

# SERNA v EASTIN CONSENT DECREE

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## ***Introduction***

This report dated February 2006 is the fourteenth in a series of continuing six-month progress reports assessing the efforts made by the Compton Unified School District to continually improve the district's operations. FCMAT has been involved in the Compton Unified School District from 1998 through the end of 2001 through Assembly Bill 52 legislation, and from February 2000 to the present through the Serna v Eastin Consent Decree. Both the AB 52 legislation and the Consent Decree required FCMAT to monitor and report on the district's progress at six-month intervals.

As a requirement of AB 52, FCMAT conducted a comprehensive assessment of the district in 1998 in five major areas of school district operations and developed a recovery plan for the district to implement. The Compton Unified School District Assessment and Recovery Plan was distributed to the district in February 1999. FCMAT has issued six-month progress reports beginning in August 1999 on the district's efforts to meet the criteria for the return of governing board authority developed through the AB 52 legislation. In addition, beginning with the August 2000 six-month progress report, the FCMAT progress reports also monitored and reported on the district's efforts to comply with the stipulations of the Serna v Eastin Consent Decree. As the criteria for the return of powers to the governing board under AB 52 were fully met in December 2001, this is the ninth six-month progress report that addresses only the district's progress in fulfilling the stipulations of the Consent Decree.

The district has complied with all but one of the requirements for termination of the Serna v Eastin Consent Decree. The full implementation of the district's Facilities Master Plan, the only Consent Decree stipulation not yet fully met, requires additional time to complete as the Facilities Plan identifies numerous facilities modernization and construction projects the district plans to address. As all other Consent Decree stipulations were met some time ago, the six-month progress reports are repetitive, continuing to report that the district has met, and continues to comply with, the requirements of the Consent Decree.

## ***Early Disengagement Proposal***

As the district has made significant progress in meeting all but the one remaining stipulation of the Consent Decree, and as the implementation of the district's Facilities Master Plan may take several more years to be fully met, discussion was initiated in December 2005 among the Compton USD administrators, ACLU and FCMAT to consider alternate criteria for the possible earlier disengagement of the parties to the Consent Decree.

A proposal under consideration identifies ten standards from the improvement plan developed for the district in 1999 in each of the five major areas of district operations: Community Relations/Governance, Personnel Management, Pupil Achievement, Financial Management and Facilities Management. Under the proposal the district would be required to meet a minimum average rating for the ten standards in each of the areas, with no standard scoring below a five on a scale of one (not implemented) to ten (fully implemented and sustained). Consideration and discussion of this proposal to ensure the district continues to be effectively governed and operated is continuing as of this writing. Any modifications to the Consent Decree will be reported in the next six-month progress report.

### ***Continuing Concerns***

Although the district has made significant progress in the eight years that FCMAT has monitored and reported on the district's improvement efforts, the six-month progress reports of August 2004, February and August 2005 reported concerns about two areas of the district's operations: board governance and the inappropriate behaviors of a few board members, and the continuity of effective leadership in the district.

### ***Board Governance***

The board election in November 2003 filled six open seats on the seven-member board with three new board members and three returning members. Of the three returning members, one was an incumbent and two were members of previous Compton USD boards. The August 2004, February and August 2005 FCMAT reports indicated that some members of the board seated in December 2003 did not demonstrate the same commitment to address the stipulations of the Consent Decree as members of previous boards. Some board members also did not demonstrate behaviors consistent with effective boardsmanship, such as berating staff at public meetings, not supporting the district's efforts to comply with the Consent Decree, and by declining to act in a timely manner on facilities issues that might have affected state funding. Although the district board approved the Facilities Master Plan in July 1999 and the Facilities Implementation Plan in August 2001, some of the recently seated board members did not demonstrate a commitment to implement the Facilities Master Plan as required by the Consent Decree.

The board election in November 2005 filled four open seats with two returning incumbents and two first-time board members, as two other incumbents declined to seek reelection. The new board held its reorganization meeting in December 2005, and all board members attended a board retreat in early January to better understand their roles and the district's fiscal position. It is hoped that the newly seated board will exercise governance more appropriately than the previous board.

### ***Continuity of Effective District Leadership***

In August 2004 FCMAT reported that a board member told several cabinet members that they were going to lose their jobs, and over the next year, the make-up of the superintendent's cabinet was significantly altered. The board in July 2004 terminated the employment of the Assistant Superintendent of Administrative Services. The board in June 2005 refused to support the superintendent's recommendation to extend the employment contract for the Deputy Superintendent. The previous board did not support the superintendent in his efforts to acquire and retain the most competent individuals for his cabinet, making it difficult for the superintendent to maintain the district's continued improvement. The progress made by the district to return to local governance, repay the state loan, and to meet all but one of the stipulations of the Consent Decree is the direct result of the efforts of the superintendent, his previous cabinet and members of the district staff. Acquiring and maintaining competent leadership for the district is critical to the district's continued progress.

The newly seated Compton governing board will hopefully allay the concerns surfaced in the 2004 and 2005 FCMAT reports by providing the necessary policy direction for the district and refraining from attempting to administer the district. As these continuing concerns affect the effective operations of the district, any modification to the Consent Decree criteria will report on progress made in these areas.

## ***Background of FCMAT's Involvement Regarding the Consent Decree***

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

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

FCMAT was appointed by the parties to the lawsuit to oversee compliance with the stipulations of the Consent Decree. The parties were aware that FCMAT was then engaged in monitoring the progress of the Compton Unified School District in the implementation of recovery plans in the areas of Pupil Achievement, Financial Management, Personnel Management, Facilities Management and Community Relations as part of the requirements of Assembly Bill 52. The parties agreed to make parts of the Compton USD recovery plans developed by FCMAT a part of the Consent Decree and subject to the compliance requirements of the Consent Decree.

The Consent Decree identified specific standards among the legal and professional standards developed by FCMAT in the operational areas of Pupil Achievement and Facilities Management that required additional attention by the district. These identified standards were required by the Consent Decree to meet a rating of 8 or better (on a scale of 1 to 10) in order for the standard to be determined to be implemented and sustained. These specific standards have been reviewed and their implementation progress reported during each of FCMAT's monitoring visits and six-month progress reports since August 2000. The court's action placed FCMAT in a monitoring role and required FCMAT to prepare semiannual reports on the defendants' progress in complying with the requirements of the decree.

FCMAT's third, fourth and fifth six-month progress reports in August 2000, February 2001, and August 2001 responded to the monitoring requirements of both AB 52 and the Consent Decree. In the August 2001 progress report, FCMAT reported that the Compton Unified School District met the requirements for return of governing authority to the CUSD Governing Board under AB 52. The State Superintendent of Public Instruction formally returned governing authority to the CUSD board in an executive order dated September 11, 2001, and effective December 11, 2001.

The six-month progress reports, beginning with the February 2002 report, provided FCMAT's review only of those standards and stipulations identified in the Consent Decree. The subsequent reports issued in August 2002, February 2003, August 2003, February 2004, August 2004, February 2005, August 2005, and this February 2006 report continue to provide a review of only those standards and stipulations identified in the Consent Decree.

FCMAT meets with the counsel for the plaintiffs and defendants every 60 days as required by the Consent Decree. The following is a record of these meetings.

- Three meetings were held prior to the third six-month progress report in August 2000 to discuss process, responsibilities, and progress relative to the Consent Decree. The August 2000 progress report represented the first FCMAT document addressing the stipulations of the Consent Decree.
- Two meetings and two random school site visitations were conducted between September and February, prior to the fourth six-month progress report in February 2001.
- Four meetings and a random school site visitation were conducted between March and August, prior to the fifth six-month progress report in August 2001.
- Three meetings and a random school site visitation were conducted between September and February, prior to the sixth six-month progress report in February 2002.
- Three meetings and a random school site visitation were conducted between March and August, prior to the seventh six-month progress report in August 2002.
- Two meetings and a random site visitation were conducted between September and February, prior to the eighth six-month progress report in February 2003.
- Three meetings and a random site visitation were conducted between March and August, prior to the ninth six-month progress report in August 2003.
- Three meetings and a random site visitation were conducted between September and February, prior to the tenth six-month progress report in February 2004.
- Three meetings and a random site visitation were conducted between March and August, prior to the eleventh six-month progress report in August 2004.
- Two meetings and a random site visitation were conducted between September and February, prior to the twelfth six-month progress report in February 2005.
- Three meetings and a random site visitation were conducted between March and August, prior to the thirteenth six-month progress report in August 2005.
- Three meetings were conducted between September and February, prior to the fourteenth six-month progress report in February 2006.

The Compton Unified School District continues its progress under the Consent Decree. All Consent Decree stipulations but one have been met.

## Meeting Consent Decree Compliance Requirements

Section 50 of Part VII. Termination of Consent Decree indicates the following:

50. *This Consent Decree shall terminate upon the certification by FCMAT of each of the following:*
- a. Defendants have complied with Sections 1-24 of this Consent Decree.*
  - b. Defendants have implemented the facilities plan required by Section 25(a).*
  - c. Defendants have met the scaled scores for the Pupil Achievement recovery plan and Facilities recovery plan as required by paragraph 25(b)(i).*

### **Section 50 (a):**

The Consent Decree delineates 18 sections of stipulations (Sections 7-24) that the district must address to reach compliance. Sections 1-6 of the Consent Decree refer to definitions and general provisions. The district is fully complying with the required stipulations of the 18 sections (Sections 7-24) of the Consent Decree. A summary of the district's efforts to comply with each of these stipulations follows on the next several pages of this report.

FCMAT certifies that the district has complied with Sections 1-24 of the Consent Decree.

### **Section 50 (b):**

To implement the facilities plan required in Section 25(a), the district continues to use all available resources to address the district's facilities needs identified in the Facilities Master Plan. All facilities projects undertaken by the district are based on the needs identified in the district's comprehensive Facilities Master Plan.

The district approved a Certificate of Participation (COP) in June 2002 to obtain the necessary funds to build a new K-5 elementary school. The William Jefferson Clinton Elementary School was opened to students on January 27, 2003 as scheduled.

The district successfully passed a local \$80 million General Obligation Bond (GOB) in November 2002 with a voter approval rate of 83%. The GOB Measure I enabled the district to implement the projects identified in the Facilities Master Plan and provided funds to retire the COP for Clinton Elementary School. The project priorities for the GOB funds were based on the projects identified in the district's comprehensive Facilities Master Plan. A general obligation bond oversight committee was established to oversee the appropriate use of Measure I funds for the district's modernization and construction projects.

The district instituted an aggressive facilities modernization effort to fully implement the district's comprehensive facilities plan. Full implementation will require more time to complete. The monitoring of the district's progress in implementing the Facilities Master plan will continue.

### **Section 50 (c):**

Section 25 (b)(i) of the Consent Decree identifies 30 standards of the 104 FCMAT legal and professional standards for Facilities Management, and 14 standards of the 38 FCMAT legal and professional standards for Pupil Achievement that must reach a rating of 8, on a scale of 1-10, to attain compliance. Also, all Facilities Management and all Pupil Achievement standards must reach an average rating of 7.5. The Consent Decree reads in part as follows:



*Section 25.b.: The standards of the Pupil Achievement recovery plan and Facilities recovery plan are made a part of this Consent Decree and shall be subject to the compliance requirements of this Consent Decree.*

*25.b.i.: A list of standards for the Pupil Achievement recovery plan and Facilities recovery plan, including the current scaled scores is set forth in Exhibit 'A' attached hereto and incorporated by reference. Any standard that has a scaled score of 8, 9, or 10 shall be deemed to have been implemented. Any standard that has a scaled score of less than 8 shall be addressed and improved by defendants. Compliance with a recovery plan's standards shall be deemed satisfied when FCMAT certifies that defendants have achieved an average scaled score for all such standards of 7.5 and no standard has received a scaled score of less than 4. In addition, compliance shall not be deemed achieved unless the following standards have received a score of at least 8:*

- 1) Pupil Achievement: 1.2; 1.4; 1.5; 1.10; 1.11; 1.16; 1.20; 1.21; 1.23; 1.25; 2.3; 2.6; 2.9; 2.10*
- 2) Facilities: 1.3; 1.6; 1.7; 1.8; 1.9; 1.12; 1.14; 1.17; 2.1; 2.3; 2.4; 2.5; 2.6; 3.4; 3.8; 3.10; 6.2; 6.3; 8.5; 8.6; 8.8; 8.9; 8.10; 8.12; 9.3; 9.4; 9.7; 9.8; 9.10; 9.11.*

In Pupil Achievement, the current average rating of all Pupil Achievement standards at this six-month reporting period is **8.55**, exceeding the 7.5 required average rating stipulated by the Consent Decree. No standards have a scaled score of less than 4. All of the 14 identified Pupil Achievement standards have reached a rating of 8 or better as required. Full compliance has been reached in the operational area of Pupil Achievement.

In Facilities Management, the current average rating of all Facilities Management standards at this six-month reporting period is **9.14**, exceeding the 7.5 required average rating stipulated by the Consent Decree. No standards have a scaled score of less than 4. All thirty identified Facilities Management standards have reached a rating of 8 or better as required. Full compliance has been reached in the operational area of Facilities Management.

FCMAT certifies that the district has met the required scaled scores in all of the standards for the Pupil Achievement and Facilities recovery plans as required by paragraph 25(b)(i).

### **Compliance Summary**

The district has met all of the requirements for termination of Sections 50 (a) and (c) of the Consent Decree. The implementation of the Comprehensive Facilities Plan, as required in Section 50 (b) for termination of the Consent Decree, continues to require additional time to complete.

The state passed a General Obligation Bond, Proposition 47, in November 2002. The district also passed a local \$80 million General Obligation Bond, Measure I, in November 2002 to support its share of the facilities projects. The state and local bond funds have enabled the district to implement the Comprehensive Facilities Master Plan as required in Section 50 (b). The district initiated an aggressive construction program to complete the 28 modernization and 3 new construction projects that had long been state-approved and awaiting available funding. The district used general funds and deferred maintenance funds to address the district's most pressing facilities issues prior to the successful passage of the state and local bonds. All of the district's modernization projects are expected to be completed by summer 2006.

## **Summary of Findings and Recommendations Related to the Consent Decree**

FCMAT was appointed by the parties to oversee compliance with the Serna v Eastin Consent Decree. This section provides the reader with FCMAT's summary of the findings and recommendations related to Sections 7-25 of the Consent Decree. Many of the FCMAT standards for Pupil Achievement and Facilities Management address the concerns raised in Sections 7-25 of the Consent Decree. A more detailed review of these standards can be found elsewhere in this report.

### **Consent Decree Stipulations Related to Pupil Achievement**

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

#### ***Consent Decree Section 8 (Textbooks)***

The requirements of Section 8 have been met by the district. The district has implemented the Williams protocols for 2005-06 and 2006-07 and has ordered sufficient quantities of textbooks in the core areas of English, Mathematics, History/Social Science, and Science to issue a textbook from each core subject to each student. Standards based textbooks are adopted following the state adoption schedule and several adoption cycles have occurred since monitoring was initiated. Standards-based Curriculum Guides have been developed for the core subject areas. The district annually prepares an inventory of all existing textbooks, monitors textbook returns and losses, seeks restitution for lost textbooks, and replaces lost copies annually. *(See related Pupil Achievement Standard 1.25 – Current Rating:10. Standard 1.25 was required to reach an 8.)*

#### ***Consent Decree Section 11 (Presence of Certificated Teachers)***

The requirements of Section 11 have been met by the district. The district works to ensure that certificated teachers are present in each classroom each day. Efforts continue to be made by the district to increase the substitute list. The district attempts to maintain a list of certificated substitutes in sufficient numbers to meet teacher absences. The principals have assumed responsibility for ensuring that children receive appropriate instruction from a certificated teacher on staff. Other certificated site staff (counselor, resource teacher, administrator) must substitute if qualified substitutes are not available at the site. *(See related Personnel Management Standard 8.2 – Current Rating: 10. Standard 8.2 was not required to reach an 8.)*

#### ***Consent Decree Section 12 (Absenteeism)***

The requirements of Section 12 have been met by the district. The district assigns non-instructional certificated staff to substitute when regular substitutes are not available for teacher absences. The district requires each site to address ways to reduce employee absenteeism in their school site plans. Staff absentee reports are provided to the sites for administrators to review. The super-

intendent has set an annual goal of increasing teacher attendance to 97%. *(See related Personnel Management Standard 8.2 – Current Rating: 10. Standard 8.2 was not required to reach an 8.)*

### **Consent Decree Section 13 (Homework)**

The requirements of Section 13 have been met by the district. The district developed and implemented a district wide homework policy in 2000. A monthly certification by the site principals that a homework policy is being implemented is submitted to the district office. Parent notifications regarding the homework policy are sent home at the beginning of each semester. The *Student and Parent/Guardian Handbook* contains the district's homework policy. The handbook is updated annually and distributed to parents. Schools keep the signed acknowledgement of receipt forms from parents. *(See related Pupil Achievement Standards 1.2 – Current Rating: 10, and 1.11 – Current Rating: 10. Standards 1.2 and 1.11 were required to reach an 8.)*

### **Consent Decree Section 19 (Student Promotion)**

The requirements of Section 19 have been met by the district. A promotion/acceleration/retention policy, Policy No. 5123, was adopted by the board on April 11, 2000. Information on the policy is distributed to parents through the *Student and Parent/Guardian Handbook*. Plaintiffs' counsel was invited to provide written comments on the draft policy as it was developed. A copy of the policy was sent to Plaintiffs' counsel as required by the Consent Decree for written comment. No comments were submitted. *(See related Pupil Achievement Standards 1.5 – Current Rating: 10, and 1.16 – Current Rating: 10. Standards 1.5 and 1.16 were required to reach an 8.)*

### **Consent Decree Section 20 (CBEST)**

The requirements of Section 20 have been met by the district. The district identifies teachers without clear credentials and their length of employment. The district accepts CBEST waivers only when credentialed teachers are not available for the hard-to-fill special education positions. An annual report of the number of teachers who do not have a clear credential and the length of their employment is provided to the board. The percent of teaching staff with clear credentials continues to increase. 86% of regular education teachers and 50.5% of special education teachers are currently credentialed. The salary schedule is differentiated (less compensation for teachers without full credentials) to motivate teachers to speedily obtain a clear teaching credential. *(See related Personnel Management Standard 3.10 – Current Rating: 10. Standard 3.10 was not required to reach an 8.)*

### **Consent Decree Section 24 (Race Relations)**

The requirements of Section 24 have been met by the district. The district parent advisory council works to promote positive race relations among the various ethnic groups in the community. Most schools have Peer Mediation and/or Conflict Resolution student groups to work with other students on resolving student concerns. Secondary school sites have established student-directed Human Relations clubs to assist in planning and implementing the activities in observation of various cultural events. The district has purchased instructional materials on the Hispanic, Asian, Pacific Islander and the African-American cultural experiences. Curriculum staff has worked to incorporate these materials into the Social Science curriculum. Activities recognizing Black History month, Spanish Heritage month, and the birthdays of Cesar Chavez and Dr. Martin Luther



King, Jr. take place annually. An annual districtwide Cultural Diversity Celebration was held in April 2005 and one is scheduled for April 2006. The district has received a Teaching American History grant to teach inclusion of the contributions of various racial and ethnic groups. *(See related Pupil Achievement Standard 1.10 – Current Rating: 9. Standard 1.10 was required to reach an 8.)*

### **Consent Decree Stipulations Related to Facilities Management**

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

#### ***Consent Decree Section 7 (Bathrooms)***

The requirements of Section 7 have been met by the district. Generally, bathrooms are safe, supplied and operable. All site bathrooms continue to be inspected a minimum of three times daily by the principal and/or other staff. Records of this monitoring process are maintained at the site for inspection. The bathrooms are also monitored during periodic, unannounced site visits to school campuses. A FCMAT checklist is used to monitor compliance with Consent Decree stipulations. All written documents and logs are reviewed and any needed follow-up discussed with the site administrator. The passage of a local general obligation bond in 2002 has enabled the modernization of many restrooms in the district's schools. Four bathroom monitors have been hired at each high school. *(See related Facilities Management Standard 9.4 – Current Rating: 10. Standard 9.4 was required to reach an 8.)*

