

## 1.2 Student Objectives – Core Curriculum Content

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### Professional Standard

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

### Consent Decree Stipulation

This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

Additional related stipulations (Section 13) include a monthly certification from the site principal that a homework policy is implemented at each site, and that information about the policy is sent to parents each semester and parents acknowledge receipt of the notification.

### Progress on Recommendations and Recovery Steps

1. A new K-5 report card was developed for piloting in the new school year. Teachers, parents and principals have received inservice training on the new report card. Additional parent training workshops on the report card are planned.
2. Curriculum and Instruction administrators have recently changed in the spring, with the hiring of a new Deputy Superintendent of Educational Support Services and a new Associate Superintendent for grades 9-12, as well as a number of curriculum directors and coordinators. Positions for an Associate Superintendent for grades K-8 and an Assistant Superintendent of Curriculum and Instruction are also being advertised to fill vacancies resulting from recent retirements. The new instructional leadership team has voiced their intent to provide challenging learning opportunities and a comprehensive standards-based curriculum. The rating for this standard has not changed during this initial transition period. The new team will need to minimally maintain, and anticipates improving upon, the progress made by the district in the last three years.
3. The current K-12 curriculum guides used in the district and the timeline cycles for updating them are being reviewed, as are other curriculum documents recently developed by the district. It was reported in the last six-month progress report that the district had a K-12 Curriculum Management Guide and curriculum planning calendar. The district established a uniform, districtwide format for the curriculum guides, and a timetable for revising them. The format of the guides is being considered for revision.

The current Curriculum Guides developed by the district are content-based and include assessment items. Guides have been updated for Language Arts, Mathematics, and History/Social Science. The current guides outline the content standards by grade level for the subject area, detail the Stanford-9 and CAT-5 objectives in testing these standards, indicate the content alignment to the relevant pages in the adopted textbook, and suggest teaching strategies to address the content standards.

The current Curriculum Guides also suggest quarterly timelines for coverage of specific major areas of the content. For example, the 10<sup>th</sup> grade World History guide suggests coverage of Western political thought, revolutions and the Industrial Revolu-

tion during the first quarter; Imperialism in Africa, Asia and Latin America, and World War I during the second quarter; the effects of World War I, totalitarian governments, and World War II during the third quarter; and the post World War II era, and nation building in a contemporary world during the fourth quarter. Teachers utilize their own timeline and pacing within the quarter for teaching the required content. The district has attempted to adjust the coverage of the curriculum to focus on content before it is tested on the SAT-9.

The district established a corps of K-12 teachers who updated the Core Literature List for English/Language Arts and Social Science. The core literature list should be shared with parents and students each summer to promote independent reading.

4. The new instructional leadership team plans to revise the district's assessment plan. It was noted that the plan did not include alternate assessments for special needs students. The district intends to carefully monitor and analyze the student performance assessment data for ways to improve student performance. For example, an analysis of the SAT-9 and the district administered Degrees of Powers test could pinpoint differences that might be addressed in a 504 educational plan.
5. The district continues to work with local colleges to improve its Advanced Placement (A.P.) program. As reported in the last six-month progress report, the district is working in collaboration with the California State University-Los Angeles to implement an Advanced Placement Challenge grant to improve student achievement and further develop the district's Advanced Placement program. The district, CSU-LA and UC-Irvine will also implement the GEAR-UP grant program (Gaining Early Awareness and Readiness for Undergraduate Programs) to prepare middle school students to plan for college attendance.

In the 2000-01 school year, AP courses were offered in US History, Economics, English Language, English Literature, Spanish, Calculus, Chemistry and Biology. An Honors program was developed for underclassmen to support the A.P. program offerings. A.P. teachers attended training workshops and met monthly. Teachers were required to follow course outlines from the State College Board and submit a quarterly syllabus.

Informational parent meetings for advanced placement students were held in October. Students were expected to take the Advanced Placement exams as part of the course requirement. The district pursued waivers for the students' cost of the AP test.

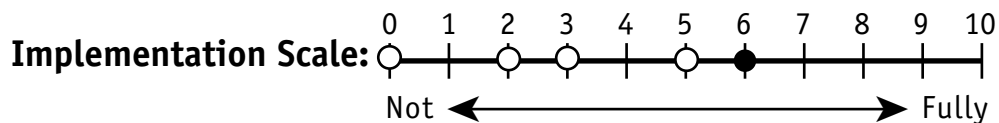
6. The district continues to produce a series of parent booklets by grade level, "What Your Child Should Know," to explain the subject content standards expected of students for Language Arts (Reading, Writing, Listening and Speaking), and Mathematics (Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis, Probability, and Mathematical Reasoning). The booklets are published in English and Spanish. The booklet was updated to include the standards from the revised History/Social Science curriculum guide.

7. Curriculum staff made “Key Results Visitations” to the school sites throughout the year. The school visitation team used a checklist to indicate findings in the following areas: lesson delivery and the development of lesson plans, the condition of classrooms and school libraries and whether the environment is student centered, the availability of instructional materials, the implementation of a writing program, the availability of a test preparation plan, the availability of a variety of safety net strategies to support at risk students, and the protection of instructional time. Summary reports of findings were shared with the administration after the visitation was concluded. The report identified recommendations made by the visiting team for follow-up action before the team’s next visitation.
  
8. A monthly certification by site principals that a homework policy was being implemented continued to be a required submission to the Division of School Operations to meet compliance with the Consent Decree Stipulation. Samples of homework assignments were submitted as well. District administrators visited school sites regularly to check for continued compliance. A memo reminding principals of the requirement to notify parents of the homework policy each semester was sent out twice a year.

Continuing to meet this Consent Decree Stipulation will remain a responsibility of the new curriculum and instruction administrators. Reminder letters to principals to notify parents of the homework policy should be sent in August and January.

### Standard Implemented: Partially Implemented

|                          |   |
|--------------------------|---|
| February 1999 Rating:    | 0 |
| August 1999 Rating:      | 2 |
| February 2000 Rating:    | 3 |
| August 2000 Rating:      | 5 |
| February 2001 Rating:    | 6 |
| August 2001 Self Rating: | 6 |
| August 2001 New Rating:  | 6 |



## 1.4 Multiple Assessment Tools – Program Adjustment

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### Professional Standard

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

### Consent Decree Stipulation

This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

### Progress on Recommendations and Recovery Steps

1. All Board policies and administrative regulations were revised and adopted by the Advisory Board in the 1999-2000 school year to provide the framework for the district's instructional program.
2. A new person has been hired as the research and evaluation coordinator. A new assessment plan has been proposed and is being developed. The new assessment plan will include a staff development component. Training has already been provided in the Degrees of Reading Power (DRP) and the CELDT tests. School assessment plan templates have been developed and schools were assisted in developing plans for improving SAT-9 performance. The district's multiple assessment tools will continue to include the criterion referenced test in mathematics and reading for grades 2-11, district coordinated writing assessments and the high school proficiency test. The rating for this standard has not changed due to this period of transition.
3. The assessment plan for the 2000-2001 school year included the following: A Testing Plan was developed in January 2001 based on the directions provided by the State Administrator in September. The Plan identified the SAT-9 as the basis for the identification and remediation of students around areas of critical instructional need. Each school received SAT-9 data analysis for the past three years. Colored graphs for each school were prepared for public display at each school site. Schools received information on individual and sub-group student performances for 2000. Teachers also received "rerostered" test data information to reflect the students who were enrolled in their classes during the school year. For secondary schools, this was "rerostered" by subject area and class period.

Testing coordinators at each site were identified. Test data information was to be used as the basis of the schools' One Action Plan and the site Test Preparation Plan.

The district had developed and utilized criterion referenced tests in Language Arts and mathematics for each grade level. The CRT was used as an assessment tool based on the areas of significant student weaknesses identified in the SAT-9. The district identified four major areas of weakness at each grade level, and utilized a test item bank from CTB-McGraw-Hill to select test questions in those skill areas for the test. CRT

feedback was provided to the sites for student remediation. A second cycle of CRT testing was conducted during the year to follow-up on the remedial action taken by the teachers.

Four writing assessments were conducted during the school year. The assessments were aligned to the state frameworks, supported SAT-9 objectives, and included various types of writing tested at appropriate grade levels (narrative, descriptive, persuasive, expository, report, reflective writing). Three opportunities were provided during the school year for students in grades 9-12 to satisfy the requirements of the District Proficiency Test. Schools were also involved in CAT-5 testing to provide students with an additional opportunity to acquire test readiness skills necessary for SAT-9 success. The CAT-5 test scores also provided additional data for school analysis of basic skill areas of student performance weakness.

