1.1 Planning Processes—Common Vision

Professional Standard

A common vision of what all students should know and be able to do exists and is put into practice.

Progress on Recommendations and Improvement Steps

1. The district is following the strategic plan that it adopted in 2000. The district should include a cross-section of teachers, board members, and at least one student representative in future strategic planning sessions.

2. The district has established district goals, which are aligned to its strategic priorities. The theme of the goals is to close the achievement gaps that exist in the district. The goals include:
   - By 2005, 90 percent of third graders will score at or above the 50th national percentile ranking on SAT-9 reading.
   - By 2005, 90 percent of all seventh, eighth, and ninth grade Algebra 1 students will correctly answer at least 35 out of 50 on the Mathematics Diagnostic Test Project (MDTP) Elementary Algebra Test.
   - By 2004, 100 percent of 12th graders will pass the High School Exit Exam and by 2005, 50 percent of ninth graders will pass both the language arts and math portions of the High School Exit Exam.
   - By 2005, the percent of African American and Hispanic students scoring in the bottom quartile on SAT-9 reading will decrease by half, the percent of African American and Hispanic students scoring in the third quartile will double, and the percent of African American and Hispanic students in the top quartile will increase.

   The district analyzed student performance data based on race and grade level content skills to arrive at its goals.

3. The goals were shared with district and school site administrators during a summer multi-day leadership retreat. The focus of the retreat was to prepare and build leadership in the district around the new goals grounded in research and data. District leaders were involved in activities where they developed a vision and steps to address the achievement gap.

   Principals who were hired at the end of the summer and a small number of administrators were not able to attend the retreat. The new Assistant Superintendent of Curriculum and Assessment has been working one-on-one with these administrators to bring them up to date. She acknowledged that there is a need for more time and in-depth training around the issues.

4. The leadership retreat, organizational restructuring, and clarification of roles and responsibilities of staff in the area of instructional services have contributed to creating a structure and system that more fully support the accomplishment of district goals. In addition, during the spring of 2001 the district adopted standards-based mathematics textbooks for all students in grades K-8 (for additional information see Standard 2.3).

These changes have laid a foundation for creating a district-wide understanding of how the strategic objectives impact day-to-day activities. The district must continue to reinforce the importance of its strategic priorities and related objectives to all district staff through ongoing professional development and support to school sites that includes regular and consistent oversight and guidance by regional superintendents.

5. The leadership retreat provided administrative staff with an understanding of action steps. However, the district needs to ensure that there is a framework to monitor and that all staff follow action steps and objectives.

6. The district needs to develop intermediate outcome indicators to monitor the completion and effectiveness of activities related to meeting district goals.

7. The district should prioritize the implementation of action steps and set up timelines/milestones/target dates for their start, completion, and evaluation.

8. A timeline for review and revision by staff and board members should be developed and built into the district schedule.

Standard Implemented: Partially

June 2001 Rating: 2
December 2001 Self-Rating: 4
December 2001 New Rating: 4

Implementation Scale:
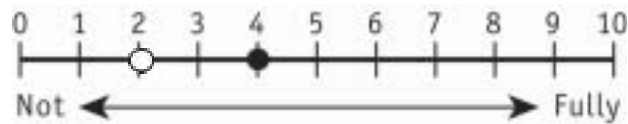
1.2 Planning Processes—Administrative Structure

Professional Standard
The administrative structure of the district promotes student achievement.

Progress on Recommendations and Improvement Steps

1. The regional superintendents collectively have developed a set of goals and objectives. They are working with the assistant superintendents of Instructional Support Services and Curriculum and Assessment to develop a collective strategic action plan.

2. The district modified its organizational structure at the beginning of the 2001-02 school year. The district still maintains a relatively flat structure, with all functional areas reporting directly to the Superintendent. In the area of pupil services, a new position of Assistant Superintendent of Curriculum and Assessment has been added. This new position was created in part to consolidate curriculum planning activities and to provide regional superintendents with more time to provide direct support to school sites. In addition, responsibilities for assessment and accountability have been shifted from the Assistant Superintendent of Instructional Support Services to the newly created position. The new position has been filled by one of the regional superintendents. A replacement Regional Superintendent was hired as of October 2001.
The new structure has resulted in a clarification of roles and responsibilities. Regular meetings that include the regional superintendents, Assistant Superintendent of Instructional Support Services, and Assistant Superintendent of Curriculum and Assessment further support clear communication. In addition, the Assistant Superintendent of Instructional Support Services and Assistant Superintendent of Curriculum and Assessment meet weekly to ensure consistency in policy and activities. Regular meetings are part of the district's strategy to support a consistent approach to addressing district objectives and goals.