#### ***Consent Decree Section 9 (Broken Windows)***

The requirements of Section 9 have been met by the district. Identified boarded windows are replaced with clear glass, Plexiglass or other clear permanent material. Certain windows are allowed to be boarded for safety and property protection. Broken windows are replaced as soon as possible. Materials used to temporarily secure broken windows require that a date and time be affixed on the temporary material that is placed on the window. Sites are monitored regularly to ensure compliance. *(See related Facilities Management Standard 1.12 – Current Rating: 10. Standard 1.12 was required to reach an 8.)*

#### ***Consent Decree Section 10 (Electrical)***

The requirements of Section 10 have been met by the district. Plant managers have been directed to daily inspect for electrical problems, report emergency conditions for immediate repair, and to submit a monthly report to the Facilities Division. These monthly reports have been documented. A Facilities Compliance Coordinator visits all school sites on a regular basis to check for any hazardous conditions, including broken or loose wiring. Reports of conditions needing attention

are reported to the Facilities Division. The district has established an emergency hot line for use, and has designated any electrical hazard as an emergency condition. The district and plaintiffs' counsel selected a licensed electrician to conduct site inspections of specific identified sites in the 2000-2001 school year. *(See related Facilities Management Standard 9.8 – Current Rating: 10. Standard 9.8 was required to reach an 8.)*

#### **Consent Decree Section 14 (Security Plan)**

The requirements of Section 14 have been met by the district. There is a districtwide security plan. School sites have established school site safety committees to continually determine site safety concerns and recommend remedial action to the district office. The district security committee referenced in the Consent Decree has been established. The committee has input into updates of the district wide security plan. Parents have been encouraged to participate in school security patrols. Monitored intrusion alarm systems have been installed in the district's schools. The district's police force continues to work with the district and site safety committees. The district, in collaboration with the city, has established an Emergency Operations Center in the district police services department to respond to more widespread community disasters. *(See related Facilities Management Standard 1.3 – Current Rating: 10. Standard 1.3 was required to reach an 8.)*

#### **Consent Decree Section 15 (Emergency Drills)**

The requirements of Section 15 have been met by the district. Written emergency plans are available at the school sites. Every school site has a fire warning system required by Education Code Section 32001. Several schools have strobe fire alarm systems besides the bell alarms. The required fire and earthquake drills are practiced according to the pertinent Education Code sections and recorded. These records are monitored by the district Facilities Compliance Coordinator. The district also implemented Code Yellow procedures and drills to respond to school emergencies. *(See related Facilities Management Standard 1.9 – Current Rating: 10. Standard 1.9 was required to reach an 8.)*

#### **Consent Decree Section 16 (Litter)**

The requirements of Section 16 have been met by the district. The district has a graffiti abatement program in place, which is one of immediate removal. School campuses are inspected regularly and graffiti is removed immediately. Litter is picked up daily. Unusable playground equipment has been repaired or removed. The community service program in which all children are encouraged to perform five hours of community service per semester for litter removal is implemented at a few schools. A recycling program is in place at several schools. The high school graduation requirements have been modified to require 2.5 credits in community service. The course requirement is the equivalent of 45 hours, or one quarter of a year's credits. All students, beginning with the graduating class of 2006, are required to meet this requirement for graduation. *(See related Facilities Management Standard 1.8 – Current Rating: 10, and 1.14 – Current Rating: 10. Standards 1.8 and 1.14 were required to reach an 8.)*

#### **Consent Decree Section 17 (Drinking Water)**

The requirement of Section 17 has been met by the district. Drinking water is readily available to all children at all school sites. School sites are inspected regularly and water fountains checked for operability. *(See related Facilities Management Standard 8.10 – Current Rating: 10. Standard 8.10 was required to reach an 8.)*

### ***Consent Decree Section 18 (Site Committees)***

The requirements of Section 18 have been met by the district. The district established a representative community committee to assist in the development of the district's Facilities Master Plan. An assessment of the facilities needs at all district sites was conducted and a facilities inventory and priority criteria developed. School site safety committees and/or site advisory councils continue to conduct site inspections and monitor site safety needs. A Williams complaint procedure for parents to report concerns with facilities or sufficiency of instructional materials has been implemented. The district monitors the sites to ensure that site committees are operational. *(See related Facilities Management Standards 1.12 – Current Rating: 10, 1.14 – Current Rating: 10, and 9.11 – Current Rating: 10. Standards 1.12, 1.14 and 9.11 were required to reach an 8.)*

### ***Consent Decree Section 21 (Food Service)***

The requirement of Section 21 has been met by the district. The Los Angeles County Health Department indicates that inspections of school cafeterias are usually conducted only in response to a complaint. The inspections conducted by the County Health Department of the site cafeterias during the 2000-2001 school year were shared with the school site committees. There were no inspections conducted during the 2001-2002 school year. In 2002-03 the Health Department visited a site cafeteria in response to a parent complaint and found that the complaint was unsubstantiated. A visit occurred at a school in summer 2003, and a report of that complaint was shared with the site administration and site council. One inspection was conducted during the second semester of the 2003-2004 school year in response to a complaint that was determined to be unfounded. An inspection was conducted in January 2005 concerning the lack of hot water at an individual site. Hot water was immediately restored and food preparation was not affected. No complaints or inspections occurred through January 2006. All district cafeteria managers and cooks participate in the Serve-Safe national certification program. The district has three food services employees who are trainers in this certification program. *(See related Facilities Management Standard 9.3 – Current Rating: 10. Standard 9.3 was required to reach an 8.)*

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

The requirements of Section 22 have been met by the district. Communication with the community about facilities issues is ongoing and continual. The district has established a facilities emergency hot line for school sites to utilize. The types of emergencies reported are being tabulated. The Facilities Division can be reached by the public through the district's central voice messaging system. The district is participating in the WE-TIP program, which provides a phone number for community members to make anonymous tips to the district concerning facilities and safety issues. Posters on the WE-TIP program have been disseminated to all school sites. Tabulation of the number and nature of the calls received and the disposition of the complaints need to be provided in a quarterly report that is available to counsel for the plaintiffs and the public. The district has implemented a Williams complaint procedure for parents to report concerns about facilities or the sufficiency of instructional materials. *(See related Facilities Management Standard 11.2 – Current Rating: 10. Standard 11.2 was not required to reach an 8.)*

### ***Consent Decree Section 23 (Volunteerism)***

The requirements of Section 23 have been met by the district. The district continues to work to ensure parents and community members feel welcome in the schools. The Volunteers in Public Schools (VIPS) handbook was developed and approved by the board in the 1999-2000 school year and was updated in June 2005. This document provides direction to volunteers about be-

coming involved in their schools. Parents are actively recruited to volunteer, and the district does an excellent job providing recognition programs. Year-end recognition dinners have been held annually since spring 2001 to recognize outstanding volunteers from each school in the district. The number of volunteer hours at each school site is recorded and tabulated. Parents and community members are more involved in educational decision-making. Four parent forums were held in 2002-2003, five in 2003-2004, four in 2004-05, and one during fall of the 2005-06 school year with three more scheduled for spring 2006. In the 2001-2002 school year, parents and community members were involved in the superintendent search process, and in the decision to implement a full-day kindergarten program in the district. Parent volunteers were involved in helping to pass the district's general obligation bond in November 2002. *(See related Facilities Management Standard 10.1 – Current Rating: 10. Standard 10.1 was not required to reach an 8.)*

### ***Consent Decree Section 25 (Additional Compliance Requirements)***

The requirements of Section 25 have largely been met by the district. A comprehensive Facilities Master Plan was developed by the district and was approved by the Advisory Board in July 1999. A Facilities Implementation Plan, providing priorities and a time line for implementing the recommendations within the Facilities Master Plan, and identifying possible sources of state and district funds to support the implementation was approved by FCMAT on August 10, 2001, and adopted by the Advisory Board in August 2001. Several Pupil Achievement and Facilities standards were identified in the Consent Decree as needing to reach a rating of 8 to be deemed implemented. All identified standards in the Facilities Management and Pupil Achievement operational areas have reached a rating of 8 or better. *(See related Facilities Management Standards 2.1 – Current Rating: 10, and 3.10 – Current Rating: 10. Standards 2.1 and 3.10 were required to reach an 8.)*

The district has met the consent decree stipulations of Sections 1 through 24. The only remaining Consent Decree stipulation to be completed in Section 25 is implementing the district's Facilities Master Plan.

# **Status of Facilities Master Plan Implementation**

## **Consent Decree Section 25(a)**

As the implementation of the district's Facilities Master Plan remains the only Consent Decree stipulation not yet completed, this section summarizes the district's efforts to implement its Facilities Master Plan and fully comply with all stipulations of the Consent Decree.

## **Background**

The Compton Unified School District developed a long-range Comprehensive Facilities Master Plan in July 1999. The Facilities Master Plan was developed by Fields and Devereaux, Architects and Engineers, with input provided by a district facilities master plan committee that included parents and community representatives. A facilities assessment was made of every school site and district property and all facilities deficiencies were noted. Facilities needs at each site were identified as either a life/safety concern, a facilities need that could be addressed as a deferred maintenance project, a facilities need that should be addressed through modernization of the facilities, or as a capital improvement project. The Facilities Master Plan was approved by the Compton USD Advisory Board on July 13, 1999.

A Facilities Implementation Plan was developed by the district in June 2001 and submitted to FCMAT for approval. FCMAT solicited comments from the plaintiffs' counsel prior to approval as required in the Serna v Eastin Consent Decree, and approved the Implementation Plan effective August 10, 2001. The Advisory Board adopted the Implementation Plan in August 2001. The plan provided a time line to address the district's most pressing facilities needs and provided a priority for the modernization and new construction projects to be completed by the district as state funds became available. Project priorities were made based on the following: Priorities 1) and 2) Life/Safety and Deferred Maintenance Projects, Priority 3) Modernization Projects, and Priority 4) Capital Improvement Projects.

The Comprehensive Facilities Master Plan and the priorities established in the Facilities Implementation Plan have provided the basis for addressing the district's facilities needs since 1999. The district planned to commit \$2 million to \$2.6 million in general funds annually for capital improvement projects and \$835,000 as the district's annual match for deferred maintenance projects. The district actually expended approximately \$5 million in 1999-2000 and \$10 million in 2000-2001 on facilities projects and continued to allocate healthy subsequent annual budgets to the facilities division. General funds allocated to the facilities budget and deferred maintenance funds were used to address the district's facilities priorities, as state and local general obligation bond funds were not then available.

The district received approval from the Office of Public School Construction and the Division of the State Architect for 28 modernization projects and several new school construction projects and submitted the projects for state funding. As state funds were not available, the district's projects remained on the list of approved projects awaiting state funding.

The district made three unsuccessful attempts prior to 2001 to pass a local bond measure to support facilities repairs. These unsuccessful bond measure attempts made the district eligible for financial hardship status, eligible to receive 100% of state funding when state funds became available, without the requirement that the district provide its share of matching funds. The district



received \$17 million in planning funds in 1999-2000 and became eligible to receive \$135 million for its modernization and new construction projects. However, the state had no funds available to provide to the district to implement its modernization and construction projects.

California voters passed Proposition 39 in November 2000, which allows local educational agencies to incur bonded indebtedness based on a 55% vote rather than the two-thirds vote previously required. Prop 39 contained specific provisions that require that specific projects to be funded with the bond funds be identified, and requires an annual audit to ensure that funds are expended only for the identified projects and that there is a proper accounting for the funds.

In fall 2001, the district began plans to make another attempt at passing a general obligation bond (GOB) in the November 2002 election. The district determined the size of the bond that the community might reasonably support at \$80 million, and identified several of the most pressing projects from the Facilities Master Plan to address with these bond funds, as the \$80 million, even with matching state funds, could not address all of the needs identified in the Facilities Master Plan. The list of projects included construction of two of the three new schools (Clinton and the Tamarind Avenue School) in the district's Facilities Master Plan and renovations of existing facilities at 28 elementary, middle and high school sites. Because of the three previous unsuccessful attempts to pass a GOB, the district also decided that the bond measure would be placed on the ballot as a Proposition 39 bond measure, requiring only 55% of voter approval for passage. The bond campaign literature publicized the identified list of projects to be addressed.

### **The District's Building Program Begins**

Anticipating the success of its latest bond effort at the lower voter approval requirement, the district arranged financing to begin construction of one of the two new schools identified in the list of projects to be addressed with the bond funds. In spring 2002 the district Governing Board approved a \$16 million Certificate of Participation (COP) to begin construction of the new Clinton Elementary School to alleviate overcrowding in several district elementary schools, with the expectation that the successful passage of the bond would retire the COP. Construction on the new school project began in summer 2002 and the William Jefferson Clinton Elementary School was opened to students in January 2003. This was the first school built in the district in thirty years.

The district successfully passed Measure I, an \$80 million local general obligation bond (GOB), in November 2002. The projects identified to be addressed with Measure I funds came from the Comprehensive Facilities Master Plan approved by the Advisory Board in July 1999 and the Facilities Implementation Plan priorities approved in August 2001. \$12 million for construction of Clinton Elementary School was included in the list of planned GOB expenditures. With the successful passage of the district's local GOB, the district lost its hardship eligibility, thus requiring the district to provide local matching funds for any state funds received. The district is required to provide a 20% match for modernization projects and a 50% match for new construction projects. The district's Measure I funds provide the resource for the district's matching funds.

The state passed a General Obligation Bond, Proposition 47, in November 2002, making state funds available for the district's approved modernization and new construction projects waiting in the "pipeline" of approved projects from districts across the state. With the passage of the district's Measure I General Obligation Bond and the availability of state funds from Proposition 47, the Compton Unified School District initiated an aggressive construction program to meet the last remaining Consent Decree stipulation.

The district established a Bond Oversight Committee in spring 2003 consisting of twelve community members and a representative of FCMAT to monitor the expenditure of Measure I bond funds for the district's construction projects. Individual board members submitted the name of an appointee for board approval. As board members elected in November 2003 had not participated in appointing members to the Oversight Committee, the board acted to increase the membership on the committee, allowing the new members to submit the name of an appointee. On January 25, 2005, the board appointed two additional members to the committee for a total of 15 members. On February 8, 2005, the board appointed another member for a total of 16 members. In March 2005, however, two committee members resigned and one member passed away, returning the committee membership to 13 members. The board agreed to leave the committee membership at 13 members.

Following the November 2005 election, the new board in January 2006 decided to reorganize the Oversight Committee membership, and cancelled the scheduled February 2006 meeting of the committee until new members have been appointed by the newly seated board.

The Bond Oversight Committee met monthly since April 2003, receiving status reports on the district's various projects and making periodic visits to the sites under construction. The committee completed its first annual report in summer 2004, summarizing its activities for the Compton USD governing board. The committee's work to complete and issue its second annual report was interrupted by the board's actions to reorganize the committee.

The district hired a construction management firm, GKK Corp., and implemented a construction program utilizing \$80 million in Measure I funds and more than \$80 million in Proposition 47 state funds. The district had sixteen modernization projects under construction in fall 2003. District projects have generally been on schedule and within budget, with only 2% in construction overruns. All of the district's projects are scheduled to be completed by summer 2006.

Modernization projects were initiated at the following schools in fall 2003:

1. Centennial High School
2. Roosevelt Middle School
3. Whaley Middle School
4. Willowbrook Middle School
5. Bunche Middle School
6. Anderson Elementary School
7. Mayo Elementary School
8. Emerson Elementary School
9. McNair Elementary School
10. Roosevelt Elementary School
11. Kelly Elementary School
12. Dominguez High School
13. Cesar Chavez Adult School
14. Washington Elementary School
15. Laurel Elementary School
16. Carver Elementary School

Modernization projects were initiated at five schools in spring 2004 at:

17. Lincoln Elementary School
18. Bunche Elementary School
19. Vanguard Middle School
20. Dickison Elementary School
21. Kennedy Elementary School

Modernization projects were initiated at seven schools in June 2004 at:

22. Bursch Elementary School
23. Caldwell Elementary School
24. McKinley Elementary School
25. Tibby Elementary School
26. Davis Middle School
27. Walton Middle School
28. Compton High School

New classroom buildings were added at the following schools in 2003-2004:

1. Foster Elementary School
2. Kelly Elementary School
3. Roosevelt Elementary School
4. Willard Elementary School
5. Roosevelt Middle School
6. Whaley Middle School

The completion of the 28 approved modernization projects with the use of state and local bond funds is anticipated by summer 2006. Clinton Elementary School is the first of the district's three approved new school construction projects from the Facilities Master Plan to be completed.

The district office administrative operations were moved to a temporary site at 500 South Santa Fe Avenue in late fall 2004 and the previous district office site at South Tamarind Avenue is to be demolished to construct the second new elementary school identified in the list of Measure I projects. Construction of the second elementary school at Tamarind Avenue, Liberty Elementary School, will be supported by funds from Measure I and Proposition 47. The district governing board approved a Certificate of Participation (COP) to construct a new district office administrative complex on Santa Fe Avenue. The new district administrative offices are currently under construction with completion anticipated in fall 2006.

## **Facilities Summary**

The district continues to make significant progress implementing its Facilities Master Plan and meeting the stipulations of the Consent Decree.

On June 6, 2005, the Oversight Committee received the Financial and Performance Audits performed by the audit firm Vicenti, Lloyd and Stutzman for the GOB Measure I funds for the period March 25, 2003 through June 30, 2003 and for the Fiscal Year ending June 30, 2004. The auditors reported that the district's financial statements fairly presented the Measure I funds in all material respects and conformed with generally accepted accounting principles. There were no audit findings.

The funds available from the state and local bonds have allowed the district to implement the facilities projects identified in its Comprehensive Facilities Master Plan. However, several members of the board elected in November 2003 did not demonstrate the same level of commitment to fully implement the Facilities Master Plan as previous boards. Some board members were highly critical of the district's facilities activities and staff, not understanding the commitment made by previous boards to meet the terms of the Serna v Eastin Consent Decree.

The district administration was challenged to implement the district's planned building program in 2004 and 2005 when several members of the previous board were unsupportive of the district's efforts.

- Board action on facilities agenda items was often delayed, causing staff and vendor frustration and jeopardizing timely receipt of state funding.
- A board member criticized the district administration for not providing preferential consideration in the bid selection process to local, minority businesses from select zip codes in the community. This is contrary, however, to appropriate bidding practices.
- The board delayed adoption of the 2004-05 budget as they did not agree with the district's budget priorities for facilities. The district administration explained that failure to meet budget adoption guidelines could have serious consequences for the district, as the county office could develop the budget for the district. The budget was ultimately adopted and submitted to the county office on time.
- On January 25, 2005, the board approved a Project Labor Agreement (PLA), without conducting a community forum as requested by three board members to consider the impact of the agreement on the community and the district's future construction projects. The district recommended against the action as construction costs under the PLA agreement would increase, curtailing the scope of the district's planned construction projects or the number of planned projects that might be completed with available funds; and reducing the number of construction firms willing to bid on the district's projects. The board agreed to a five-year PLA contract by a vote of 4 to 3. This decision will have a long-term impact on the district's future facilities activities.

The November 2005 election provided two new board members and returned two incumbent board members to the seven-member board. The district facilities staff will need to continually update the newly seated board on the Facilities Master Plan, the Implementation Plan, and the status of the district's construction projects. It is hoped that all members of the current board will embrace the commitment to fully comply with the stipulations of the Consent Decree and implement the Facilities Master Plan as approved by the previous board in 1999.





## Parent Survey

FCMAT meets with the counsel for the plaintiffs and defendants every 60 days as required by the Consent Decree. District administrators participate in these 60-day meetings, providing FCMAT and the ACLU with regular status reports on the district's compliance with the stipulations of the Consent Decree. Consent Decree issues are discussed in this committee and regular visits to campus sites are conducted by committee members.