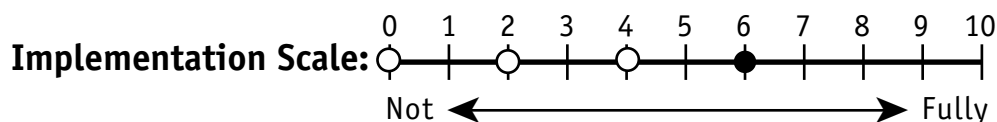
The standardized test items were analyzed by district staff and broken down into specific skill areas. A program of test preparation was developed identifying when (what grade level) specific content needs to be mastered, as it will be tested at that grade level, and when it needs to be reinforced. This document utilizes the scope and sequence format and is presented as a table of skills. This material was shared with all staff.

4. The district continued to implement its staff development plan for the 2000-2001 school year. Staff development was more closely tied to instruction, and determined by student performance weaknesses identified from the test data analysis. Numerous curricular workshops were provided by the district.

To help teachers transition the skills learned in staff development to the classroom, charts of the content that students must master in the various subject areas were given to all teachers. Staff development was focused on developing lessons to improve student learning.

### Standard Implemented: Partially Implemented

|                          |   |
|--------------------------|---|
| February 1999 Rating:    | 0 |
| August 1999 Rating:      | 2 |
| February 2000 Rating:    | 4 |
| August 2000 Rating:      | 6 |
| February 2001 Rating:    | 6 |
| August 2001 Self Rating: | 6 |
| August 2001 New Rating:  | 6 |



## 1.5 Preparation of Students – Expectations and Practices

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### Professional Standard

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

### Consent Decree Stipulation

This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

Additional related stipulations (Section 19) include the development of a district policy on student promotion and conducting parent meetings to obtain input to the policy.

### Progress on Recommendations and Recovery Steps

1. As reported in earlier progress reports, the promotion/acceleration/retention policy, Policy No. 5123, was revised and adopted on April 11, 2000. Information on the policy is distributed to parents through the Parent Handbook, Guidelines for Parents. If a student is in danger of being retained, parents are notified early about the possibility and about summer school options that are available to the student.

In addition, grade level objectives continue to be mailed out to parents early in the school year. As first reported in the third six-month report, the district produced a series of parent booklets by grade level, “What Your Child Should Know,” to explain the subject content standards expected of students for Language Arts (Reading, Writing, Listening and Speaking), and Mathematics (Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis, Probability, and Mathematical Reasoning). The booklets are published in English and Spanish. The booklet was updated to include the standards from the revised History/Social Science curriculum guide. This communication attempts to focus students and parents on the pupil achievement standards students will be held to, and communicates the grade level grading standards that have been developed to assess student achievement.

The district has hired a new Pupil Personnel Services position to address student health and safety issues.

2. Low student performance remains a major concern for district staff. A number of district schools did not meet performance growth targets in the spring 2000 statewide STAR testing. Only nine of the district’s 23 elementary schools met their schoolwide API target, two of the district’s 8 middle schools met their schoolwide API target, and one of the district’s three high schools met their schoolwide API target. SAT-9 test scores for spring, 2001 were received from the state in late July, 2001. The test scores for the Compton USD showed improvement for the fourth consecutive year. Improvement occurred at all grade levels except for reading at the 10<sup>th</sup> and 11<sup>th</sup> grades and in math at the 11<sup>th</sup> grade, which remained relatively flat. Analysis of API scores has not yet been reported for the spring, 2001 SAT-9 scores.

3. The new instructional leadership team has initiated several new programs to address low performance. A seventh period class has been initiated for English language learners and low achievers (lower than 31% in math or reading) to be offered at the middle and high schools in the new school year. This class will be part of the student's regular schedule. Secondary school master scheduling has been developed based on student needs, and teacher assignments are being fitted to meet those identified needs. Teachers are being encouraged to develop class exams that are tied to performance standards. A collaborative with UC-Irvine will provide nine minimum days for high school staff development in Learning English through SDAIE. Individual professional development plans are being developed for each teacher. Principals will include the staff development plans in the evaluation process.

SAT-9 curriculum is to be aligned with teaching practices. Staff development trainers and coaches have been brought in to work with teachers and principals. The district has implemented the San Diego program, Language!, designed to teach older learners to read. Eighty-nine teachers have been trained in the program and sixty additional middle school teachers will be trained. 291 staff have been trained in giving the California English Language Development Test (CELDT) exam.

Report cards for grades K-5 have been revised for piloting in the new school year. Bell schedules for schools have been revised to include banked time for twenty minimum days for faculty professional development. Eleven of the days are for school-directed staff development and nine of the days are for district-directed staff development. Three assistant principals have been assigned to each high school, increasing the administrative support staff.

Summer school for ninth graders has been made mandatory this summer. Summer school for grades 3-9 is focusing on literacy and numeracy. Ninth grade core course offerings have been streamlined. A task force is reviewing the district's graduation requirements. Middle schools are offering pre-Algebra at the seventh grade and Algebra at the eighth grade. Seventeen students entering grade 9 are ready for Honors Geometry. A renewed emphasis has been placed on getting adequate resources into the classroom and standardizing the materials used.

Specific programs are being developed for the district's large homeless population (1600 students). Transitional housing has been identified, and approximately one-third of homeless students are in foster care in local group homes. Assessment for appropriate placement will be administered whenever homeless students enter the system.

The district has developed a new plan for retesting LEP students. A new LEP data base for K-5 and new enrollment forms have been developed. School site staffs have been trained on the importance of the home language survey and appropriate intake and testing procedures. The district has approximately 18,000 LEP students.

The instructional leadership team has indicated that the district is considering a new attendance accounting system, as the old SASI the district has reverted to has inherent flaws. The district needs to consider this move carefully in light of the failure of the

CIMS system which was implemented last year to adequately report student attendance. See also Finance standard 11.1.

4. Four district schools (Compton High, Laurel, Rosecrans and Walton) are participating as CSRD implementation schools. Only one of these four schools met their 2000 API growth target. Ten schools are participating in the second year implementation phase of the Immediate Intervention/ Underperforming Schools Program (II/USP) and include Centennial High, Vanguard Middle, Willowbrook Middle, Willard Middle, Jefferson Elementary, Kennedy Elementary, Longfellow Elementary, Dickison Elementary, Washington Elementary, and Tibby Elementary. These schools are implementing their Action Plans to overcome identified barriers to improving student performance. Five of these ten schools met their 2000 API growth target.

Twelve additional schools (5 middle schools and 7 elementary schools) began participation in the first year of the II/USP program and prepared their Action Plans to address barriers that inhibit improved student performance. These schools are Bunche, Davis, Enterprise, Roosevelt and Whaley Middle Schools, and Anderson, Bursch, Foster, King, Lincoln, McKinley and Roosevelt Elementary Schools.

5. The district curriculum staff continued Key Results Visits to work with schools that did not meet their growth targets. They provided staff training twice a month, banked instructional time for total staff training and/or meetings, provided math or other subject area consultants, involved administration and staff in CSLA team training, conducted Key Results Visitation follow-ups every two months, and upgraded school libraries if necessary. Schools continued to analyze student test results and set their objectives. The district curriculum staff assisted teachers to cluster their students by performance levels, identify and focus on one or two areas of identified student weaknesses, and determine a classroom assessment plan for their students. Teachers were expected to develop student improvement plans based on student performance on the SAT-9.

The district combined its various hourly funded programs to provide after school tutorials for students K-12. Teachers were paid to stay after school to work with students needing additional instruction. Approximately 7,000 students participated in these tutorial programs.

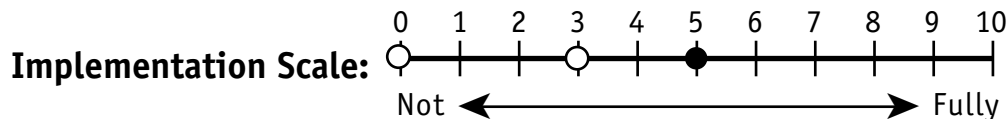
6. Title I requires states to implement accountability systems to annually review the academic progress of Title I schools and to identify Title I schools in need of improvement. As reported in the previous six-month progress report, the district received a letter warning of several district Title I schools that were in Program Improvement for three years and may possibly be subject to state corrective actions during their fourth Program Improvement Year, 2000-01. Many district Title I schools, participating in the II/USP program, have been placed on a WATCH status, allowing time for remedy through implementation of their Action Plans. The district has resolved all Title I non-compliant items from the coordinated compliance review.



7. As reported in the fourth six-month progress report, site administrators are expected to spend much of the school day in classrooms or working with teachers on instructional improvement. Principal observation logs are utilized to provide feedback to teachers on whether the principal observed the use of instructional strategies learned from training workshops in their classrooms. This is used as a tool to support teachers. The district hopes principals will more closely connect teacher evaluation with the curriculum training workshops offered by the district.
8. The college going rates for seniors has improved. Fifty percent of the senior class have applied to institutions of higher learning. Twenty-nine students who graduated in 2001 have been accepted to UC-Irvine. The number of students accepted to the UC system has increased from five students in 2000, three in 1999 and five in 1998.
9. The rating for this standard remains unchanged. Many new initiatives have been implemented under the new instructional leadership team and time will be needed to determine their effectiveness in improving student performance.