3. In addition to creating the position of Assistant Superintendent of Curriculum and Assessment, several positions that report to the assistant superintendents have been more clearly defined and logically positioned in the organizational structure. For example, at the time of the initial FCMAT review there were two curriculum specialists who reported to the Assistant Superintendent of Instructional Support Services, while the function of curriculum development and support resided with regional superintendents. Under the current structure, these curriculum specialists now report to the Assistant Superintendent of Curriculum and Assessment, who has oversight of curriculum.

4. Under the new structure, regional superintendents should have more time to interact with principals. The leadership retreat was organized around the concept that all principals are instructional leaders, which was supported by activities that provided a starting point for principals to address the district's objectives as school site leaders.

Standard Implemented: Partially

June 2001 Rating: 2
December 2001 Self-Rating: 5
December 2001 New Rating: 5

Implementation Scale:
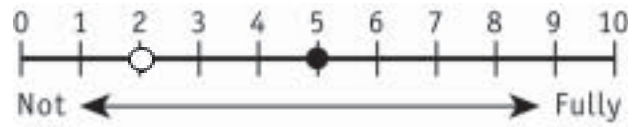
1.3 Planning Processes—Long-Term Goals

Professional Standard
The district has long-term goals and plans to improve student achievement.
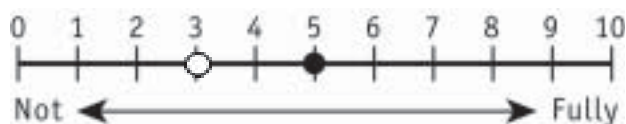
Progress on Recommendations and Improvement Steps

1. The district has developed goals and objectives that are aligned to its strategic priorities. Most administrators have participated in training or a presentation regarding the goals. Principals were provided with standardized test data for their students on August 21, 2001 and October 9, 2001 to help them assist their staff in establishing school-wide and grade-level goals, based on the district's goals.

2. The school board should be involved in the development of long range-planning goals and kept apprised of progress toward meeting such goals.

3. Incorporate into the district calendar periodic reviews of the long-term plan for revisions and adjustments of responsibilities and other resources.

4. See Standard 1.1.

Standard Implemented: Partially

June 2001 Rating:	3
December 2001 Self-Rating:	5
December 2001 New Rating:	5

Implementation Scale:

Professional Standard

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

Progress on Recommendations and Improvement Steps

1. The district has purchased a Web-based data warehouse system that will be used to connect the district's 13 stand-alone databases. By the end of the school year all schools will have access to the new system. Schools and district administrators will be able to use this system to obtain and input data once it is fully implemented. The district should create a plan to evaluate the implementation and use of the new system.

2. Regional superintendents work individually with school sites to determine the appropriateness of grants to support their students and staff. The central office notifies school principals of potential grants for which the school may qualify. If the principal is interested in pursuing the grant, the central office helps to create a grant writing team.

3. Financial management and effective resource allocation will be discussed with school leaders as part of monthly management meetings. School leaders are also encouraged to meet individually with central office support staff to receive one-on-one training in financial management.

Standard Implemented: Partially

June 2001 Rating: 2
December 2001 Self-Rating: 5
December 2001 New Rating: 4

Implementation Scale:
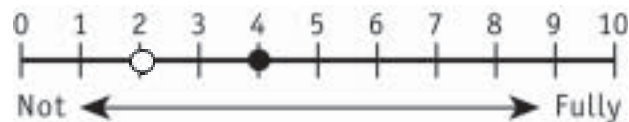
1.6 Planning Processes—Student Performance

Professional Standard

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

Progress on Recommendations and Improvement Steps

1. See Standard 1.1.

2. The district has introduced some changes to its school improvement plan development process. However, there has not been enough time for the district to fully address this study recommendation. The district plans to introduce a new format for school improvement plans at the beginning of the 2002-03 school year.

