West Contra Costa Unified School District

Pupil Achievement

Comprehensive Review
July 2003

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

Chief Executive Officer
Thomas E. Henry

1.3 Planning Processes - Long-Term Goals
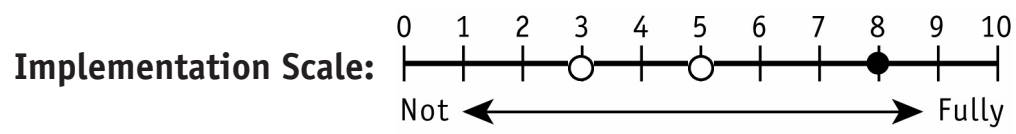
Professional Standard
The district has long-term goals and plans to support student achievement improvements.

Progress on Recommendations and Improvement Plan

1. In 2002-03 the district began implementing its Plan for Improving Student Achievement and Closing the Achievement Gap for All Students. This plan specified strategic priorities that were intended to guide all planning and action steps in the district. Site-level school improvement plans were to be developed to promote the strategic priorities. During the 2001-02 school year the school improvement plan format was improved to focus on language arts and mathematics plans that specify details about (1) what is to be done, (2) how it will be measured, (3) what will be needed to accomplish the objective, and (4) who will be responsible.

2. This year the district developed a Local Education Agency Plan to address state and federal reporting requirements. The plan follows the state's recommended template and addresses five performance goals over a five-year period. A district-wide team supported the development of the plan with input from parents, teachers, and various district advisory committees. In addition, the school board reviewed the plan during a dedicated study session and the final plan was approved by the board in May. The district and school board intend to review the plan annually to ensure it is relevant and consistent with other planning efforts in the district. In addition, the school board also reviews all school plans each February.

3. School improvement plans are developed annually by each school site. In addition, as noted above, the school board and district administration plan to review the Local Education Agency Plan annually to ensure that the long-term plan is both relevant and useful.

4. The district provides schools with templates for developing school improvement plans that are highly relevant and specific. The district also shares the rubric that is used to evaluate plans with schools and provides technical assistance. The rubric is very detailed and supportive of high-quality plans. As a result, school improvement plans generally reflect the same level of quality.

Standard Implemented: Fully - Substantially

June 2001 Rating:	3
December 2001 Rating:	5
June 2002 Rating:	Not Reviewed
December 2002 Rating:	Not Reviewed
June 2003 Rating:	8

Implementation Scale:

```
0   1   2   3   4   5   6   7   8   9   10
├───┼───┼───○───┼───○───┼───┼───●───┼───┤
    Not ←─────────────────────→ Fully
```

## 1.4 Planning Processes—Resource Allocation

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

Progress on Recommendations and Improvement Plan

1. The Plan for Closing Achievement Gap and Improvement Achievement for All Students stipulates that there "will be a realignment of the district budget, including categorical funds, to assure that resources flow based on data-driven decision-making."

2. Each school improvement plan requires that school sites identify the amount and type of resources that will be used to support their identified goals. The district has provided principals and other site leaders with training on effective resource allocation. Furthermore, regional superintendents monitor the use of resources at the school level to assure that they are appropriately directed to meet each school's needs and goals.

Standard Implemented: Partially

June 2001 Rating: 2
December 2001 Rating: 4
June 2002 Rating: Not Reviewed
December 2002 Rating: Not Reviewed
June 2003 Rating: 7

Implementation Scale:
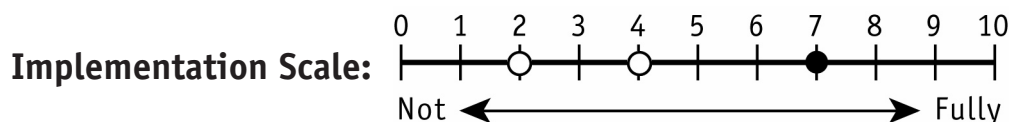
2.1 Curriculum—Management

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

Progress on Recommendations and Improvement Plan

1. The district relies upon state standards as a framework for its curriculum. All teachers are expected to teach to state standards in the four core subject areas, and all curricula should be aligned to such standards. The district plans to bring before the school board a proposal to add another curriculum specialist to the district to increase support for mathematics.

   The district has made the most progress implementing a standard curriculum in elementary and middle schools. However, it is still working toward a standard curriculum at the secondary level. A task force has been working to adopt a secondary curriculum in English and language arts.