Section 31. (d) of the Consent Decree required FCMAT to conduct semi-annual community meetings in which parents and students were invited to comment on the status of compliance with the Consent Decree. FCMAT scheduled, advertised and conducted community forums every six months beginning in September 2000 through May 2003, following the August and February distribution of each of the six-month progress reports. Over time, however, parent/community participation significantly decreased.

In July 2003 the committee discussed the necessity of continuing the semi-annual meetings as participation had steadily declined, and the district itself was conducting several parent forums each year, providing a regular venue for parent/community input on various issues. These district forums were well-attended.

Plaintiff's counsel indicated that the purpose of the FCMAT forums was to provide parents an avenue to voice their concerns without fear of retaliation, but was amenable to the use of a questionnaire in lieu of the semi-annual meetings to solicit comments. A parent survey, printed in English and Spanish, was first conducted by FCMAT in fall 2003. 1,020 parents responded to the following questions. A summary of the responses is provided in parenthesis.

### Fall 2003 Parent Survey

1. Has the school provided you with sufficient opportunities to give input or hear concerns about your child's education? *(792 parents responded yes, 204 no)*
2. Did your child receive textbooks and necessary instructional materials in all core subjects such as English, math, history and science this school year? *(827 yes, 176 no)*
3. Does your child receive sufficient homework on a regular basis? *(948 yes, 63 no)*
4. Please grade the school facilities at your child's school (i.e., bathrooms, classrooms, cafeteria, library, gym). *(198-A, 253-B, 306-C, 132-D, 104-F)*
5. Please grade your overall satisfaction with your child's educational experience. *(377-A, 358-B, 185-C, 43-D, 34-F)*
6. What repairs, if any, are needed at your child's school? *(Responses varied by sites. Restrooms were the most frequently listed item.)*

Survey data was disaggregated by individual school sites and shared with the site administrators and staffs.

In spring 2004, after reviewing the survey data, the committee agreed that the survey information was valuable and that the parent survey should be continued. Over the next several months the survey was revised by the committee members and produced by the ACLU in an attractively formatted colored brochure. 36,000 surveys were printed and distributed to every student household in the district in late January 2005.

The spring 2005 Parent Survey results were tabulated by FCMAT and the information presented to the committee members in April 2005. Although 1198 surveys were returned, the committee was disappointed that there was little or no survey response from some of the schools: no responses from King Elementary, Thurgood Marshall Independent Study Program and Walton Middle School, and minimal responses from Centennial and Compton High, Willowbrook and Vanguard Middle, and Carver Elementary schools.

#### Spring 2005 Parent Survey

1. Has the school district provided you with sufficient opportunities to give input or hear concerns about your child's education? ***(900 parents responded yes, 290 no)***
2. Did your child receive textbooks and necessary instructional materials in all core subjects such as English, math, history and science this school year? ***(981 yes, 201 no)***
3. Does your child receive sufficient homework on a regular basis? ***(947 yes, 122 no)***
4. Do you know how to contact the district to report a facilities problem or emergency? ***(714 yes, 407 no)***
5. Are you aware that the WE-TIP hotline to report vandalism or crimes on school property can also be used to report concerns about school facilities such as broken windows, bathroom problems, and excess litter? ***(512 yes, 555 no)***
6. Please grade the school facilities at your child's school (i.e., bathrooms, classrooms, cafeteria, library, gym). ***(200-A, 335-B, 282-C, 124-D, 71-F)***
7. Please grade your overall satisfaction with your child's educational experience. ***(373-A, 365-B, 192-C, 59-D, 28-F)***
8. What repairs, if any, are needed at your child's school? ***(Responses were varied depending on the site. 273 parents listed restrooms, 104 listed classrooms, and 103 listed completing the repairs in progress.)***

The survey results of these parent concerns were disaggregated by individual sites to share with the individual school site administrators and staffs, to allow them to respond to the concerns communicated to them through this survey.

At the 60-day meeting held in early February 2006, the committee discussed whether there was a need to continue conducting the parent survey to solicit parent/community input. The committee agreed that in lieu of the parent survey, FCMAT might consider other avenues to solicit parent input, such as utilizing the district's web site to advertise a contact web address and telephone number, or holding office hours for face-to-face meetings with interested parents or community members. FCMAT will solicit parent/community input utilizing these avenues prior to the next August 2006 progress report.

## **HISTORICAL BACKGROUND: LEGISLATION AND STATE RECEIVERSHIP OF THE COMPTON UNIFIED SCHOOL DISTRICT**

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

The above mentioned legislation required the state emergency loans to be repaid and the academic performance of the district to improve prior to the board being restored its legal rights, duties, and powers. The district made the 6th and final loan payment in June 2001. In the six years following 1996, the district repaid a total of \$24,358,061 in loans and interest.

Through Assembly Bill 52/Washington (Statutes of 1997, Chapter 767), the legislature stated its intent to return the designated legal rights, duties, and powers of governance to the Compton Unified School District Board of Trustees. In addition to the above bills, AB 52 required the assessment of five major operational areas of school district operation: Community Relations, Personnel Management, Pupil Achievement, Financial Management, and Facilities Management. AB 52 required FCMAT and the state administrator, in consultation with other specified entities, to conduct comprehensive assessments and to develop specified recovery plans in the five designated areas.

In addition to a systemic, district-wide assessment and the development of a recovery plan, FCMAT was required to determine whether the school district made substantial and sustained progress in the five designated areas. Where there was substantial and sustained progress, FCMAT recommended to the Superintendent of Public Instruction the operational areas of school operation that should be returned to the Governing Board of the CUSD. As a result of this requirement, an incremental return of the legal rights, duties, and powers to the Governing Board occurred over time. The State Superintendent of Public Instruction formally returned full governing authority of all operational areas to the CUSD Governing Board in an executive order dated September 11, 2001, and effective December 11, 2001. The State Administrator was, at that time, named as State Trustee to continue to provide oversight of fiscal matters.

In a letter dated June 2, 2003, the State Superintendent of Public Instruction terminated oversight of the Compton USD by the State Trustee, who served through June 13, 2003. The Compton Unified School District and its Governing Board became free of state oversight for the first time in more than ten years.

## **Incremental Return of Legal Rights, Duties and Powers in Designated Operational Areas to CUSD**

The return of authority over specific district operational areas occurred over time. FCMAT's third six-month progress report, in August 2000, recommended to the Superintendent of Public Instruction that the designated operational areas of Community Relations and Facilities Management be returned to the Governing Board of the Compton Unified School District. The Superintendent acted to return the two operational areas to the Governing Board in January 2001. The SPI also authorized the Governing Board to select and hire a district superintendent.

FCMAT's fourth six-month report in February 2001, recommended that the operational area of Pupil Achievement be returned to the Governing Board of the Compton Unified School District. Although academic performance remained below average, academic performance scores continued to increase. The district had focused efforts on improving student performance and had procedures in place to identify and address student deficiencies. However, the Superintendent of Public Instruction did not return governance of Pupil Achievement to the Governing Board as recommended by FCMAT in its fourth six-month progress report. The SPI indicated, in a letter to the district dated March 26, 2001, that the district would benefit from additional time to determine how well the academic processes were being implemented. The SPI also indicated that it would be prudent to evaluate the district's spring testing results to determine the effectiveness of the steps taken by the district in the previous year.

In the fifth six-month progress report in August 2001, FCMAT recommended that the operational areas of Personnel Management and Financial Management be returned to the Governing Board of the Compton Unified School District. Additionally, it was recommended that the operational area of Pupil Achievement be returned to the Governing Board as recommended in the fourth six-month progress report. The district had also selected and hired a district superintendent who assumed the position in August 2001. The State Superintendent of Public Instruction formally returned governing authority for all operational areas to the CUSD board in an executive order dated September 11, 2001, and effective December 11, 2001. The SPI further assigned the State Administrator to serve as the State Trustee in an oversight capacity for two years.

The State Superintendent of Public Instruction on June 2, 2003, formally terminated state oversight of the district by the State Trustee, effective June 13, 2003.

## **Executive Action on Return of Legal Rights, Duties and Powers in Designated Operational Areas to CUSD**

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

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

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

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

The district, with the assistance of CSBA, completed a superintendent search process and unanimously selected and appointed a superintendent to begin work in the district August 20, 2001.

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

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

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

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



***Executive Order No. 3, September 2001, Response to Fifth Six-Month Progress Report:***

The State Superintendent of Public Instruction issued Executive Order No. 3 which restored full control to the Governing Board effective December 11, 2001. The executive order recognized that the Compton Unified School District showed “substantial and sustained improvement in all remaining areas not presently under local control.” The order further indicated that “the state administrator shall assume the powers of the State Trustee... governing the oversight of the Compton Unified School District.” “Effective September 11, 2001, personnel commission members shall be entitled to the maximum stipend authorized under EC 45250.”

***Superintendent of Public Instruction Action, June 2003:***

A new Superintendent of Public Instruction (SPI) was elected in November 2002. The previous Superintendent had completed the maximum two-term limit for the position. The new SPI on June 2, 2003 terminated state oversight of the Compton USD by the State Trustee, effective June 13, 2003, citing the district’s progress in governing itself. The State Trustee was reassigned to another California district effective June 16, 2003.

## Standards-Based Assessment Process

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

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

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

There is no significant evidence that the standard is implemented.

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

A partially implemented standard lacks completeness, and it is met in a limited degree.

The degree of completeness varies as defined:

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

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

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

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

By utilizing a standards-based approach, FCMAT was able to incorporate a scaled score to measure progress and to establish an acceptable level for the return of the Board's legal rights, duties and powers. AB 52 expressed the legislative intent that the Board be returned its designated legal rights, duties and powers through an incremental process. To implement this intent, FCMAT established a standard for the return of the legal rights, duties and powers. This standard was based upon the scaled score system. When the average rating in an operational area reached a level of 6.00 and no individual standard was below 4.00, FCMAT recommended to the Superintendent of Public Instruction the incremental return of that operational area to the school district.

# CONSENT DECREE

## III. School Conditions and Instructional Materials

This section of the report provides a review of the progress made by the district toward implementing the requirements of Consent Decree Sections 7-25. (Sections 1–6 refer to definitions and general provisions.) The language of the Consent Decree is provided in italics.

### **Section 7. Bathrooms**

- a. All bathrooms used by children on all school sites in the CUSD will be in safe, sanitary and operable condition, regularly cleaned with all lighting in working order and stocked with standard toilet supplies, including toilet paper, soap and paper towels. The bathrooms shall be accessible to children at all times school is in session; however, at high schools, some restrooms may be locked at certain times of the day so long as students have reasonable access to restrooms that are not locked.*
- b. The principal of each school shall be responsible for ensuring compliance with the requirements of this Section. The principal shall ensure that each bathroom is inspected prior to the start of school, prior to lunch period, and after the lunch period. If the result of the inspection requires corrective action, the principal shall be responsible for taking corrective action. Any condition that arises that renders any portion of a bathroom unsafe, unsanitary, inoperable, unclean, or unlit shall be remedied in accordance with the following time period:*
  - (i) One hour after the inspection, if the condition can be remedied by janitorial or custodial staff.*
  - (ii) 24 hours (not counting weekends and holidays) after the inspection, if the condition cannot be remedied by janitorial or custodial staff. The principal shall notify the State Administrator's office when conditions cannot be remedied by janitorial or custodial staff.*
- c. The State Administrator shall require that each principal maintain a daily inspection record of the bathrooms. The daily inspection record shall be kept on the form developed by the State Administrator. The record shall include a description of the bathroom's condition and identify supplies that need to be provided. The inspection record shall be available for inspection by the public. The State Administrator shall periodically conduct reviews to ensure that the inspection record is being maintained.*

**FCMAT Facilities Management Standard 9.4 was the standard used to monitor the district's compliance with Section 7.**

## **Facilities Management Standard 9.4**

### **Instructional Program Issues - Bathroom Facilities are Clean and Operable**

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#### **Legal Standard**

The governing board of every school district shall provide clean and operable flush toilets for the use of pupils. [EC 17576; CCR Title 5 14030]

#### **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 7) include that all bathrooms used by children are safe, sanitary and operable, regularly cleaned and stocked with supplies, and accessible when school is in session; principals are to inspect bathrooms prior to the start of school, prior to and after the lunch period, and are to take corrective action; principals will maintain daily inspection records on a form developed by the State Administrator and make them available for public inspection.

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

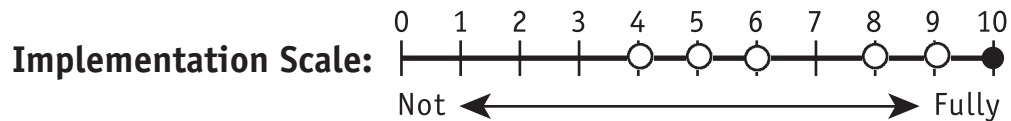
*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. Restrooms continue to be inspected daily by the principal and/or staff. Records of monitoring are maintained at the site for review.
2. The maintenance department provides an emergency hot line for sites to call for emergency services from the district.
3. Staff indicates that toilet facilities are operable.
4. The district has renovated restroom facilities at a number of schools through recent modernization projects. The district utilizes the path of student travel to identify the restrooms to be first addressed.
5. Four restroom monitors are assigned to monitor the restrooms throughout the school day at the three high schools.
6. A Facilities Compliance Coordinator, using a FCMAT inspection checklist, monitors compliance with Consent Decree stipulations.
7. The district has fully implemented the Williams settlement protocols. Site inspections are conducted by the Los Angeles County Office of Education. The district Facilities Compliance Officer accompanies the Williams review teams on their site visits. Any deficiencies noted are promptly addressed by the district.



## Standard Implemented: Fully Implemented - Sustained

February 1999 Rating: 4  
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: 8  
August 2002 Rating: 8  
February 2003 Rating: 9  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10





# CONSENT DECREE

## III. School Conditions and Instructional Materials

### Section 8. Textbooks

- a. Appropriate textbooks and instructional materials (hereinafter “instructional materials”) in the core subject areas will be provided to all children in the CUSD. It is understood by the parties that this requirement does not apply to courses of study, such as performing or fine arts, that do not use textbooks.*
- b. Appropriate instructional materials are those textbooks and materials identified by the teacher consistent with the adopted curriculum and approved by the principal and the Deputy Superintendent of Education Support Services. Core subject areas are those areas of study described for grades 1 through 6 in Education Code Section 51210 and for grades 7 through 12 in Education Code Section 51220.*
- c. Children will be able to take home either a textbook used in each core subject class or a reproduced portion of the textbook in order to prepare for class, study for examinations, and complete homework. By February 1 of each year, defendants shall prepare an inventory of all existing textbooks and identify the number and type of textbooks that need to be acquired in order to implement this requirement during the following school year.*
- d. Students will be assigned one textbook at the beginning of a course of study for the entire duration of the course. If a student’s textbook is lost or destroyed for any reason during the course, a replacement textbook need not be assigned unless the student pays the cost of replacement.*

**FCMAT Pupil Achievement Standard 1.25 was the standard used to monitor the district’s compliance with Section 8.**

## **Pupil Achievement Standard 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 1st and that a textbook replacement plan is developed.

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

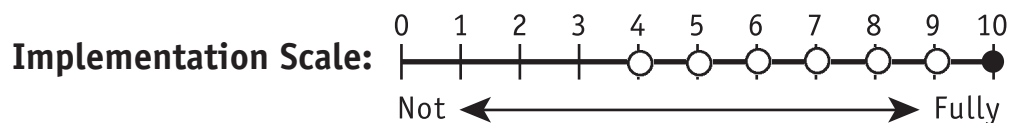
*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. Each classroom has a complete set of textbooks. The district has implemented the Williams settlement protocols and has ordered sufficient numbers of textbooks to provide each student with individual copies in the core academic courses for the 2005-06 year. A Compliance Coordinator has been assigned by the district to monitor the district's compliance with implementing the Williams settlement protocols.
2. Teachers prepare textbook orders and inventory in the spring for the next school year. A teacher follow-up survey to determine adequacy of textbooks is conducted in September/October.
3. The district purchases new textbooks based on the state textbook adoption cycle. Teachers participate in the selection of textbooks for adoption. Textbooks are recommended to the board for approval. All textbooks selected are standards-based. Textbook adoption for History/Social Science is scheduled for spring 2006.
4. Textbook adoption occurred in the following subject areas in spring 2005: Literature and English/Language Arts (6-12), English Language Development, Highpoint (4-12), Mathematics (3-5), Health (9-12), and Foreign Language (6-8).
5. The district has a written textbook replacement plan in place. 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.
6. Parents sign off on textbook responsibility forms and the returned forms are filed in a secure location at the school site. Students are required to maintain their textbooks in the condition they were issued. Textbooks and library books are collected at the end of each year to ensure accountability.
7. FCMAT conducted a survey of teachers from several district schools in June 2003 to gauge teacher satisfaction with availability of appropriate instructional materials. The vast majority of respondents indicated they had sufficient numbers of textbooks. A few teachers responded in the negative. Follow up was provided by the district to those schools that did not indicate 100% satisfaction.

8. A textbook report dated November 10, 2003, provided detail on the district's textbook management plan, the district adopted textbooks, a textbook accountability summary and a textbook order log. The textbook management plan is expected to be revised/updated in 2005-06.
9. The Board of Trustees approved a district Library Plan in January 2003. The district has established a library book volume goal of a minimum of 13 books per student. The position title for Library Aide has been changed to Textbook Clerk.
10. The district board approved Resolution # 05/06-15 on October 11, 2005 certifying the provision of standards-aligned instructional materials.
11. Notices have been posted in the classrooms, alerting parents, guardians and the public of their right to file a complaint under the Williams settlement concerning the following: adequacy of textbooks, a certificated teacher vacancy, the misassignment of a teacher who lacks credentials to teach English learners or who lacks subject matter competency, or any condition of the facilities that poses an emergency or threat to the health and safety of students or staff.

### **Standard Implemented: Fully Implemented - Sustained**

February 1999 Rating: 4  
 August 1999 Rating: Not Reviewed  
 February 2000 Rating: Not Reviewed  
 August 2000 Rating: 5  
 February 2001 Rating: 5  
 August 2001 Rating: 5  
 February 2002 Rating: 6  
 August 2002 Rating: 7  
 February 2003 Rating: 8  
 August 2003 Rating: 8  
 February 2004 Rating: 8  
 August 2004 Rating: 9  
 February 2005 Rating: 9  
 August 2005 Rating: 9  
 February 2006 Rating: 10







## **CONSENT DECREE**

### **III. School Conditions and Instructional Materials**

#### ***Section 9. Broken Windows***

- a. All boarded-up windows shall be replaced with clear glass, clear Plexiglass or other clear permanent material so that there are no boarded-up windows in the CUSD. In lieu of glass, Plexiglass, or other clear permanent material, the lowest row of windows below eight feet in height may contain a permanent, painted material such as wood or metal when deemed necessary by the State Administrator to prevent individuals from breaking into or vandalizing school facilities.*
- b. Any window that is broken shall be replaced with clear glass, clear Plexiglass, or other clear permanent material within 72 hours (not counting weekends or holidays).*
- c. Any material that is used to temporarily secure a broken window shall have affixed to it the date and time the temporary material was placed on the window.*

**FCMAT Facilities Management Standard 1.12 was the standard used to monitor the district's compliance with Section 9.**

## **Facilities Management Standard 1.12**

### **School Safety - Inspection and Correction of Unsafe Conditions**

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#### **Legal Standard**

Building examinations are performed, and required actions are taken by the governing board upon report of unsafe conditions. [EC 173679(a)]

#### **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 (Sections 9 and 18) include replacing boarded-up windows, replacing broken windows within 72 hours, affixing a date and time to temporary material placed on broken windows; establishing site committees to inventory and prioritize repair and maintenance needs, and reporting to the State Administrator and board at least once a semester.