3. The district has revised its 2001-02 school improvement plan scoring rubric to address this recommendation.

4. The district should provide model plans as part of its school improvement packet for 2002-03.

5. Principals received their standardized test performance data for students at their school and goal writing templates prior to the beginning of the school year and in early October. These templates are designed to assist them in developing their goals with their staffs for the school year. Regional superintendents work with principals during three-, six-, and nine-month reviews during the school year (3-6-9 process).

Standard Implemented: Partially

June 2001 Rating:	2
December 2001 Self-Rating:	4
December 2001 New Rating:	4

Implementation Scale:

2.1 Curriculum—Management

Professional Standard

The district, through its adopted policy, has established a clear operational framework for management of the curriculum.
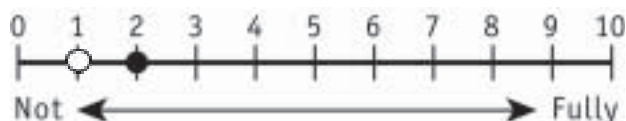
Progress on Recommendations and Improvement Steps

1. The district anticipates developing a curriculum management plan during the school year. However, such a plan is not yet in place. The district has added the new position of Assistant Superintendent of Curriculum and Assessment, which has consolidated the work of district curriculum planning into one position. 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. As plans for curriculum are developed and refined, training should be modified and created.

   f. Designate responsibilities for the curriculum management plan from the board level to the teachers , 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.

Standard Implemented: Partially

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

Implementation Scale:

Professional Standard

The district has clear and valid objectives for students, including the core curriculum content.
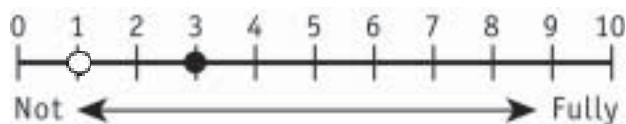
Progress on Recommendations and Improvement Steps

1. The district's new goals and objectives provide direction for addressing student achievement issues. The district has partially addressed the action steps outlined in the initial assessment. Below is a summary of the progress that has been made with regard to those action steps:

   a. The goals and objectives define goals for student learning. The district is in the process of planning based on these goals.

   b. The board is supportive of the district's goals and objectives.

   c. The district has focused its attention on creating standards for mathematics and language arts. Once this is completed, the plan is to concentrate on standards for science and other subject areas.

   d. & e. Power/key standards have been developed for language arts and mathematics. However, power standards for language arts require some revision to align them with research findings.

   f. Once it completes standards in mathematics and language arts, the district plans to address other subject areas.

   g. The district is assessing the mathematics performance of students.

   h. The district should incorporate district standards, performance criteria, and assessment information into a source document to serve as the sole curriculum guide.

2. In addition to creating a new position of Assistant Superintendent of Curriculum and Assessment, the district has clarified the roles and responsibilities of its curriculum specialists.

Standard Implemented: Partially

June 2001 Rating: 1
December 2001 Self-Rating: 3
December 2001 New Rating: 3

Implementation Scale:

2.4 Curriculum—Instructional Materials

Professional Standard
Sufficient instructional materials are available for all students to learn.
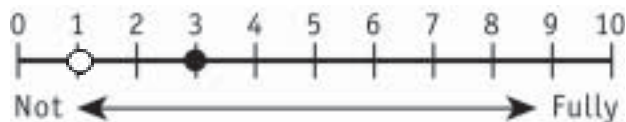
Progress on Recommendations and Improvement Steps

1. The district has developed goals and objectives that apply to curriculum decisions.

2. A process for standards based textbook adoption has been developed. This process will be included as part of the curriculum adoption process once it is updated. The district has met with CORE and requested their assistance with the development and refinement of the process for standards based textbook adoption, particularly as it relates to the language arts adoption.

3. Training for principals was provided at the beginning of the school year. Regional superintendents continue to work closely with new principals.

4. A district-wide textbook management system will need to be implemented to maintain a more accurate count of all textbooks and to help prevent losses.

5. The district still needs to develop and enforce a district-wide take home book policy and adopt new penalties to hold students and parents accountable for lost, stolen, and damaged instructional materials.