   The district has contracted with the California School Boards Association to support the improvement of its board policies that govern curricula.

Standard Implemented: Partially

June 2001 Rating: 1
December 2001 Rating: 2
June 2002 Rating: 3
December 2002 Rating: Not Reviewed
June 2003 Rating: 6

Implementation Scale:
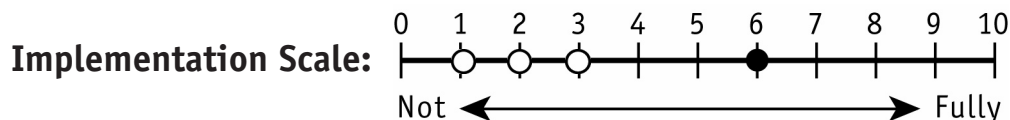
2.5 Curriculum—Instructional Materials
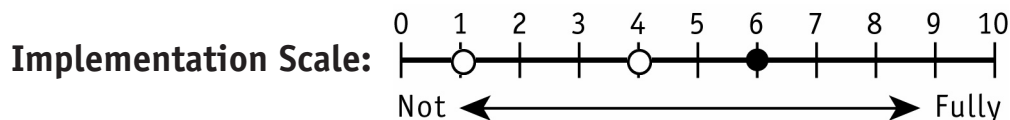
Professional Standard
In subject areas for which the state has adopted standards, instructional materials are available to students that are aligned with state standards.

Progress on Recommendations and Improvement Plan
1. See Standard 2.1.

2. The district has adopted a new policy, which no longer permits school sites to select their textbooks. This has allowed for uniformity in curriculum used throughout the district. New standards for K-8 in language arts and mathematics and 6-8 science were adopted during 2001-02. These adoptions were accompanied by professional development for teachers. The district also plans to adopt a standards-based Algebra I text during the spring of 2003. Furthermore, members of the Academic Support Division lead textbook adoption committee work with input from teachers involved with language arts and mathematics cadres.

Standard Implemented: Partially

June 2001 Rating: 1
December 2001 Rating: Not Reviewed
June 2002 Rating: 4
December 2002 Rating: Not Reviewed
June 2003 Rating: 6

Implementation Scale:

```
   0  1  2  3  4  5  6  7  8  9  10
   |--O--|--|--O--|--●--|--|--|--|
   Not <------------------> Fully
```

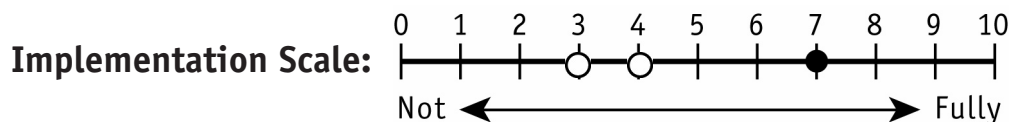## 3.3 Instructional Strategies—Learning Goals

Professional Standard
Expectations and practices exist to improve the preparation of students and to build a school structure with the capacity to serve all students.

Progress on Recommendations and Improvement Plan
1. The district has developed a very strong school improvement planning process that is guided by district level strategic priorities and performance goals. See Standard 1.1 for additional information.

2. Site teams have participated in extensive training to support the development of plans. District staff members are available to provide technical assistance throughout the process.

3. On-site and district-wide trainings have occurred to ensure that teachers understand how to productively administer assessments, and how to interpret and use assessment data to inform instruction.

4. The district has supported vertical articulation in several ways: (1) preschool and kindergarten teachers throughout the district have met to share experiences and upgrade skills; (2) mathematics teachers from all schools joined the Math Cadre to create assessments, review assessment data, and coordinate instruction planning; (3) language arts cadre members help share school support needed and to bring topics back to grade level or department meetings regarding the use of the new instructional materials and assessments to guide instruction.

Standard Implemented: Partially

June 2001 Rating:	3
December 2001 Rating:	4
June 2002 Rating:	Not Reviewed
December 2002 Rating:	Not Reviewed
June 2003 Rating:	7

Implementation Scale:

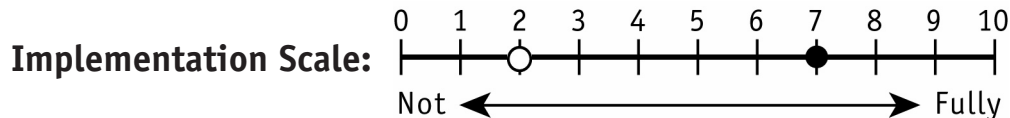## 3.5 Instructional Strategies—Student Engagement

Professional Standard
Students are engaged in learning and they are able to demonstrate and apply their knowledge and skills.

