



Compton Unified School District

Pupil Achievement

Comprehensive Review
February 2003

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

Chief Executive Officer
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Pupil Achievement Standards

The following standards were identified as needing to reach a rating of 8 to be deemed compliant. If not already presented in response to a Section of the Consent Decree, these standards appear in the following pages. A chart of the Pupil Achievement standards is included to provide an overview of the ratings of the standards over time and the status of their implementation.

- 1.2 See Consent Decree Section 13
- 1.4
- 1.5 See Consent Decree Section 19
- 1.10 See Consent Decree Section 24
- 1.11 See Consent Decree Section 13
- 1.16 See Consent Decree Section 19
- 1.20
- 1.21
- 1.23
- 1.25 See Consent Decree Section 8
- 2.3
- 2.6
- 2.9
- 2.10

1.4 Multiple Assessment Tools – Program Adjustment

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. The district utilizes multiple diagnostic assessments to measure students' academic performance. The Assessment Plan 2002-2003, to coordinate all tests and assessments in the district, has been updated. The Assessment Plan has been developed, presented, and disseminated to all principals and site testing coordinators.
2. A new Senior Director has been hired to lead the Office of Research, Evaluation, and Assessment. The office's budget has been utilized for assessment and/or services to assist the school sites to better evaluate their students.
3. Many of the assessments utilized in the district are state required tests, such as the SAT-9 for grades 2-11, the CAHSEE which is administered at grade 10, and the CELDT which is utilized in the English language learner programs. However, other assessments are used for diagnostic and student placement purposes. Math and Algebra test scores are used to place students in appropriate math classes at the middle and high school level. Language! test scores are used to place students in the appropriate support classes at the elementary, middle and high school levels. The Degrees of Reading Power assessment is administered twice a year in grades 4-8 as a pre and post-reading test. The AIMSweb is administered three times a year in grades 1-3 to monitor reading improvement. CELDT test scores are used to identify students to be re-designated.
4. State mandated test results (CAHSEE, Physical Fitness Test, SAT-9 and California Standards test results, SABE/2) are disseminated to all stakeholders within 2 days after being received by the district. Schools have received assessment results for all district and state assessments for use in developing their individual school plan for student achievement. All schools submitted a site testing plan for administering the STAR and CAHSEE during the month of February. Schools can also request customized test data reports.
5. The CAHSEE has been administered at least three times to all 11th graders. The district reported that 15% of 11th graders passed the math portion and 29% passed the language arts portion of the test. CAHSEE will be administered to all 10th graders in March of 2003. Many students have failed to pass both the math and language arts portions of the exam. The district is developing a remediation plan for students who

have not passed one or both portions of the CAHSEE exams. Middle school and high school administrators and teachers continue to participate in CAHSEE trainings provided by UC Irvine, the Pulliam Group, Kaplan, Target Teach, and Riverdeep Math.

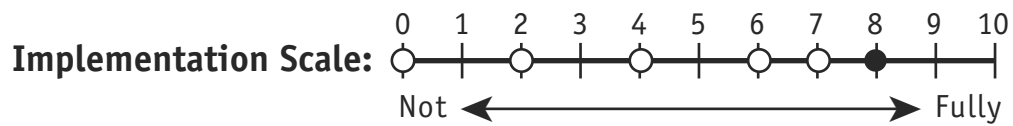
6. Test results are disaggregated, summarized and presented to Executive Cabinet and principals. Additional discussions on test results are held at divisional meetings. Information is shared at different settings with parents and the school communities.
7. Assessments are also imbedded in adopted curriculum materials such as Open Court, Language! and Saxon Math, providing teachers with immediate feedback on students' performance. Benchmark tests have also been made available to all high schools in the core subject areas.
8. District writing assessments are administered 4 times a year. Teachers score writing assessments using a 4-point rubric that is aligned with the state standards and CAHSEE.
9. The K-5 standards based report card continues to be implemented. The 6-12 report card is generated using SASI software and mailed home to all parents within two weeks of the grading period. A standard-based report card for grades 6-12 will be developed in 2002-03.
10. School Academic Performance Index (API) scores are increasing, although there are several schools that continue to have difficulty meeting their performance growth targets. Most district schools participated in a school improvement program such as the CSRD, II/USP, or Program Improvement program. Twenty-four schools currently receive the High Priority School Program grants to focus on improvement in student achievement. Four additional schools have been invited to apply. Some district schools may face possible state sanctions in the future for failing to meet performance growth targets. All schools will be subject to meeting the standards of the No Child Left Behind federal legislation.