Standard Implemented: Partially

June 2001 Rating:	1
December 2001 Self-Rating:	3
December 2001 New Rating:	3

Implementation Scale:

2.6 Curriculum—Common Vision

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

Progress on Recommendations and Improvement Steps

1. The district is working to update its instructional technology plan. The updated plan should support the district's newly adopted goals and objectives.

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. The staff in this division support technology integration within curriculum and instruction.

3. A group met for the first time in September 2001 to discuss the development of a new instructional technology plan. In addition, other groups within the district have met to discuss the district's technology needs. One such group is the District Plan Committee, comprised of representatives from Bilingual, Consolidated Programs, Curriculum, and Professional Development. These groups must coordinate their efforts to ensure that the educational technology plan is consistent with district goals and other technology related action plans. The district should continue working to create an educational technology plan.

4. The district is planning to include in the technology plan a method for testing teachers' computer proficiency and requiring training when appropriate. The Adult School will provide support in the implementation of classes and testing.

5. Once the technology plan is developed, relevant board policies and administrative regulations should be updated, specifically AR 0405(a) and 0460(a).

6. A representative from the Fiscal Department is a member of the district Technology Plan Committee. He will assist in identifying available funding for providing technical and administrative support.

7. All district school sites are connected to the central office and the Internet with data lines. The district has surveyed schools about the number of classrooms in the facility, the number of classrooms connected to the Internet, and the number of computers that are multimedia capable. Instructional and non-instructional computer purchases will be delineated by the account code used on the purchase request and logged into BiTech.

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 find sample lesson plans.

MIS plans to assist the Instructional Support Services Division in Web posting procedures to support the dissemination of best practice information.

9. The District Plan Committee has discussed ideas for improving parental signature of Internet usage permission slips. MIS will have a standardized district Internet use policy for the 2002-03 school year. This form will be available in Spanish and Vietnamese so that non-English-speaking guardians can understand the policy.

Standard Implemented: Partially

June 2001 Rating: 0
December 2001 Self-Rating: 3
December 2001 New Rating: 3

Implementation Scale:
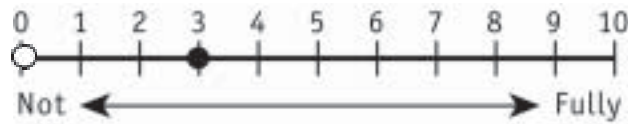
3.2 Instructional Strategies—Learning Goals

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

Progress on Recommendations and Improvement Steps

1. The district has dedicated its resources to developing standards, and aligning curriculum and assessments in the areas of language arts and mathematics. The district plans to implement lesson planning standards and tools once this foundation is put in place.

2. The district has not yet created and implemented a district-wide homework policy, as it is awaiting the development of standards. This recommendation may be addressed at the end of the school year.

Standard Implemented: Partially

June 2001 Rating: 2
December 2001 Self-Rating: 2
December 2001 New Rating: 2

Implementation Scale:

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 Steps

1. The district has introduced some changes to its school improvement plan development process. However, there has not been enough time for the district to fully address this study recommendation. The district plans to introduce a new format for school improvement plans at the beginning of the 2002-03 school year.

2. The district's planning process, relating to new district goals and objectives, provided principals with a template for goal setting and action step development. Regional superintendents are responsible for providing ongoing support to school principals to support achievement of goals. In addition, the district will be providing schools with Web-based student data analytical tools for schools to measure progress toward meeting goals and making improvements.

3. The district plans to introduce changes to school improvement plans for the 2002-03 school year. The district should provide principals with training regarding the changes in plan requirements in advance of the school year.

4. The district should develop and implement a plan to support articulation between grades. This plan should include a clear statement of objectives, a description of roles and responsibilities for teachers, principals, and district administrators, and a system for accountability.