Progress on Recommendations and Improvement Plan
1. The Professional Development Department is responsible for ensuring that all teachers have copies of the state standards for their grade and subject areas. Each school principal receives an assessment binder with disaggregated STAR test scores. In addition, elementary school sites receive Prentice Hall and High Point binders with fluency test results to guide grade level team discussions. School sites receive training on how to use the data to inform instruction. In addition, strategic focus specialists, curriculum guides, and members of the literacy teams work together to plan strategies to address learning needs identified in the test data.

2. The district is completing an initial implementation of standards-based report cards in approximately six to eight elementary schools. The district plans to roll out standards-based report cards to some secondary schools next year. The district also plans to introduce a template for lesson plans that references standards that are taught in each lesson.

Standard Implemented: Partially

June 2001 Rating: 2
December 2001 Rating: Not Reviewed
June 2002 Rating: Not Reviewed
December 2002 Rating: Not Reviewed
June 2003 Rating: 7

Implementation Scale:

```
     0   1   2   3   4   5   6   7   8   9   10
     |---+-O-+---+---+---+---+---●---+---+---|
       Not ←——————————————————→ Fully
```

## 3.8 Instructional Strategies—Principal Leadership

Professional Standard
Principals make formal and informal visits to classrooms. Based on these visits, principals provide constructive feedback and assistance to teachers.

Progress on Recommendations and Improvement Plan
1. Principals have received training on effective supervision and effective instruction. Furthermore, regional superintendents are now spending a significant amount of their time visiting school sites. During these visits they accompany principals on walk-throughs of classrooms. Following each walk-through the Regional Superintendent and principal spend time debriefing about observations and discussing improvement strategies.

2. A new principal support group has been formed and has met for the past two years. In these meetings, new principals receive advance information about requirements and have time to process information and ask questions. In addition, new principals are paired with a veteran principal.

Standard Implemented: Fully - Substantially

June 2001 Rating: 1
December 2001 Rating: Not Reviewed
June 2002 Rating: 5
December 2002 Rating: Not Reviewed
June 2003 Rating: 8

Implementation Scale:
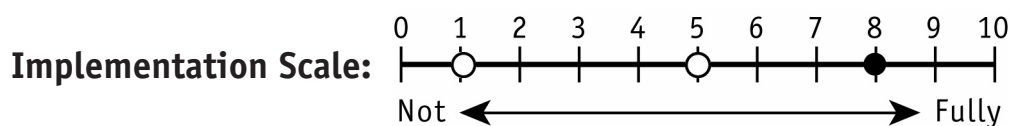
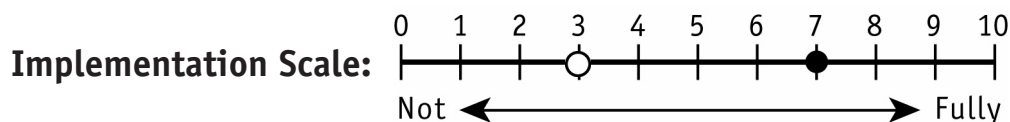## 3.9 Instructional Strategies—Class Time

Legal Standard
Class time is protected for student learning. (EC 32212)

Progress on Recommendations and Improvement Plan
1. The district should consider developing and enforcing board policies and administrative regulations that support uninterrupted class time.

2. The district has distributed to all sites a bulletin regarding the amount of time that should be dedicated to the literacy block. As part of walk-throughs, principals and regional superintendents consider how time is spent by teachers. The district has worked with principals to develop a process to examine how instructional time is spent and to ensure that activities for students are designed and delivered in a way that supports the achievement of district goals.

3. The district plans to introduce a template for lesson plans that references standards that are taught in each lesson.

4. The district has adopted a new policy, which no longer permits school sites to select their textbooks. This has allowed for uniformity in curriculum used throughout the district. New standards for K-8 in language arts and mathematics and 6-8 science were adopted during 2001-02. These adoptions were accompanied by professional development for teachers. The district also plans to adopt a standards-based Algebra I text during the spring of 2003. Furthermore, members of the Academic Support Division lead textbook adoption committee work with input from teachers involved with language arts and mathematics cadres.