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

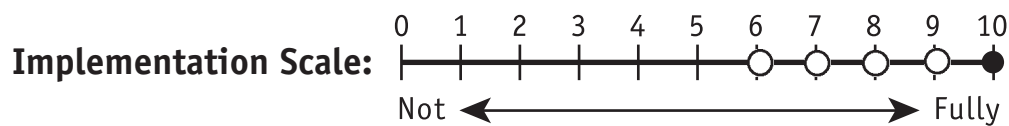
***This standard is fully implemented and the Consent Decree stipulations have been met.***

1. Facilities inspections are regularly performed by site and district staff and required action taken upon any report of unsafe conditions.
2. Plant managers are instructed to conduct daily inspections of the site and to immediately report any unsafe condition.
3. District personnel conduct periodic, unannounced school site visitations on a monthly basis to monitor conditions of school facilities. Schools receive a letter grade based on a criteria checklist developed by FCMAT.
4. The district continues to comply with the speedy replacement of broken windows. The General Obligation Bond for facilities improvements has allowed the district to replace older windows and frames.
5. Schools have organized parent safety committees at each site. The committees periodically perform site inspections for unsafe or hazardous conditions and forward repair requests to the maintenance department to address. The district has also implemented the Williams settlement protocols providing complaint forms for parents to report their concerns about facilities conditions.
6. The district continues to utilize a maintenance request flow chart and forms to track all maintenance requests from the sites. Logs of the maintenance requests are kept for each school. Individual sites receive copies of all responses to the requests generated by the site.
7. The maintenance department continues to immediately address emergency calls to the maintenance hot line (310-639-4321, extension 55377).
8. Plant managers have been directed to conduct electrical inspections of their site on a daily basis and to immediately report, in writing, any potentially hazardous electrical condition. A monthly form for the documentation of these reviews was developed, and records of the reports from the sites are being maintained.

9. Monthly training meetings are held with the plant managers on district procedures and/or on improving employee skills.
10. The district has hired ten temporary grounds workers to address the grounds of the modernized sites.

### **Standard Implemented: Fully Implemented - Sustained**

February 1999 Rating: 6  
August 1999 Rating: 6  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 6  
February 2001 Rating: 7  
August 2001 Rating: 8  
February 2002 Rating: 9  
August 2002 Rating: 9  
February 2003 Rating: 10  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10





## CONSENT DECREE

### III. School Conditions and Instructional Materials

#### Section 10. Electrical

- a. All broken and loose electrical wiring and fixtures shall be repaired or replaced, along with any other electrical problems that might immediately endanger children.*
- b. On a monthly basis, CUSD shall inspect all school facilities and identify any broken or loose electrical wiring and fixtures or any other electrical problems that might immediately endanger children. A written record of these monthly inspections shall be maintained by the State Administrator.*
- c. On or before September 1, 1999, a licensed electrical inspector shall be retained to inspect selected school sites identified by plaintiffs' counsel. The inspector shall be mutually agreed upon between counsel for the plaintiffs and defendants. The inspector shall have no prior employment or contracting arrangement with either the CUSD or the City of Compton. The inspector shall perform inspections as directed by plaintiffs' counsel and shall be compensated on an hourly basis, not to exceed the total sum of \$50,000.00. The inspector shall prepare an inspection report containing the following information:*
  - (i) The location of any broken or loose electrical wiring and fixtures, the location of any other electrical problems that might immediately endanger children.*
  - (ii) The location of other electrical problems that the inspector believes should be called to the attention of the CUSD.*
- d. A copy of the inspection report shall be delivered to counsel for plaintiffs and shall be available for public inspection at the CUSD.*
- e. In the event the inspection indicates that broken or loose electrical fixtures remain or that electrical problems that might endanger children or employees exist, the inspector shall perform follow-up inspections to determine if the problem has been corrected. The costs of follow-up inspections shall not be charged against the \$50,000.00 allocated pursuant to subsection (c) above.*

**FCMAT Facilities Management Standard 9.8 was the standard used to monitor the district's compliance with Section 10.**

## Facilities Management Standard 9.8

### Instructional Program Issues - Adequate Lighting, Electrical Service Provided

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#### Professional Standard

All schools shall have adequate lighting and electrical service.

#### 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 10) include monthly inspections for electrical problems conducted by the district with written records of these monthly inspections maintained; an inspection before September 1, 1999, conducted by a licensed electrical inspector of sites identified by plaintiffs' counsel and a copy of the report delivered to counsel for plaintiffs and available for public inspection; and the correction of any electrical problems.

#### Progress on Recommendations and Recovery Steps

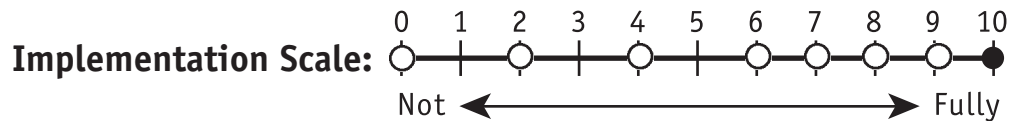
*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. The district and plaintiffs' counsel selected a licensed electrician to conduct site inspections of specific identified sites during the 2000-2001 school year. Inspections were conducted at Compton, Centennial and Dominguez High Schools. All deficiencies identified during the inspections were addressed. The district has four licensed electricians on staff.
2. Site plant managers have been directed to conduct electrical inspections of their sites on a daily basis and to immediately report any potentially hazardous electrical condition. Monthly reports of these electrical inspections are submitted to the facilities division. A form for the documentation of the reviews was developed, and records of the reports from the sites are being maintained.
3. HVAC, lighting and electrical systems were included within the scope of the site modernization project plans which addressed energy conservation in equipment, infrastructure, and construction. The district utilized \$60 million to upgrade electrical components throughout the district. New transformers, a retrofit of lights and other electrical upgrades have taken place at several schools. Motion sensors have been installed in many buildings. More power is now available to the sites, but the sites are utilizing less energy because of the energy efficient components. Most of the modernization projects are scheduled to be completed by summer 2006.
4. The newly implemented Williams site reviews have reported no electrical findings.



## Standard Implemented: Fully Implemented - Sustained

February 1999 Rating: 0  
August 1999 Rating: Not Reviewed  
February 2000 Rating: 2  
August 2000 Rating: 4  
February 2001 Rating: 6  
August 2001 Rating: 6  
February 2002 Rating: 7  
August 2002 Rating: 8  
February 2003 Rating: 9  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10





# CONSENT DECREE

## III. School Conditions and Instructional Materials

### Section 11. Certificated Teachers

- a. A certificated teacher will be present in every classroom on every school day.*
- b. No violation of subdivision (a) will occur if the following procedures have been followed:*
  - (i) The CUSD maintains a list of certificated substitute teachers with sufficient numbers of certificated teachers to meet projected teacher absences.*
  - (ii) CUSD attempted to contact everyone on that list in an effort to secure the presence of a certificated teacher in the classroom.*
  - (iii) Whenever the list has been exhausted such that CUSD is unable to secure a certificated substitute teacher, the CUSD has commenced reasonable efforts to increase the number of certificated substitute teachers on the list who are willing and able to provide services to the CUSD.*
- c. In the event a certificated teacher cannot be obtained, the principal shall be responsible for ensuring that children without a certificated teacher receive appropriate instruction in accordance with the curriculum for the class.*

**FCMAT Personnel Management Standard 8.2 was the standard used to monitor the district's compliance with Section 11.**

### Section 12. Absenteeism

- a. Due to the high degree of employee absenteeism, it is reasonable and necessary that CUSD hold all personnel accountable for meeting attendance requirements. Absenteeism of CUSD employees impedes the ability of CUSD to provide instructional services to children.*
- b. The State Administrator will develop a plan to reduce employee absenteeism district-wide, subject to the requirements of collective bargaining. The absenteeism plan shall address the issue of employees who are absent from any required staff development programs.*

**FCMAT Personnel Management Standard 8.2 was the standard used to monitor the district's compliance with Section 12.**

## Personnel Management Standard 8.2

### Use of Technology

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#### Professional Standard

The Personnel Division provides an automated substitute calling system. The system should have the ability to input and retrieve data. Data should be distributed to site and program managers.

#### Consent Decree Stipulations

Sections 11 and 12 of the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, includes the following stipulations: the district is to ensure that certificated teachers are present in each classroom every day, maintain a list of certificated substitutes in sufficient numbers to meet teacher absences, develop a plan to reduce employee absenteeism, and hold employees accountable for meeting attendance requirements.

#### Progress on Recommendations and Recovery Steps

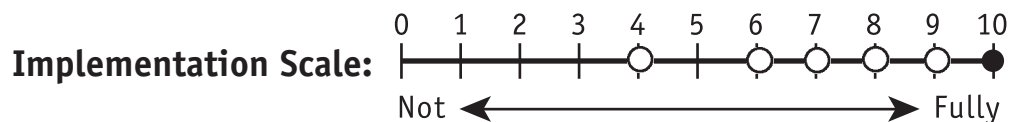
*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. A district attendance goal was initiated by the superintendent for the 2002-2003 school year of 97% attendance for all classroom teachers. This goal was continued for the 2003-04, 2004-05 and 2005-06 school years.
  - At the elementary level the average attendance rate achieved for 2002-03 was 95.72% with four schools exceeding the goal; for 2003-04 it was 96.02% with three schools exceeding the goal; and for 2004-05 it was 97.27% with two schools exceeding the goal.
  - At the middle school level, the average achieved for 2002-03 was 95.97% with one school exceeding the goal; for 2003-04 it was 94.74% with no school exceeding the goal; and for 2004-05 it was 96.57% with no school exceeding the goal.
  - At the high school/alternative school level the average achieved for 2002-03 was 95.18% with the Community Day School exceeding the goal; for 2003-04 it was 96.13% with two alternative schools exceeding the goal; and for 2004-05 it was 96.04% with two alternative schools exceeding the goal.
2. Each school addresses staff attendance as part of their school improvement plan. The district regularly reports employee absences and reasons for absences to school site managers to work with their staffs to reduce absenteeism.
3. The Office of Human Resources and Employee Development (HRED) provides substitutes when classroom teachers are absent. HRED increased its pool of substitutes from approximately 275 substitutes in 2002-03 to approximately 325 substitutes in 2003-04 and approximately 350 in 2004-05. HRED continues to process applications for new substitutes.
4. Site administrators assign non-instructional certificated staff to substitute when a regular substitute is not available to cover a teacher's absence. If no substitute is available, certificated teachers are first solicited to substitute during their preparation period(s). Department chairs, counselors, curriculum specialists, learning support coordinators, assistant principals and principals are to be used on a rotational basis when other teachers are not available. Teachers can be recalled from a locally held workshop or conference to return to school if no substitute is available. At the elementary level, 20% of the students in a class may be assigned to each of five other certificated teachers for the day.

5. HRED monitors on a daily basis, the number of classroom teacher absences by site, and provides weekly reports to the Executive Cabinet and monthly reports to the principals.
6. The district continues to utilize an automated substitute calling system, Substitute Employee Management System (SEMS).
7. The HRED staff conducts bi-monthly training sessions with new substitute teachers, and quarterly training for long-term substitutes. Long-term substitutes are also required to attend staff development offered on-site to regular site teachers.
8. The district has developed a substitute teacher's training manual for substitute teachers.
9. Substitute teachers are evaluated by regular teachers upon their return from an absence. Substitutes are terminated upon receipt of a third negative report.
10. The district continues to demonstrate safety consciousness by requiring all district employees to wear a district-issued identification badge.
11. All high schools issue identification badges for their students.

### **Standard Implemented: Fully Implemented - Sustained**

February 1999 Rating: 4  
 August 1999 Rating: Not Reviewed  
 February 2000 Rating: 6  
 August 2000 Rating: 6  
 February 2001 Rating: 6  
 August 2001 Rating: 7  
 February 2002 Rating: 8  
 August 2002 Rating: 9  
 February 2003 Rating: 9  
 August 2003 Rating: 10  
 February 2004 Rating: 10  
 August 2004 Rating: 10  
 February 2005 Rating: 10  
 August 2005 Rating: 10  
 February 2006 Rating: 10







# CONSENT DECREE

## III. School Conditions and Instructional Materials

### Section 13. Homework

- a. The CUSD has adopted a homework policy.*
- b. The State Administrator shall ensure that the homework policy is implemented at every school site. The State Administrator shall require that the principal of each school certify in writing on a monthly basis that the homework policy is being followed at each school, or if it is not being followed, that disciplinary proceedings have been commenced against personnel not complying with the homework policy.*
- c. At the beginning of each semester, parents shall receive information on the homework policy and shall be requested to sign an acknowledgement of the receipt of such policy. If the parent fails to return the acknowledgement form to the district, the district will make one attempt to contact the parent by telephone regarding the homework policy.*

**FCMAT Pupil Achievement Standards 1.2 and 1.11 were the standards used to monitor the district's compliance with Section 13.**

## Pupil Achievement Standard 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

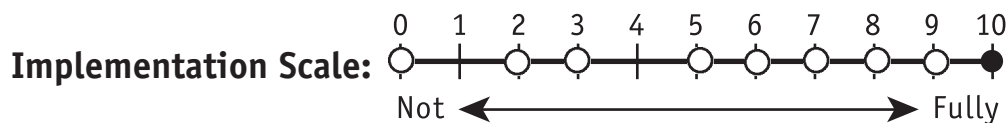
***This standard is fully implemented and the Consent Decree stipulations have been met.***

1. The district's homework policy is included in the *Student and Parent/Guardian Handbook* distributed at the beginning of each school year. The district complies with Section 13 of the Consent Decree by sending notification home to parents twice per year, through the *Student and Parent/Guardian Handbook* and through a letter disseminated at the second semester. Parents must acknowledge receipt of the *Student and Parent/Guardian Handbook*. Parent acknowledgements of receipt of the handbook are maintained at the site. A monthly certification by site principals that the homework policy is being implemented continues to be a required submission to the district office to meet compliance.
2. The district has clear goals and objectives for student performance and improvement.
3. The district's governing board has revised its mission statement and goals and developed a new district logo. The mission statement and goals are reiterated on district documents.
4. All curriculum guides are aligned to state content standards. The curriculum guides are available on the district's web site and on CD-ROM.
5. The ELD curriculum guide has been completed and K-12 ELD performance benchmarks have been developed. *Open Court Pacing Guides* have been used to ensure full implementation of the reading program across the district in grades K-5. The pacing guides have been aligned to the curriculum guides. Teacher leaders have been assigned at each school site to work with the teachers.
6. K-3 teachers at eleven schools are receiving coaching/training in the Reading First program.
7. Student academic performance remains a district concern and focus of improvement. Three district schools are SAIT schools requiring the assistance of School Assistance and Intervention Teams such as the Principals Exchange, Education Redesign and Assessment, and the Professional Resources Network. Data is being used to drive curriculum and school improvement. English Language Learners, as a sub-group, are meeting the Adequate Yearly Progress (AYP) goals but the African-American students, as a subgroup, are not meeting the AYP at many sites.

8. Two additional schools are state-monitored schools under the High Priority Schools program. Eight schools are in program improvement year 4. The district has also been identified as a program improvement district.
9. The number of students in the high school Advanced Placement (AP) program has increased significantly and course offerings have increased to fifteen subjects. 426 students participated in AP courses during the 2004-05 school year and 521 AP exams were administered in spring 2005.
10. The district has developed a high school academic planner and course catalog to assist students in meeting requirements for graduation and in developing career plans. Completion of a Senior Portfolio is now a graduation requirement.
11. The district received a \$35,000 grant from Boeing to work in collaboration with Compton Community College to improve high school science and math programs.
12. The UC Irvine FOCUS project, funded by the National Science Foundation, assists Compton USD in improving math and science instruction.

### Standard Implemented: Fully Implemented - Sustained

February 1999 Rating: 0  
 August 1999 Rating: 2  
 February 2000 Rating: 3  
 August 2000 Rating: 5  
 February 2001 Rating: 6  
 August 2001 Rating: 6  
 February 2002 Rating: 7  
 August 2002 Rating: 8  
 February 2003 Rating: 8  
 August 2003 Rating: 9  
 February 2004 Rating: 10  
 August 2004 Rating: 10  
 February 2005 Rating: 10  
 August 2005 Rating: 10  
 February 2006 Rating: 10



## **Pupil Achievement Standard 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**

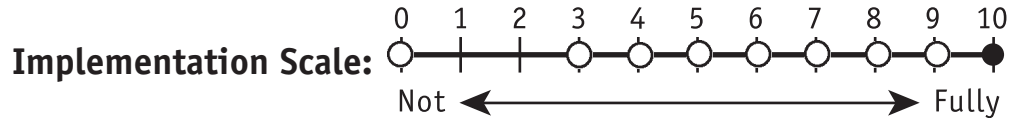
***This standard is fully implemented and the Consent Decree stipulations have been met.***

1. The district's homework policy is included in the *Student and Parent/Guardian Handbook* distributed at the beginning of each school year. The district complies with Section 13 of the Consent Decree by sending notification home to parents twice per year, through the *Student and Parent/Guardian Handbook* and through a letter disseminated at the beginning of the second semester. Parents must acknowledge receipt of the *Student and Parent/Guardian Handbook*. Parent acknowledgements of receipt of the handbook are maintained at the site. A monthly certification by site principals that the homework policy is being implemented continues to be a required submission to the district office to meet compliance.
2. Students have many opportunities in which to demonstrate their accomplishments through family-oriented district sponsored exhibitions and programs such as MESA, AVID, Student Leadership Conferences, Portfolio Day (grades 2-8), Puente, the K-12 math and science fair, the elementary schools (grades 2-5) spelling bee, and oratorical contests.
3. The number of students participating in Advanced Placement (AP) courses in the district's three high schools has increased significantly. In 2005-06 the district had 482 students participating in AP courses.
4. Many high school students are concurrently enrolled in community college courses.
5. The district has initiated the Plato Learning software program to assist high school students in making up course credits. The program is standards based.
6. The district annually conducts a survey of graduating seniors to determine their post high school plans. Of the 946 seniors of the graduating class of 2005 who responded to the survey, 625 students indicated that they had plans to attend a college or university, 32 indicated they would join the military, 74 indicated they would attend a vocational school, and 215 indicated "other" or work.

7. 41 graduating seniors from the class of 2005 were accepted to the University of California (UC) system and 232 seniors were accepted to the California State University (CSU) system. Seventeen students indicated they will attend a private or out of state college and 388 students indicated plans to attend community college. Scholarship students and their parents were recognized by the district at a Senior Banquet in their honor.

### **Standard Implemented: Fully Implemented - Sustained**

February 1999 Rating: 0  
August 1999 Rating: Not Reviewed  
February 2000 Rating: 3  
August 2000 Rating: 4  
February 2001 Rating: 5  
August 2001 Rating: 5  
February 2002 Rating: 6  
August 2002 Rating: 7  
February 2003 Rating: 7  
August 2003 Rating: 8  
February 2004 Rating: 8  
August 2004 Rating: 9  
February 2005 Rating: 9  
August 2005 Rating: 10  
February 2006 Rating: 10







# CONSENT DECREE

## III. School Conditions and Instructional Materials

### Section 14. Security Plan

- a. The State Administrator shall develop a district-wide security plan which addresses both the safety of students and employees and the protection of District property. In developing the security plan, the Statewide Administrator shall form a Security Committee consisting of (a) a member of the Advisory Board, (b) a teacher selected by the Compton Education Association, (c) a principal selected by the State Administrator, and (d) four parents nominated by counsel for the plaintiffs and approved by the State Administrator. In addition, the State Administrator shall consult with local law enforcement agencies regarding the security plan and invite such agencies to participate in the Security Committee.*
- b. The Security Committee shall review the implementation of the plan and make recommendations for its improvement. It will meet with the State Administrator on a quarterly basis. An annual public hearing will be held before the Advisory Board to review the plan.*
- c. The plan developed by the State Administrator shall include a program to encourage the voluntary participation of parents in school security patrols. The program will include the training of parents and appropriate provisions to indemnify and hold participants harmless from any personal liability for their participation in the school security patrols.*

**FCMAT Facilities Management Standard 1.3 was the standard used to monitor the district's compliance with Section 14.**

## **Facilities Management Standard 1.3**

### **School Safety - Plan for Protection of People and Property**

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#### **Legal Standard**

Demonstrate that a plan of security has been developed which includes adequate measures of safety and protection of people and property. [EC 32020, 32211, 35294-35294.9, 39670-39675]

#### **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 14) include the development of a district-wide security plan, the establishment of a district security committee that reviews implementation of the security plan, providing an annual public hearing before the board, the encouragement of voluntary participation of parents in school security patrols and training for parents.

