

Compton Unified School District

AB52 Assessment and Recovery Plans

Submitted by

Fiscal Crisis & Management Assistance Team

INTRODUCTION

The purpose of the following report is to provide the Compton Unified School District (CUSD) and the Superintendent of Public Instruction (SPI) with the findings and recommendations from the Fiscal Crisis and Management Assistance Team's (FCMAT) fifth six-month progress review. In February 1999, FCMAT provided the district with the comprehensive assessment and recovery plans as required by Assembly Bill 52. That assessment was based on existing legal and professional standards applicable to all California school districts. These standards provide a clear path for recovery and a rational basis for the return of governing board legal rights, duties, and powers. In August 1999, February 2000, August 2000, and February 2001, FCMAT provided the district with the results of the four previous six-month progress reports. The summary results of those reports are also included in this fifth six-month report.

Standards provide a rational basis for the return of governing board legal rights, duties, and powers

FCMAT and the Compton Unified School District each select standards in every major category to focus on during each six-month period. This pre-selection assists with clarity and focus as the district implements the recovery phase. The pre-selection also provides for a prioritization regarding the standards needing attention. In August 1999, February 2000, August 2000, and February 2001, the district was presented with the results of four six-month progress reports. The reports documented the progress made by the district in moving forward on the pre-selected standards. After the four six-month reviews were completed, FCMAT and CUSD again selected standards in every major category to focus on during the fifth six-month period. The charts of standards that accompany each section of this report indicate a numerical score for standards that were reviewed during each six-month period.

Professionals from both the private and public sectors assisted FCMAT with the measurement of progress during the fifth six-month review. FCMAT also interviewed district staff members to determine the degree and quality of progress. Evidence shows that the process to increase the overall capabilities of the district is successful and student achievement is improving. The report indicates that progress still needs to occur, particularly in the areas of pupil achievement, financial management, and personnel management.

Historical Background

Through Assembly Bill 52/Washington (Statutes of 1997, Chapter 767), the legislature stated its intent to return the designated legal rights, duties, and powers of governance to the CUSD Board of Trustees. The bill requires improvement in five major areas of school district operation: Community Relations, Personnel Management, Pupil Achievement, Financial Management, and Facilities Management. Assembly Bill 52 directed FCMAT and the state-appointed administrator, in consultation with other specific entities, to conduct comprehensive assessments and to develop recovery plans in the five designated areas.

In addition to a systemic, districtwide assessment and the development of a recovery plan, FCMAT must determine whether the school district has made substantial and sustained progress in the five designated areas. Where there is substantial and sustained progress, FCMAT must recommend to the Superintendent of Public Instruction the operational areas of school operation that should be returned to the governing board of the CUSD. As a result of this requirement, an incremental return of the legal rights, duties, and powers to the governing board is anticipated. The state legislature reinforced this charge during its hearings of AB 277/Washington. AB 277 proposed an immediate restoration of all legal rights, duties, and powers to the governing board and the Personnel Commission. After conducting hearings on the bill and taking testimony for and against the bill, the legislature voted against AB 277 and redirected the focus on the implementation of AB52.

PROGRESS SUMMARY

FCMAT’s progress report for the fifth six-month period demonstrates continued signs of improvement on many of the pre-selected standards. The recovery plan, as required under AB52, is working. Two and a half years ago (February 1999), on an implementation scale FCMAT developed to measure the legal and professional standards in the five operational areas (with 10 being the highest and zero the lowest), Compton at that time earned an overall rating of 3.99. After the first six-month progress period conducted in August 1999, Compton earned an overall rating of 4.53. It was clear at that time that the Compton Unified School District was moving toward recovery. After the second six-month progress period conducted in February 2000, Compton earned an overall rating of 5.19. After the third six-month progress period concluded in August 2000, Compton earned an overall rating of 5.98. After the fourth six-month progress period concluded in February 2001, the district earned an overall rating of 6.46. Now, after the fifth six-month progress period, Compton has earned an overall rating of 6.85. The Compton Unified School District continues to move toward recovery. The six-month progress periods provide both focus and prioritization for the district.

After the fifth six-month progress period, Compton has earned an overall rating of 6.85

When the average rating in an operational area reaches a level of 6.00 and no individual standard is below 4.00, FCMAT begins to review the incremental process of returning legal rights, duties, and powers to the Compton governing board. When the district has earned an average rating of 7.5 for the five operational areas, FCMAT will recommend the complete return of all legal rights, duties, and powers to the governing board.

The Compton Unified School District has made progress in each of the major operational areas. The five areas of district operation and their previous and current overall scaled scores are:

- 1. Community Relations:

February 1999 Initial Rating	4.19
August 1999 Rating <i>(First Six Months)</i>	4.42
February 2000 Rating <i>(Second Six Months)</i>	5.72
August 2000 Rating <i>(Third Six Months)</i>	6.42
February 2001 Rating <i>(Fourth Six Months)</i>	6.77
August 2001 Rating <i>(Fifth Six Months)</i>	7.48

- 2. Personnel Management:

February 1999 Initial Rating	2.31
August 1999 Rating <i>(First Six Months)</i>	3.78
February 2000 Rating <i>(Second Six Months)</i>	4.49
August 2000 Rating <i>(Third Six Months)</i>	5.36
February 2001 Rating <i>(Fourth Six Months)</i>	5.79
August 2001 Rating <i>(Fifth Six Months)</i>	6.29