**Standard Implemented: Partially Implemented**

February 1999 Rating: 0  
 August 1999 Rating: 3  
 February 2000 Rating: Not Reviewed  
 August 2000 Rating: 5  
 February 2001 Rating: 5  
 August 2001 Self Rating: 5  
 August 2001 New Rating: 5



## 1.10 Variety of Instructional Strategies – Student Diversity

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### Professional Standard

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

### Consent Decree Stipulation

This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

Additional related stipulations (Section 24) include the development of a program in race relations in an ongoing course of study for all students, and the encouragement of parent participation in the program.

### Progress on Recommendations and Recovery Steps

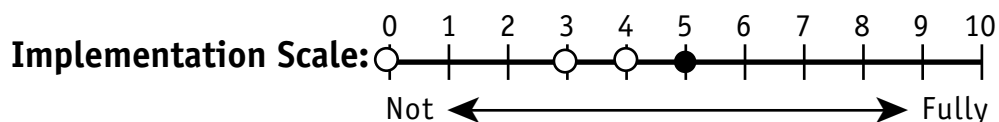
1. A new staff development director has been hired by the district. A comprehensive five-year staff development plan is planned for completion. The district is utilizing the trainer of trainers implementation approach. Extensive staff development took place during June 19-22 and additional workshops are planned for August. Workshops have addressed multiple subjects, i.e., advanced placement, honors/GATE, ELD certification, etc. The district has planned for workshops and follow-up sessions with classroom coaches to be scheduled throughout the school year. Minimum day schedules and banked minutes have been built into school schedules to provide for faculty professional development. The district has initiated a number of programs to address improving student performance, and staff development is a major component of each of these new initiatives (Open Court implementation, Language! Program implementation, Curriculum Audit Management training, Saxon implementation, Algebra implementation, Project Based Learning, Degrees of Reading Power, etc.). A number of external staff development consultants have been contracted by the district at a cost of several hundred thousand dollars. The district will need to assess the effectiveness of the training programs being implemented.
2. The district has been successful in its grant writing efforts and has received a number of new grants for the new school year, including \$2 million in reading excellence grants. One of the new grants is the Technology Literacy Challenge Grant. Utilizing this grant, the district will be establishing three different academies. The district's technology plan has been adjusted to conform to the grant requirements.

Technology training is focusing on a constructivism approach. Three levels of training (beginning, middle, advanced) are being provided this summer for middle and high school teachers. Thirty-five of the district's 37 schools have received initial training in technology. The district's goal is a 10 student to one computer (10:1) ratio in each classroom. All district high schools are digital high schools. The Education Technology grant received by the district will provide hardware and equipment for security lock-down of computers.

3. Key Results Visitation teams continued to make site and classroom visits to monitor the instructional programs at the sites. The teams continued to emphasize the use of effective teaching strategies during their classroom visits. The visitation teams emphasized instructional strategies to differentiate instruction to meet the needs of different students.
4. Schools are responsible for initiating some staff development to meet their unique student needs and for submitting proposals for approval. School site staff development proposals must indicate how a proposed staff development activity will address identified student needs at the site. Principals are expected to visit classrooms to determine if strategies learned in staff development activities are used in the classroom.
5. Administrators and teachers participated in several staff development workshops last year that addressed multiculturalism and educating all students. Although teachers continue to informally address issues of race relations in classes and their staff development workshops have increased their sensitivity in this area, there is no evidence that a program of study has been developed to be covered in a specific, ongoing course.
6. Last summer, the district planned and conducted a successful two-day conference/workshop for all certificated district staff on August 30 and 31, 2000. Many workshops were provided on special education and bilingual laws and procedures, and the special needs of students, and several mandated training requirements were met. More than 1600 people attended. The district has scheduled a similar orientation activity in August for the opening of the new school year.
7. Progress on this standard continues. Schools will need to evaluate the effectiveness of their staff development efforts and determine if improved student performance occurs as a result of improved instructional skills.

### Standard Implemented: Partially Implemented

February 1999 Rating: 0  
 August 1999 Rating: Not Reviewed  
 February 2000 Rating: 3  
 August 2000 Rating: 4  
 February 2001 Rating: 4  
 August 2001 Self Rating: 6  
 August 2001 New Rating: 5



## 1.11 Students Engaged in Learning

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### Professional Standard

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

### Consent Decree Stipulation

This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

Additional related stipulations (Section 13) include a homework policy implemented at each site with a monthly certification from the site principal that this is occurring, information sent to parents each semester and parent acknowledgment of the notification.

### Progress on Recommendations and Recovery Steps

1. The district has hired a new staff development administrator. The new administrator is scheduled to attend a Phi Delta Kappa Curriculum Audit Training workshop.
2. As described in Standard 1.10, a comprehensive five-year staff development plan will be developed. The district is utilizing the trainer of trainers implementation approach. Minimum day schedules and banked minutes have been built into school schedules to provide for staff development. The district has initiated a number of programs to address improving student performance, and staff development is a major component of each of these new initiatives.

The Key Results Visitation teams, and the Principal's Observation Log were used during the school year to check for evidence that staff development strategies learned, were used in the classroom.

3. A new person has been hired as the research and evaluation coordinator. A new assessment plan has been proposed and is being developed. The new assessment plan will include a staff development component. School assessment plan templates have been developed and schools were assisted in developing plans for improving SAT-9 performance. The district's multiple assessment tools will continue to include the criterion referenced test in mathematics and reading for grades 2-11, district coordinated writing assessments and the high school proficiency test. The rating for this standard has not changed due to this period of transition.
4. The assessment procedures currently being used in the district are being reviewed for possible modification. The assessment plan used for the 2000-2001 school year included a Testing Plan developed in January 2001 based on the directions provided by the State Administrator in September. The Plan identified the SAT-9 as the basis for the identification and remediation of students around areas of critical instructional need. Each school received SAT-9 data analysis for the past three years. Colored graphs for each school were prepared for public display at each school site. Schools

received information on individual and sub-group student performances for 2000. Teachers received test data information for the students who were enrolled in their classes. For secondary schools, this data was prepared by subject area and class period.

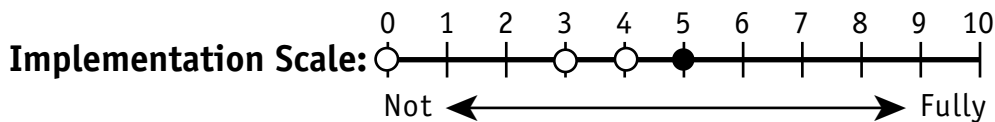
The district developed and utilized criterion referenced tests in Language Arts and mathematics for each grade level. The development of the CRT was based on the areas of significant student weaknesses identified in the SAT-9. The district identified four major areas of weakness at each grade level, and utilized a test item bank from CTB-McGraw-Hill to select test questions in those skill areas for the test.

Four writing assessments were conducted during the school year. The writing assessments included various types of writing tested at appropriate grade levels (narrative, descriptive, persuasive, expository, report, reflective writing). Three opportunities were provided during the school year for students in grades 9-12 to satisfy the requirements of the District Proficiency Test. Schools were also involved in CAT-5 testing to provide students with an additional opportunity to acquire test readiness skills necessary for SAT-9 success. The CAT-5 test scores also provided additional data for school analysis of the basic skills areas in which students were weak.

5. The college going rates for seniors has improved. Fifty percent of the senior class have applied to institutions of higher learning. Twenty-nine students who graduated in 2001 have been accepted to UC-Irvine. The number of students accepted to the UC system has increased from five students in 2000, three in 1999 and five in 1998.
6. A monthly certification by site principals that a homework policy was being implemented continued to be a required submission to the Division of School Operations to meet compliance with the Consent Decree Stipulation. Some samples of homework assignments were submitted as well. District administrators visited school sites during Key Results Visitations to check for continued compliance. A memo reminding principals of the requirement to notify parents of the homework policy each semester was sent out by the Associate Superintendent of the Division of School Operations. The new instructional leadership team will need to continue to certify that notification to parents takes place.

**Standard Implemented: Partially Implemented**

February 1999 Rating: 0  
 August 1999 Rating: Not Reviewed  
 February 2000 Rating: 3  
 August 2000 Rating: 4  
 February 2001 Rating: 5  
 August 2001 Self Rating: 5  
 August 2001 New Rating: 5



# 1.12 California Standards for the Teaching Professional

## Professional Standard

The standards developed by the California Standards for the Teaching Profession are present and supported (California Commission on Teacher Credentialing and California Department of Education, July 1997).