Districts have been informed that the API scores will be determined differently in the future. API scores have previously been determined primarily using the norm-referenced test, the SAT-9. It is expected that in this 2002-2003 school year, the API scores will be determined with the STAR content standard tests making up 73% of the API, the CAT-6 making up 12% and the high school exit exam (CAHSEE) making up 15% of the high school API score. At the elementary level, the norm-referenced test CAT-6 will make up only 20% of the API score, with the other 80% being made up of the content standard tests.

11. The district is considering changing their student information system, from SASI to another software which is CSIS compliant, to be implemented in the 2003-04 school year. As the district was not successful with an attempted conversion to the SIMS software three years ago, the district is planning to implement both systems on a parallel basis for several months before committing to the complete conversion to the new system. A new registration form implemented in fall of 2001 continues to be used to collect pertinent data required for all students.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating: 0
August 1999 Rating: 2
February 2000 Rating: 4
August 2000 Rating: 6
February 2001 Rating: 6
August 2001 Rating: 6
February 2002 Rating: 6
August 2002 Rating: 7
February 2003 Self Rating: 8
February 2003 New Rating: 8



1.20 Administrative Support and Coaching – Teachers

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.

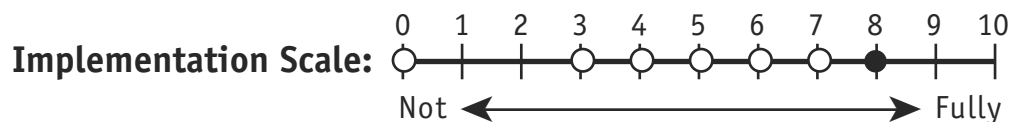
Progress on Recommendations and Recovery Steps

1. As reported in earlier progress reports, coaching of teachers is provided by site administrators, curriculum specialists, UC subject matter consultants, and outside consultants. Principals have been trained in coaching strategies. Coaching and classroom support is expected to be consistent and frequent, especially for newly hired teachers and those with emergency credentials. All new district programs implemented include coaching of teachers as a major strategy to be provided by all service providers, including the California Professional Development Initiative providers: UC Irvine, CSU Long Beach, CSU Dominguez Hills, and LACOE California School Leadership Academy.
2. The certificated evaluation form has been revised to include the California Standards for the Teaching Profession as desired teaching outcomes. Principals are familiar with the standards and are expected to observe classrooms and establish goals with teachers with these standards in mind. All administrators are trained on the California Standards for the Teaching Profession. Principals are still required to be in the classrooms or engaged in instructional activities for 40% of the day to address instructional improvement. Principals are receiving additional training so that they can support the teacher's subject matter expertise rather than only lesson formats.
3. Principals themselves are being evaluated by the superintendent, with input from the division associate superintendents. The principal's evaluation process involves a pre- and post-conference, and includes curriculum oversight and time in the classroom. The district reports that principals this year are demonstrating strong leadership skills.
4. Key Results visitations are being conducted at the elementary schools. These are internal reviews by district administrative teams of the school site and classrooms. Findings and recommendations are shared with the principal before the review team leaves the school.
5. Principals at HPSP, II/USP and CSRD schools continue to work with school site councils and parent associations to implement steps and site level plans to remove barriers to learning for all students. The external evaluators of HPSP, II/USP and CSRD schools also serve as classroom and administrator mentors and coaches.

6. Division associate superintendents meet with site administrators at least once a month, and visit schools frequently. Administrators review and discuss their current operational practices and determine areas for improvement. High school assistant principals and student support coordinators participate in an annual instructional institute coordinated by district staff. A Middle School Symposium was held in October 2002 to provide an opportunity for the middle school site leadership teams to share their best practices.
7. School schedules were modified during the school year to include “banked time” for staff development. Late entry Mondays and adjusted Mondays provided a block period of time for staff development and instructional support. The Office of Research, Evaluation, and Assessment continues to assist the district and school sites by providing relevant student information to assist in staff and project development.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating:	0
August 1999 Rating:	3
February 2000 Rating:	4
August 2000 Rating:	5
February 2001 Rating:	6
August 2001 Rating:	6
February 2002 Rating:	7
August 2002 Rating:	7
February 2003 Self Rating:	8
February 2003 New Rating:	8



1.21 Professional Development – Personnel Evaluation

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.