3. Pupil Achievement:	February 1999 Initial Rating	2.45
	August 1999 Rating (<i>First Six Months</i>)	3.21
	February 2000 Rating (<i>Second Six Months</i>)	4.37
	August 2000 Rating (<i>Third Six Months</i>)	5.84
	February 2001 Rating (<i>Fourth Six Months</i>)	6.55
	August 2001 Rating (<i>Fifth Six Months</i>)	6.61
4. Financial Management:	February 1999 Initial Rating	3.85
	August 1999 Rating (<i>First Six Months</i>)	4.43
	February 2000 Rating (<i>Second Six Months</i>)	4.89
	August 2000 Rating (<i>Third Six Months</i>)	5.40
	February 2001 Rating (<i>Fourth Six Months</i>)	5.81
	August 2001 Rating (<i>Fifth Six Months</i>)	6.11
5. Facilities Management:	February 1999 Initial Rating	5.01
	August 1999 Rating (<i>First Six Months</i>)	5.83
	February 2000 Rating (<i>Second Six Months</i>)	6.12
	August 2000 Rating (<i>Third Six Months</i>)	6.84
	February 2001 Rating (<i>Fourth Six Months</i>)	7.39
	August 2001 Rating (<i>Fifth Six Months</i>)	7.77

The following indicates the number of standards in each of the major operational areas that remain below the scaled rating of 4.00.

1. Community Relations:	February 1999	27
	August 1999 (<i>First Six Months</i>)	21
	February 2000 (<i>Second Six Months</i>)	9
	August 2000 (<i>Third Six Months</i>)	0
	February 2001 (<i>Fourth Six Months</i>)	0
	August 2001 (<i>Fifth Six Months</i>)	0
2. Personnel Management	February 1999	50
	August 1999 (<i>First Six Months</i>)	48
	February 2000 (<i>Second Six Months</i>)	37
	August 2000 (<i>Third Six Months</i>)	23
	February 2001 (<i>Fourth Six Months</i>)	7
	August 2001 (<i>Fifth Six Months</i>)	0
3. Pupil Achievement:	February 1999	26
	August 1999 (<i>First Six Months</i>)	23
	February 2000 (<i>Second Six Months</i>)	14
	August 2000 (<i>Third Six Months</i>)	0
	February 2001 (<i>Fourth Six Months</i>)	0
	August 2001 (<i>Fifth Six Months</i>)	0

4. Financial Management:	February 1999	36
	August 1999 (<i>First Six Months</i>)	29
	February 2000 (<i>Second Six Months</i>)	21
	August 2000 (<i>Third Six Months</i>)	14
	February 2001 (<i>Fourth Six Months</i>)	4
	August 2001 (<i>Fifth Six Months</i>)	0
5. Facilities Management:	February 1999	34
	August 1999 (<i>First Six Months</i>)	19
	February 2000 (<i>Second Six Months</i>)	15
	August 2000 (<i>Third Six Months</i>)	0
	February 2001 (<i>Fourth Six Months</i>)	0
	August 2001 (<i>Fifth Six Months</i>)	0

School Accountability Act

The recently enacted 1999 California Public School Accountability Act places an additional academic requirement on a number of schools in the Compton Unified School District (CUSD). In January 2000, the California Department of Education released the Academic Performance Index (API) Report, which ranked all California schools on a scale of one to 10, with one being the lowest and 10 the highest. Of the district's 34 schools, 25 received a rank of one or two, and nine received a rank of three or four.

First Year Cohort of Schools 1999-2000

Ten of the underperforming CUSD schools participated in the Immediate Intervention/Underperforming Schools Program (II/USP) in the 1999-2000 school year, which is part of the Public School Accountability Act. The II/USP program requires schools to work with an external evaluator to assess the barriers that are obstructing student performance and to develop an action plan to remove the barriers and improve student performance. Four additional district schools participated as implementation schools in the federal Comprehensive School Reform Demonstration Program (CSRDP), and contracted with the New American Schools consulting agency as their external evaluator.

Eight of the district's 10 II/USP schools contracted with Performance Fact, Inc., a consultant based in Washington, D.C. as their external evaluator. Two of the 10 II/USP schools contracted with Tolbert and Associates, a consultant located in Oakland, CA. All of the 10 II/USP schools submitted Action Plans to the California Department of Education and received CDE approval for implementation funding for the 2000-01 school year. The Action Plans were developed in conjunction with contracted external evaluators. Funding was based on the school's 1999 CBEDS data.

Analysis of the Spring 2000 SAT-9 test scores indicates that only five of the 10 II/USP schools met their performance growth targets in the 1999-2000 school year. However, the II/USP schools began implementing their Action Plans during the 2000-2001 school year to meet their performance growth targets on the SAT-9 in the spring of 2001.

Second Year Cohort of Schools 2000-2001

Twelve additional district schools participated in the II/USP program during the 2000-01 school year. They contracted with external evaluators to identify barriers to student achievement and to help them develop an Action Plan to overcome the identified barriers. The external evaluators contracted to work with these twelve schools were Performance Fact, Tolbert and Associates, Urban Learning Center, and the Los Angeles County Office of Education.

Action Plans for these schools have been submitted to the California Department of Education and Action Plans have been approved for funding. These schools will begin the first year of Action Plan implementation in the 2001-02 school year.