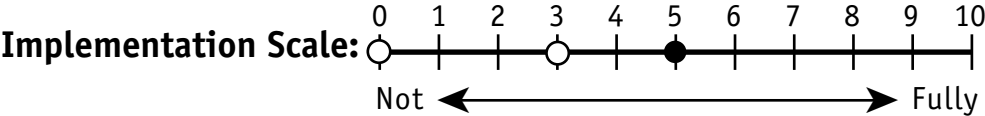
## Progress on Recommendations and Recovery Steps

1. There has been no progress in the district's efforts to revise the teacher evaluation instrument to include teacher performance standards from the California Standards for the Teaching Profession. This proposal is still a matter of negotiations with the certificated bargaining association. However, school administrators continue to use the teacher performance standards to develop professional improvement goals with teaching staff.

Posters of the teacher performance standards are posted at the schools, the standards have been the subject of both administrator and teacher training workshops, and the standards have been incorporated into the Staff Development Plan as a desired outcome of staff development efforts. The standards are included in the WASC accreditation process as part of the school's self-study of teaching and learning activities at the school site.

## Standard Implemented: Partially Implemented

|                          |              |
|--------------------------|--------------|
| February 1999 Rating:    | 0            |
| August 1999 Rating:      | Not Reviewed |
| February 2000 Rating:    | 3            |
| August 2000 Rating:      | 5            |
| February 2001 Rating:    | 5            |
| August 2001 Self Rating: | 5            |
| August 2001 New Rating:  | 5            |



## 1.13 Instructional Plans – Modification and Adjustment

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### Professional Standard

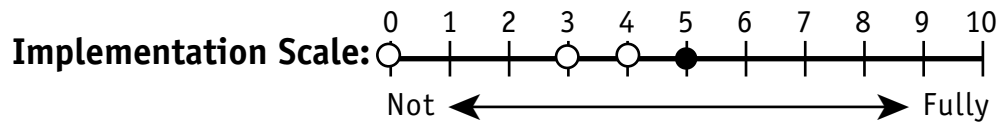
Teachers modify and adjust instructional plans according to student needs and success.

### Progress on Recommendations and Recovery Steps

1. The district instructional leadership team believes that progress has been made in addressing this standard. Extensive staff development has taken place during the spring and summer months. Workshops have addressed multiple subjects, i.e., advanced placement, honors/GATE, ELD certification, etc. The district has planned for workshops and follow-up sessions with classroom coaches to be scheduled throughout the school year. Additional funding was allocated for training for teachers of English language learners and special education students. Teachers are paid to participate in training sessions. California English Language Development Test (CELDT) training was provided to all principals.
2. Minimum day schedules and banked minutes have been built into school schedules to provide for faculty professional development. The district has initiated a number of programs to address improving student performance, and staff development is a major component of each of these new initiatives (Open Court implementation, Language! Program implementation, Curriculum Audit Management training, Saxon implementation, Algebra implementation, Project Based Learning, Degrees of Reading Power, etc.) Numerous staff development consultants have been hired by the district. The district will need to assess the effectiveness of the training programs being implemented.
3. During the school year, the 2000 SAT-9 test scores of the students currently enrolled in each teacher's classroom was provided to the teacher. Teachers were asked to develop student improvement plans based on the student performance data they received for the students in their class. Teachers were also asked to develop individual student improvement plans to focus on individual student needs. Summaries of student scores were posted in the teacher's classroom. Teachers planned and adjusted their lessons, based on test data feedback discrepancies.
4. Key Results Visitation teams monitored the instructional programs at the sites. The teams reviewed teacher lesson plans to determine the instructional focus and continued to emphasize use of effective teaching strategies.
5. At the next six-month review, the district should cite the board policy that defines equity and identifies strategies for meeting the needs of diverse students. The policy and/or regulation should also specify the data that is required to monitor student performance.

## Standard Implemented: Partially Implemented

February 1999 Rating: 0  
August 1999 Rating: Not Reviewed  
February 2000 Rating: 3  
August 2000 Rating: 4  
February 2001 Rating: 4  
August 2001 Self Rating: 5  
August 2001 New Rating: 5





## 1.14 Learning Goals and Instructional Goals

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### Professional Standard

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

### Progress on Recommendations and Recovery Steps

1. The district has a functional curriculum management system in place and several documents were recently developed that established planning and procedural processes for program and site administrators. However, a new instructional leadership team has been hired and the current curriculum plans and documents are being reviewed for revision. A new Deputy Superintendent of Educational Services and a new Associate Superintendent for grades 9-12 were hired in the spring, and the district must fill the vacant positions of Associate Superintendent of grades K-8 and Assistant Superintendent for Curriculum and Instruction due to recent retirements.
2. The district updated and adopted all district board policies in 1999-2000. A process is in place to review new and proposed revised board policies on an ongoing basis. The instructional series, 6000, provides a curriculum framework for the district.
3. Key Results Visitations continued throughout the school year. Curriculum management systems are in place, however, the instructional staff sees effective implementation as a continuing concern. For example, staff shared that parent education should not be conducted just because it's required, but to provide genuine articulation and communication.
4. Dominguez High School will be undergoing a WASC review during the 2001-2002 school year. Compton High School underwent an accreditation review during the 2000-2001 school year and received a three-year term of accreditation. Centennial High School also underwent an accreditation review during the 2000-2001 school year and received a two-year term of accreditation.
5. The high school course description booklet did not meet UC requirements and is being revised. New course outlines are being developed to meet the requirements. Curriculum guides will also be revised to establish minimum course requirements and usable course credits. The current format of the district's Curriculum Guide was proving to be difficult for teachers to use and the new instructional leadership team plan to have the guides reformatted. The Curriculum Guides must include the outline of UC-based courses with standards, appropriate textbook and before and after assessment tools. Course descriptions must match the reformatted guides.
6. A Testing Plan was developed for the 2000-2001 school year. However, a new research and evaluation coordinator has been hired, and the district's current assessment program is being reviewed for modification for the new school year.

Multiple assessment tools are used in the district. The district utilizes criterion referenced tests in Language Arts and mathematics at each grade level, administers written assessments four times a year at each grade level, administers a district proficiency test to students in grades 9-12 as a requirement for graduation, and utilizes the CAT-5 as an additional skills based assessment. Many of the district's multiple assessment tools will likely continue to be used under any newly developed assessment plan.

7. Low student performance remains a major concern for district staff. A number of district schools did not meet performance growth targets in the spring 2000 statewide STAR testing. Only nine of the district's 23 elementary schools met their schoolwide API target, two of the district's 8 middle schools met their schoolwide API target, and one of the district's three high schools met their schoolwide API target. SAT-9 test scores for spring, 2001 were received from the state in late July, 2001. The test scores for the Compton USD showed improvement for the fourth consecutive year. Improvement occurred at all grade levels except for reading at the 10<sup>th</sup> and 11<sup>th</sup> grades and in math at the 11<sup>th</sup> grade, which remained relatively flat. Analysis of API scores has not yet been reported for the spring, 2001 SAT-9 scores.
8. Ten schools are participating in the second year implementation phase of the Immediate Intervention/ Underperforming Schools Program (II/USP) and include Centennial High, Vanguard Middle, Willowbrook Middle, Willard Middle, Jefferson Elementary, Kennedy Elementary, Longfellow Elementary, Dickison Elementary, Washington Elementary, and Tibby Elementary. These schools began implementing their Action Plans to overcome identified barriers to improving student performance. Five of these ten schools met their 2000 API growth target.

Twelve additional schools (5 middle schools and 7 elementary schools) participated in the first year of the II/USP program and prepared an Action Plan to address barriers that inhibit improved student performance. These schools are Bunche, Davis, Enterprise, Roosevelt and Whaley Middle Schools, and Anderson, Bursch, Foster, King, Lincoln, McKinley and Roosevelt Elementary Schools. Only one school of these twelve, Bursch Elementary, met its 2000 API growth target. The External Evaluators contracted to work with this new cohort of II/USP schools included Tolbert & Associates, Urban Learning Center, Performance Fact, and the Los Angeles County Office of Education (LACOE) which worked with three middle schools. A district curriculum specialist was a member of each school's Action Team.

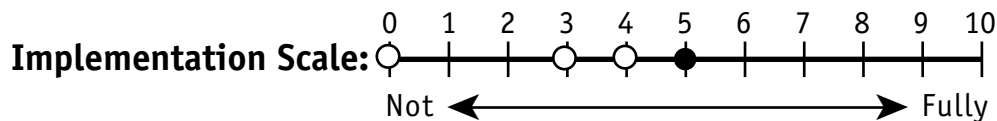
9. The district's curriculum staff worked with schools that did not meet their growth targets. They provided additional staff training, helped schools bank instructional time for staff training and/or meetings, provided math or other subject area consultants as needed, involved the administration and staff in CSLA team training, conducted Key Results Visitations every two months, and upgraded school libraries where necessary. The district curriculum staff assisted teachers to cluster their students by performance levels, identify and focus on one or two areas of identified student weaknesses, and determine a classroom assessment plan for their students.