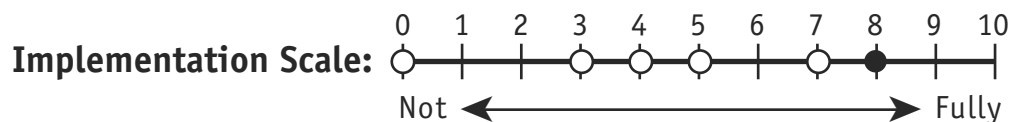
Progress on Recommendations and Recovery Steps

1. The certificated evaluation form has been revised and is now is aligned with the California Standards for the Teaching Profession. The six standards are:
 1. Engaging and supporting all students in learning.
 2. Creating and maintaining effective environments for student learning.
 3. Understanding and organizing subject matter for student learning.
 4. Planning instruction and designing learning experiences for all students.
 5. Assessing student learning.
 6. Developing as a professional educator related duties and responsibilities.Standard six indicates a direct relationship between staff development and personnel evaluation.
2. Principals have been trained to use the revised evaluation form and to base classroom observations on these standards. This is the first year the district is utilizing the newly revised teacher evaluation form.
3. The district's Peer Assistance and Review Program (PAR) provides a link between professional development and individual teacher performance. 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. The district has assigned three teachers as full-time consultants to support teachers who need assistance.
4. Principals are still expected to spend forty percent of their day in the classroom or in related instructional activities. Principals visit classrooms to ensure that skills and knowledge learned in staff development training are being used to increase student achievement. Principals' evaluations include their effectiveness in supervising faculty and staff, and monitoring curriculum, and includes significant documentation.
5. The Superintendent evaluates principals with input from the associate superintendent of each division. The division associate superintendents work with principals to ensure that they monitor the delivery of instruction in the classroom. The principals' evaluation form is being revised by the superintendent.
6. The Office of Research, Evaluation, and Assessment continues to share test data with the site testing coordinators upon the receipt of the test data from the state. At the beginning of each school year, principals share student test data with the faculty and site leadership teams.

7. 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. Teachers needing assistance can receive appropriate staff development training. Approximately 47% of the teaching staff is fully credentialed. A large percentage of teaching staff are still either emergency permit holders or pre-interns. The district continues to work with these teachers on credential requirements to increase the percentage of fully credentialed teachers in the district.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating:	0
August 1999 Rating:	3
February 2000 Rating:	4
August 2000 Rating:	5
February 2001 Rating:	5
August 2001 Rating:	5
February 2002 Rating:	7
August 2002 Rating:	7
February 2003 Self Rating:	8
February 2003 New Rating:	8



1.23 Initial Student Placement – Procedures

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

Special Education:

1. A New Student Orientation Center was established on September 3, 2002 at 417 West Alondra Avenue to receive all students new to the district for enrollment, assessment and appropriate placement of all students. Initial Student Placement Procedures and a Tracking Form have been developed to ensure that students new to the district are properly assessed at the New Student Orientation Center for appropriate placement at a district school site. Training has been provided to site administrators on the process and procedures of initial placement. The Center provides support services for Special Education, English Language Learners, Child Welfare and Attendance, Health, Human and Homeless Services, and some Alternative Education services such as a district suspension classroom. A Kindergarten “round-up” is planned to begin in March, to notify parents in the community to begin the registration process early in the spring to prepare for school placement in the fall.
2. Site administrators continue to assist the student placement process by making sure that master schedules in the middle and high schools provide appropriate course offerings for English learners and special needs students. Increasing staff awareness of special needs students and procedures for providing services remains a district priority. Training is also being provided to Student Study Teams (SSTs) at the sites as they consider new applicants for special education services.
3. The Special Education Handbook of Policies and Procedures has been again revised. Special Education compliance protocols and procedures have been developed for monitoring of special education services. The protocols summarize the administrative responsibilities of site administrators in the SST, IEP, and 504 processes.
4. The Office of Special Education has been reorganized to better serve special needs students. District Special Education administrators are located at the New Student Orientation Center. The school psychologists have work stations at the New Student Orientation Center and are assigned to specific school sites to provide services to the students at their assigned sites.

5. The Special Education administration has developed a Proposed Action Plan to satisfy corrective actions, both individual and systemic, in response to non-compliance issues. The plan identifies the responsible parties to address the corrective action to be taken. The plan is in draft form but implementation has begun.
6. The district has developed a Voluntary Resolution Plan in response to OCR concerns to ensure that it has sufficient numbers of psychologists, program specialists, resource specialists and special education and regular education teachers who are qualified to identify and address the special education and linguistic needs of English learner students. The Office of Human Resources and Employee Development (HRED) is implementing and monitoring the plan.
7. A district staff roster has been developed to show teaching positions filled as a result of recruiting. This information helps ensure that properly credentialed and certificated teachers are working with English learners and special education students.
8. Staff Development is being provided continuously for teachers, para-educators, and administrators on services to special education, general education, and English language learner students. Announcements and information are sent to the school sites in the form of memorandums and flyers.
9. Intervention programs and regular education alternatives have been established as academic safety nets for students who do not qualify for special education services. At the elementary level, an alternative school is available at Caldwell Elementary. Accelerated Learning Programs (ALPs) are available for students who are being retained at grade level. Intervention programs include after school tutorials, additional class periods or an extension of the student's day, and mandatory summer school attendance.
10. The district's technology department provides data reports on the status of student IEP's, Triennials, and Student Suspensions to support regular monitoring. The district is able to monitor, by site, any overdue triennial or IEP on a monthly basis to take timely action. As reported in earlier six-month progress reports, the district had cleared its backlog of overdue IEPs and Triennials and attempts to remain current with timelines. However, a review of the most recent district data indicates that a significant number of IEPs and Triennials are again overdue. The district must address the timeliness of these requirements and make this a major priority. These numbers will be reviewed again at the review team's next visit during the summer months.
11. 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.
12. The curriculum for special education is enhanced by 270 lessons in the Language! Program for use with ELD and special education students in grades 6-12. A workability program resource center has been established at Willowbrook Middle School. The center is designed to meet the instructional and career education needs of students in middle school special education classes.