The district has recently received the spring 2001 SAT-9 scores. Compton Unified School District schools have shown performance improvement for the fourth consecutive year. Average grade level scores for grades 2-9 showed increases in reading, language and mathematics. Scores at grades 10 and 11 remained relatively flat. Academic Performance Index (API) scores have not

yet been determined from the spring test data. The district will need to monitor the API results for the first cohort of schools completing their first year of Action Plan implementation, as required action must be taken for schools that do not meet their API performance growth target.

Schools participating in the II/USP are required each year to make a minimum of 5% improvement between the previous API score and the state-determined target score of 800. Compton Unified School District schools received \$168 per enrolled student in additional funds for the 2000-2001 school year to implement their Action Plans and achieve the necessary performance improvement. Schools that do not meet their performance growth target within 12 months of receiving funding will need to hold a public hearing at a regularly scheduled board meeting to ensure that members of the school community are aware of the schools' lack of progress.

In addition, the governing board of the school district shall, upon consultation with the external evaluator and the schoolsite and community team, choose from a range of interventions for the school. These interventions include reassignment of school personnel, negotiation of site-specific amendments to collective bargaining agreements, or other changes deemed appropriate, in order to continue implementing the Action Plan and to make progress toward meeting the school's growth target.

Although average grade level scores in the district are improving, the II/USP requires school level accountability for improved student performance. The district still has much work to do to improve student performance at each district school.

RETURN OF LEGAL RIGHTS, DUTIES AND POWERS TO THE GOVERNING BOARD

Legislative Intent

In July 1993, Assembly Bill 657/Murray (Statutes of 1993, Chapter 78) appropriated \$10.5 million in the form of an emergency loan for the Compton Unified School District. This loan required the appointment of a state administrator who would exercise the powers and responsibilities of the governing board. In October 1993, Assembly Bill 1708/Murray (Statutes of 1993, Chapter 924) provided a second emergency loan of \$9.45 million. This loan required the district to comply with Education Code Section 41325, which continues the assignment of the state administrator. In September 1993, Assembly Bill 33/Murray (Statutes of 1993, Chapter 455) provided further clarification and conditions regarding the emergency apportionment. This bill stipulated that the state administrator retain authority for the operation of the district until such time as the Superintendent of Public Instruction determines the district has met the fiscal requirements and has made demonstrated academic progress.

The above mentioned legislation requires the loan to be repaid and the academic performance of the district to improve prior to the board being restored its legal rights, duties, and powers. The district made the 6th and final loan payment in June 2001. In the six years since 1996, the district has repaid a total of \$23,458,061 in loans and interest.

<i>The district repaid a total of \$23,458,061 in loans and interest</i>	Through Assembly Bill 52/Washington (Statutes of 1997, Chapter 767), the legislature stated its intent to return the designated legal rights, duties, and powers of governance to the Compton Unified School District Board of Trustees. In addition to the above bills, AB 52 required the assessment of five major operational areas of school district operation: Community Relations, Personnel Management, Pupil Achievement, Financial Management, and Facilities Management. AB 52 required FCMAT and the state administrator, in consultation with other specified entities, to conduct comprehensive assessments and to develop specified recovery plans in the five designated areas.
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In addition to a systemic, external assessment and development of a recovery plan, FCMAT was required to determine whether the school district has made substantial and sustained progress in the five designated areas. This fifth six month progress report reflects the progress made and acknowledges a district moving toward full recovery.

Standards Based

For schools and school districts to be successful in program improvement, the evaluation, design and implementation of the recovery plans must be standards driven. When standards are clearly defined, reachable, and communicated, there is a greater likelihood they will be measured and met.

The Compton Unified School District is measured on a consistent rating format, and every standard is given a scaled score from zero to 10 as to its relative status of completeness. The following represents a definition of terms and scaled scores applied to this process. The single purpose of the scaled score is to establish a baseline of information by which the district's future gains and achievement in each of the standard areas can be measured.

- **Not Implemented (Scaled Score of 0)**

There is no significant evidence that the standard is implemented.

- **Partially Implemented (Scaled Score of 1 through 7)**

A partially implemented standard lacks completeness, and it is met in a limited degree. The degree of completeness varies as defined:

1. Some design or research regarding the standard is in place that supports preliminary development. (Scaled Score of 1)
2. Implementation of the standard is well into the development stage. Appropriate staff is engaged and there is a plan for implementation. (Scaled Score of 2)
3. A plan to address the standard is fully developed, and the standard is in the beginning phase of implementation. (Scaled Score of 3)
4. Staff is engaged in the implementation of most elements of the standard. (Scaled Score of 4)
5. Staff is engaged in the implementation of the standard. All standard elements are developed and are in the implementation phase. (Scaled Score of 5)
6. Elements of the standard are implemented, monitored and becoming systematic. (Scaled Score of 6)
7. All elements of the standard are fully implemented, are being monitored, and appropriate adjustments are taking place. (Scaled Score of 7)

- **Fully Implemented (Scaled Score of 8 through 10)**

A fully implemented standard is complete relative to the following criteria.

8. All elements of the standard are fully and substantially implemented and are sustainable. (Scaled Score of 8)
9. All elements of the standard are fully and substantially implemented and have been sustained for a full school year. (Scaled Score of 9)
10. All elements of the standard are fully implemented, are being sustained with high quality, are being refined, and have a process for ongoing evaluation. (Scaled Score of 10)

By utilizing a standards based approach, FCMAT was able to incorporate a scaled score to measure progress and to establish an acceptable level for the return of the Board’s legal rights, duties and powers. AB 52 expresses the legislative intent that the Board be returned its designated legal rights, duties and powers through an incremental process. To implement this intent, FCMAT has established a standard for the return of the legal rights, duties and powers. This standard is based upon the scaled score system. When the average rating in an operational area reaches a level of 6.00 and no individual standard is below 4.00, FCMAT will recommend a process for the incremental return. This process will include recommending to the Superintendent of Public Instruction the return of certain operational areas to the school district. When the district has earned an average rating of 7.5 for the five operational areas, FCMAT will recommend to the Superintendent of Public Instruction the complete return of all legal rights, duties and powers to the Board.