The district combined its various hourly funded programs to provide after school tutorials for students K-12. Teachers were paid to stay after school to work with students needing additional instruction. Approximately 7,000 students participated in after school tutorials.

10. Staff shared their concern that the district has huge systemic issues and problems, i.e. fiscal, purchasing, technology, academic, etc., that the district needs to work through. “Barriers to success have to be removed.” Examples included: summer school supplies submitted for purchase on March 26 were still not received at the end of June; preparing an item for the board agenda takes at least 14 days; the computer system for summer school registration went down and the assistant superintendent had to register 55 students by hand at the district office. Staff also shared their concern that the district is losing students because students choose not to attend the district’s high schools. For example, many students from the gifted program at Vanguard choose to go elsewhere than to Centennial High School.
  
11. The district needs to build on and enhance its curriculum work in meeting this standard. The new instructional team has described a litany of curricular deficiencies that they intend to address in the new school year. The district’s self-assessment during this review period has been more self-critical than in previous review periods. Continued evaluation will be needed to determine if the curriculum management system to be implemented, the staff development to be provided, and the instructional adjustments being made in the classroom will result in improved test scores.

**Standard Implemented: Partially Implemented**

February 1999 Rating: 0  
 August 1999 Rating: Not Reviewed  
 February 2000 Rating: 3  
 August 2000 Rating: 4  
 February 2001 Rating: 5  
 August 2001 Self Rating: 5  
 August 2001 New Rating: 5



## 1.16 Common Vision – Practice

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### Professional Standard

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

### Consent Decree Stipulation

This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

Additional related stipulations (Section 19) include the development of a district policy on student promotion and conducting parent meetings to obtain input to the policy.

### Progress on Recommendations and Recovery Steps

1. As reported in earlier progress reports, the promotion/acceleration/retention policy, Policy No. 5123, was revised and adopted on April 11, 2000. Information on the policy is distributed to parents through the Parent Handbook, Guidelines for Parents. If a student is in danger of being retained, parents are notified early about the possibility and about summer school options that are available to the student. The policy is supported by the Extended School Year program and the Accelerated Learning Program. Students who do not meet grade level standards may be retained at grade 3, 5, or 8. The Extended School Year program provides a summer opportunity for students to catch up or make up work. The Accelerated Learning Program (ALP) provides special classes of make-up work for students who are retained.

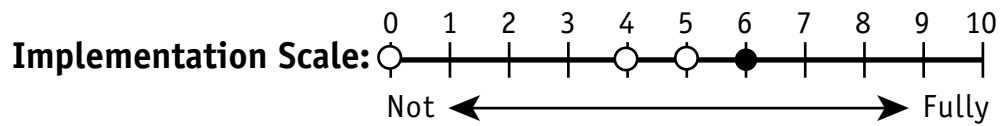
The district has updated and adopted all district board policies in 1999-00. A process is in place to review new and proposed revised board policies on an ongoing basis. The instructional series, 6000, provides a curriculum framework for the district.

2. The vision for what all students should know and be able to do has been developed by the district. However, the district priorities were established for 1996-98, a set of Core Beliefs was developed in December, 1996, and objectives for the Instructional Master Plan were identified for 1996-97. All of these documents need to be updated and/or appropriately revised. The district needs to ensure that the vision is widely and clearly communicated to all staff, students and community.
3. The district's instructional program is in a phase of transition. The district has a functional curriculum management system in place and several recently developed documents that establish planning and procedural processes for program and site administrators. However, a new instructional leadership team has been hired and the current curriculum plans and documents are being reviewed for revision. A new Deputy Superintendent of Educational Services and a new Associate Superintendent for grades 9-12 were hired in the spring, and the district must fill the vacant positions of Associate Superintendent of grades K-8 and Assistant Superintendent for Curriculum and Instruction due to recent retirements.

4. There is no change in the rating for this standard. Additional time will be needed to assess the transition period and the numerous initiatives being implemented.

### Standard Implemented: Partially Implemented

February 1999 Rating: 0  
August 1999 Rating: Not Reviewed  
February 2000 Rating: 4  
August 2000 Rating: 5  
February 2001 Rating: 6  
August 2001 Self Rating: 6  
August 2001 New Rating: 6



## 1.17 Goals and Grade-Level Performance Standards

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### Professional Standard

Goals and grade level performance standards based on a common vision are present.

### Progress on Recommendations and Recovery Steps

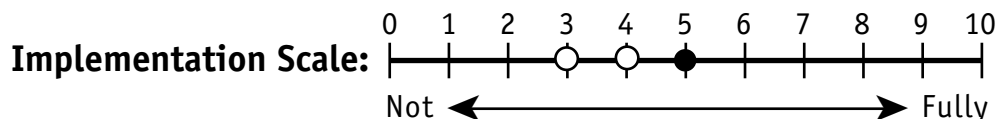
1. District instructional staff acknowledge that clear linkages should exist among the district's vision, the Board goals, the district goals, and program goals, and that various program budgets should collaboratively support the common curricular and student performance goals.
2. The instructional leadership in the district is in transition, and the effectiveness of all curriculum programs currently in place are being assessed. Many of the district's curricular documents are being revised for use in the new school year. For example, a new K-5 standards-based report card has been developed; a new data base to track student performance in various curricular programs is being developed; district curriculum guides are being revised and reformatted; and high school course outlines and descriptions are being modified. The district is also developing district proficiency levels by building in end-of-course exams to develop proficiency levels for each course. The district should develop and use a common format in its assessment of the various curricular programs being implemented that includes consideration of cost-analysis, program integration, evaluation cycle timeline, and program effectiveness data.
3. Schools presently receive a funding allocation in the spring to plan, design, implement and assess their supplemental curricular programs for the new school year. School leadership teams plan, with their school site councils, the selection of support programs to be used at the site based on student needs. School site councils, in assisting with the determination of the use of school level budget funds, recommend the continuation or cessation of curricular programs based on evaluations of the programs. Student test data, GPA, and attendance are used in the documentation of the impact of any curricular program on student learning. The school attempts to identify the achievement gaps and explores remedies to narrow the gaps.
4. Some of the district's supplemental instructional programs were evaluated by external evaluators. The Extended School Year (ESY) program, for example, was assessed by MGT of America. As reported in the fourth six-month progress report, the ESY assessment report indicated that the ESY program assisted most students to make academic gains through ESY participation. Students who entered the ESY program with the greatest deficiencies made the greatest gains. However, the assessment indicated that the ESY program did not provide students with a large enough gain to eliminate their skill deficits in a single summer. Recommendations in the assessment report included improving data management, and evaluating district staff development programs.

Several district schools have been utilizing Title I funds to contract with the Sylvan Reading program to provide remedial support in reading to students. The Sylvan Reading program submits annual assessment documents on its programs. However, the district, and individual schools, are reassessing the use of Title I funds and the effectiveness of the contracted services. Fewer schools have contracted with Sylvan for the new school year to provide tutorial assistance in reading to students.

5. A grants and assessment officer position in the Research and Evaluation office has been in place for the last year. The district utilizes a grant award tracking sheet to monitor the many grant programs being applied for and administered by the district. The district has been successful in acquiring a number of new grants for the coming school year. Although additional grant money provides additional resources for students, the district needs to develop a clear strategic focus for future grant proposals.
  
6. Analysis of curriculum program effectiveness data should be shared with the cabinet and board on an annual basis.

### Standard Implemented: Partially Implemented

|                          |              |
|--------------------------|--------------|
| February 1999 Rating:    | 3            |
| August 1999 Rating:      | Not Reviewed |
| February 2000 Rating:    | 4            |
| August 2000 Rating:      | 5            |
| February 2001 Rating:    | 5            |
| August 2001 Self Rating: | 5            |
| August 2001 New Rating:  | 5            |



## 1.20 Administrative Support and Coaching – Teachers

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### Professional Standard

Administrative support and coaching are provided to all teachers.