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

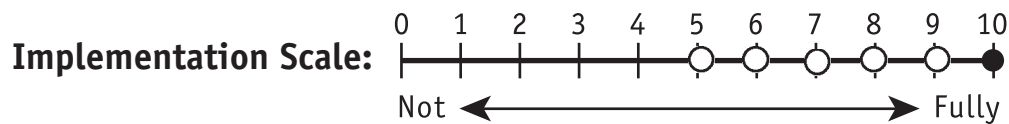
***This standard is fully implemented and the Consent Decree stipulations have been met.***

1. The district has a district-wide security plan, and the district-wide safety committee meets semi-annually to review school safety issues.
2. Parent volunteers continue to be solicited to participate on district and site committees. School site safety committees continue to determine site safety concerns and recommend remedial action to the school administrator and the district office. Documentation of committee meetings and agendas are verified.
3. Williams settlement complaint forms are available for parents to note any facilities concerns to the district.
4. Security alarms are in place in all district schools. The security alarms are monitored by Advance Alarm. Board action in April 2004 provided approval for removal and replacement of intrusion alarms throughout the district. The company notifies district Police Services whenever an alarm is triggered.
5. Signs are posted on each campus warning against trespassing, and directing visitors to report to the administration office.
6. The district participates in the WE-TIP program, an anonymous telephone tip line for community members to report property crimes against the district. Information on the WE-TIP program is posted, along with the number 1-800-78-CRIME. The WE-TIP program provides rewards up to \$1,000.
7. The district and community have established an emergency command center, located at the district police services office, to prepare for and respond to school and community emergencies and/or disasters. An emergency drill was conducted in spring 2005. A Code Yellow drill procedure has been developed and practice school drills have been conducted, most recently in fall 2005.

8. The Los Angeles county received a \$6 million Homeland Security Grant, of which the district received approximately \$300,000 to upgrade its security equipment such as radios, bullet proof vests, first aid kits for each site and emergency preparedness containers for each school cluster and individual sites.
9. The district received approximately \$90,000 from the Emergency Response and Crisis Management grant applied for collaboratively with neighboring districts. These funds were used to update the current school emergency plan with new technology and supplies. A computerized system is being completed that will link each school site to the District's Emergency Operations Center and Police Department. The district has also applied for the Safe Schools and Healthy Students grant.
10. Additional emergency response training has been provided to a number of district employees.

### **Standard Implemented: Fully Implemented - Sustained**

February 1999 Rating: 5  
 August 1999 Rating: 6  
 February 2000 Rating: 7  
 August 2000 Rating: 7  
 February 2001 Rating: 8  
 August 2001 Rating: 8  
 February 2002 Rating: 9  
 August 2002 Rating: 9  
 February 2003 Rating: 10  
 August 2003 Rating: 10  
 February 2004 Rating: 10  
 August 2004 Rating: 10  
 February 2005 Rating: 10  
 August 2005 Rating: 10  
 February 2006 Rating: 10





# CONSENT DECREE

## III. School Conditions and Instructional Materials

### Section 15. Emergency Drills

- a. By September 1, 1999, the State Administrator shall certify that every school site has the fire warning system required by Education Code Section 32001.*
- b. The State Administrator shall certify that every school site has an earthquake emergency procedure system in accordance with Education Code Sections 35296 and 35297.*
- c. In accordance with Education Code Section 32001, monthly fire drills shall be conducted at the elementary and intermediate school levels and not less than twice yearly at the secondary level.*
- d. In accordance with Education Code 35297, earthquake drop procedures shall be practiced at least once each school quarter in elementary and intermediate school levels and at least once a semester at the secondary level.*
- e. The State Administrator shall require that each principal maintain a written log of fire drills and earthquake drop procedures. The written log shall be on the form developed by the State Administrator. The written log shall be available for inspection by the public. The State Administrator shall periodically conduct reviews to ensure that the log is being maintained.*

**FCMAT Facilities Management Standard 1.9 was the standard used to monitor the district's compliance with Section 15.**

## Facilities Management Standard 1.9

### School Safety - School Site Emergency Procedures Plan

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#### Legal Standard

Each public agency is required to have on file written plans describing procedures to be employed in case of emergency. [EC 32000-32004, 32040, 35295-35297, 38132, 46390-46392, 49505, GC 3100, 8607]

#### 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 15) include that each school site has a fire warning system by September 1, 1999, that each school site has an earthquake emergency procedure system, that fire drills and earthquake drop procedures are conducted according to Education Code, that written logs of fire and earthquake drop drills are maintained, that the written logs are available for public inspection and that the State Administrator conduct periodic reviews to ensure the log is being maintained.

#### Progress on Recommendations and Recovery Steps

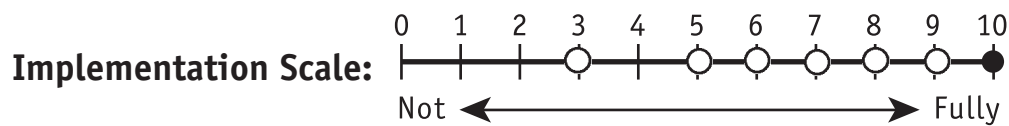
*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. Written emergency plans are available at the school sites for earthquakes and other disasters. School site safety plans include fire evacuation plans, bomb threats or disturbances, code yellow drills and staff assignments in cases of emergencies. The availability of the school's site plan is checked during site visitations by district personnel.
2. Schools are required to conduct emergency drills according to Education Code and to maintain records of drills conducted. The school's records are reviewed by district personnel. Periodic, unannounced site visits are conducted by FCMAT to review the written logs of the scheduled drills held on the campus.
3. All schools have a fire alarm system in place. Most of the schools have a strobe fire alarm system in addition to the bells.
4. The district has worked with the city to establish a community level disaster response team. The district and city have established the district police services office as the Emergency Operations Center (EOC). The EOC is operational. A Code Yellow drill procedure has been developed and practice school drills have been conducted, most recently in fall 2005.
5. The Los Angeles county received a \$6 million Homeland Security Grant, of which the district received approximately \$300,000 to upgrade its security equipment such as radios, bullet proof vests, first aid kits for each site and emergency preparedness containers for each school cluster and individual sites.
6. The district received approximately \$90,000 from the Emergency Response and Crisis Management grant applied for collaboratively with neighboring districts. These funds were used to update the current school emergency plan with new technology and supplies. A computerized system is being completed that will link each school site to the District's Emergency Operations Center and Police Department. The district has also applied for the Safe Schools and Healthy Students grant.

7. Additional emergency response training has been provided to a number of district employees.
8. The district responds to facilities emergencies that are called in to the district office on the emergency hot line as rapidly as possible.

### **Standard Implemented: Fully Implemented - Sustained**

February 1999 Rating: 3  
August 1999 Rating: 3  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 5  
February 2001 Rating: 6  
August 2001 Rating: 7  
February 2002 Rating: 8  
August 2002 Rating: 9  
February 2003 Rating: 10  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10







# CONSENT DECREE

## III. School Conditions and Instructional Materials

### **Section 16. Litter**

- a. All schools will remain clean and operational and free from graffiti.*
- b. All playground equipment that is currently unusable will either be repaired or removed within thirty (30) days of the effective date of this Consent Decree. Playground equipment that becomes unusable in the future shall be repaired or removed within thirty (30) days of its becoming unusable.*
- c. At the start of each school week, the school shall be free of litter. All litter will be removed on a daily basis while school is in session.*
- d. Each school site shall develop a community service program in which all children are encouraged to perform five hours per semester of community service in supervised litter removal or recycling programs on school facilities or in the neighborhood surrounding the school site.*

**FCMAT Facilities Management Standards 1.8 and 1.14 were the standards used to monitor the district's compliance with Section 16.**

## Facilities Management Standard 1.8

### School Safety - Graffiti and Vandalism Abatement Plan

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#### Professional Standard

The district has a graffiti and vandalism abatement plan. The district should have a written graffiti and abatement plan that is followed by all district employees. The district provides district employees with sufficient resources to meet the requirements of the abatement plan.

#### 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 16) include that all schools are clean and free from graffiti, that unusable playground equipment is removed or repaired, that schools are free of litter and that a community service program of five hours per semester has been developed for students.

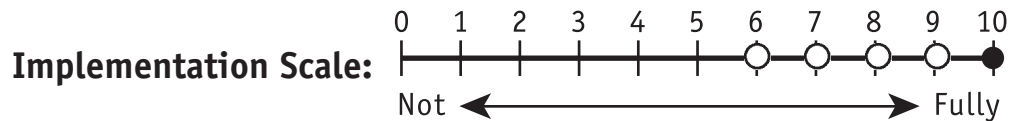
#### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. The district's graffiti abatement program is one of immediate removal and remains a major district priority and ongoing concern. Monitoring by on-site staff remains key to eliminating graffiti.
2. School custodial staffs target graffiti as a priority for removal every day. Site custodians are responsible for removing graffiti located in areas less than ten feet in height and/or requiring less than one hour to remove. District maintenance is assigned to remove graffiti in areas higher than ten feet in height or requiring more than one hour to remove.
3. The district has established an emergency "hot line" (310-639-4321, extension 55377) for the reporting of graffiti that the school custodians cannot handle.
4. The district responds speedily to reports of vandalism. The maintenance department works cooperatively with the district's police services to provide cost estimates of any damage to district property to assist in seeking restitution from the perpetrators.
5. Periodic, unannounced school visits continue to be conducted by district administrators and FCMAT to monitor compliance with the consent decree stipulations. The elementary and middle school campuses are clean and graffiti-free. The high school campuses remain a constant challenge for staff.
6. The district has changed the high school graduation requirements to include a required 2.5 credits of community service for students to meet prior to graduation. The course requirement is the equivalent of 45 hours, or one quarter of a year's credits. Students who graduate in 2006 will need to meet this graduation requirement. In other community service activities, students at various sites are engaged in numerous campus beautification projects and recycling programs.

## Standard Implemented: Fully Implemented - Sustained

February 1999 Rating: 6  
August 1999 Rating: 6  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 7  
February 2001 Rating: 7  
August 2001 Rating: 8  
February 2002 Rating: 9  
August 2002 Rating: 9  
February 2003 Rating: 9  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## Facilities Management Standard 1.14

### School Safety - Sanitation is Maintained and Fire Hazards are Corrected

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#### Legal Standard

Sanitary, neat and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard. [CCR Title 5 633]

#### 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 (Sections 16 and 18) include that all schools are clean and free from graffiti, that unusable playground equipment is removed or repaired, that schools are free of litter and that a community service program of five hours per semester has been developed for students; other stipulations include establishing site committees to inventory and prioritize repair and maintenance needs, and reporting to the State Administrator and board at least once a semester.

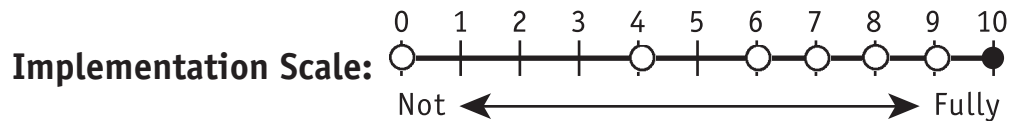
#### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. Plant managers have been instructed to perform daily inspections of their site to ensure a clean, sanitary and safe environment for staff and students. Plant Managers submit a monthly Custodial Inspection report to the Maintenance Department.
2. School site safety committees continue to make periodic site inspections, and monitor facilities needs at the school. Williams settlement complaint forms are available for parents to report any facilities concerns.
3. Unannounced site inspections are conducted by the district Facilities Compliance Coordinator. Sites are inspected by Williams review teams from the Los Angeles County Office of Education.
4. Random, unannounced site inspections continue to keep staff focused on maintaining the cleanliness of the school sites.
5. Principals, or their designees, are required to inspect student restrooms three times daily and to take action to remedy any problems.
6. A FCMAT site inspection checklist is used in the site inspection process, and a letter grade is given to a school based on the number of checklist criteria met.
7. Sites are free from fire hazards. Hazardous conditions have been addressed by the district in earlier progress reviews. If a random site inspection turns up any potential new hazard, it is addressed by the district maintenance staff right away.
8. All schools have an operational fire alarm system in place. Several schools have a strobe alarm system in addition to bells.
9. Any unusable playground equipment was long ago removed or repaired by the district in response to the Consent Decree.
10. Custodial staffs receive structured monthly training to improve site safety and cleanliness, and are directed to keep storage areas clean and exits free of obstructions.
11. Both classified and certificated staffs remain responsible for addressing the daily removal of litter.

## Standard Implemented: Fully Implemented - Sustained

February 1999 Rating: 0  
August 1999 Rating: 4  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 6  
February 2001 Rating: 6  
August 2001 Rating: 7  
February 2002 Rating: 8  
August 2002 Rating: 9  
February 2003 Rating: 10  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10





# **CONSENT DECREE**

## **III. School Conditions and Instructional Materials**

### ***Section 17. Drinking Water***

*a. Drinking water will be readily available to all school children.*

**FCMAT Facilities Management Standard 8.10 was the standard used to monitor the district's compliance with Section 17.**



## **Facilities Management Standard 8.10**

### **Facilities Maintenance and Custodial - Adequate Repair and Supervision of School Buildings**

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#### **Legal Standard**

The governing board shall keep the school buildings in repair and supervised. [EC 17593]

#### **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.

An additional related stipulation (Section 17) includes that drinking water will be readily available to all students.

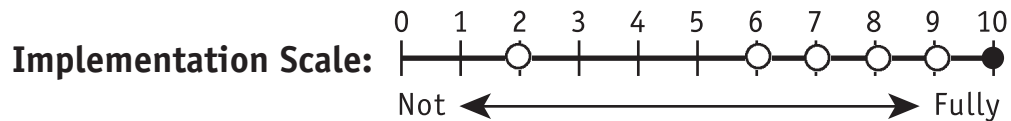
#### **Progress on Recommendations and Recovery Steps**

*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. The district governing board has established a board sub-committee of two board members and district staff to regularly monitor district facilities. The sub-committee meets monthly.
2. Ongoing, random, unannounced site inspections keep staff focused on campus cleanliness and the safe condition of school site facilities.
3. The district Facilities Compliance Coordinator visits the sites and uses the FCMAT inspection checklist to monitor compliance with Consent Decree stipulations. Exit conferences are held with the site administrators. Schools are given a letter grade based on the monitoring checklist.
4. Drinking water is readily accessible to students. The condition of student drinking fountains is checked during monthly site inspections. Inoperable fountains are reported to maintenance staff for correction.
5. The district maintains contracts for annual water service to check all water lines and test for water potability and toxic substances.
6. Repair work on site facilities is continuous.

## Standard Implemented: Fully Implemented - Sustained

February 1999 Rating: 2  
August 1999 Rating: Not Reviewed  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 6  
February 2001 Rating: 6  
August 2001 Rating: 7  
February 2002 Rating: 8  
August 2002 Rating: 9  
February 2003 Rating: 9  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10





# CONSENT DECREE

## III. School Conditions and Instructional Materials

### Section 18. Site Committees

- a. At each school site, a committee shall be established for the purpose of conducting an inventory and prioritization of repair and maintenance needs and for performing other obligations required by this Consent Decree. Existing school site committees may be used for this purpose so long as their membership is augmented to meet the requirements of this Section.*
- b. Composition of the committee.*
  - i. At least sixty percent parents of students attending the school. Such parents will be selected randomly from among those parents expressing an interest in participation after notice of the opportunity has been distributed to all parents at the school.*
  - ii. The remainder shall be composed of administrators, teachers, classified employees, and interested members of the surrounding community.*
- c. The site committee shall be constituted at each school within sixty (60) days of the effective date of this Consent Decree.*
- d. At least once each semester, the site committee shall prepare a report to the State Administrator and Advisory Board concerning repair and maintenance needs at the school.*
- e. The site committees shall be chaired by a parent who has been trained in committee and meeting management.*

**FCMAT Facilities Management Standards 1.12, 1.14, and 9.11 were the standards used to monitor the district's compliance with Section 18.**

## Facilities Management Standard 1.12

### School Safety - Inspection and Correction of Unsafe Conditions

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#### Legal Standard

Building examinations are performed, and required actions are taken by the governing board upon report of unsafe conditions. [EC 173679(a)]

#### 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 (Sections 9 and 18) include replacing boarded-up windows, replacing broken windows within 72 hours, affixing a date and time to temporary material placed on broken windows, establishing site committees to inventory and prioritize repair and maintenance needs, and reporting to the State Administrator and board at least once a semester.

#### Progress on Recommendations and Recovery Steps

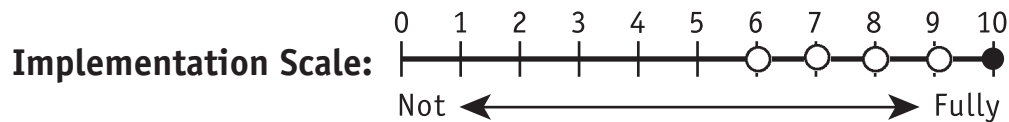
*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. Facilities inspections are regularly performed by site and district staff and required action taken upon any report of unsafe conditions.
2. Plant managers are instructed to conduct daily inspections of the site and to immediately report any unsafe condition.
3. District personnel conduct periodic, unannounced school site visitations on a monthly basis to monitor conditions of school facilities. Schools receive a letter grade based on a criteria checklist developed by FCMAT.
4. The district continues to comply with the speedy replacement of broken windows. The General Obligation Bond for facilities improvements has allowed the district to replace older windows and frames.
5. Schools have organized parent safety committees at each site. The committees periodically perform site inspections for unsafe or hazardous conditions and forward repair requests to the maintenance department to address. The district has also implemented the Williams settlement protocols providing complaint forms for parents to report their concerns about facilities conditions.
6. The district continues to utilize a maintenance request flow chart and forms to track all maintenance requests from the sites. Logs of the maintenance requests are kept for each school. Individual sites receive copies of all responses to the requests generated by the site.
7. The maintenance department continues to immediately address emergency calls to the maintenance hot line (310-639-4321, extension 55377).

8. Plant managers have been directed to conduct electrical inspections of their site on a daily basis and to report, in writing, any potentially hazardous electrical condition. A monthly form for the documentation of these reviews was developed, and records of the reports from the sites are being maintained.
9. Monthly training meetings are held with the plant managers on district procedures and/or on improving employee skills.
10. Williams review teams from the Los Angeles County Office of Education conduct site reviews. Any noted deficiencies are promptly addressed by district staff.

### **Standard Implemented: Fully Implemented - Sustained**

February 1999 Rating: 6  
 August 1999 Rating: 6  
 February 2000 Rating: Not Reviewed  
 August 2000 Rating: 6  
 February 2001 Rating: 7  
 August 2001 Rating: 8  
 February 2002 Rating: 9  
 August 2002 Rating: 9  
 February 2003 Rating: 10  
 August 2003 Rating: 10  
 February 2004 Rating: 10  
 August 2004 Rating: 10  
 February 2005 Rating: 10  
 August 2005 Rating: 10  
 February 2006 Rating: 10



## Facilities Management Standard 1.14

### School Safety - Sanitation is Maintained and Fire Hazards are Corrected

---

#### Legal Standard

Sanitary, neat and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard. [CCR Title 5 633]

#### 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 (Sections 16 and 18) include that all schools are clean and free from graffiti, that unusable playground equipment is removed or repaired, that schools are free of litter and that a community service program of five hours per semester has been developed for students; other stipulations include establishing site committees to inventory and prioritize repair and maintenance needs, and reporting to the State Administrator and board at least once a semester.