***In all five areas,
the district has
achieved the
preestablished
FCMAT rating of
6.00 or better***

The Compton Unified School District continues to make progress in each of the five major operational areas. In all five of the operational areas, Community Relations (7.48), Personnel Management (6.29), Facilities Management (7.77), Pupil Achievement (6.61), and Financial Management (6.11), the district has achieved the preestablished FCMAT rating of 6.00 or better. Additionally, there are no standards in any of the five operational areas that fall below a scaled score of 4.00. The standard established by FCMAT for the incremental return of legal rights, duties and powers in each of the five operational areas has been achieved. The district has achieved an average total rating of 6.85 for all five operational areas.

In addition to this criteria, AB 52 required that the training specified in the personnel recovery plan be completed prior to any recommendation. The training specified in the personnel recovery plan has been achieved to a level that FCMAT can recommend the return of the five operational areas for the governing board of the school district to assume.

Return of Legal Rights, Duties and Powers in Designated Operational Areas

The third six-month progress report, in August 2000, recommended to the Superintendent of Public Instruction that the designated operational areas of Community Relations and Facilities Management be returned to the Governing Board of the Compton Unified School District. These two areas met the standard established by FCMAT for an incremental return of legal rights, duties and powers a year ago. The Superintendent acted to return the two operational areas to the Governing Board in January 2001.

The fourth six-month report in February 2001, recommended that the operational area of Pupil Achievement be returned to the Governing Board of the Compton Unified School District. Although academic performance remained below average, academic performance scores continued to increase. The district had focused efforts on improving student performance and had procedures in place to identify and address student deficiencies.

The Superintendent of Public Instruction did not return governance of Pupil Achievement to the governing board as recommended by FCMAT in its fourth six-month progress report. The SPI indicated, in a letter to the district dated March 26, 2001, that the district would benefit from additional time to determine how well the academic processes being implemented perform. The SPI also indicated that it would be prudent to evaluate the district's spring testing results to determine the effectiveness of the steps taken by the district in the last year.

In this fifth six-month progress report, FCMAT recommends that the operational areas of Personnel Management and Financial Management be returned to the governing board of the Compton Unified School District. Additionally, it is recommended that the operational area of Pupil Achievement be returned to the governing board as recommended in the fourth six-month progress report.

FCMAT recommends that Personnel and Finance be returned to the governing board

Although the average of 7.5 for all five operational areas has not yet been achieved, FCMAT believes that the district has made sufficient progress, has implemented appropriate operational processes, and has demonstrated sustainability of improvement efforts, that the 7.5 average rating criterion need not remain as a deterrent to the full return of all legal rights, duties and powers to the governing board of the Compton Unified School District.

With the five operational areas recommended for return to the governing board, it will be necessary for the Superintendent of Public Instruction to clarify the role of the State Administrator currently appointed to the district. As the district has recently appointed a superintendent, the SPI may wish to appoint the State Administrator as the State Trustee, under the auspices of AB1200, to provide state oversight of the district's operations.

Executive Action on Return of Legal Rights, Duties and Powers in Designated Operational Areas

Executive Order, January 2001, Response to Third Six-Month Progress Report

The Superintendent of Public Instruction, on January 30, 2001, formally notified the Compton USD Governing Board of executive action taken to restore the Board's rights, duties, and obligations in the operational areas of Community Relations and Facilities Management. A copy of this notice is included in the appendix of this report.

The Superintendent of Public Instruction, in negotiations with the Compton Governing Board over the process of incremental return of powers, agreed to remove the term "advisory" from the Compton Governing Board's title, provide the reinstatement of stipends and benefits upon the recommended return of another operational area of governance, and authorize the Board to begin the search process for a permanent superintendent. Upon completion of the search process, the governing board shall have final authority to select a permanent superintendent from amongst the candidates.

The Superintendent of Public Instruction indicated that the State Administrator would serve as the district's interim superintendent for the areas over which the Compton Board has authority, and would serve as the State Administrator for the areas over which the Compton Board does not have authority. The SPI recognized the Board's desire to hire an interim superintendent for the two areas returned, Community Relations and Facilities Management. However, the Superintendent of Public Instruction determined that "waiting a few months until the permanent superintendent is in place will provide for a smoother transition."

The district, with the assistance of CSBA, has since completed a superintendent search process, and has unanimously selected and appointed a superintendent to begin work in the district August 27, 2001.

Executive Order No. 2, March 2001, Response to Fourth Six-Month Progress Report

The Superintendent of Public Instruction, on March 26, 2001, formally notified the Compton USD Governing Board of executive action to establish the board "stipend authorized under Education Code section 35120, and such health benefits as are authorized under District policy and law. In all other respects, the Superintendent's January 30, 2001 Executive Order remains in effect." A copy of this notice is included in the appendix of this report.

The Superintendent of Public Instruction indicated that the District would benefit by having the management of the operational area of Pupil Achievement remain for additional time under the direct administration of the State Administrator. The SPI indicated that should appropriate progress be demonstrated in the area of Pupil Achievement, the return of local control in this operational area could be returned to the district in the fall.