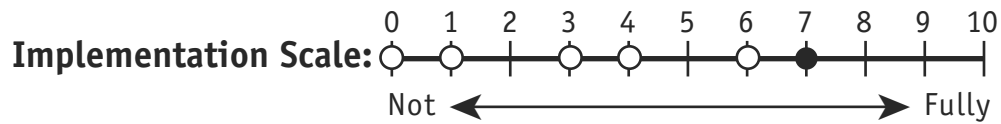
English Language Learners:

1. The Master Plan for English Learners has been completed and is being implemented. All site administrators will receive training on the Master Plan during the month of February. The Master Plan was adopted by the governing board on December 10, 2002, and has been approved by the state department.
2. The district was visited by the Comité during the fall semester 2002, and has worked strenuously to address the many areas of non-compliance in the English language learner program cited by the Comité. The district has addressed most of the areas of non-compliance, and has until June 2003 to address any remaining areas.
3. The district was required to establish a process to track the credential and training status of teachers working with English learners. The Office of Human Resources and Employee Development (HRED) maintains an extensive database on employees and tracks the credential status of all teachers; sends reminders to staff when credentials need to be renewed; requires emergency permit holders to become Pre-Interns working toward meeting credential requirements; and monitors the progress of the Pre-Interns. HRED monitors the credentials of staff who work with English learners to ensure that qualified teachers have been assigned to deliver ELD and core curriculum to English learners.
4. Seven additional language assessors were hired in the fall 2002 to assist in the reading, math, and writing assessments of all students who register at the New Student Orientation Center. The Center now employs eleven language assessors. The wait time for students has been greatly reduced. Students are generally placed at a school site within two days of initial intake at the Center.
5. Initial placement procedures have been established for English language learners and special education students at the New Student Orientation Center. Two certificated personnel, a counselor and a staff teacher, were hired to explain and provide program options to parents. After discussing with parents the students' assessment results these personnel assign students to their respective attendance area schools. Both the counselor and the staff teacher have been trained to immediately involve the Special Education Department (also located at the New Student Orientation Center) when working with special needs students to facilitate a timely and appropriate program and program placement.
6. Appropriate assessments are conducted based on the Home Language Survey. Procedures for monitoring student progress have been established to ensure proper placement of these special needs students.
7. All language assessors are trained to conduct CELDT tests. Site CELDT test administrators were provided with training and regular updates. The LAS II-Spanish version is used to assess Spanish-bilingual students' primary language proficiency level. The CELDT is scored by the language assessors at the New Student Orientation Center to generate a preliminary assessment of students' English Language proficiency level to insure timely placement of students.

8. As reported in earlier six-month progress reports, Board Policy No. 6174 Education for English Language Learners was revised.
9. The district has long struggled to meet compliance in its English Language Learners program. As reported in the previous six-month progress report, the district had its EIA funds impounded and released in allotments upon completion of the OCR requirements. The district developed its Accountability Plan for English Language Learners and developed a manual of procedures and forms titled “Registration to Redesignation” to serve English language learners. The district developed ELL district benchmarks, and ELL checklists for both elementary and secondary principals to monitor the ELL programs at their sites. The district has recently completed the Master Plan for English Learners, and expects the release of the impounded funds.
10. The district has developed new program descriptions for program placement. The district provides Structured English Immersion classes and two Spanish immersion programs at Emerson and Tibby Elementary Schools. Course descriptions have been written for Specially Designed Academic Instruction in English (SDAIE) for all courses required for graduation. English language development (ELD) course descriptions have been written for English language development classes. An ELD Curriculum Guide has been developed and disseminated to teachers. High Point and Into English are used in grades 4-12 as the textbooks in ELD classrooms. Additional support materials have been purchased for all levels. Grades K-5 have available: Hampton-Browne, Into English, SRA, and Open Court; Grades 6-12 have available: Heinle-Heinle, Voices in Literature, Glencoe, and Language!
11. The district continues to implement a Voluntary Resolution Plan (VRP) to address issues raised by the Office for Civil Rights. The district hired a Compliance Officer to respond to complaints or issues. As reported in the fourth six-month progress report, the district contracted with WestEd for technical assistance in meeting the requirements of the VRP. 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.
12. The district must continually monitor its services to special needs students in the district and work to achieve program compliance. Extensive work has been undertaken to test and place students appropriately, train staff, and to update all student files. These efforts need to be maintained and continued.