### Consent Decree Stipulation

This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

### Progress on Recommendations and Recovery Steps

1. The district continues to emphasize the importance of the site principal as the instructional leader of the site, focusing on the role of the principal to ensure high quality curriculum and instruction. As at the start of the last school year, there have been new principals appointed, and some reassignments of principals for the new school year.
2. The district's new instructional leadership team has embarked on a strong staff development effort for staff and administrators. Numerous staff development consultants and "coaches" have been contracted in the last few months. For example, a consultant provides Open Court coaching; math consultants provide in-classroom coaching and lesson demonstration; all staff development provided is being followed up with in-classroom coaching support. All of the recent staff development being provided for all instructional groups is focused on "literacy" and "district priorities." Support materials were also purchased for each of the instructional workshops conducted, for reading follow-up by individual participants.
3. School schedules have been modified for the new school year to include "banked time" for staff development. All high schools will have 20 minimum days for professional development built into their schedule. Each faculty and staff member will be expected to develop an individualized professional development plan. Nine of the 20 minimum days will be district-directed to concentrate on course content and instructional strategies, as well as training in cultural diversity, crisis management, and conflict resolution. The other eleven days will be site-directed based on site-determined student needs.
4. Coaching will be provided by site administrators, curriculum specialists, UC subject matter consultants, and outside consultants. Principals will be trained in the coaching strategies. Coaching and classroom support is expected to be consistent and frequent, especially for newly hired teachers and those with emergency credentials. Staff development for site principals, already scheduled for the summer, will focus on coaching, evaluating and monitoring teacher performance, analyzing student data and classroom instruction, and collaborating with teachers to identify strengths and areas needing improvement.
5. Efforts have been undertaken to also improve the district's testing program. District site test coordinators have met, numerous bulletins and memos related to the district's new testing program have been issued, and the district's testing calendar is being

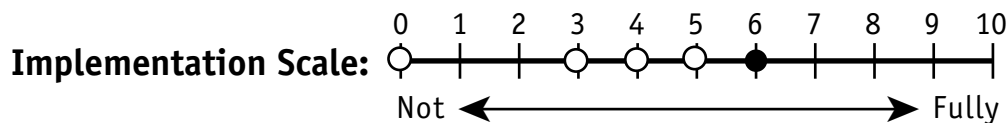


revised. Instructional intervention plans are being developed at each school for those students performing below the 31<sup>st</sup> percentile on the SAT-9. The effectiveness of the intense staff development effort being implemented will need to be determined by the improvement of student performance in the district.

6. The efforts of site administrators to ensure quality instruction during the last school year included the expectation that they make frequent, brief classroom observations to look for the use of instructional strategies learned during staff development workshops, and to provide an immediate, brief communication to the teacher on an observation form. Two afternoon principals meetings were held each month during the school year. Training sessions for principals were held in the mornings at various school sites when classes were in session, so that principals could visit classrooms for observations. At the fourth six-month progress report, the district's instructional leadership team acknowledged that academic growth had occurred at all but two elementary schools, but minimal growth had occurred at the high school level.
  
7. Principals are familiar with the California Standards for the Teaching Profession and are expected to observe classrooms and establish goals with teachers with these standards in mind. Principals are still required to be in the classroom for 50% of the day to address instructional improvement. The district's Staff Development Plan includes the standards from the California Standards for the Teaching Profession as desired teaching outcomes.

### Standard Implemented: Partially Implemented

|                          |   |
|--------------------------|---|
| February 1999 Rating:    | 0 |
| August 1999 Rating:      | 3 |
| February 2000 Rating:    | 4 |
| August 2000 Rating:      | 5 |
| February 2001 Rating:    | 6 |
| August 2001 Self Rating: | 6 |
| August 2001 New Rating:  | 6 |



## **1.21 Professional Development – Personnel Evaluation**

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### **Professional Standard**

Professional development is linked to personnel evaluation.

### **Consent Decree Stipulation**

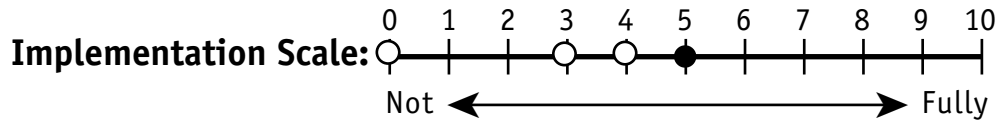
This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

### **Progress on Recommendations and Recovery Steps**

1. The district has taken steps to more closely align the teacher evaluation system with staff development programs and the student assessment system. The district last year proposed to revise the teacher evaluation instrument to include teacher performance standards from the California Standards for the Teaching Profession. However, there has been little progress in negotiating a new teacher evaluation instrument.
2. The district's Staff Development Plan incorporates standards from the California Standards for the Teaching Profession as desired teacher performance outcomes. Principals have received an orientation to the California Standards for the Teaching Profession and observe classrooms with these standards in mind. Goals established with teachers often include standards from the California Standards for the Teaching Profession.
3. The district has provided a link between professional development and individual teacher performance through the Peer Assistance and Review Program (PAR). The PAR program provides a plan of assistance to teachers who are performing at a less than satisfactory level, and provides coaching support to probationary teachers.
4. Principals are still expected to spend fifty percent of their day in the classroom or in related instructional activities. Principals continued to maintain their observation logs during the last school year to document their visits and to provide immediate feedback to teachers of the instructional activities observed. Principals assessed whether strategies learned in staff development were being implemented in the classroom. Principals' evaluations will include their effectiveness in supervising faculty and staff, and monitoring curriculum.
5. The numerous staff development efforts undertaken by the district, and described elsewhere in this report, are provided to improve the skills and performance of the instructional staff, and therefore the achievement and performance of the district's students. The use of student performance data has directed the selection and implementation of the professional development activities provided.

## Standard Implemented: Partially Implemented

February 1999 Rating: 0  
August 1999 Rating: 3  
February 2000 Rating: 4  
August 2000 Rating: 5  
February 2001 Rating: 5  
August 2001 Self Rating: 5  
August 2001 New Rating: 5



## 1.23 Initial Student Placement – Procedures

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### Professional Standard

Initial placement procedures are in place to ensure the timely and appropriate placement of all students with particular emphases being placed on students with special needs.

### Consent Decree Stipulation

This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

### Progress on Recommendations and Recovery Steps

1. The district continues to work to appropriately place special needs students in a timely manner. Of the approximately 1606 special education students, the district has completed 98% of triennial assessments and 87% of annual IEPs. Approximately 39 triennials are past due, primarily at the middle and high school level. At the time of the initial assessment of the district in 1998-99, the backlog was estimated at 800 overdue triennials and IEPs. There was no backlog on initial special education placement of students this school year.
2. The district continues its use of the Special Education Management Information System (SEMIS). The district is able to monitor, by site, any overdue triennial or IEP on a monthly basis to take timely action. The special education staff needs to work with other district staff to acquire the suspension/expulsion data on special education students to monitor other IEP requirements.
  - a. A referral tracking system for special needs health assessments continues to be monitored. An updated student list is provided to nurses by early October for students needing triennial assessments.
  - b. During the last school year, all schools had at least one full-time resource specialist teacher position. The district had approximately 100 special education teachers during the school year.
  - c. The special education office developed a document that summarized the administrative responsibilities of site administrators in the SST, IEP, and 504 processes.
3. The special education office has been restructured, and the director position has become vacant this summer and needs to be filled for the new school year. The psychologists are being reassigned to individual school sites to provide services and assessments to students.

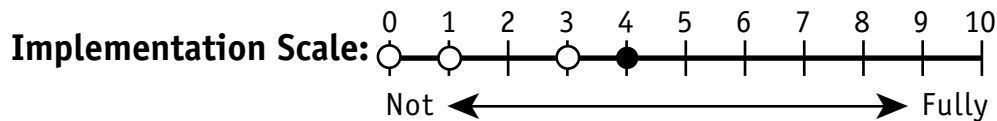
4. The district's director for the Office of English Language Learners has completed the first full year in this position. As reported in the last six-month progress report, Board Policy No. 6174 Education for English Language Learners was revised.
  - a. All English language learners are being reassessed using the California English Language Development Test (CELDT) to meet an October 24, 2001 deadline from the CDE. Additional training has been provided to school site administrators and personnel on the importance of the Home Language Survey and intake assessment procedures for proper placement of ELL students. Although new Language Assessment files and forms to accurately document ELL program data were developed and reported on in the fourth six-month progress report, student files which were randomly reviewed by district staff during the last six months were still incomplete and needed to be corrected. 291 teachers and instructional aides were trained in May and June, 2001 in the proper administration of the CELDT.
  - b. The district has submitted in July, 2001, its responses to all of the non-compliant issues identified in the district's last compliance review.
  - c. The district is conducting extensive staff development for its teachers in ELL and Open Court/ELL. Of the 1277 teachers in the district, it was reported by staff that 851 are on emergency credentials. The instructional staff reported that the Office for Civil Rights wants all 1277 teachers included in this training. The staff indicated that 350 teachers still need to be trained, but that many of this number are teachers with emergency credentials who are involved in a credentialing training program.
  - d. The district has been developing a design of program courses for ELL students. An ELL curriculum that will meet the basic credit requirements for graduation, provide students the option of entering the CSU system, meet the legal requirements of Proposition 227, and develop the necessary academic skills of students is the district's goal.
  - e. The district continues to allocate funds equitably to the areas of greatest need. ELL Intensive Literacy Program funds were accepted by the board, and eight schools are involved in this summer literacy program. The board has accepted the ELAP funds for fiscal year 2000-01. Tibby and Emerson elementary schools are Title VII Dual Language schools. Both receive funds to build capacity through staff development and use of resources and instructional materials to improve instruction in the classroom.
5. The district continues implementing a Voluntary Resolution Plan (VRP) to address issues raised by the Office for Civil Rights. As reported in the fourth six-month progress report, the district has contracted with WestEd for technical assistance in meeting the requirements of the VRP. The district has hired a Compliance Officer to

respond to complaints or issues. WestEd, in its January 15, 2001 status report to the district, reported that the district was making satisfactory progress in meeting the requirements of the VRP.