The SPI also commented on the concerns raised by FCMAT as to whether the Board was embracing the proper exercise of its governing authority. She indicated her concern as to the readiness of the Board to effectively fulfill its policymaking role.

Comments on Return of Legal Rights, Duties and Powers in Designated Operational Areas

Governing Board

The return of the district's operational areas on an incremental basis enables FCMAT to monitor the Board's actions in the exercise of its authority, to determine the district's readiness for self-governance. In the fourth six-month progress report, FCMAT reported concerns about a few incidents that occurred in the short time since the return of the two operational areas of Community Relations and Facilities Management to the governing board.

FCMAT indicated in the fourth six-month progress report that it found these incidents alarming, and reminded board members that they have governing authority only as a board and not as an individual. Based on these actions, several standards that described board member behaviors were affected, with several ratings being lowered.

FCMAT continued to monitor the board's exercise of its reacquired governing authority during the last six-month review period. No incidences of inappropriate board behaviors was reported or observed during this six-month period, and the standards that had received lower ratings based on inappropriate board behaviors, have received higher ratings in the fifth six-month progress report.

Two important activities have occurred in the district during the last six-month period that demonstrate the board's readiness to resume governance of the district. The governing board has successfully conducted a superintendent search and has unanimously selected a new superintendent who takes office on August 27, 2001. The board demonstrated their ability to work cooperatively on this important task.

The governing board has unanimously selected a new superintendent

The board has made outreach efforts to establish a more collaborative working relationship with the new city government. The June elections resulted in the election of a new mayor and several new city council members who have stated a willingness to work in cooperation with the school district.

District Management

The district has undergone a number of management staffing changes and reorganization in the last six months. Several cabinet level staff have been hired to replace retiring staff and staff leaving to accept other positions. The district has recently lost its Public Information Officer, its Chief Facilities Officer, its Associate Superintendent of Human Resources, its Associate Superintendent of School Operations, and an Assistant Superintendent of Curriculum and Instruction. The Chief Fiscal Officer is scheduled to leave the district for another position at the end of September.

The State Administrator has hired a Deputy Superintendent, an Associate Superintendent for Grades 9-12 and a replacement for the Associate Superintendent for Human Resources. Positions still to be filled include an Associate Superintendent for Grades K-8 and an Assistant Superintendent for Curriculum and Instruction. The Chief Facilities Officer position will not be refilled, and

instead, a Senior Director for Facilities, Maintenance and Transportation has been established and placed under the supervision of the Chief Fiscal Officer. The district is currently seeking a new Chief Business Officer.

The number of changes in the management staff is positive in that a new cabinet has been acquired to work with the new incoming superintendent. However, the many changes may contribute to a lack of historical district perspective and experience that could possibly result in a lack of continuity and understanding of the work already achieved, and perhaps a lack of continuing progress in meeting the requirements of AB52. The appointment of the State Administrator as a State Trustee under AB1200 to monitor the district's affairs for the next two years will maintain some historical perspective and assist in keeping the district moving in the same positive direction.

RESPONSIBILITY UNDER THE ACLU CONSENT DECREE

In July 1997, the ACLU and the attorneys for the Plaintiffs filed a class action lawsuit against the State Department of Education in the Los Angeles Superior Court. This lawsuit (Serna v Eastin, Case No. BC 174282) claimed that the children attending public schools in the Compton Unified School District were deprived of basic educational opportunities, which are available to children elsewhere in California.

The judgement approving the Consent Decree in the above-entitled action was entered on February 7, 2000. The Consent Decree requires continued improvement in school facilities/sites and the classroom environment. Some of the specific areas of concern that require attention under the Consent Decree include such areas as the availability of certificated teachers in every classroom, the availability of appropriate textbooks and instructional materials for students to take home, the conditions of student restrooms, the timely removal of litter and graffiti, and the repair/replacement of any faulty electrical wiring.

Additionally, the Consent Decree identified specific standards among the legal and professional standards developed by FCMAT in the operational areas of Pupil Achievement and Facilities Management that require additional attention by the district. These identified standards must meet a rating of 8 or better (on a scale of 1 to 10) in order for the standard to be determined as implemented and sustained. These standards are identified in the charts of standards following each section with an asterisk and shading. These specific standards have been reviewed during FCMAT's monitoring visits and incorporated into the six-month report required under AB52. The six-month progress reports, beginning with the August 2000 report, reflect the progress of recovery under both AB52 and the Consent Decree. The court's action, with respect to the ACLU lawsuit, also places FCMAT in a monitoring role relative to the Consent Decree in requiring semiannual reports on the defendants' progress in complying with the requirements of the decree.

The six-month progress reports reflect the progress of recovery under both AB52 and the Consent Decree

FCMAT meets with the counsel for the plaintiffs and defendants every 60 days. Three meetings were held prior to the third six-month progress report in August, 2000 to discuss process, responsibilities, and progress relative to the Consent Decree. The August 2000 progress report represented the first FCMAT document addressing the stipulations of the Consent Decree. Two meetings and two random school site visitations were conducted between September and February, prior to the fourth six-month progress report in February 2001. Four meetings and a random school site visitation were conducted between March and August, prior to this fifth six-month progress report. The Compton Unified School District continues to show progress under AB52 and the Consent Decree.