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 Rating:	4
February 2002 Rating:	6
August 2002 Rating:	6
February 2003 Self Rating:	9
February 2003 New Rating:	7



2.3 Class Time – Protected for Student Learning

Legal Standard

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

Consent Decree Stipulation

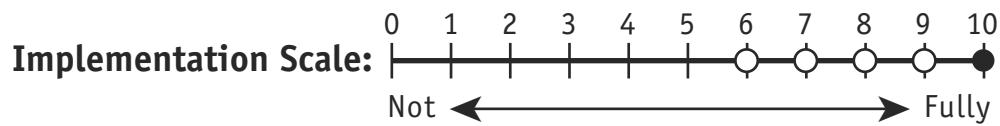
This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

Progress on Recommendations and Recovery Steps

1. The district has a board policy that addresses student learning time which is sent to the schools each year. The policy is also distributed at principals' meetings for posting at the sites. The updated board policies and administrative regulations have institutionalized 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 developed by teachers at each site, made part of the school improvement plan, and posted in each classroom. Strategies include ways to reduce classroom interruptions.
3. The district reports that all schools have significantly reduced the number of public announcements made during class time. Schools use homeroom period for announcements. Schools also use white boards and bulletin boards in the main office for reminders and announcements.
4. Instructional time for students continues to be extended beyond the regular instructional day and year with opportunities for Saturday school, after school tutorial programs, and summer extended year programs. Summer school was made mandatory beginning in summer 2002 for several grade levels of students.
5. The Superintendent has placed a moratorium on field trips scheduled to be taken during the instructional day from January to the end of the STAR testing period. The Superintendent has also made it a goal for principals to improve their school student and staff attendance, targeting a 96% attendance rate for elementary students, a 95% attendance rate for middle school students, and a 94% attendance rate for high school students. The goal for teachers and staff is a 97% attendance rate.

Standard Implemented: Fully Implemented – Sustained

February 1999 Rating: 6
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: 7
February 2001 Rating: 8
August 2001 Rating: 8
February 2002 Rating: 9
August 2002 Rating: 9
February 2003 Self Rating: 10
February 2003 New Rating: 10



2.6 General Instructional Programs

Legal Standard

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

Consent Decree Stipulation

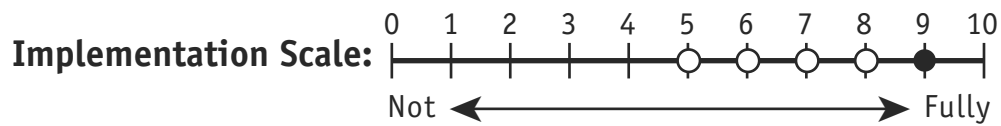
This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

Progress on Recommendations and Recovery Steps

1. The district complies 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 a board meeting, and acted upon at a subsequent board meeting.
2. The district is making progress in bringing special programs into compliance. The district is not in compliance on all requirements of the English Language Learner program, and has been referred as a Comité district. The CDE and OCR have visited the district three times since July 2002 to ensure that the district's Master Plan for English Learners was completed and implementation was underway to resolve non-compliant and Comité items.
3. The district completed the Master Plan for the English Learners in December 2002. The plan has been approved by the state department. The CDE and OCR will continue to work closely with the district on the implementation of the plan. A district team oversees the implementation of the plan and documents all activities relating to the compliance benchmarks. A district self-audit has been conducted at eight different schools in November and January to check for compliance.
4. The district is implementing a standards-based curriculum. Curriculum guides reflecting the state standards and identifying benchmarks, are available for all grade levels. Curriculum guides are being further revised to make them user-friendly. The state curriculum standards are reflected in the revised report cards, K-5. An Open Court/English Language Learner Notebook has been developed for teachers to assist ELL students in using the Open Court texts and materials. All textbooks and library materials are fully aligned with the California Content Standards. Adoption of textbooks is done at the district level to insure comparability of instruction across the district. Student mobility makes this a necessity. The ELD curriculum guide has been developed and training is scheduled for implementation.
5. As noted elsewhere in this report, a Voluntary Resolution Plan (VRP) has been developed by the district and is implemented to provide additional services to special needs students. The first VRP plan was approved in June 2002. A second plan was approved January 6, 2003.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating: 5
August 1999 Rating: 6
February 2000 Rating: 6
August 2000 Rating: 7
February 2001 Rating: 7
August 2001 Rating: 7
February 2002 Rating: 8
August 2002 Rating: 9
February 2003 Self Rating: 9
February 2003 New Rating: 9