Standard Implemented: Partially

June 2001 Rating: 3
December 2001 Self-Rating: 4
December 2001 New Rating: 4

Implementation Scale:
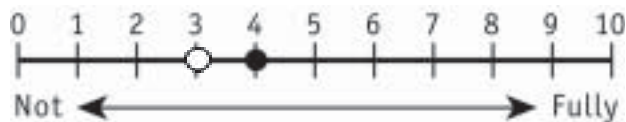
3.25 Instructional Strategies—Counseling

Professional Standard

High school counselors are knowledgeable about individual student academic needs and work to create challenging and meaningful course schedules.
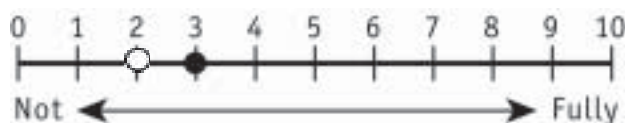
Progress on Recommendations and Improvement Steps

1. The district sponsored a one-day workshop for counselors (October 12, 2001) to assist them in developing strategies to improve the quantity and quality of counseling contacts. From this workshop, counselors decided that the current counselor job description should be reviewed and revised to increase the focus on student learning. The group developed a revised job description, which it plans to forward to the Personnel Division for action.

2. The updated job description requires approval by the district and the collective bargaining unit. The fiscal impact of such changes should be minimal; however, the Fiscal Services Division should be kept apprised of any potential fiscal impact.

3. The one-day workshop included a segment on the "Most Effective and Efficient Way to Schedule Students into Class" and "Counselor Evaluation Process." The format of the evaluation requires counselors to identify goals, objectives, and activities to work toward. There is a schedule for the development of goals and progress reports and final evaluations. Training that builds upon these initial sessions should be available to all counselors.

4. All 10th grade students have individual counseling sessions to discuss educational options and direction. Parents usually attend these sessions. In addition, all students in grades 9 through 12 receive a counseling booklet, which provides postsecondary planning information. The district plans to provide recommendations on the content of grade level forums to middle and high school principals and counselors in time for spring counseling sessions.

Standard Implemented: Partially

June 2001 Rating: 2
December 2001 Self-Rating: 3
December 2001 New Rating: 3

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 Steps

1. The MESA program, a counseling/academic program sponsored by the University of California, and the district are developing plans to have MESA support provided at each of the high schools. At the time of the study team's visit, two high schools had identified teachers to provide on-site support for the program. The remaining high schools are actively recruiting teachers to participate in the program. In addition, the university partnerships and School to Career counselors are in discussion with Contra Costa College to expand counseling services to 9th grade students.

2. The district plans to develop a template for school sites to include counseling information on their Web sites. In addition, students in the Tech Futures Program at El Cerrito High School are developing a Web site that will provide a link to specific information about college and university entrance requirements, program options, and scholarships and financial aid options.

3. Approximately 1,600 students access the Eureka Career Assessment System. This system provides students with information and feedback regarding career choices, courses to take, colleges that provide preparation for these careers, and future work force trends. This system is available in every high school, alternative and continuation school. The district is considering the introduction of an online counseling request form.

4. During the 2000-01 school year approximately 600 high school students participated in job shadowing programs. Two middle schools and two elementary schools also participated. In addition, key stakeholders—employers, unions, trade and professional organizations, and the business community—meet monthly to discuss ways to collaborate with schools to expand program options.

Standard Implemented: Partially

June 2001 Rating: 2
December 2001 Self-Rating: 4
December 2001 New Rating: 4

Implementation Scale:
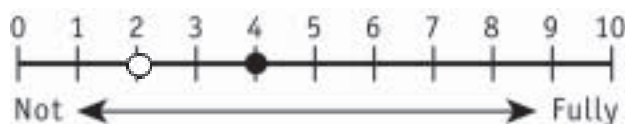
4.1 Assessment and Accountability—Instructional Standards

Professional Standard
The district has developed content and learning standards for all subject areas and grades that are understood and followed by school site staff.
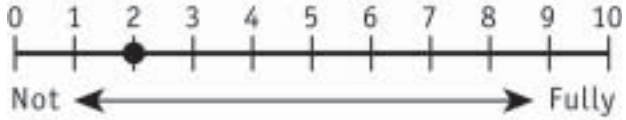
Progress on Recommendations and Improvement Steps

1. The district is in the process of developing a curriculum guide for teaching "Algebra Concepts" courses at the middle school level. The district has focused its attention on the development of specific goals and objectives for student learning. Once standards related to these goals are fully developed, the district will review and make adjustments to curriculum guides. The district has completed power/key standards in language arts and mathematics and expects to begin addressing this recommendation by the 2002-03 school year. As the district develops revised curriculum guides, it should consider the following:
    a. Curriculum guides should be aligned with state content standards and correspond to the same reference numbers.
    b. Curriculum guides should include practical teaching strategies and ideas for teachers to support standards-based teaching.
    c. Curriculum guides should include teaching ideas for supporting the diverse learning needs of students.
    d. The district should adopt a comprehensive curriculum guide revision schedule to ensure that curriculum guides reflect the most recent state and district standards.
    e. To ensure consistent practices, the central office should coordinate all development of curriculum guides. Existing school site activities related to curriculum guides should be evaluated and, when appropriate, incorporated into the district's process or eliminated.
    f. The district should make curriculum guides available on its Web site and include linkages to standards-based lesson planning tools.