Summary of Findings and Recommendations Related to the Consent Decree

FCMAT is appointed by the parties to oversee compliance with the Consent Decree. This section provides the reader with our summary of findings and recommendations. A more detailed response to the standards can be found in the Pupil Achievement and Facilities Management recovery plan sections of this report.

Consent Decree Stipulations Related to Pupil Achievement

There are several stipulations within the Consent Decree that relate to and affect pupil achievement. These stipulations include: Availability of Textbooks, Presence of Certificated Teachers, Employee Absenteeism, Established Homework Policy, Retention and Promotion Policy, Passing of CBEST, Parent Volunteer Strategies, and Race Relations. Several FCMAT standards in the Pupil Achievement operational area are also affected by an additional compliance requirement of needing to reach a rating of 8 (on a scale of 1-10) to be deemed compliant. These specific standards are highlighted in the chart of Pupil Achievement standards in the Pupil Achievement section of this report.

Consent Decree Section 8 (Textbooks)

The requirements of this section have been partially met by the district. The district has purchased class sets of texts in English and mathematics, as well as sufficient texts in English, mathematics and History/Social Science to assign a text to each student for use at home. Although the purchase of class sets is not a requirement, the class sets allow students not to have to carry their assigned text to and from school. The History/Social Science and Science textbook adoption processes have been completed and the appropriate number of History/Social Science texts purchased for school year 2000-01. Additional classroom sets of History/Social Science texts will be purchased in the 2001-2002 budget. The purchase of the newly adopted science texts will be delayed until sufficient quantities of texts in English, History/Social Science and mathematics have been acquired. Science texts from a prior adoption are currently available for student use. The district has prepared an inventory of all existing textbooks. *(See related Pupil Achievement Standard 1.25)*

Consent Decree Section 11 (Presence of Certificated Teachers)

The requirements of this section have been partially met by the district. Certificated teachers have been present in each classroom each day during the review period. Efforts have been made by the district to increase the substitute list. The district has been unable to maintain a list of certificated substitutes in sufficient numbers to meet absences. The principal has assumed responsibility for ensuring that children without certificated teachers receive appropriate instruction. Other certificated site staff must substitute if qualified substitutes are not available at the site. *(See related Personnel Management Standard 8.2)*

Consent Decree Section 12 (Absenteeism)

The requirements of this section have been partially met by the district. The district has assigned non-instructional certificated staff to substitute when regular substitutes are not available for teacher absences. The district has not yet developed a plan to reduce employee absenteeism. Absenteeism continues to be at a high rate within the district certificated teaching staff. *(See related Personnel Management Standard 8.2)*

Consent Decree Section 13 (Homework)

The requirements of this section have been met. The State Administrator has developed and implemented a district wide homework policy. A monthly certification by the site principals that a homework policy is being implemented is submitted to the district office. District administrators visit school sites regularly to check for continued compliance. Parent notifications regarding the homework policy were sent home at the beginning of each semester in September and February. The parent handbook, Guidelines for Parents, contains the district's homework policy. The handbook is updated annually and distributed to parents. Schools should keep the signed acknowledgement of receipt forms from parents. *(See related Pupil Achievement Standards 1.2 and 1.11)*

Consent Decree Section 19 (Student Promotion)

The requirements of this section have been met. The State Administrator has developed a promotion/acceleration/retention policy, Policy No. 5123. The board adopted this policy on April 11, 2000. Information on the policy was distributed to parents through the Parent Handbook, Guidelines for Parents. Plaintiffs' counsel was invited to provide written comments on the draft policy. A copy of the policy was sent to Plaintiff's counsel for written comment. No response was received. *(See related Pupil Achievement Standards 1.5 and 1.16)*

Consent Decree Section 20 (CBEST)

The district is meeting the requirements of this section. The district identifies teachers without clear credentials and their length of employment. The district limits the number of teachers on CBEST waivers and monitors teachers who have not passed the CBEST. To minimize the disruption of student instruction, the parties to the Consent Decree have agreed that teachers may be released at the end of the school year, rather than at their hire date. The district continues to provide CBEST training several times each year for teachers who have not yet passed CBEST. An annual report of the teachers who do not have a clear credential and the length of their employment is a requirement. *(See related Personnel Management Standard 3.10)*

Consent Decree Section 23 (Volunteerism)

The district has met the requirements of this section. The district continues to work to ensure parents and community members feel welcome in the schools. Parent centers are available at 14 out of 34 school sites, and all schools have identified a designated area for parents to meet. Parent centers for all schools are included in the district's modernization plans. The "Volunteers in Public Schools" (VIPS) handbook was developed and approved by the board in the 1999-2000 school year. This document provides direction to volunteers about becoming involved in their schools. Parents are actively recruited to volunteer and the district does an excellent job providing monthly recognition programs. A year-end recognition dinner was held in spring, 2001 to recognize two outstanding volunteers from each school in the district. Approximately 250 people attended. The number of volunteer hours at each school site are recorded and tabulated. *(See related Community Relations Standard 2.7 and Facilities Management Standard 10.1)*

Consent Decree Section 24 (Race Relations)

The requirements of this section have been partially met by the district. The district has made a significant effort to provide meaningful staff development workshops for teachers and administrators in multiculturalism, and in educating all children. The district conducts a two-day orientation/workshop in August for all certificated staff. Participants attend various workshop sessions,

including a number of sessions related to students with special needs. The district parent advisory council works to promote positive race relations among the various ethnic groups in the community. The district needs to continue to encourage board members and parents to participate in programs that provide positive race relations and nonviolent conflict resolution. A program to incorporate race relations and nonviolent conflict resolution into an ongoing course of study has not yet been developed. *(See related Pupil Achievement Standard 1.10)*

Consent Decree Stipulations Related to Facilities Management

There are several stipulations within the Consent Decree that relate to and affect school facilities. These stipulations include: Condition of Bathrooms, Broken Windows, Electrical, Security Plan, Emergency Drills, Litter, Drinking Water, Site Committees, Food Service, and Central Telephone Number for Facilities Complaints. Several FCMAT standards in the Facilities Management operational area are also affected by an additional compliance requirement of needing to reach a rating of 8 (on a scale of 1-10) to be deemed compliant. These specific standards are highlighted in the chart of Facilities Management standards in the Facilities Management section of this report.