2.9 Accountability – Maximum Educational Opportunity

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

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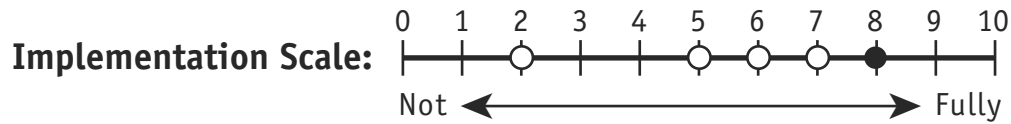
Progress on Recommendations and Recovery Steps

1. The district's Assessment Plan for 2002-2003 has been developed and disseminated. The Plan includes an overview list and schedule of the assessments for high schools, middle schools and elementary schools; detail on the Writing Assessment, the CAT-6, the California High School Exit Exam (CAHSEE), and the California English Language Development Test (CELDT).
2. The district's multiple assessment tools include the district coordinated writing assessments administered four times a year, and the high school proficiency test. Other assessment tools are discussed in further detail in Standard 1.4. Most of the schools have a Curriculum Specialist or Resource Teacher who serves as the site testing coordinator. Testing Coordinators meet quarterly with the Senior Director of Research, Evaluation, and Assessment. Principals are invited to attend these meetings.
3. Schools have been provided with five years of comparative test data results for all sub groups of students, to monitor student progress and plan for student improvement. Schools receive SAT-9, CELDT and CAHSEE and the California Content Standards test results within two days after the district receives them, with instructions on how to disseminate test results to parents.
4. Schools develop their annual Single Plan for Student Achievement that contains goals and objectives for student achievement. Each school has received a summary of test results to use in developing their school wide action plan. Each school has analyzed assessment results and developed a test preparation program for their students. Take home packets are available for student practice.
5. High school staffs have met to address ways to prepare students to pass the high school exit exam (CAHSEE). The district has initiated a process of "backward mapping" using the successful passage of the CAHSEE as the end result and determining what needs to occur in earlier grades and courses to ensure that this happens. A remediation plan will be developed in spring 2003 to assist students who have not passed one or both parts of the CAHSEE.

6. All assessment data will be entered into the district's new Database in order to generate reports and maintain a current assessment history for all students. The Office of Research, Evaluation and Assessment has adequate funds to support the district's assessments.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating:	2
August 1999 Rating:	Not Reviewed
February 2000 Rating:	Not Reviewed
August 2000 Rating:	5
February 2001 Rating:	6
August 2001 Rating:	6
February 2002 Rating:	7
August 2002 Rating:	7
February 2003 Self Rating:	9
February 2003 New Rating:	8



2.10 Measurement of Student Achievement

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. This standard also is discussed in Standards 1.4 and 2.9. The district's Assessment Plan for 2002-2003 includes an overview list and schedule of the assessments for high schools, middle schools and elementary schools; detail on the Writing Assessment, the SAT-9, the California High School Exit Exam (CAHSEE), and the California English Language Development Test (CELDT). The district's Assessment Plan needs to also include clear objectives of why testing is occurring and how results are to be used, rather than establishing a calendar of test dates.
2. The district's multiple assessment tools continue to include the district coordinated writing assessments administered four times a year, and the high school proficiency test. Other assessment tools are discussed in further detail in Standard 1.4. Most of the schools have a Curriculum Specialist or Resource Teacher who serves as the site testing coordinator. Testing Coordinators meet quarterly with the Senior Director of Research, Evaluation, and Assessment. Principals are invited to attend these meetings.
3. The district reports that the following assessments are aligned to instruction: AIMS web (grades 1-5), the district's Writing Assessments, CAHSEE, SAT-9 (changed to CAT-6 in 2003) and the California Standards Tests. Assessments that are imbedded in the curriculum include Open Court, Saxon, Language, and teacher generated tests.
4. The English Language Development (ELD) Benchmark Assessment for grades K-12 has been completed for implementation in fall, 2003. The assessment will be administered quarterly.
5. The Senior Director of Research, Evaluation, and Assessment provides an overview of the STAR program test results in August to administrators and district staff, and meets with school staffs when requested by the principal. Test results are available in a variety of formats for school use. Meetings with individual principals are held to increase understanding and interpretation of test scores. Principals meet with their staffs at the beginning of the school year to review test scores and identify areas of instructional focus for the year. Assessment results were prepared for all principals to use in completing their school action plans as required by the district. Multiple assessments are used to evaluate school wide improvement required for district, HPSP, CSRD and II/USP schools. Multiple assessments are also used for academic placement, Student Study Team Reviews and re-designation of special needs students.