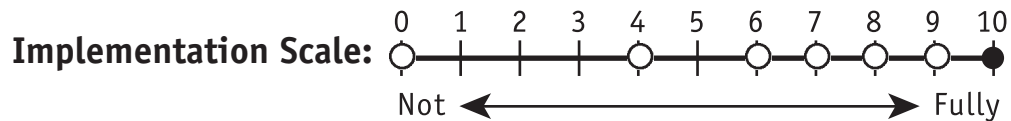
#### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. Plant managers have been instructed to perform daily inspections of their site to ensure a clean, sanitary and safe environment for staff and students. Plant Managers submit a monthly Custodial Inspection report to the Maintenance Department.
2. School site safety committees continue to make periodic site inspections, and monitor facilities needs at the school. Williams settlement complaint forms are available for parents to report any facilities concerns.
3. Unannounced site inspections are conducted by the district Facilities Compliance Coordinator. Sites are inspected by Williams review teams from the Los Angeles County Office of Education.
4. Random, unannounced site inspections continue to keep staff focused on maintaining the cleanliness of the school sites.
5. Principals, or their designees, are required to inspect student restrooms three times daily and to take action to remedy any problems.
6. A FCMAT site inspection checklist is used in the site inspection process, and a letter grade is given to a school based on the number of checklist criteria met.
7. Sites are free from fire hazards. Hazardous conditions have been addressed by the district in earlier progress reviews. If a random site inspection turns up any potential new hazard, it is addressed by the district maintenance staff right away.
8. All schools have an operational fire alarm system in place. Several schools have a strobe alarm system in addition to bells.
9. Any unusable playground equipment was long ago removed or repaired by the district in response to the Consent Decree.
10. Custodial staffs receive structured monthly training to improve site safety and cleanliness, and are directed to keep storage areas clean and exits free of obstructions.
11. Both classified and certificated staffs remain responsible for addressing the daily removal of litter.

## Standard Implemented: Fully Implemented - Sustained

February 1999 Rating: 0  
August 1999 Rating: 4  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 6  
February 2001 Rating: 6  
August 2001 Rating: 7  
February 2002 Rating: 8  
August 2002 Rating: 9  
February 2003 Rating: 10  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10





## **Facilities Management Standard 9.11**

### **Instructional Program Issues - Facilities Reflect Community Standards and Expectations**

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#### **Professional Standard**

Facilities within the CUSD reflect the standards and expectations established by the community.

#### **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 18) include establishing site committees to inventory and prioritize repair and maintenance needs, and reporting to the State Administrator and board at least once a semester.

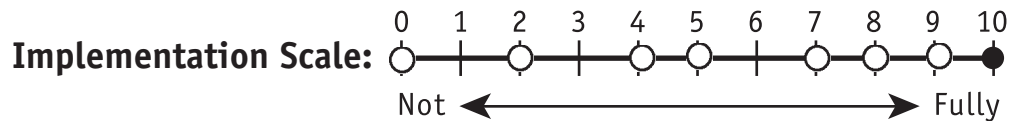
#### **Progress on Recommendations and Recovery Steps**

*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. The district continues to involve community members and parents in various facilities decisions. A representative community committee assisted in the development of the district's Comprehensive Facilities Master Plan.
2. The district facilities committee was involved in planning for two new elementary schools, including Clinton Elementary, and in promoting passage of the district's general obligation bond, Measure I.
3. The district continues to keep parents and the community informed of projects and facilities improvements in the schools. The district is currently conducting town hall meetings with community members to address any concerns regarding facilities.
4. The facilities division has initiated a quarterly newsletter and uses the district web site to update the community and staff on the status of facilities projects.
5. Site safety committees have been established at each school site. The composition of the committees is specified in the consent decree and should be composed largely of parents (60%). The committees are responsible for periodically inspecting their school sites and identifying repair and maintenance priorities. Copies of agendas and minutes are checked during periodic, unannounced visits to the school sites.
6. A board retreat was conducted in the first week of January 2006 to update the newly seated board on facilities issues. The board has established a sub-committee of two board members and district staff to monitor facilities conditions. The board sub-committee meets monthly.

## Standard Implemented: Fully Implemented - Sustained

February 1999 Rating: 0  
August 1999 Rating: Not Reviewed  
February 2000 Rating: 2  
August 2000 Rating: 4  
February 2001 Rating: 4  
August 2001 Rating: 5  
February 2002 Rating: 7  
August 2002 Rating: 8  
February 2003 Rating: 9  
August 2003 Rating: 9  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10





# CONSENT DECREE

## III. School Conditions and Instructional Materials

### **Section 19. Student Promotion**

- a. The State Administrator shall develop a draft policy concerning the retention and promotion of students (“promotional policy”).*
- b. In drafting the policy, the State Administrator shall consult with the Advisory Board and with the site committees.*
- c. Upon completion of the draft promotional policy, one or more public meetings will be convened to secure the input of parents. Plaintiffs’ counsel shall assist the CUSD in securing broad parental participation at the public meeting(s).*
- d. Plaintiffs’ counsel shall provide the State Administrator with written comments on the draft promotional policy prior to the first public meeting required by subdivision (c).*

**FCMAT Pupil Achievement Standards 1.5 and 1.16 were the standards used to monitor the district’s compliance with Section 19.**

## **Pupil Achievement Standard 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**

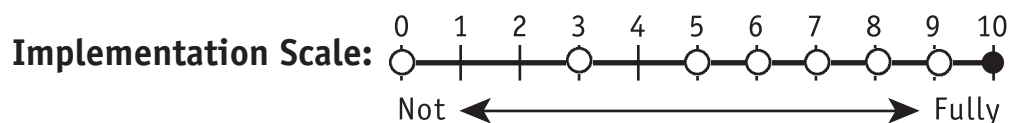
*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. The promotion/acceleration/retention policy, Policy No. 5123, was revised and adopted on April 11, 2000. Information on the policy is distributed annually to parents through the *Student and Parent/Guardian Handbook*.
2. District graduation requirements were revised to align them to the state graduation requirements and the UC and CSU A through G requirements.
3. The district has implemented several intervention programs to address low student performance. Students at the high school who fail a first semester course have to repeat the failed portion of the course before moving on to the second semester level. After school tutorials and Saturday school are provided at all high schools for students who did not pass the CAHSEE high school exit exam. On-line remediation courses have also been made available at Centennial High School.
4. The district provides a network of supplemental services for students having academic difficulties. After school and Saturday programs are available to all students. Summer school has been made mandatory for failing students. However, 2005 summer school offerings were limited to specific sites during the district's extensive modernization projects.
5. Bell schedules for schools have been modified to provide additional time that is "banked" for staff professional development activities. Twenty minimum Instructional days are thus built into the school year schedule for staff meetings and in-service training. Minimum days were moved from Mondays to Wednesdays. Minimum days are used for cluster meetings, grade level meetings, Reading First and other professional development activities. All professional development activities are focused on the improvement of instruction and student achievement.
6. New and inexperienced teachers meet regularly with PAR teachers and personnel staff members for assistance with classroom management and curriculum and instruction.
7. Principals are required to spend a minimum of 20 percent of the school day in classrooms or working with teachers on instructional improvement.
8. Central office administrators provide assistance in the monitoring of curriculum delivery. Cabinet members visit the school sites each week (Wednesday).

9. In 2004-05, 14 district schools met their Adequate Yearly Progress (AYP) goals in English language arts, 24 met their AYP goals in math, and 10 schools met all AYP components. 35 of the 40 schools met their Academic Performance Index (API) targets. The district is working to improve the schools that have not made Adequate Yearly Progress (AYP) for several years, identified as Program Improvement (PI) schools. 26 schools are in Program Improvement: 4 schools in year one, 11 schools in year two, 3 schools in year three, and 8 schools in year five. Three district schools are in the last year of the School Assistance and Intervention Team (SAIT) program. Centennial High School exited the SAIT program.
10. Four schools have exited the Immediate Intervention/Underperforming Schools Program (II/USP) and no schools are currently in II/USP.
11. The district is focused on improving student academic performance and has developed an internal instructional audit process, detailed in an Instructional Audit Handbook, to monitor effective program implementation at the schools. Visiting teams of four or more administrators visit each of 12 sites for one day during the first quarter, with two to three visitations occurring in the next three quarters. Visits to the first 12 sites were conducted in November 2004. Second visits were conducted in February 2005 and third visits in May 2005. Visits for the 2005-06 year were conducted in December and January, with follow-up visits scheduled for February and March.
12. The Curriculum and Instruction staff was expanded in 2005-06 to include a Director of C&I, three resource teachers for English, Writing, and English Learners, and a social studies resource teacher through the American History Grant.
13. The district's internal instructional audit process also addresses the Office for Civil Rights and Comité compliance requirements.
14. Students are honored for their academic achievements at Board meetings.

### Standard Implemented: Fully Implemented - Sustained

February 1999 Rating: 0  
 August 1999 Rating: 3  
 February 2000 Rating: Not Reviewed  
 August 2000 Rating: 5  
 February 2001 Rating: 5  
 August 2001 Rating: 5  
 February 2002 Rating: 6  
 August 2002 Rating: 6  
 February 2003 Rating: 7  
 August 2003 Rating: 8  
 February 2004 Rating: 9  
 August 2004 Rating: 9  
 February 2005 Rating: 9  
 August 2005 Rating: 9  
 February 2006 Rating: 10



## **Pupil Achievement Standard 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**

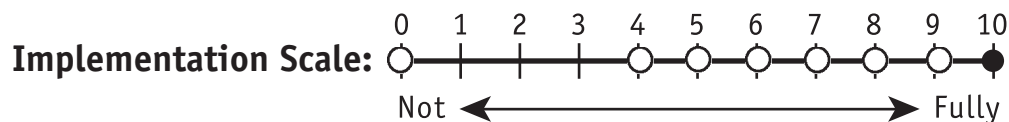
***This standard is fully implemented and the Consent Decree stipulations have been met.***

1. The promotion/acceleration/retention policy, Policy No. 5123, was revised and adopted on April 11, 2000. Information on the policy is distributed annually to parents through the *Student and Parent/Guardian Handbook*.
2. Staff development training in the curricular standards for each core subject focuses teachers on what they are expected to do in teaching the instructional content, and reinforces standards-based instruction.
3. Eleven district schools received Reading First grants providing funds for early intervention with special needs students.
4. Each site has developed a Single Site Plan for Student Achievement that identifies all support and supplemental services provided to the students. Each site plan has a mission statement and delineates instructional goals of what all students should know and be able to do.
5. All curriculum guides are aligned with the content standards.
6. High School graduation requirements are clearly defined in the *Student and Parent/Guardian Handbook*. The document, *A High School Academic Planner and Course Catalogue*, has been developed to assist students in meeting graduation requirements and in career planning.
7. Course catalogues for grades 9-12 have been updated. Course catalogues for middle school grades have been developed.
8. Report cards for grades K-5 reflect content and performance standards.
9. A Master Plan for English Language Learners has been approved by the governing board and the state department. The plan has been updated to reflect current data. The English Language Development curriculum has been completed for K-12.
10. The district technology plan has been approved by the state and is being implemented by the district. Eight schools are participating in a consortium targeting middle school wireless connections. A Title I Enhancing Educational Technology (ETT) grant of \$1.7 million has been received by the district.

11. The district is focused on improving student academic performance and has developed an internal instructional audit process, detailed in an Instructional Audit Handbook, to monitor effective program implementation at the schools. Visiting teams of four or more administrators visit each of 12 sites for one day during the first quarter, with two to three visitations occurring in the next three quarters. Visits to the first 12 sites were conducted in November 2004. Second visits were conducted in February 2005 and third visits in May 2005. Visits for the 2005-06 year were conducted in December and January, with follow-up visits scheduled for February and March.
12. The district's internal instructional audit process also addresses the Office for Civil Rights and Comité compliance requirements.
13. The district reported that ten elementary schools are involved with America's Choice Training, and the English teachers at the three high schools are taking the Writing Training with America's Choice.
14. The Curriculum and Instruction staff was expanded in 2005-06 to include a Director of C&I, three resource teachers for English, Writing, and English Learners, and a social studies resource teacher through the American History Grant.
15. A content area coach has been provided for the schools in the School Assistance and Intervention Team (SAIT) program.

### Standard Implemented: Fully Implemented - Sustained

February 1999 Rating: 0  
 August 1999 Rating: Not Reviewed  
 February 2000 Rating: 4  
 August 2000 Rating: 5  
 February 2001 Rating: 6  
 August 2001 Rating: 6  
 February 2002 Rating: 6  
 August 2002 Rating: 6  
 February 2003 Rating: 7  
 August 2003 Rating: 8  
 February 2004 Rating: 9  
 August 2004 Rating: 9  
 February 2005 Rating: 9  
 August 2005 Rating: 9  
 February 2006 Rating: 10







# CONSENT DECREE

## III. School Conditions and Instructional Materials

### ***Section 20. CBEST***

- a. Any teacher hired after November 20, 1997, will be employed for no more than two years without passing CBEST.*
- b. Each year the State Administrator will produce a public report which will identify every teacher employed by the CUSD who does not have a clear credential and how long the employee has been employed.*
- c. No new teacher will be retained for more than three years if he or she does not obtain a preliminary credential.*
- d. The State Administrator shall develop and implement an incentive program to encourage teachers to obtain a clear credential and to continue their employment with CUSD once they have obtained such credential.*

**FCMAT Personnel Management Standard 3.10 was the standard used to monitor the district's compliance with Section 20.**

## Personnel Management Standard 3.10

### Certificated Recruitment and Selection

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#### Legal Standard

The district limits the number of certificated persons on CBEST waiver. [EC 44252.5]

#### Consent Decree Stipulations

Section 20 of the Consent Decree in the action *Serna v Eastin*, Case no. BC 174282, includes the following stipulations: the district is to identify teachers without clear credentials, produce a public report, monitor teachers who have not passed CBEST, release teachers who have not passed CBEST after two years or who have not obtained a preliminary credential after three years, and provide an incentive program to teachers to obtain an appropriate credential.

#### Progress on Recommendations and Recovery Steps

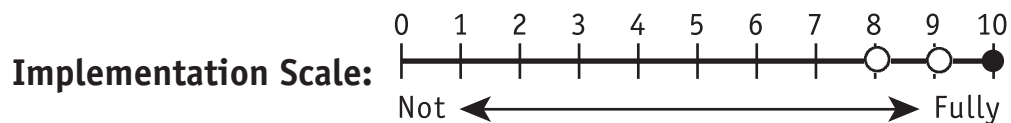
*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. The district accepts CBEST waivers only if credentialed teachers are not available for the hard-to-fill special education positions.
2. The percent of total teaching staff with clear credentials continues to increase. Percentages of the district's regular teachers who are credentialed:
  - In January 2006, 85.81% of the district's regular teachers were credentialed, 7.6% were Interns, .78% were on emergency permits, two teachers were on unit waivers, and two teachers were on CBEST waivers.
  - In June 2005, 77.90% of the district's regular teachers were credentialed, 17.78% had Intern credentials, 1.93% had Pre-Intern Certificates and 2.38% had emergency permits.
  - In January 2005, 74.79% were credentialed, 20.16% had Intern credentials, 2.26% were second year Pre-Interns, and 2.80% had emergency permits.
  - In June 2004, 66.40% were credentialed, 23.19% had Intern credentials, 5.91% had pre-Intern certificates, 4.43% had emergency permits, and 0.07% had pupil personnel services waivers.
  - In January 2004, 63.21% were credentialed, 25% had Intern credentials, 7% had pre-Intern certificates and 5% had emergency permits.
3. Percentages of the district's special education teachers with credentials:
  - In January 2006, 50.47% of the district's special education teachers were credentialed, 11.21% were Interns, 20.56% were Provisional Interns, 4.67% were on emergency permits, 9.35% were on temporary certificates and two teachers were on waivers.
  - In June 2005, 43.93% of the district's special education teachers were credentialed, 25.23% had Intern credentials, 6.54% had Pre-Intern Certificates, 16.82% had emergency permits, and 3.74% or four teachers had SDC waivers. Four teachers also had waivers for both SDC and CBEST.
  - In January 2005, 39.81% were credentialed, 21.36% had Intern credentials, 10.68% had Pre-Intern certificates, 14.56% had Emergency Permits, 7.77% had SDC waivers, and 5.82% had SDC and CBEST waivers.

- In June 2004, 32.43% were credentialed, 16.22% had Intern credentials, 25.23% had pre-Intern certificates, 15.32% had emergency permits, 3.60% had SDC waivers, 1.80% had SDC and CBEST waivers, and 5.40% had CBEST waivers.
- 4. All teachers are required to meet subject matter competency requirements under the No Child Left Behind Act.
- 5. The district provides a differentiated salary schedule, paying credentialed teachers at a higher level than noncredentialed teachers, providing a strong incentive for teachers to become credentialed as quickly as possible.
- 6. Although Teaching as a Priority (TAP) funds, which provided incentives for recruiting and retaining credentialed teachers in the district, are no longer available, the district has allotted other district funds such as Title I and Title II program funds to provide incentives to recruit fully credentialed teachers to the district. The district offers an \$11,000 signing bonus to fully credentialed teachers of mathematics or science for a two-year teaching commitment in the district.
- 7. The Beginning Teacher Support and Assessment Program (BTSA) provides coaching support to first and second year probationary teachers.
- 8. The district continues to comply with the Consent Decree stipulation to identify teachers without clear credentials, to monitor teachers who have not passed the CBEST, and to release teachers who have not passed CBEST after two years. Monthly reports indicating the number and percent of credentialed and noncredentialed teachers in the district are generated by the Human Resources and Employee Development Department and are periodically presented to the board.
- 9. The HR department added a recruiter position in February 2005 to attend career fairs to recruit and hire applicants in hard-to-fill areas.
- 10. In June 2005 the superintendent informed all K-12 teachers of the requirement to obtain English Learner authorization. Under the Williams v State of California settlement, a teacher who is assigned to teach a class with more than 20% English Learner pupils in the class must have an EL authorization. Under Education Code requirements, a teacher with any English Learner pupils in the class must have an EL authorization.
  - Among all district certificated personnel including management, 51% currently have EL authorization, and 24% are in training.
  - Among classroom teachers, 50% have EL authorization and 27% are in training.
- 11. The district has required all site administrators to obtain EL authorization and has given them two years in which to do so.

## Standard Implemented: Fully Implemented - Sustained

February 1999 Rating: 8  
August 1999 Rating: Not Reviewed  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 8  
February 2001 Rating: 8  
August 2001 Rating: 9  
February 2002 Rating: 10  
August 2002 Rating: 10  
February 2003 Rating: 10  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



# **CONSENT DECREE**

## **III. School Conditions and Instructional Materials**

### ***Section 21. Food Service***

*The results of any inspection by the Los Angeles County Health Department shall be shared with the site committee at the school where the food service facility is located.*

**FCMAT Facilities Management Standard 9.3 was the standard used to monitor the district's compliance with Section 21.**

## Facilities Management Standard 9.3

### Instructional Program Issues - Lunch Areas are Warm, Healthful and Safe

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#### Legal Standard

The governing board shall provide a warm, healthful place in which children who bring their own lunches to school may eat their lunch. [EC 17573, CCR Title 5 14030]

#### 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.

An additional related stipulation (Section 21) includes that any inspections conducted by the Los Angeles County Health Department should be shared with the school site committee.