6. The rating for this standard is unchanged. The district will need to continually conduct its own periodic program reviews to monitor compliance issues. The district's special needs programs will continue to require funding to complete the installation of tracking system software and to continue to provide districtwide staff development training. The special needs programs will also need to continually address teacher certification issues to obtain qualified teachers for these programs.

### Standard Implemented: Partially Implemented

|                          |   |
|--------------------------|---|
| February 1999 Rating:    | 0 |
| August 1999 Rating:      | 1 |
| February 2000 Rating:    | 3 |
| August 2000 Rating:      | 4 |
| February 2001 Rating:    | 4 |
| August 2001 Self Rating: | 4 |
| August 2001 New Rating:  | 4 |



## 1.25 Instructional Materials – Student Accessibility

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### Professional Standard

The district will ensure that all instructional materials are accessible to all students.

### Consent Decree Stipulation

This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

Additional related stipulations (Section 8) include that each student will be assigned a textbook in core subject areas at the beginning of a course of study, that children will be able to take home textbooks or study materials, that a textbook inventory is developed by February 1<sup>st</sup> and that a textbook replacement plan is developed.

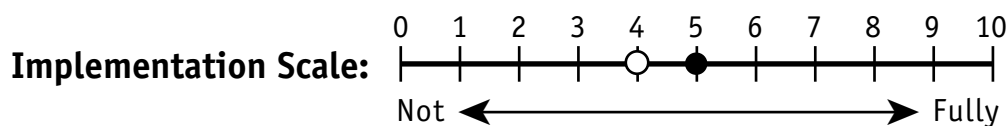
### Progress on Recommendations and Recovery Steps

1. Each classroom has a complete set of textbooks. Core subject areas provide individual textbooks for students to take home a book for follow-up activities. Students may be using textbooks from a previous adoption cycle in some subject areas. In the 1999-2000 school year, the district adopted textbooks in Language Arts and mathematics. In the 2000-2001 school year, the district adopted textbooks in Science, History/Social Science and Advanced Placement. The new adopted texts for Language Arts, mathematics and history/social science have been purchased and disseminated for student use. During the 2001-2002 school year, the adopted social science textbook purchases will be completed. The purchase of the adopted science textbooks will be delayed until the reading, mathematics and social science requirements have been filled. Science texts from a previous adoption are available for students to use. Students in grades 9-12 have individual textbooks assigned in Language Arts, mathematics and social science in addition to the class sets. The class set enables students to leave their assigned copy at home.
2. Textbooks are purchased annually with district funds allocated for this purpose, and Schiff-Bustamonte supplemental instructional materials funds. The core subjects of English, Mathematics, Social Science and Science are close to meeting the goal of individual textbooks for each student. Efforts are being made at the school sites to retrieve textbooks from students at the end of the school year. Lost textbook monies are collected from students if textbooks are not returned.
3. Supplemental instructional materials are purchased with EIA-LEP funds for English Language Learners. Primary language materials have been purchased at each site. Students in the Specially Designed Academic Instruction in English (SDAIE) classes have access to language appropriate materials.
4. Site librarians and library assistants are responsible for preparing textbooks for student use and distributing them expeditiously to the classrooms. Library staff is also responsible for collecting texts at the end of the year, notifying students of lost book charges and ordering replacement books for the following year.

5. The district office monitors the purchase and dissemination of instructional materials to ensure that all materials are accessible to students. Principals check the bookrooms at the school sites to ensure that materials have been coded and distributed. Textbook availability is monitored by a review of the textbook assignment forms, lost textbook collection process, and the purchase order requests made for replacement copies. The Key Results visitations conducted during the previous school year also checked for the availability of appropriate instructional materials in the classrooms. The district has a minimum expectation for textbooks for every classroom. The instructional leadership team expects that every course in grades 9-12 will have alignment of the course outline and content and textbook.
  
6. As reported in the fourth six-month progress report, a teacher on special assignment monitored the lost book tracking system during the last school year. Teachers collect assigned books at the end of the school year. The district places orders for replacement texts for the new school year. Students are assessed for the cost of any lost book. A Gateway System software program is being used for textbook inventory.
  
7. The district continues to expend a large part of its budget on instructional materials for students. Three million dollars was recently spent to provide additional texts for this year's summer school program. Inventory sheets were completed for the Open Court reading and Saxon mathematics programs, and for the 9-12 summer classes, and purchase requisitions submitted.

### Standard Implemented: Partially Implemented

|                          |              |
|--------------------------|--------------|
| February 1999 Rating:    | 4            |
| August 1999 Rating:      | Not Reviewed |
| February 2000 Rating:    | Not Reviewed |
| August 2000 Rating:      | 5            |
| February 2001 Rating:    | 5            |
| August 2001 Self Rating: | 5            |
| August 2001 New Rating:  | 5            |





# 1.27 Planning Process – Focus and Connectivity

## Professional Standard

The district’s planning process ensures focus and connectivity to increase student productivity.

## Progress on Recommendations and Recovery Steps

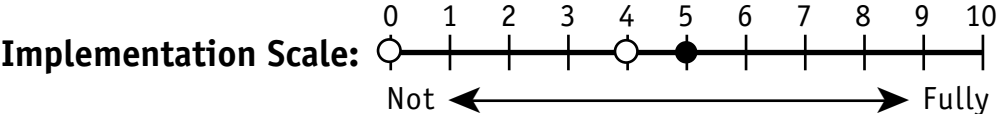
1. The district attempts to base its planning processes on the receipt of adequate information and study prior to implementing programs to ensure that the program will be successful. Student achievement data has become the basis for many district and school site decisions, including the development of school improvement plans, staff development activities, and expenditure of school site funds. The district plans to develop a new database to better implement its planning processes.

During the last school year, Key Results Visitation teams continued to visit school sites and observe individual classrooms. Six schools were visited every Tuesday by the various Key Results Visitation teams.

2. Little additional progress has been made in this area. Instructional staff is beginning to reanalyze what the district has done in the last few years. Prior practices are being reevaluated. Support will be provided to schools on how to develop an effective school improvement plan. The district will be working on connectivity of the many reform efforts being implemented.

## Standard Implemented: Partially Implemented

|                          |              |
|--------------------------|--------------|
| February 1999 Rating:    | 0            |
| August 1999 Rating:      | Not Reviewed |
| February 2000 Rating:    | Not Reviewed |
| August 2000 Rating:      | 4            |
| February 2001 Rating:    | 5            |
| August 2001 Self Rating: | 5            |
| August 2001 New Rating:  | 5            |



# 1.28 Human Resources Practices

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## Professional Standard

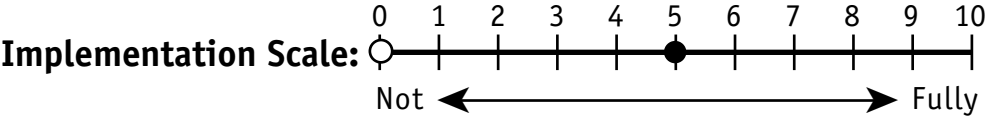
Human Resources practices support the delivery of sound educational programs.

### Progress on Recommendations and Recovery Steps

1. The district is attempting to establish competitive salaries for teachers and administrators. The district’s contract negotiations with the certificated staff provided for an 11% salary increase for the 2000-01 school year.
2. The district has developed adequate in-house capability to conduct its own personnel office functions, and did not need to contract an external personnel firm. The district also hired a new Associate Superintendent for HRED in February, 2001 to replace the retired Associate Superintendent.
3. New positions and new hires are discussed at the cabinet level. The Deputy Superintendent met with Human Resources and Development to develop job descriptions, hiring processes and recruitment for new positions. Job descriptions for staff have been realigned to reflect what people are expected to do.