2. The district's administrative reorganization, namely the addition of a new Assistant Superintendent of Curriculum and Assessment and clarification of roles and responsibilities among staff, has improved communications within the central office and between the central office and school site staff. In addition, the introduction of district-wide learning goals and objectives provides a focus for school sites.

3. The district is researching options for providing teachers with electronic lesson planning tools and sample lesson plans.

Standard Implemented: Partially

June 2001 Rating: 2
December 2001 Self-Rating: 2
December 2001 New Rating: 2

Implementation Scale:

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0    1    2    3    4    5    6    7    8    9    10
├────┼────●────┼────┼────┼────┼────┼────┼────┼────┤
Not ◄─────────────────────────────────► Fully
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4.3 Assessment and Accountability—Measurement Tools

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

Progress on Recommendations and Improvement Steps

1. The district has identified power/key standards in language arts and mathematics for all grade levels (K through 12). In addition, alternative measures have been identified for mathematics. The Assistant Superintendent of Curriculum and Assessment has met with CORE and requested assistance with the development and/or identification of alternative assessments in language arts (K through 8) and a staff development plan. The district should adopt a plan to support the development and maintenance of appropriate assessment tools. The plan should, at a minimum, contain the following:
   a. A clear statement of purpose, goals, and responsibilities related to assessments.
   b. A process for evaluating the appropriateness of assessment tools and the effectiveness of the tools to provide direction for improvement.
   c. Training and technical support for school sites.
   d. Identification of tools and resources that are required to support the use of standards and assessments to inform instruction.
   e. A process for regularly reviewing the assessments to ensure alignment with content standards.
   f. 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 Self-Rating: 3
December 2001 New Rating: 2

Implementation Scale:

4.4 Assessment and Accountability—Assessment Analysis

Professional Standard

The administration and the staff utilize assessment information to improve learning opportunities for all students.
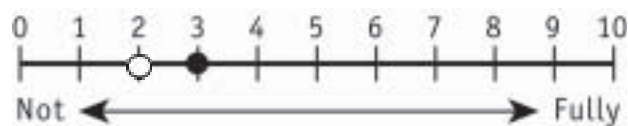
Progress on Recommendations and Improvement Steps

1. The district has purchased a Web-based data warehouse system that will be used to connect the district's 13 stand-alone databases. All schools will have access to the new system by the end of the school year. Schools and district administrators will be able to use this system to assess student learning needs based on academic performance. The district should create a plan to evaluate the implementation and use of the new system. The district has made progress in developing power/key standards in language arts and mathematics. Once the district has fully developed standards and assessment tools in these subject areas, tools will be developed in other subject areas.

2. Most principals received training prior to the school year regarding the district's new goals and objectives. Principals were asked to translate the district goals into specific school goals based on student performance data. School and district goals are stated in terms of improvements in student performance. To support this approach, the district provided principals with a binder of student assessment data aggregated into useful groupings for analysis. Regional superintendents work with principals on interpreting data and developing consistent action plans.

Standard Implemented: Partially

June 2001 Rating:	2
December 2001 Self-Rating:	3
December 2001 New Rating:	3

Implementation Scale:

Professional Standard

II/USP grant recipients are meeting or exceeding goals as identified in Action Plans.
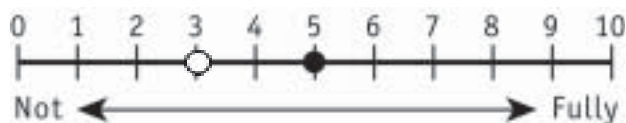
Progress on Recommendations and Improvement Steps

1. The Superintendent of Instructional Support Services has developed and implemented a standard status report template for all Cohort 1 and Cohort 2 schools. The status report template requires that schools reference each objective and measurable evaluation plans as listed in their action plan.

