the modified day as a way of eliminating the need for substitute teachers; compare a modified day model to individual preparation time as they provide collaboration at the secondary level.

2. The district states that it has placed great priority on securing well-qualified teachers and substitutes. The activities described in No. 1 have been tied with the district's overall teacher and staff recruitment activities.

Standard Implemented: Partially

June 2001 Rating:	0
December 2001 Rating:	Not Reviewed
June 2002 Rating:	Not Reviewed
December 2002 Self-Rating:	3
December 2002 New Rating:	5



Chart of
Pupil Achievement Standards



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 Rating	June 2003 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	NR	
1.2	The administrative structure of the district promotes student achievement.	2	5	NR	NR	
1.3	The district has long-term goals and plans to support student achievement improvements.	3	5	NR	NR	<input type="checkbox"/>
1.4	The district directs its resources fairly and consistently to accomplish its objectives.	2	4	NR	NR	<input type="checkbox"/>
1.5	Categorical and compensatory program funds supplement and do not supplant services and materials to be provided by the district.	5	NR	8	NR	
1.6	The district's planning process focuses on supporting increased student performance.	2	4	NR	7	
2.1	MANAGEMENT - The district through its adopted policy provides a clear operational framework for management of the curriculum.	1	2	3	NR	<input type="checkbox"/>
2.2	MANAGEMENT - Policies regarding curriculum and instruction are reviewed and approved by the school board.	5	NR	NR	NR	
2.3	OBJECTIVES - The district has clear and valid objectives for students, including the core curriculum content.	1	3	NR	5	
2.4	INSTRUCTIONAL MATERIALS - Sufficient instructional materials are available for students to learn.	1	3	NR	NR	

Pupil Achievement (continued)						
Standard to be addressed		June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Rating	June 2003 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	NR	<input type="checkbox"/>
2.6	EDUCATION TECHNOLOGY - The district has adopted a plan for integrating technology into curriculum and instruction at all grade levels.	0	3	5	NR	
2.7	EDUCATION TECHNOLOGY- The district optimizes state and federal funding to install technology in its schools.	2	NR	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	NR	
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	NR	
3.2	LEARNING GOALS - Challenging learning goals and instructional plans and programs for all students are evident.	2	2	NR	6	
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	NR	<input type="checkbox"/>
3.4	LEARNING GOALS - Every elementary school has embraced the most recent California School Recognition Program Standards.	0	NR	3	NR	
3.5	STUDENT ENGAGEMENT - Students are engaged in learning and they are able to demonstrate and apply their knowledge and skills.	2	NR	NR	NR	<input type="checkbox"/>
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	NR	
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	NR	

Pupil Achievement (continued)						
Standard to be addressed		June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Rating	June 2003 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	NR	<input type="checkbox"/>
3.9	LEARNING TIME - Class time is protected for student learning (EC 32212).	3	NR	NR	NR	<input type="checkbox"/>
3.10	LEARNING TIME - Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.	6	NR	NR	NR	
3.11	LEARNING NEEDS - School class size and teacher assignments support effective student learning.	1	NR	NR	4	
3.12	LEARNING NEEDS - Teachers use a variety of instructional strategies and resources that address their students' diverse needs.	1	NR	NR	7	
3.13	LEARNING NEEDS - Teachers modify and adjust instructional plans according to student needs and success.	1	NR	NR	6	
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	NR	
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	NR	
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	NR	
3.17	SPECIAL EDUCATION - Individual education plans are reviewed and updated on time.	2	NR	6	NR	
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	NR	
3.19	GIFTED AND TALENTED EDUCATION - The criteria for GATE identification is documented and understood by school site staff.	2	NR	6	NR	

Pupil Achievement (continued)						
Standard to be addressed		June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Rating	June 2003 Focus
3.20	GIFTED AND TALENTED EDUCATION - Students are regularly assessed or reassessed for GATE participation.	2	NR	6	NR	
3.21	KINDERGARTEN ENROLLMENT - All incoming kindergarten students will be admitted following board-approved policies and administrative regulations.	10	NR	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	NR	
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	NR	
3.24	COLLEGE PREPARATION - The district optimizes state funding for the enrichment of Advanced Placement opportunities.	2	NR	6	NR	
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	5	
3.26	COUNSELING - High school students have access to career and college guidance counseling prior to the 12th grade.	2	4	NR	6	
3.27	The general instructional program adheres to all requirements put forth in EC 51000-52950.	5	NR	NR	NR	

Pupil Achievement (continued)						
Standard to be addressed		June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Rating	June 2003 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	5	
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	5	
4.3	MEASUREMENT TOOLS - The assessment tools are clear measures of what is being taught and provide direction for improvement.	1	2	NR	5	
4.4	ASSESSMENT ANALYSIS - The administration and staff utilize assessment information to improve learning opportunities for all students.	2	3	NR	6	
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	7	
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	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	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	NR	
4.9	II/USP - II/USP grant recipients are collecting required data to measure progress.	3	NR	NR	NR	
4.10	II/USP - II/USP grant recipients are meeting or exceeding goals as identified in Action Plans.	3	5	NR	NR	

Pupil Achievement (continued)						
Standard to be addressed		June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Rating	June 2003 Focus
5.1	GENERAL - Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.	3	4	NR	NR	<input type="checkbox"/>
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	NR	<input type="checkbox"/>
5.3	GENERAL - The standards developed by the California Standards for the Teaching Professions are present and supported.	2	NR	NR	5	
5.4	COLLABORATION - Teachers are provided time and encouraged to meet with other teachers.	0	NR	NR	5	
5.5	COLLABORATION - Collaboration exists among higher education, district, professional associations, and community in providing professional development.	5	NR	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	NR	
5.7	SUPPORT - Administrative support and coaching is provided to all teachers.	5	NR	NR	NR	
5.8	SUPPORT - New teachers and principals are provided with training and support opportunities.	5	NR	7	NR	
5.9	EVALUATION - Professional development is linked to personnel evaluation.	0	NR	NR	NR	
5.10	EVALUATION - Evaluations provide constructive feedback for improving job performance.	0	NR	NR	NR	
5.11	HUMAN RESOURCES - Human resources practices support the delivery of sound educational programs.	0	4	NR	NR	<input type="checkbox"/>
5.12	HUMAN RESOURCES - A requirement is in place for passing of a basic skills proficiency examination by instructional aides.	7	NR	NR	NR	