### Standard Implemented: Partially Implemented

February 1999 Rating: 0  
August 1999 Rating: Not Reviewed  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 5  
February 2001 Rating: 5  
August 2001 Self Rating: 5  
August 2001 New Rating: 5



## 2.3 Class Time – Protected for Student Learning

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### Legal Standard

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

### Consent Decree Stipulation

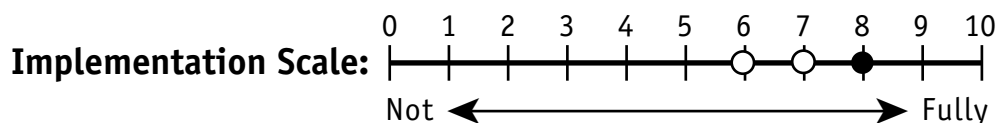
This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

### Progress on Recommendations and Recovery Steps

1. The updated Board policies and administrative regulations institutionalize the practice of protecting class time for student learning.
2. The protection of class time for instruction and student learning continues to be a required element in each school's improvement plan. Strategies are to be developed by teachers at each site, made part of the school improvement plan, and posted in each classroom.
3. Key Results Visitation teams monitored the implementation of these strategies through site visits and observations. The checklist used by the Key Results Visitation teams indicate the findings of the team in several instructional areas, including lesson delivery and condition of the classrooms, the availability of instructional materials, the availability of a variety of safety net strategies to support at-risk students, and the protection of instructional time. Summary reports of the team's findings were shared with the administration after the visitation was concluded. The report made recommendations for follow-up action before the team's next visitation.
4. Instructional time for students during the last school year was extended beyond the regular instructional day and year with opportunities for Saturday school, after school tutorial programs, and summer extended year programs. Summer school has been made mandatory this summer for several grade levels of students. In the new school year, an extra period of instruction is being added to the regular instructional day schedule of students scoring below the 31<sup>st</sup> percentile on the SAT-9 test.

### Standard Implemented: Fully Implemented – Substantial

|                          |              |
|--------------------------|--------------|
| February 1999 Rating:    | 6            |
| August 1999 Rating:      | Not Reviewed |
| February 2000 Rating:    | Not Reviewed |
| August 2000 Rating:      | 7            |
| February 2001 Rating:    | 8            |
| August 2001 Self Rating: | 8            |
| August 2001 New Rating:  | 8            |



## 2.6 General Instructional Programs

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### Legal Standard

The general instructional program adheres to all requirements put forth in EC 51000-52950.

### Consent Decree Stipulation

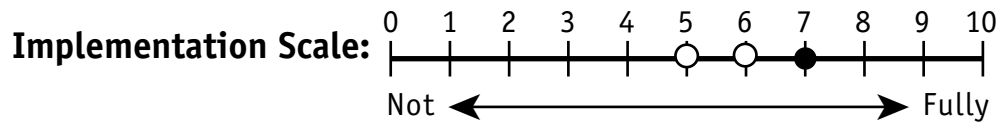
This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

### Progress on Recommendations and Recovery Steps

1. The district continues efforts to comply with the mandates of the Education Code 51000 through 52950. As reported in earlier six-month progress reports, the district has implemented the recommendation to adopt updated board policies and has established procedures for reviewing board policies on a regular basis. New or proposed revised board policies are submitted for review at each board meeting, and acted upon at a subsequent board meeting.
2. The district is making some progress in bringing special programs into compliance. Of the approximately 1606 special education students in the district, the district has completed 98% of triennial assessments and 87% of annual IEPs. Approximately 39 triennials are past due, primarily at the middle and high school level. At the time of the initial assessment of the district in 1998-99, the backlog was estimated at 800 overdue triennials and IEPs. There was no backlog on initial special education placement of students this school year. A new director for special education will be needed to fill a recent vacancy. The special education office is being restructured, with the psychologists being reassigned to the school sites to provide services and assessments to students.
3. The district still has a great deal more work to do in bringing the program for English language learners into compliance. The district submitted in July 2001 its responses to the remaining non-compliant issues identified during the last state compliance review. The Master Plan for English Language Learners has been recently developed but must be implemented as intended. Implementation of an effective program for the ELL population will need to be continually monitored so that sites are able to sustain efforts on their own.

## Standard Implemented: Partially Implemented

February 1999 Rating: 5  
August 1999 Rating: 6  
February 2000 Rating: 6  
August 2000 Rating: 7  
February 2001 Rating: 7  
August 2001 Self Rating: 7  
August 2001 New Rating: 7



## **2.9 Accountability – Maximum Educational Opportunity**

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### **Legal Standard**

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. (EC 60609)

### **Consent Decree Stipulation**

This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

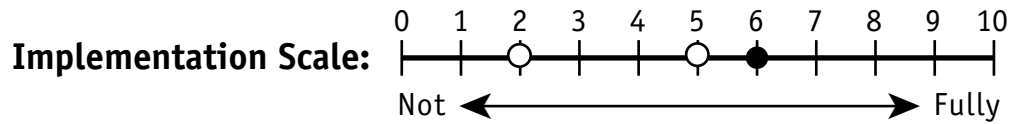
### **Progress on Recommendations and Recovery Steps**

1. During the last school year, a testing plan was developed (January 2001) based on the directions provided by the State Administrator in September 2000. The Plan identified the SAT-9 as the basis for the identification and remediation of students around areas of critical instructional need. A testing calendar was established. Each school received SAT-9 data analysis for the previous three years to plot improvement. Colored graphs for each school were prepared for public display at each school site. Schools received information on individual and sub-group student performances for 2000. Teachers also received test data for the students currently enrolled in their classes. For secondary schools, this information was provided to teachers by subject area and class period.
2. However, a new research and evaluation coordinator has been hired, and the district's current assessment program is being reviewed for modification for the new school year. A new assessment plan has been proposed and is being developed. The new assessment plan will include a staff development component. School assessment plan templates have been developed and schools were assisted in developing plans for improving SAT-9 performance. The district's multiple assessment tools will likely continue to include the criterion referenced test in mathematics and reading for grades 2-11, district coordinated writing assessments and the high school proficiency test.
3. Testing coordinators at each site were identified. During the last school year, the standardized test items were analyzed by district staff and broken down into specific skill areas. A program of test preparation was developed identifying when (what grade level) specific content needed to be mastered, as it would be tested at that grade level, and when it needed to be reinforced. This material was shared with all staff.
4. The district continued to provide an extensive staff development program during the last school year. Staff development continues to be more closely tied to instruction, and determined by student performance weaknesses identified from the test data analysis.
5. To help teachers transition the skills learned in staff development to the classroom, charts of the content that students must master in the various subject areas were given to all teachers. Staff development previously had been focused on data analysis but more recently has focused on developing lessons to improve student learning.

6. The district needs to assess the effectiveness of its efforts to improve student performance.

**Standard Implemented: Partially Implemented**

February 1999 Rating: 2  
August 1999 Rating: Not Reviewed  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 5  
February 2001 Rating: 6  
August 2001 Self Rating: 6  
August 2001 New Rating: 6



## 2.10 Measurement of Student Achievement

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### Legal Standard

Student achievement will be measured using standardized achievement tests and a variety of measurement tools, i.e., portfolios, projects, oral reports, etc. (EC 60602, 60605)

### Consent Decree Stipulation

This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

### Progress on Recommendations and Recovery Steps

1. The newly updated board policies provide the framework for the district's instructional program.
2. During the last school year, a testing plan was developed (January 2001) based on the directions provided by the State Administrator in September 2000. The Plan identified the SAT-9 as the basis for the identification and remediation of students around areas of critical instructional need. A testing calendar was established. Each school received SAT-9 data analysis for the previous three years to plot improvement. Colored graphs for each school were prepared for public display at each school site. Schools received information on individual and sub-group student performances for 2000. Teachers also received test data for the students currently enrolled in their classes. For secondary schools, this information was provided to teachers by subject area and class period. However, a new research and evaluation coordinator has been hired, and the district's current assessment program is being reviewed for modification for the new school year.
3. Multiple assessment tools are used in the district. The district utilizes criterion referenced tests in Language Arts and mathematics at each grade level, administers written assessments four times a year at each grade level, administers a district proficiency test to students in grades 9-12 as a requirement for graduation, and utilizes the CAT-5 as an additional skills based assessment. Many of the district's multiple assessment tools will likely continue to be used under any newly developed assessment plan.
4. Test data information continues to provide the basis for the school improvement plans and the site test preparation plans. School staffs have received training in analyzing their school assessment data to identify student weaknesses, and to develop instructional strategies to address student needs and include them in their school improvement plan. This data also helps them determine and plan staff development workshops for themselves.



## Standard Implemented: Partially Implemented

February 1999 Rating: 0  
August 1999 Rating: Not Reviewed  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 5  
February 2001 Rating: 6  
August 2001 Self Rating: 6  
August 2001 New Rating: 6