2. Status reports are provided to and reviewed by regional superintendents as part of the monthly and 3-6-9 month reporting.

3. A procedure has been developed so that II/USP schools can adjust and modify their action plans if they are consistently not reaching their goals.

4. Action plans/school plans are made available to parents, staff, and the community of each school. The MIS department and Education Technology Integration Coordinator have been approached to assist schools in establishing or revising their Web page to include II/USP action plans and status reports.

Standard Implemented: Partially

June 2001 Rating:	3
December 2001 Self-Rating:	4
December 2001 New Rating:	5

Implementation Scale:

5.1 Professional Development and Training—General

Professional Standard

Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.

Progress on Recommendations and Improvement Steps

1. The Instructional Support Services Division, which includes the Professional Development Department, has met every other week during this school year to coordinate work and to agree on the development of division goals and objectives that are consistent with the district's goals and objectives. Using the district's goals and strategic priorities, the department is developing a structure that can be used to develop training programs. The Professional Development Department began to develop a multi-year plan at the end of the school year, with input from PDQ. The department is exploring ways to publicize training options.

2. The Director of Professional Development has been working with the Assistant Superintendent of Curriculum and Assessment to provide professional development at the instructional leadership meeting for principals.

3. Project assistants have been assigned to report to the Assistant Superintendent of Curriculum and Assessment, since they primarily support curriculum planning and development. However, they continue to confer with the Director of Professional Development to coordinate efforts. Although members of the Professional Development Department continue to assist and broker support for the curriculum effort, they are not directly involved in curriculum development.

4. The district plans to review its curriculum adoption process later this school year. The district should address how the Professional Development Department will be involved with planning and developing professional development to address curriculum adoption changes.

5. All instructional support departments are now aligned under the Instructional Support Services Division. Coordination originally done by PDQ is not done at division meetings. For this reason, PDQ has been eliminated.

6. The department recognizes the importance of needs assessments and other surveys to determine the content of staff development. The department is reviewing the most efficient way to ensure proper tracking of staff development offerings and attendance. The department currently is reviewing a design to evaluate the effectiveness of all district staff development training.

Standard Implemented: Partially

June 2001 Rating: 3
December 2001 Self-Rating: 4
December 2001 New Rating: 4

Implementation Scale:
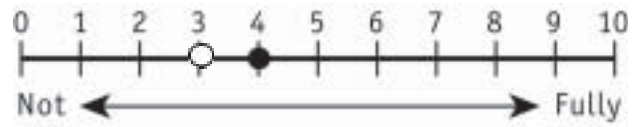
5.2 Professional Development and Training—General

Professional Standard

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

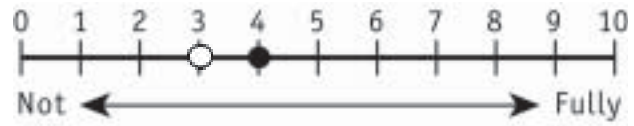### Progress on Recommendations and Improvement Steps

1. All instructional support departments are now aligned under the Instructional Support Services Division. Coordination originally done by PDQ is not done at division meetings. For this reason, PDQ has been eliminated. In addition to division staff, representatives from the teachers' and administrators' associations participate in division meetings.

2. Using the district's goals and strategic priorities, the Professional Development Department is developing a structure for training programs. In addition, the district is partnering with CORE to create a multi-year staff development plan for language arts.

3. The district has reviewed the California Department of Education's Designs for Learning framework.

4. The district should compare its strategic objectives vis-à-vis the current 18-hour requirement for professional development training. A decision should then be made as to what constitutes a sufficient number of professional training hours to accomplish the district's priorities. The district will need to work with the United Teachers of Richmond to amend the contractual agreement accordingly.

5. As the district reviews its approach to school improvement plan development it should create a mechanism whereby the Professional Development Department reviews the professional development component of the schools' improvement plans. This will allow the Professional Development Department to assess school needs and develop appropriate training options.

6. The Director of Professional Development has been working with the Assistant Superintendent of Curriculum and Assessment to support professional development.