6. Training workshops on the district's assessment tools continue to be provided to administrators and teachers. Assessment training takes place quarterly at Test Coordinators' Meetings. Principals are invited to attend. The Senior Director of Research, Evaluation, and Assessment attends all District Coordinators' meetings and keeps district office staff and principals informed regarding statewide tests.
7. Middle school and high school principals and staff participated in CAHSEE training. CELDT training has been completed in preparation for the 2003 CELDT administration. All schools have a team of assessors who will administer the CELDT test beginning July 1, 2003.
8. The district is utilizing all pertinent tests that are required, as well as additional tests, e.g. course "challenge" tests, to assess student performance. The pre-, mid-year and post- math, reading and language district assessments are administered at the elementary and middle schools and serve as a monitoring system to ensure sufficient student progress.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating:	0
August 1999 Rating:	Not Reviewed
February 2000 Rating:	Not Reviewed
August 2000 Rating:	5
February 2001 Rating:	6
August 2001 Rating:	6
February 2002 Rating:	7
August 2002 Rating:	8
February 2003 Self Rating:	9
February 2003 New Rating:	8

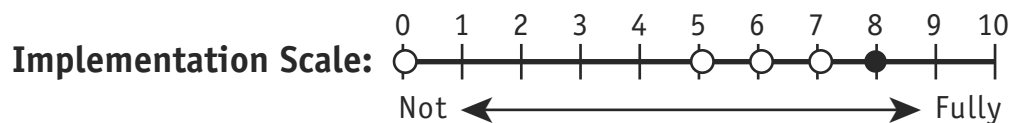


Chart of Pupil Achievement Standards

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Progress Ratings Toward Implementation of the Recovery Plan

Pupil Achievement												
Standard to be addressed		Feb. 1999 Rating	Aug. 1999 Rating	Feb. 2000 Rating	Aug. 2000 Rating	Feb. 2001 Rating	Aug. 2001 Rating	Feb. 2002 Rating	Aug. 2002 Rating	Feb. 2003 Rating	Aug. 2003 Focus	Timeline/ Goal
1.1	The district through its adopted policy provides a clear operational framework for management of the curriculum.	0	3	5	7	8	NR	NR	9	NR		Implemented
1.2*	The district has clear and valid objectives for students, including the core curriculum content.	0	2	3	5	6	6	7	8	8	<input type="checkbox"/>	Implemented
1.3	The district directs its resources fairly and consistently to accomplish its objectives.	0	2	4	5	6	NR	NR	7	NR		June 2002
1.4*	The district has adopted multiple assessment tools, including diagnostic assessments, to evaluate, improve, or adjust programs and resources.	0	2	4	6	6	6	6	7	8	<input type="checkbox"/>	Implemented
1.5*	Expectations and a practice exist to improve the preparation of students and to build school structure with the capacity to serve all students.	0	3	NR	5	5	5	6	6	7	<input type="checkbox"/>	June 2003
1.6	The assessment tools are clear measures of what is being taught and provide clear direction for improvement.	0	NR	NR	4	6	NR	NR	7	NR		June 2002
1.7	Staff development provides staff with the knowledge and the skills to improve instruction and the curriculum.	3	4	5	6	7	NR	NR	7	NR		June 2002
1.8	Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.	3	5	6	7	7	NR	NR	7	NR		June 2002
1.9	Evaluations provide constructive feedback for improving job performance.	0	3	4	5	5	NR	NR	6	NR		June 2002
1.10*	Teachers use a variety of instructional strategies and resources that address their students' diverse needs.	0	NR	3	4	4	5	6	7	7	<input type="checkbox"/>	June 2003