Standard Implemented: Partially

June 2001 Rating: 3
December 2001 Rating: Not Reviewed
June 2002 Rating: Not Reviewed
December 2002 Rating: Not Reviewed
June 2003 Rating: 7

Implementation Scale:

```
     0   1   2   3   4   5   6   7   8   9   10
     |---+---+---O---+---+---+---●---+---+---|
     Not ◄─────────────────────► Fully
```

## 4.6 Assessment and Accountability—Evaluation

Professional Standard

The district shall be accountable for student results by using evaluation information regarding various levels of proficiency and allocating educational resources to ensure the maximum educational opportunity for all students.

Progress on Recommendations and Improvement Plan

1. The district school improvement planning process is designed to use assessment data to develop goals for improved student achievement. Based on the identified goals, each plan must include action steps as well as identify who will be responsible for completing the action steps and the resources that will be used to support the execution of each identified action step. To support meaningful usage of data, the district has provided principals and teachers with numerous training opportunities to help them better understand data and how it can be used to support instructional strategies to improve student performance.

Standard Implemented: Partially

June 2001 Rating: 2
December 2001 Rating: Not Reviewed
June 2002 Rating: Not Reviewed
December 2002 Rating: Not Reviewed
June 2003 Rating: 7

Implementation Scale:
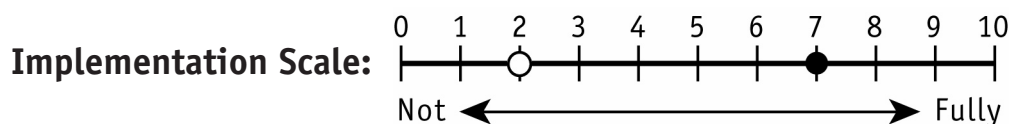
5.1 Professional Development and Training—General
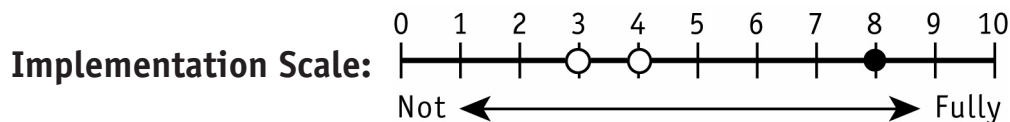
Professional Standard
Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluation.

Progress on Recommendations and Improvement Plan
1. The district's professional development efforts have focused on supporting the district's achievement of its strategic priorities. Teachers and principals have been provided with training opportunities that are directly relevant to these priorities.

2. The district should review and update the assessment tools used to evaluate the effectiveness of professional development activities.

Standard Implemented: Partially

June 2001 Rating: 3
December 2001 Rating: 4
June 2002 Rating: Not Reviewed
December 2002 Rating: Not Reviewed
June 2003 Rating: 8

Implementation Scale:

5.2 Professional Development and Training—General

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

Progress on Recommendations and Improvement Plan
1. The district's professional development efforts have focused on supporting the district's achievement of its strategic priorities. Teachers and principals have been provided with training opportunities that are directly relevant to these priorities.

2. The district should review and update the assessment tools used to evaluate the effectiveness of professional development activities.

Standard Implemented: Fully - Substantially

June 2001 Rating: 3
December 2001 Rating: 4
June 2002 Rating: Not Reviewed
December 2002 Rating: Not Reviewed
June 2003 Rating: 8

Implementation Scale:

5.11 Professional Development and Training—Human Resources

Professional Standard
Human resources practices support the delivery of sound educational programs.

Progress on Recommendations and Improvement Plan
1. The district has been successful at making some revisions to its contract to increase flexibility to hire and place teachers. In addition, the district is in the process of implementing a new teacher evaluation process that allows for multiple measures of performance and constructive feedback for teachers. This would be in addition to other feedback teachers receive as part of classroom walk-throughs conducted by principals and regional superintendents.

2. The district has decreased the number of transfer rounds, which has significantly reduced the amount of time required to fill vacancies.