7. The Professional Development Department functions as a broker of professional development offerings because professional development is not centrally managed. For this reason, currently it is not practical for the Professional Development Department to track professional development attendance. Furthermore, the current union contract does not allow the district to require or mandate staff development training. The district should include, in future negotiation proposals, procedures that will support meaningful and important staff development necessary to accomplishing the district's goals for student learning.

8. The district is in the process of developing a multi-year calendar of professional development activities.

Standard Implemented: Partially

June 2001 Rating: 3
December 2001 Self-Rating: 4
December 2001 New Rating: 4

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 Steps

1. The district has presented a bargaining proposal that seeks changes in hiring and evaluation practices. Specific proposed changes include the addition of criteria to assist in placing the most qualified person, rather than the most senior, in the appropriate educational environment. At the time of this report, the district was awaiting a response from the United Teachers of Richmond regarding this proposal.
   The district has convened a committee of central office employees, principals, and union representatives to discuss creating a staffing plan to place qualified staff in low-performing schools. The district successfully negotiated the use of 2001-02 TAP grant funds to hire and place 40 credentialed teachers in the district's lowest performing schools. The district also has negotiated five additional workdays for speech therapists to make the job more attractive to potential candidates. A new salary schedule was negotiated for school psychologists to improve recruitment efforts to fill positions.
   The district is piloting a standards based evaluation system for certificated staff. The district is using the California Standards for the Teaching Profession as the foundation for this system. The pilot allows teachers to select from a list of evaluation options. These options include:
   • The Portfolio Option
   • The Critical Friends Option
   • The Action Research Option
   • The Administrator Observation Option
   The district plans to introduce this system of evaluation to all schools during the 2002-03 school year.

2. The district has included language in its bargaining proposal to shorten the number of teacher transfer rounds to improve the timely hiring of teachers.

Standard Implemented: Partially

June 2001 Rating: 0
December 2001 Self-Rating: 6
December 2001 New Rating: 4
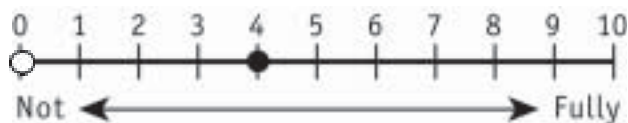
Implementation Scale:

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 Focus	Dec. 2001 Rating	June 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	
1.2 The administrative structure of the district promotes student achievement.	2	❑	5	
1.3 The district has long-term goals and plans to support student achievement improvements.	3	❑	5	
1.4 The district directs its resources fairly and consistently to accomplish its objectives.	2	❑	4	
1.5 Categorical and compensatory program funds supplement and do not supplant services and materials to be provided by the district.	5		NR	❑
1.6 The district's planning process focuses on supporting increased student performance.	2	❑	4	
2.1 MANAGEMENT - The district through its adopted policy provides a clear operational framework for management of the curriculum.	1	❑	2	❑
2.2 MANAGEMENT - Policies regarding curriculum and instruction are reviewed and approved by the school board.	5		NR	
2.3 OBJECTIVES - The district has clear and valid objectives for students, including the core curriculum content.	1	❑	3	
2.4 INSTRUCTIONAL MATERIALS - Sufficient instructional materials are available for students to learn.	1	❑	3	

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

NR not reviewed
❑   targeted for review

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

NR not reviewed
❑ targeted for review

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

NR not reviewed
❏   targeted for review

Pupil Achievement (continued)				
Standard to be addressed	June 2001 Rating	Dec. 2001 Focus	Dec. 2001 Rating	June 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	
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	
4.3 MEASUREMENT TOOLS - The assessment tools are clear measures of what is being taught and provide direction for improvement.	1	❑	2	
4.4 ASSESSMENT ANALYSIS - The administration and staff utilize assessment information to improve learning opportunities for all students.	2	❑	3	
4.5 ASSESSMENT ANALYSIS - The district has adopted multiple assessment tools, including diagnostic assessments, to evaluate, improve, or adjust programs and resources.	3		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 assure the maximum educational opportunity for all students.	2		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	
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	
4.9 II/USP - II/USP grant recipients are collecting required data to measure progress.	3		NR	
4.10 II/USP - II/USP grant recipients are meeting or exceeding goals as identified in Action Plans.	3	❑	5	

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

NR   not reviewed
❑   targeted for review