NR not reviewed

☐ targeted for review

* must reach score of 8 per consent decree

Pupil Achievement (continued)												
Standard to be addressed		Feb. 1999 Rating	Aug. 1999 Rating	Feb. 2000 Rating	Aug. 2000 Rating	Feb. 2001 Rating	Aug. 2001 Rating	Feb. 2002 Rating	Aug. 2002 Rating	Feb. 2003 Rating	Aug. 2003 Focus	Timeline/ Goal
1.11 *	Students are engaged in learning and they are able to demonstrate and apply their knowledge and skills.	0	NR	3	4	5	5	6	7	7	<input type="checkbox"/>	June 2005
1.12	The standards developed by the California Standards for the Teaching Profession are present and supported.	0	NR	3	5	5	5	NR	8	NR		Implemented
1.13	Teachers modify and adjust instructional plans according to student needs and success.	0	NR	3	4	4	5	NR	6	NR		June 2003
1.14	Challenging learning goals and instructional plans and programs for all students are evident.	0	NR	3	4	5	5	NR	6	NR		June 2003
1.15	The administration and staff utilize assessment information to improve learning opportunities for all students.	0	1	4	5	6	NR	NR	7	NR		June 2002
1.16 *	A common vision of what all students should know and be able to do exists and is put into practice.	0	NR	4	5	6	6	6	6	7	<input type="checkbox"/>	June 2003
1.17	Goals and grade level performance standards based on a common vision are present.	3	NR	4	5	5	5	NR	6	NR		June 2001
1.18	Every elementary school has embraced the 1997 California School Recognition Program Standards.	6	NR	6	7	8	NR	NR	8	NR		Implemented
1.19	Efforts will be made by the district to partnership with state colleges and universities to provide appropriate courses accessible to all teachers.	8	NR	8	9	10	NR	NR	10	NR		Implemented
1.20 *	Administrative support and coaching are provided to all teachers.	0	3	4	5	6	6	7	7	8	<input type="checkbox"/>	Implemented
1.21 *	Professional development is linked to personnel evaluation.	0	3	4	5	5	5	7	7	8	<input type="checkbox"/>	Implemented
1.22	Collaboration exists between higher education, district, professional associations and community in providing professional development.	7	NR	NR	8	9	NR	NR	9	NR		Implemented

NR not reviewed

☐ targeted for review

* must reach score of 8 per consent decree

Pupil Achievement (continued)												
Standard to be addressed		Feb. 1999 Rating	Aug. 1999 Rating	Feb. 2000 Rating	Aug. 2000 Rating	Feb. 2001 Rating	Aug. 2001 Rating	Feb. 2002 Rating	Aug. 2002 Rating	Feb. 2003 Rating	Aug. 2003 Focus	Timeline/ Goal
1.23*	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.	0	1	3	4	4	4	6	6	7	<input type="checkbox"/>	June 2003
1.24	Clearly defined discipline practices have been established and communicated among the students, staff, board and community.	8	NR	NR	8	9	NR	NR	10	NR		Implemented
1.25*	The district will ensure that all instructional materials are available to all students.	4	NR	NR	5	5	5	6	7	8	<input type="checkbox"/>	Implemented
1.26	The district has adopted a plan for integrating technology into the curriculum.	0	4	5	6	7	NR	NR	8	NR		Implemented
1.27	The district's planning process ensures focus and connectivity to increased student productivity.	0	NR	NR	4	5	5	NR	6	NR		June 2002
1.28	Human Resources practices support the delivery of sound educational programs.	0	NR	NR	5	5	5	NR	6	NR		June 2004
2.1	AIDS prevention instruction occurs at least once in junior high or middle school and once in high school and is consistent with the CDE's 1994 Health Framework.	8	NR	8	8	9	NR	NR	10	NR		Implemented
2.2	On a yearly basis, the district notifies all 11th and 12th grade students regarding the California High School Proficiency Examination.	6	NR	NR	7	8	NR	NR	9	NR		Implemented
2.3*	Class time is protected for student learning.	6	NR	NR	7	8	8	9	9	10	<input type="checkbox"/>	Implemented
2.4	Categorical and compensatory program funds supplement, and do not supplant services and materials to be provided by the district.	0	3	4	5	6	NR	NR	6	NR		June 2002
2.5	A requirement is in place for passing of a basic skills proficiency examination by instructional aides.	8	NR	NR	8	10	NR	NR	10	NR		Implemented

NR not reviewed

☐ targeted for review

* must reach score of 8 per consent decree

Pupil Achievement (continued)												
Standard to be addressed		Feb. 1999 Rating	Aug. 1999 Rating	Feb. 2000 Rating	Aug. 2000 Rating	Feb. 2001 Rating	Aug. 2001 Rating	Feb. 2002 Rating	Aug. 2002 Rating	Feb. 2003- Rating	Aug. 2003 Focus	Timeline/ Goal
2.6*	The general instruction program adheres to all requirements set forth in (EC 51000-52950).	5	6	6	7	7	7	8	9	9	<input type="checkbox"/>	Implemented
2.7	All incoming kindergarten students will be admitted following board-approved policies and administrative regulations.	8	NR	NR	9	10	NR	NR	10	NR		Implemented
2.8	The district shall inform parents of the test scores of their children, and provide general explanation of these scores.	8	NR	NR	9	10	NR	NR	10	NR		Implemented
2.9*	The district shall be accountable for student results by using evaluative information regarding the various levels of proficiency and allocating educational resources to assure the maximum educational opportunity for all students.	2	NR	NR	5	6	6	7	7	8	<input type="checkbox"/>	Implemented
2.10*	Student achievement will be measured using standardized achievement tests and a variety of measurement tools, ie., portfolios, projects, oral reports, etc.	0	NR	NR	5	6	6	7	8	8	<input type="checkbox"/>	Implemented

NR not reviewed

☐ targeted for review

* must reach score of 8 per consent decree