Standard Implemented: Partially

June 2001 Rating: 0
December 2001 Rating: 4
June 2002 Rating: Not Reviewed
December 2002 Rating: Not Reviewed
June 2003 Rating: 6

Implementation Scale:

Pupil Achievement

	Standard to be addressed	June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Rating	June 2003 Rating
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	NR
1.2	The administrative structure of the district promotes student achievement.	2	5	NR	NR	NR
1.3	The district has long-term goals and plans to support student achievement improvements.	3	5	NR	NR	8
1.4	The district directs its resources fairly and consistently to accomplish its objectives.	2	4	NR	NR	7
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	NR
1.6	The district's planning process focuses on supporting increased student performance.	2	4	NR	7	NR
2.1	MANAGEMENT - The district through its adopted policy provides a clear operational framework for management of the curriculum.	1	2	3	NR	6
2.2	MANAGEMENT - Policies regarding curriculum and instruction are reviewed and approved by the Governing Board.	5	NR	NR	NR	NR
2.3	OBJECTIVES - The district has clear and valid objectives for students, including the core curriculum content.	1	3	NR	5	NR
2.4	INSTRUCTIONAL MATERIALS - Sufficient instructional materials are available for students to learn.	1	3	NR	NR	NR
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	6
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	NR

Pupil Achievement

	Standard to be addressed	June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Rating	June 2003 Rating
2.7	EDUCATION TECHNOLOGY- The district optimizes state and federal funding to install technology in its schools.	2	NR	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	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	NR
3.2	LEARNING GOALS - Challenging learning goals and instructional plans and programs for all students are evident.	2	2	NR	6	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	NR	7
3.4	LEARNING GOALS - Every elementary school has embraced the most recent California School Recognition Program Standards.	0	NR	3	NR	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	7
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	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	NR

NR not reviewed

Pupil Achievement

	Standard to be addressed	June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Rating	June 2003 Rating
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	8
3.9	LEARNING TIME - Class time is protected for student learning (EC 32212).	3	NR	NR	NR	7
3.10	LEARNING TIME - Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.	6	NR	NR	NR	NR
3.11	LEARNING NEEDS - School class size and teacher assignments support effective student learning.	1	NR	NR	4	NR
3.12	LEARNING NEEDS - Teachers use a variety of instructional strategies and resources that address their students' diverse needs.	1	NR	NR	7	NR
3.13	LEARNING NEEDS - Teachers modify and adjust instructional plans according to student needs and success.	1	NR	NR	6	NR
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	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	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	NR
3.17	SPECIAL EDUCATION -- Individual education plans are reviewed and updated on time.	2	NR	6	NR	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	NR

Pupil Achievement

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

Pupil Achievement

	Standard to be addressed	June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Rating	June 2003 Rating
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	NR
4.3	MEASUREMENT TOOLS - The assessment tools are clear measures of what is being taught and provide direction for improvement.	1	2	NR	5	NR
4.4	ASSESSMENT ANALYSIS - The administration and staff utilize assessment information to improve learning opportunities for all students.	2	3	NR	6	NR
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	NR
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 ensure the maximum educational opportunity is provided for all students.	2	NR	NR	NR	7
4.7	PARENTAL NOTIFICATION - The district informs parents of the test scores of their children, and provides a general explanation of these scores.	3	NR	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	NR
4.9	II/USP - II/USP grant recipients are collecting required data to measure progress.	3	NR	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	NR

Pupil Achievement

Standard to be addressed		June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Rating	June 2003 Rating
5.1	GENERAL - Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.	3	4	NR	NR	8
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	8
5.3	GENERAL - The standards developed by the California Standards for the Teaching Professions are present and supported.	2	NR	NR	5	NR
5.4	COLLABORATION - Teachers are provided time and encouraged to meet with other teachers.	0	NR	NR	5	NR
5.5	COLLABORATION - Collaboration exists among higher education, district, professional associations, and community in providing professional development.	5	NR	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	NR
5.7	SUPPORT - Administrative support and coaching is provided to all teachers.	5	NR	NR	NR	NR
5.8	SUPPORT - New teachers and principals are provided with training and support opportunities.	5	NR	7	NR	NR
5.9	EVALUATION - Professional development is linked to personnel evaluation.	0	NR	NR	NR	NR
5.10	EVALUATION - Evaluations provide constructive feedback for improving job performance.	0	NR	NR	NR	NR

NR not reviewed

Pupil Achievement

Standard to be addressed		June 2001 Rating	Dec. 2001 Rating	June 2002 Rating	Dec. 2002 Rating	June 2003 Rating
5.11	HUMAN RESOURCES - Human resources practices support the delivery of sound educational programs.	0	4	NR	NR	6
5.12	HUMAN RESOURCES - A requirement is in place for passing of a basic skills proficiency examination by instructional aides.	7	NR	NR	NR	NR