Consent Decree Section 7 (Bathrooms)

The requirements of this section have been partially met by the district. All site bathrooms continue to be inspected a minimum of three times daily by the principal and/or other staff. Records of this monitoring process are maintained at the site for inspection. The bathrooms are monitored during periodic, unannounced site visits to school campuses. A FCMAT representative uses a checklist to monitor compliance with Consent Decree stipulations. All written documents and logs are reviewed and any needed follow-up discussed with the site administrator. During recent inspections, some bathrooms still required maintenance and custodial services. Generally, bathrooms were safe, supplied and operable. The district has undertaken at least fourteen restroom renovations in the last year. *(See related Facilities Management Standard 9.4)*

Consent Decree Section 9 (Broken Windows)

The requirements of this section are being substantially met by the district. Identified boarded windows are replaced with clear glass, or other clear permanent material. Certain windows are allowed to be boarded for safety and property protection. Broken windows are replaced as soon as possible. Materials used to temporarily secure broken windows require that a date and time of the repair be affixed on the material, which is not always met. Sites are monitored regularly to ensure compliance. *(See related Facilities Management Standard 1.12)*

Consent Decree Section 10 (Electrical)

The requirements of this section are being met by the district. Great attention is being given to correcting any broken or loose electrical wiring and fixtures. A FCMAT representative visits all school sites on a regular basis to check for any hazardous conditions, including broken or loose wiring. Reports of conditions needing attention are reported to the Facilities Division. The district has directed major work effort to addressing the deficiencies identified in the monthly inspection reports and in the electrical inspector's reports. The district and plaintiff's counsel have identified a licensed electrician to conduct site inspections of specific identified sites. Inspection of two high school sites by the licensed electrician occurred in Fall 2000, and inspection of the third high school occurred in spring 2001. Plant managers have been directed to

conduct a monthly electrical site inspection and report their findings to the Director of Facilities, Maintenance and Transportation. These monthly reports have been documented. *(See related Facilities Management Standard 9.8)*

Consent Decree Section 14 (Security Plan)

The requirements of this section have been met by the district. There is a districtwide security plan. School sites have established school site safety committees to continually determine safety concerns and recommend remedial action to the school administrator and the district office. The district security committee referenced in the Consent Decree has been established. The committee has input into updates of the district wide security plan. Parents have been encouraged to participate in school security patrols. The district police force has been reassigned to the supervision of the Deputy Superintendent. The district's police force continues to work with site safety committees. *(See related Facilities Management Standard 1.3)*

Consent Decree Section 15 (Emergency Drills)

The requirements of this section are being met by the district. Written emergency plans are available at the school sites. The stipulation requiring that every school site have a fire warning system required by Education Code Section 32001 has been met by the district. Thirteen schools, however, are awaiting an upgrade from the bell system to a strobe fire alarm system. The required fire and earthquake drills are practiced according to the pertinent education code sections and drills recorded. These records are reviewed by district personnel and by a FCMAT representative. *(See related Facilities Management Standard 1.9)*

Consent Decree Section 16 (Litter)

The requirements of this section have been partially met by the district. The district has a graffiti abatement program in place, which is one of immediate removal. School campuses are inspected regularly and graffiti is removed immediately. Daily inspections by site principals have improved campus cleanliness. Playground equipment was repaired or removed, but may not have been completed within the thirty (30) day period under the Consent Decree. The community service program in which all children are encouraged to perform five hours of community service per semester for litter removal is implemented at a few schools and will be considered at other district schools in the 2001-2002 school year. *(See related Facilities Management Standard 1.8 and 1.14)*

Consent Decree Section 17 (Drinking Water)

The requirement of this section has been met by the district. Drinking water is readily available to all children at all school sites. *(See related Facilities Management Standard 8.10)*

Consent Decree Section 18 (Site Committees)

The requirements of this section have been partially met by the district. The district has established a representative community committee to assist in the development of the district's Facilities Master Plan. As part of the district's modernization construction applications, a facilities inventory was conducted. The school site safety committees and/or site advisory councils established at all school sites, continue to conduct site inspections and monitor safety needs at the school. *(See related Facilities Management Standards 1.12, 1.14 and 9.11)*

Consent Decree Section 21 (Food Service)

The requirement of this section is being met by the district. Inspections by the County of Los Angeles Department of Health Services during the 2000-01 school year were conducted at Whaley, Enterprise, and Davis Middle Schools, Dickison Elementary and the Compton Warehouse in December 2000, at Foster Elementary in April 2001, and at Roosevelt Elementary in July 2001. Copies of the reports will be shared with the school site committees in the new school year. *(See related Facilities Management Standard 9.3)*

Consent Decree Section 22 (Central Telephone Number for Facilities Complaints)