#### Progress on Recommendations and Recovery Steps

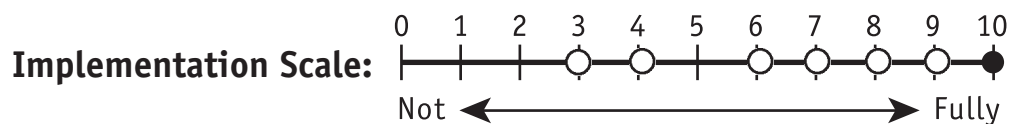
*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. The cafeterias at the three high schools and at middle schools Roosevelt and Whaley were remodeled for the 2002-03 school year to make them more attractive and to increase student lunch participation.
2. Shade structures to enhance the outdoor lunch areas were erected at Roosevelt Elementary, Kelly Elementary, Foster Elementary and Roosevelt Middle School.
3. Colorfully painted trash barrels were placed in the lunch courtyards and additional outdoor benches have been provided for students.
4. Heating is provided to all cafeterias.
5. Attractive, new marquis messaging boards have been installed at the three high schools and several other schools to announce upcoming school activities.
6. District modernization projects will provide several modernized school lunch rooms and upgrade other areas of campus for students to enjoy their lunches.
7. The district has plans to modernize 12 kitchen food preparation areas.
8. Inspections of site cafeterias by the Los Angeles County Health Department are shared with the school site administrators to share with the school site councils. Inspections occur only in response to a complaint.
  - No inspections were conducted by the County Health Department during the 2001-02 school year.
  - In 2002-03 the Health Department visited a site cafeteria in response to a parent complaint and found that the complaint was unsubstantiated.
  - A visit occurred at a school in summer 2003, and a report of that complaint was shared with the site administration and site council.
  - One inspection was conducted during the second semester of the 2003-04 school year in response to a complaint. The complaint was found to be unsubstantiated.
  - An inspection was conducted in January 2005 in response to a complaint of no hot water at a site kitchen. The complaint was substantiated and hot water was immediately restored with no loss of food preparation time. The complaint was shared with the school principal.
  - There were no complaints or inspections conducted in the remainder of the 2004-05 year, and none in the first half of the 2005-06 school year.

9. All district cafeteria managers and cooks participate in the Serve-Safe national certification program, and three district food services employees are trainers in this certification program.
10. Training in food safety and service is provided regularly for all employees.

### Standard Implemented: Fully Implemented - Sustained

February 1999 Rating: 3  
 August 1999 Rating: Not Reviewed  
 February 2000 Rating: Not Reviewed  
 August 2000 Rating: 4  
 February 2001 Rating: 4  
 August 2001 Rating: 4  
 February 2002 Rating: 6  
 August 2002 Rating: 7  
 February 2003 Rating: 8  
 August 2003 Rating: 8  
 February 2004 Rating: 9  
 August 2004 Rating: 9  
 February 2005 Rating: 9  
 August 2005 Rating: 10  
 February 2006 Rating: 10







# CONSENT DECREE

## III. School Conditions and Instructional Materials

### ***Section 22. Central Telephone Number for Facilities Complaints***

- a. The State Administrator shall establish a central telephone number for the purpose of receiving complaints about condition of school facilities.*
- b. The telephone number shall be distributed to all parents at the beginning of each school semester and shall be posted in prominent places at all school sites.*
- c. All telephone calls shall be recorded on a form developed by the State Administrator. The form shall require information that will ensure that the State Administrator can prepare a quarterly report that provides information concerning the nature of the calls received, the number of calls received, the school that each call concerned, and the disposition of any complaints received. The quarterly report shall be provided to counsel for plaintiffs and defendants and shall be available to the public.*

**FCMAT Facilities Management Standard 11.2 was the standard used to monitor the district's compliance with Section 22.**

## **Facilities Management Standard 11.2**

### **Communication - Communication of Actions Taken, Planned, Progress Made**

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#### **Professional Standard**

The district should apprise students, staff and community of efforts to rectify any substandard conditions.

#### **Consent Decree Stipulations**

Section 22 of the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, includes the following stipulations: the district is to establish a central telephone number for complaints about the condition of school facilities, distribute and post the telephone number for the public, develop a form for recording calls, record all calls on the developed form, prepare quarterly reports concerning the calls received at the school and district levels.

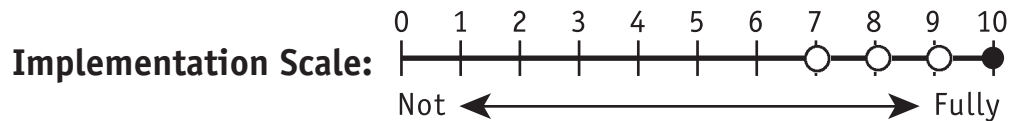
#### **Progress on Recommendations and Recovery Steps**

*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. The district provides ongoing communication about the district's activities and positive achievements to its community. The facilities department produces a quarterly newsletter, utilizes the district web site, and participates in district conducted community forums to keep the community informed of the district's facilities projects.
2. The Facilities Division provides monthly project status reports to the governing board and the district's Bond Oversight Committee.
3. The governing board has established a facilities sub-committee of two board members and district staff to monitor facilities conditions.
4. The district effectively communicated its facilities needs to its community and successfully passed an \$80 million local general obligation bond in November 2002 with a community approval rate of more than 80%.
5. Complaints about facilities can be made through the district's Emergency Hot-Line, anonymously through the WE-TIP program, or at open Board meetings. The WE-TIP hot-line program provides a means for community members to anonymously report facilities concerns or problems to the district.
6. Public complaints are also received through the district's central telephone number, the public information office, or the superintendent's office. School complaints are generally referred to the site principal for resolution. Complaints about security issues are made to the Police Services department. Facilities complaints are made to school principals, the facilities division, board members or the superintendent.
7. The district has also implemented the Williams settlement which provides parents a complaint process if there is a concern about facilities conditions or the sufficiency of instructional materials.
8. The district should receive regular reports from the WE-TIP program to analyze the type of calls received.

## Standard Implemented: Fully Implemented - Sustained

February 1999 Rating: 9  
August 1999 Rating: Not Reviewed  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 7  
February 2001 Rating: 7  
August 2001 Rating: 7  
February 2002 Rating: 8  
August 2002 Rating: 8  
February 2003 Rating: 8  
August 2003 Rating: 9  
February 2004 Rating: 9  
August 2004 Rating: 9  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10





# CONSENT DECREE

## III. School Conditions and Instructional Materials

### **Section 23. Volunteerism**

- a. The District shall actively recruit parents to volunteer at school sites both during hours that school is in session and other periods. The State Administrator shall develop a parent involvement plan that includes strategies for recruiting and utilizing parent volunteers to carry out the terms of this Consent Decree.*
- b. Volunteers shall be recruited to assist in security campus patrols, maintenance and litter removal, and after-school tutoring programs. Plaintiffs' counsel shall actively assist in recruiting other parents to do volunteer work. Parents will be encouraged to perform at least 40 hours of volunteer work per year at their child's school.*
- c. The principal of each school, using a form developed by the State Administrator, shall keep a record of the number of volunteer hours at each school site.*
- d. The State Administrator shall on a monthly basis present a certificate of appreciation to the volunteer of the month from each school. The certificate shall be presented at a public meeting, such as a meeting of the Advisory Board.*

**FCMAT Facilities Management Standard 10.1 was the standard used to monitor the district's compliance with Section 23.**

## Facilities Management Standard 10.1

### Community Use of Facilities - Plan to Promote Community Involvement in Schools

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#### Professional Standard

The district should have a plan to promote community involvement in schools.

#### Consent Decree Stipulations

Section 23 of the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, includes the following stipulations: the district is to develop a parent involvement plan, develop a form to record volunteerism, recruit parents to volunteer 40 hours per year, keep records of the number of volunteer hours at the schools, conduct monthly recognition programs and provide a certificate to the volunteer of the month.

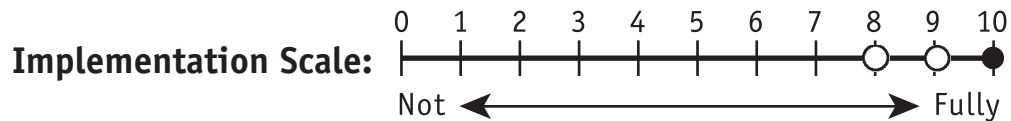
#### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. The district continues to promote community involvement in its schools, and continues to implement the “Volunteers in Public Schools” (VIPS) guide developed in the 1999-2000 school year and updated in June 2005.
2. Schools continue to monitor volunteer participation and the number of parent volunteer hours with sign-in sheets that are monitored by district administrative staff.
3. Training workshops continue to be provided to parents and school volunteers.
4. Each school has at least one or more parent coordinators to promote parent involvement and assist parents in volunteer activities.
5. Community input is regularly sought by the district. The district holds parent/community forums regularly to hear parents’ concerns and suggestions for improving district programs and operations. Four to five parent/community forums have been held each year in 2002-03, 2003-04 and 2004-05. A community forum was conducted in fall 2005 and four more are scheduled in 2006.
6. The district continues to provide training workshops to its classified personnel, particularly front office staff, regarding providing a “customer service” attitude to parents and school visitors.
7. All schools have a designated area for parents to meet. Parent centers are included in the district’s Comprehensive Facilities Master Plan.
8. The district conducts an annual volunteer recognition dinner at the end of the school year to show its appreciation for the many outstanding parent and community volunteers who have worked with the schools. Individual sites also recognize parent volunteers. Approximately 350 volunteers and guests attended the district’s volunteer recognition dinner conducted in May 2005.
9. Parent involvement is a major component of several grant programs awarded to the district, and parent committees are encouraged and supported.

## Standard Implemented: Fully Implemented - Sustained

February 1999 Rating: 8  
August 1999 Rating: Not Reviewed  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 8  
February 2001 Rating: 9  
August 2001 Rating: 10  
February 2002 Rating: 10  
August 2002 Rating: 10  
February 2003 Rating: 10  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10







# **CONSENT DECREE**

## **III. School Conditions and Instructional Materials**

### ***Section 24. Race Relations***

- a. The State Administrator shall develop a program to incorporate race relations and nonviolent conflict resolution into the ongoing course of study of all students. In addition, the plan shall encourage the participation of parents in the course of study.*

**FCMAT Pupil Achievement Standard 1.10 was the standard used to monitor the district's compliance with Section 24.**

## **Pupil Achievement Standard 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**

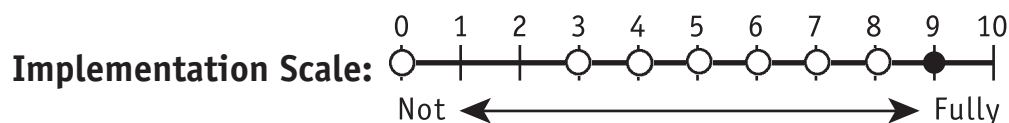
*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. The district is including in the History/Social Science curriculum the study of the various ethnic populations that are reflected in the student population.
2. The district purchased instructional materials on the Latino experience and the African-American experience for use in the classroom. The district has added instructional materials on the Asian, Pacific Islander, and Samoan experiences as well. Black History Month and Spanish Heritage Month are acknowledged in the instructional program. The birthdays of Martin Luther King, Jr. and Cesar Chavez are celebrated annually.
3. District desegregation funds have increased the availability of Spanish supplemental materials in school libraries.
4. The district's second annual Asian/Pacific Islander celebration was held at Longfellow School in May 2004. A districtwide Cultural Diversity Celebration was held in April 2005 at Compton High. The next annual Cultural Diversity Celebration is scheduled for April 2006 at Compton Community College.
5. The district has received one of only 17 Teaching American History grants awarded to California districts. This is a collaborative professional development effort with the California State Universities at Dominguez Hills and Long Beach to develop curriculum and train teachers in the teaching of American History, including the contributions of its various racial and ethnic groups. The grant is a Title II three-year grant for \$996,000 provided by the Museum of Tolerance. The district plans to make district funds available to continue the training.
6. District desegregation funds have increased the availability of Spanish supplemental materials in the school libraries.
7. All of the high schools have a student Human Relations Club. Programs for students in Conflict Resolution and Peer Mediation are implemented in the schools. Other student programs such as Positive Action for the fourth grade level, Character Education, and Wise Skills for the middle schools are encouraged. Eight elementary schools are implementing the Wise Skills program. Many schools have an Advisory period available to work directly on student issues.

8. The National Conference for Community and Justice (NCCJ) sponsored human relations camps for students in December 2004 and April 2005. 90 students participated in the district's Student Leadership Conference on January 28, 2005. Compton's leadership students also participated with other student leaders in the area in a one-day training conference supported by NCCJ in April 2005. The next NCCJ conference is scheduled for March 2006.
9. 125 K-12 students participated in the district's Student Leadership Summit in February 2005. 150 students in grades 4-12 from Cluster B participated in a leadership conference on a college campus.
10. Staff development for teachers focuses on the differentiation of instruction to meet the instructional needs of all students. All staff development activities use student data as the basis for determining teacher training needs. Recent staff development emphasis has been on how to increase the achievement of students of color. Specific instructional programs have been designed for the targeted groups of students.
11. The district, with nine other consortium members, has received a \$300,000 Cal-Soap grant for underrepresented students to attend college. Student interns from CSU-Long Beach assist district students with their college applications. The Achieving College Partnership, in collaboration with CSU-Dominguez Hills and UC-Irvine, encourages family members from underrepresented groups to be the first members of their family to attend college.
12. The district's instructional staff has been expanded. A Director of Curriculum and Instruction has been hired, and four resource teachers for the areas of English, Writing, English Learners, and Social Studies. A content area coach has been provided for the three remaining schools under the School Assistance and Intervention Team (SAIT) program.

### Standard Implemented: Fully Implemented - Substantially

February 1999 Rating: 0  
 August 1999 Rating: Not Reviewed  
 February 2000 Rating: 3  
 August 2000 Rating: 4  
 February 2001 Rating: 4  
 August 2001 Rating: 5  
 February 2002 Rating: 6  
 August 2002 Rating: 7  
 February 2003 Rating: 7  
 August 2003 Rating: 8  
 February 2004 Rating: 8  
 August 2004 Rating: 9  
 February 2005 Rating: 9  
 August 2005 Rating: 9  
 February 2006 Rating: 9





# CONSENT DECREE

## III. School Conditions and Instructional Materials

### **Section 25. Additional Compliance Requirements**

- a. Facilities Plan. A comprehensive facilities plan is currently being developed by CUSD. Upon completion of that plan, defendants shall submit to the Fiscal Crisis and Management Assistance Team (“FCMAT”) an implementation plan to implement all recommendations of the facilities plan including specific timelines. FCMAT shall solicit comments from plaintiffs’ counsel on the proposed implementation plan prior to its approval. FCMAT shall approve, with such modifications as it deems appropriate, the plan within 60 days of its submission. The implementation plan shall provide that all recommendations of the facilities plan are implemented at the earliest feasible date, and as part of the approval process, FCMAT shall issue detailed findings setting forth the reason each timeline was chosen. Defendants shall make a good faith effort to implement such implementation plan.*
- c. During the period of this Consent Decree, the proceeds of any local CUSD bonds or other local CUSD borrowing instruments shall be used solely to implement the facilities plan required by Section 25(a) until such plan is fully implemented or for such other capital expenditures determined by FCMAT to be necessary or appropriate to implement the FCMAT recovery plans until such plans are fully implemented.*

**FCMAT Facilities Management Standards 2.1 and 3.10 were the standards used to monitor the district’s compliance with Section 25a and 25c.**

## Facilities Management Standard 2.1

### Facility Planning - Maintenance of a Long-Range Facilities Master Plan

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#### Professional Standard

Compton Unified School District should have a long-range school facilities master plan.

#### 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 25) include developing a comprehensive facilities plan with time lines, submitting the plan to FCMAT for approval, and FCMAT soliciting comments from plaintiffs' counsel.

#### Progress on Recommendations and Recovery Steps

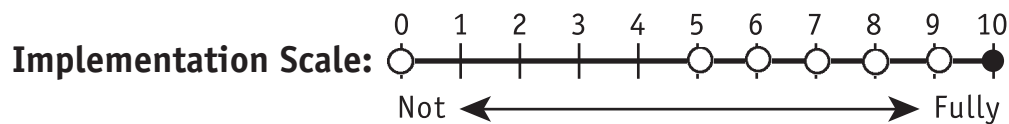
*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. The board adopted a long-range Comprehensive Facilities Master Plan on July 13, 1999. The district completed a Facilities Implementation Plan which was approved by FCMAT effective August 10, 2001. The implementation plan provides a time line and priority for modernization and new construction projects.
2. All district facilities projects since that time have been based on the long-range Facilities Master Plan. Decisions about the use of the district's deferred maintenance funds have also been guided by the plan.
3. Twenty-eight modernization and several new construction projects (6 classroom additions and 2 elementary schools) were approved by the Division of the State Architect (DSA) and the Office of Public School Construction (OPSC) several years ago and have awaited the availability of state and district funds.
4. The state's General Obligation Bond (GOB), Proposition 47, was passed in November 2002.
5. The district's local \$80 million General Obligation Bond, Measure I, was passed in November 2002.
6. The district established a bond oversight committee of 12 community members and a representative of FCMAT to ensure that the bond proceeds are utilized as the voters intended. The committee meets on the first Monday of each month to review district reports on project updates.
7. The district approved a Certificate of Participation (COP) for \$16 million to build the William Jefferson Clinton Elementary School, which opened to students in January 2003 to accommodate 850 students. Funds for construction of Clinton Elementary School were included in the GOB which will be used to retire the COP. Additional classrooms are planned to expand Clinton Elementary to accommodate the additional students that will be attending the school.
8. Additional classroom buildings with science/technology labs are planned for Dominguez, Compton and Centennial High Schools.

9. The district has initiated work on the second of the three new schools identified in the Facilities Master Plan. The district offices at South Tamarind Avenue will be demolished for the second new elementary school, Liberty Elementary, to be built there. District office staff and administrators are currently housed in temporary bungalows at 500 South Santa Fe Avenue. The district board has approved a \$10 million Certificate of Participation (COP) to build permanent facilities for district office operations to be located on South Santa Fe Avenue.
10. Completion of the majority of the district's current modernization projects is expected by summer 2006.
11. The district is currently seeking additional funding for future facilities projects. The district carefully monitors its student enrollment growth for eligibility in increased facilities funding.

### Standard Implemented: Fully Implemented - Sustained

February 1999 Rating: 0  
 August 1999 Rating: 5  
 February 2000 Rating: 6  
 August 2000 Rating: 7  
 February 2001 Rating: 8  
 August 2001 Rating: 9  
 February 2002 Rating: 10  
 August 2002 Rating: 10  
 February 2003 Rating: 10  
 August 2003 Rating: 10  
 February 2004 Rating: 10  
 August 2004 Rating: 10  
 February 2005 Rating: 10  
 August 2005 Rating: 10  
 February 2006 Rating: 10





## **Facilities Management Standard 3.10**

### **Facilities Improvement and Modernization - Plan for Maintenance and Modernization Exists**

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#### **Legal Standard**

The CUSD maintains a plan for the maintenance and modernization of its facilities. [EC 17366]

#### **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 25) include developing a comprehensive facilities implementation plan with time lines, submitting the plan to FCMAT for approval, and FCMAT soliciting comments from plaintiffs' counsel.

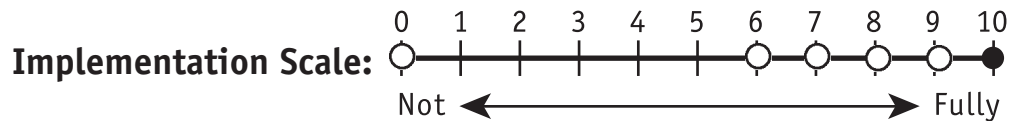
#### **Progress on Recommendations and Recovery Steps**

*This standard is fully implemented and the Consent Decree stipulations have been met.*

1. The district developed a Comprehensive Facilities Master Plan, adopted by the Board in July 1999.
2. The district completed a Facilities Implementation Plan, approved by FCMAT effective August 10, 2001, to implement the district's Comprehensive Facilities Master Plan. The plan identifies sources of district general funds and provides a priority for the completion of construction projects.
3. All district facilities projects since 1999 have been based on the long-range Facilities Master Plan. Decisions about the use of the district's deferred maintenance funds were also guided by the plan.
4. The state's General Obligation Bond, Proposition 47, was passed in November 2002, and the district's local \$80 million General Obligation Bond, Measure I, was passed in November 2002. The district established a bond oversight committee to ensure that the bond proceeds from the district's \$80 million local general obligation bond are utilized as the voters intended.
5. The district has initiated work on the second of the three new schools identified in the Facilities Master Plan. The district offices at South Tamarind Avenue will be demolished for the new Liberty Elementary School to be built there. District office staff and administrators are currently being housed in temporary bungalows on South Santa Fe Avenue. The district board has approved a \$10 million Certificate of Participation (COP) to build permanent facilities for district office operations to be located on South Santa Fe Avenue.
6. The district is currently seeking additional funding for future facilities projects.
7. Completion of the majority of the district's current modernization projects is expected by summer 2006.