The requirements of this section have been partially met by the district. Communication with the community about facilities issues is ongoing and continual. The district has not yet established and shared a central telephone number for complaints about the condition of school facilities. Although a separate line or separate number need not be established, the district needs to identify and publicize a number for the community to use to voice their complaints about facilities issues. Tabulation of the number and nature of the calls received and the disposition of the complaints need to be tabulated in a quarterly report that is available to counsel for the plaintiffs and the public. *(See related Facilities Management Standard 11.2)*

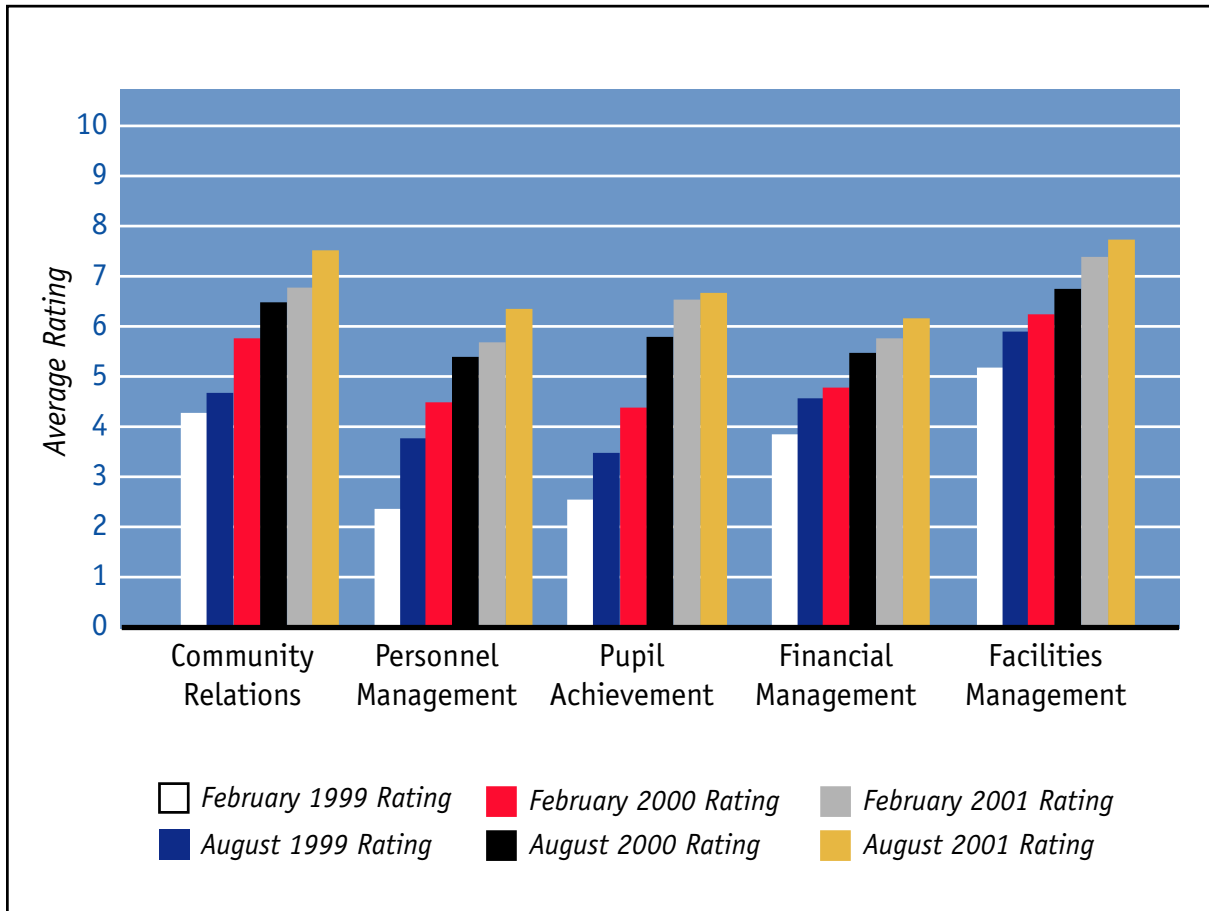
Consent Decree Section 25 (Additional Compliance Requirements)

The requirements of this section have been partially met by the district. A comprehensive Facilities Master Plan has been developed by the CUSD and was approved by the Advisory Board in August 2000. The district recently developed an implementation plan providing a timeline for implementing the recommendations within the Facilities Master Plan, and identifying possible sources of state and district funds to support the implementation. This plan was approved by FCMAT on August 10, 2001, and will be presented to the CUSD board in August 2001. The district continues to make progress in meeting a score of 8 in the standards identified in the consent decree. *(See related Facilities Management Standards 2.1 and 3.10. See also the Chart of Standards for Pupil Achievement and Facilities Management that provides the current ratings of the standards identified in the Consent Decree that are required to attain a rating of 8 to be deemed implemented.)*

Fifth Six-month Progress Review

Standards Implemented

Ratings Comparison



The total number of assessment standards for all study areas was 370.

February 1999 Rating

The average rating of assessment standards for all study areas was 3.99.

August 1999 Rating

The average rating of assessment standards for all study areas was 4.53.

February 2000 Rating

The average rating of assessment standards for all study areas was 5.19.

August 2000 Rating

The average rating of assessment standards for all study areas was 5.98.

February 2001 Rating

The average rating of assessment standards for all study areas was 6.46.

August 2001 Rating

The average rating of assessment standards for all study areas was 6.85.