## Standard Implemented: Fully Implemented - Sustained

February 1999 Rating: 0  
August 1999 Rating: Not Reviewed  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 6  
February 2001 Rating: 6  
August 2001 Rating: 7  
February 2002 Rating: 8  
August 2002 Rating: 9  
February 2003 Rating: 9  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10





# CONSENT DECREE

## III. School Conditions and Instructional Materials

### Section 25. Additional Compliance Requirements

*b. FCMAT has prepared five recovery plans for CUSD: Pupil Achievement; Financial Management; Facilities Management; Personnel Management; and Community Relations. In each of these five plans, FCMAT has identified specific legal and Professional Standards by which to assess CUSD's compliance. In connection with each standard, FCMAT has measured CUSD's progress using a 10-point scale, with a scaled score of "0" representing a standard that is not implemented and a scaled score of "10" representing a standard that is fully implemented. The standards of the Pupil Achievement recovery plan and Facilities recovery plan are made a part of this Consent Decree and shall be subject to the compliance requirements of this Consent Decree.*

- (i) A list of standards for the Pupil Achievement recovery plan and Facilities recovery plan, including the current scaled scores is set forth in Exhibit "A" attached hereto and incorporated by reference. Any standard that has a scaled score of 8, 9, or 10 shall be deemed to have been implemented. Any standard that has a scaled score of less than 8 shall be addressed and improved by defendants. Compliance with a recovery plan's standards shall be deemed satisfied when FCMAT certifies that defendants have achieved an average scaled score for all such standards of 7.5 and no standard has received a scaled score of less than 4. In addition, compliance shall not be deemed achieved unless the following standards have received a score of at least 8:
  - 1) Pupil Achievement: 1.2; 1.4; 1.5; 1.10; 1.11; 1.16; 1.20; 1.21; 1.23; 1.25; 2.3; 2.6; 2.9; 2.10*
  - 2) Facilities: 1.3; 1.6; 1.7; 1.8; 1.9; 1.12; 1.14; 1.17; 2.1; 2.3; 2.4; 2.5; 2.6; 3.4; 3.8; 3.10; 6.2; 6.3; 8.5; 8.6; 8.8; 8.9; 8.10; 8.12; 9.3; 9.4; 9.7; 9.8; 9.10; 9.11.**
- (ii) Within 60 days of the approval of this Consent Decree, defendants shall submit to FCMAT a proposed time line to implement the Pupil Achievement recovery plan and Facilities recovery plan. FCMAT shall solicit comments from plaintiffs' counsel on the proposed time lines prior to its approval. FCMAT shall approve, with such modifications as it deems appropriate, the time lines within 60 days of its submission. The time lines shall provide that all recommendations of these recovery plans are implemented at the earliest feasible date, and FCMAT shall issue detailed findings setting forth the reason each time line was chosen.*
- (iii) In the event that defendants are unable to comply with any time line, defendants may apply to the Special Master for an extension of time upon a showing of good cause. Absent an extension, plaintiffs may apply to the Special Master for specific orders directing particular actions to bring CUSD into compliance.*

**The FCMAT standards that were identified in the Consent Decree Section 25.b.i as needing to reach a rating of 8 to be deemed compliant follow on the next pages of this report. All of the identified standards in Pupil Achievement and Facilities Management have reached a rating of 8 or better as required.**

Charts of the Pupil Achievement and Facilities Management standards are included in this report to provide an overview of the ratings of the standards over time and the status of their implementation.

## Pupil Achievement Standards

The following standards were identified by the parties in the Consent Decree 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

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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

*This standard is fully implemented and the Consent Decree stipulation has been met.*

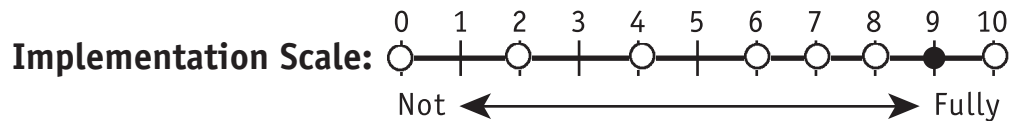
1. The district utilizes multiple diagnostic assessments to measure students' academic performance. An Assessment Plan has been developed, presented, and disseminated to all principals and site testing coordinators. All schools submit a site testing plan for administering the STAR and CAHSEE tests.
2. Schools receive timely assessment results for all district and state assessments for use in developing their individual school plan for student achievement. Extensive data is available to site staffs in a user-friendly format. Test results are disaggregated, summarized and presented to the Executive Cabinet, principals and teachers. Teachers receive performance data for each class of students indicating the standards mastered by students.
3. Presentations on the district's testing program and levels of student performance have been made annually to teachers, the governing board and the community. Schools can download test reports or power point programs for parent presentations on the various tests and test terminology (AYP, API, CST) and how to interpret test scores. The district has made available the web-based Data Driven Classroom program that allows teachers to access student performance data from any school site or from home.
4. The district has successfully implemented the new Eagle attendance and student information system. Each student's assessment history is now stored in the new system. Teachers are able to access test scores for any student on their class roster and can order their own reports.
5. The district has developed a video in English and Spanish on the California High School Exit Exam (CAHSEE) and has publicized the importance of the CAHSEE on the district's public information station Channel 26 to inform parents of the high school exit exam requirement beginning with the graduating class of 2006.
6. The CAHSEE is administered in the spring (February and May) to current 10th graders. All three high schools met the 95% participation rate in spring 2004 and 2005. Seniors have an extra test administration opportunity in March.
7. The district has 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 participate in CAHSEE trainings provided by UC Irvine, Kaplan, the College Board, and the LACOE Principals' Exchange. As of February 2006, approximately 515 seniors had not yet met the CAHSEE requirement for graduation in June. Many of these students are special education students who will be exempted, by special legislation, from this requirement for 2006 only.

8. High school graduation requirements have been increased for the graduating class of 2006 and beyond. New requirements include two years of foreign language (20 credits), one year of visual and performing arts (10 credits), 2.5 credits in community service (45 clock hours) and 2.5 credits in a senior research project. Graduation requirements are posted on the district website and on graduation requirement posters displayed in classrooms throughout the high schools.
9. The district has developed benchmark assessments for English Language Development (K-12), English Language Arts (K-12), Mathematics (K-12), and Science (K-5). Benchmarks for History/Social Science are in progress.
10. Assessments are also imbedded in adopted curriculum materials such as Open Court, Holt, Language! and Saxon Math, providing teachers with immediate feedback on students' performance. Quarterly benchmarks have been developed in ELD, mathematics and writing.
11. District writing assessments continue to be administered four times a year. Teachers score writing assessments using a 6-point rubric that is aligned with the state standards and CAHSEE. The Vantage Writing Assessment program is available to seventh graders online.
12. The district is working to improve the schools that have not made Adequate Yearly Progress (AYP) for several years, identified as Program Improvement (PI) schools. Fifteen district schools were PI schools in 2003-04, seven in year 1 and eight in year 3. In 2004-05, 23 schools were PI schools, eleven in year 1, four schools in year 2, and eight schools in year 4 which is the planning year for restructuring the school. Three district schools also require School Assistance and Intervention Teams (SAIT) for school improvement. Two schools have been identified as state monitored schools under the High Priority Schools program.
13. In the 2003-04 school year, Centennial High School received a three-year interim accreditation with a visit scheduled in spring 2007. Centennial HS also exited the School Assistance and Intervention Team (SAIT) program.
14. Compton High School and Dominguez High School were visited by the Western Association of Schools and Colleges (WASC) accreditation teams in fall 2004. Both schools received notification of their accreditation status in spring 2005.
  - Compton High received an accreditation of one year through 2005-06, with a one-day visit to be conducted in 2006 and an extension until the full review team visits in fall 2006.
  - Dominguez High received an accreditation of two years through 2006-07.
15. All three of the district high schools must seriously address the urgency of maintaining their accreditation status. Each of the three high schools will be visited by a full accreditation team in fall 2006 or spring 2007 and will be awarded new terms of accreditation to begin fall 2007.



## Standard Implemented: Fully - Substantially

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 Rating: 8  
August 2003 Rating: 8  
February 2004 Rating: 9  
August 2004 Rating: 9  
February 2005 Rating: 10  
August 2005 Rating: 9  
February 2006 Rating: 9



## 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

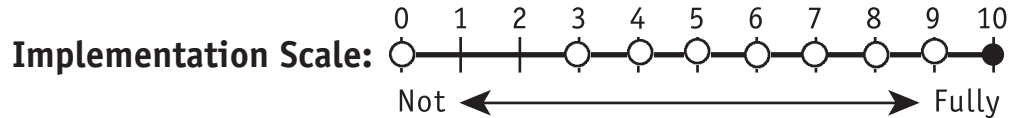
*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. Coaching of teachers is provided by site administrators, the Los Angeles County Office of Education, UC subject matter consultants, and outside consultants. Principals have been trained in coaching strategies.
2. In collaboration with nearby colleges and universities, the district continues to apply for and receive professional development grants to enhance teachers' teaching skills.
3. All new instructional programs implemented include coaching of teachers as a major strategy to be provided by all service providers. Coaching and classroom support is expected to be consistent and frequent.
4. The certificated evaluation form has been revised to include the California Standards for the Teaching Profession as desired teaching outcomes. Principals are required to be in the classrooms or engaged in instructional activities for a minimum of 20% of the day to address instructional improvement.
5. Principals are evaluated by the cluster associate superintendents with final evaluation approval made by the Superintendent. The principal's evaluation process includes evaluation of curriculum oversight and time in the classroom.
6. The district is focused on improving student academic performance and has developed an internal instructional audit process, detailed in an Instructional Audit Handbook, to monitor effective program implementation at the schools. Visiting teams of four or more administrators visit each of 12 sites for one day during the first quarter, with two to three visitations occurring in the next three quarters. In the 2004-05 year, visits to the first 12 sites were conducted in November 2004. Second and third visits were conducted in February and May 2005. Visits for 2005-06 have been scheduled for December 2005, January, February and March 2006.
7. Cluster associate superintendents meet with site administrators regularly and visit schools frequently. Cabinet members visit sites every Wednesday. School Site Visitation Reports document these weekly site visits.
8. School schedules were modified to include "banked time" to establish minimum days for staff development. Minimum days are currently scheduled on Wednesdays, instead of Mondays, and provide a block period of time for staff development and instructional support.
9. The Office of Research, Evaluation, and Assessment continues to assist the district and school sites by providing relevant and timely student assessment information to assist in staff development. Sites can conduct a student performance assessment every two weeks by using a district item bank to create appropriate exam questions to determine student mastery of instructional content.

10. The district has established a two-year Aspiring Administrators Academy to train district teachers for future administrative positions. Two training sessions are provided each year to help these aspiring administrators to appropriately use and interpret test data.
11. The district conducts an annual Parent Survey to solicit parent input on various district operations. Approximately 4,000-5,000 responses are received from parents each year.

### **Standard Implemented: Fully - Sustained**

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 Rating: 8  
August 2003 Rating: 8  
February 2004 Rating: 9  
August 2004 Rating: 9  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## 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.

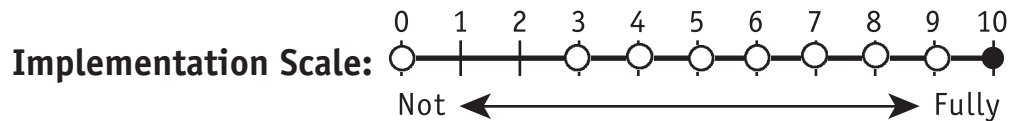
### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. The certificated evaluation form was revised to align with the California Standards for the Teaching Profession. Principals have been trained to use the revised evaluation form and to base classroom observations on these standards.
2. The district has implemented the Eagle student information system which can interface with the Human Resources HRTS personnel system. The district is able to monitor teacher credential requirements, the 150 hours of professional development required for credential renewal, progress toward meeting the competency requirements of the No Child Left Behind Act, and participation in AB 466 and AB 75 training activities.
3. The district's Peer Assistance and Review Program (PAR) provides a plan of assistance to teachers who are performing at a less than satisfactory level. The Beginning Teacher Support and Assistance (BTSA) program provides coaching support to probationary teachers.
4. Principals are expected to spend a minimum of 20% of their day in the classroom or in related instructional activities. Principals' evaluations include their effectiveness in supervising faculty and staff, and monitoring curriculum, which includes significant documentation.
5. The cluster associate superintendents receive information about the instructional programs at the sites through the instructional audit team review process. They discuss the strengths and weaknesses of the instructional programs observed, and work with the site principals to identify the steps to take to improve the delivery of instruction in the classrooms.
6. Numerous staff development workshops are provided to improve the skills and performance of the instructional staff. Teachers needing assistance can receive appropriate staff development training.
7. Executive cabinet members visit school sites every Wednesday. A School Site Visitation Report form has been developed to document these visits and any findings, comments or concerns.
8. All principals participate in required training through the Compton Leadership Development Institute, which covers twelve topics of effective leadership in school operations. Principals are also required to have, or obtain within two years, English Learner authorization (CLAD or BCLAD). 51% of all certificated district employees including management have this authorization.

## Standard Implemented: Fully - Sustained

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 Rating: 8  
August 2003 Rating: 8  
February 2004 Rating: 9  
August 2004 Rating: 9  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## 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 emphasis 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

*This standard is fully implemented and the Consent Decree stipulation has been met.*

#### *Special Education:*

1. A 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. Initial Student Placement Procedures and a Tracking Form have been developed. 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. Students are placed at a school generally within 24 hours of enrolling.
2. The comprehensive student registration form, in English and Spanish, was revised in spring 2005. It solicits pertinent information on incoming students for appropriate placement of students. The student intake process is well-established and efficient.
3. Identified special education students and students with 504 accommodations plans receive immediate services by center staff. Students suspected of needing special education or special accommodations are immediately referred to appropriate staff for assessment.
4. 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.
5. District Special Education administrators are located at the Student and Staff Support Center on Alondra Street. A new director for Special Education was hired in fall 2005. The school psychologists have work stations at the Alondra Street site and are assigned to a specific cluster of schools to provide services to the students in their cluster.
6. The Special Education Handbook of Policies and Procedures provides compliance protocols and procedures for monitoring of special education services. The protocols summarize the administrative responsibilities of site administrators in the SST, IEP, and 504 processes. The Handbook will be updated by summer 2006 to reflect changes in the federal IDEA. The district has been working with the Office for Civil Rights (OCR) in December 2005 and January 2006 on the updates. A Leadership Team composed of 3

- psychologists, 2 program coordinators and the senior directors meet weekly to update the policies and procedures manual. When completed, training will be provided for site administrators, teachers and staff on the changes in the protocols within the department and the changes that reflect the revisions in the federal IDEA. A quick reference guide of commonly asked questions about special education will also be developed for easy use.
7. The district has developed a Voluntary Resolution Plan in response to OCR concerns to ensure that it has sufficient numbers of appropriate staff to identify and address the special education and linguistic needs of English language learners. OCR continues to monitor the district's progress.
  8. As of December 1, 2005, approximately 1748 students or 5.78% of the 2005-06 student population were identified as special education students: 660 in the Resource Specialist Program, 971 in Special Day Classes and 114 in other placements (TMR). The district is monitoring its referral process to assess whether African-American students may be over-identified and Hispanic students under-identified. An examination of current student numbers indicates that 53% of special education students are African-American and 46% are Hispanic; 67% of current special education students are males. The 2004-05 CBEDS ethnicity data indicate that the district has 26.9% African-American students and 71% Hispanic students in the general student population.
  9. The district's plan of corrective actions in Special Education was accepted by the State Department of Education.
  10. Intervention programs include after school tutorials, additional class periods or an extension of the student's day, and mandatory summer school attendance.
  11. A workability program resource center has been established at Tibby Elementary School. Training for Transitions is provided by the Workability I coordinator to teachers of special education students 16 years of age or older. Students are being identified as early as age 14 for Transition support and training. 676 students are currently participating in the Workability I program.
  12. The district's implementation of the Eagle student information system enables the district to monitor the status of student IEPs, Triennials, 504s, and Student Suspensions. The district is able to monitor, by site, any overdue triennial or IEP to take timely action. Weekly reports are provided to the cluster associate superintendents for follow-up. A new data base was created in the student information system to track pre-school and kindergarten special needs students.
  13. The district has established a Special Needs Advisory Committee that meets every month on special needs issues. The district also has established a support group for parents of autistic students.
  14. The district has implemented a new technology data system that allows special education data to be transferred electronically to the county office.
  15. A Section 504 manual has been developed and is under review by OCR. Training on 504 has been conducted at all school sites.
  16. Monthly professional development workshops are being provided for special education teachers at all grade levels. These meetings are held on the Wednesday minimum days and are provided in conjunction with the BTSA training program.

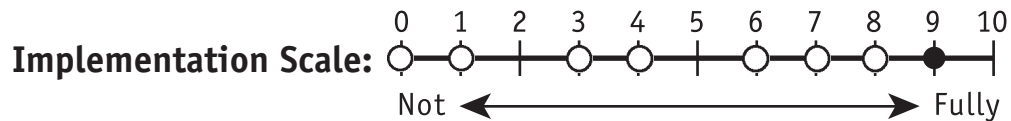
### ***English Language Learners:***

1. The Master Plan for English Learners is being implemented. The Master Plan was adopted by the governing board on December 10, 2002, and was approved by the state department.
2. Board Policy No. 6174 Education for English Language Learners was revised.
3. Appropriate assessments of new students are conducted based on the Home Language Survey.
4. The district reports that student demographics in the district are changing, and students are highly transitory. For example, in the period from September 2004 to January 2005, the district enrolled 4,125 new elementary students, 871 new middle school students and 789 new high school students. 54% of the elementary students were English Learners (EL), 31% of the middle school students were EL and 18% of the high school students were EL. 84 of the elementary students needed special education services, as well as 80 of the middle school students and 57 of the high school students. 52 students enrolled during this period were both English Learners and needed special education services.
5. The district has been visited by the Comité each year since 2002-03 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. Appropriations withheld by the state department for previous non-compliance issues in 2001-02 were released to the district (\$2.2 million). The district received all funds for 2003-04 with the expectation that the district would continue to improve its services to students. The \$3.2 million that was withheld from 2002-03 was released by the state in 2004-05. All funds previously withheld for non-compliance issues have thus been released to the district.
6. The district has been informed that the Office for Civil Rights soon will formally close its monitoring of the district's English Learner program.
7. 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. Current teacher preparation programs include CLAD certification. The district expects site principals to have or acquire CLAD or BCLAD certification within three years.
8. The district developed English Learner (EL) district benchmarks, and EL checklists for both elementary and secondary principals to monitor the EL programs at their sites.
9. The district has developed new program descriptions for program placement. 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 ELD classes.
10. The district provides Structured English Immersion classes at all sites, and dual Spanish immersion programs at Emerson, Tibby, Bunche, and Roosevelt Elementary Schools, and at Roosevelt Middle School. Newcomer classes are offered at Jefferson and Kennedy Elementary Schools and Davis Middle School.
11. An ELD Curriculum Guide has been developed and disseminated to teachers. *High Point* is used in grades 4-12 and *Avenues* is used in grades K-5 as the textbooks in ELD classrooms. Additional support materials have been purchased for all levels.
12. An EL Resource Teacher was hired for the 2005-06 school year to assist in monitoring the EL program and providing staff development to the school sites.



## Standard Implemented: Fully - Substantially

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 Rating: 7  
August 2003 Rating: 7  
February 2004 Rating: 8  
August 2004 Rating: 8  
February 2005 Rating: 8  
August 2005 Rating: 9  
February 2006 Rating: 9



## 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.

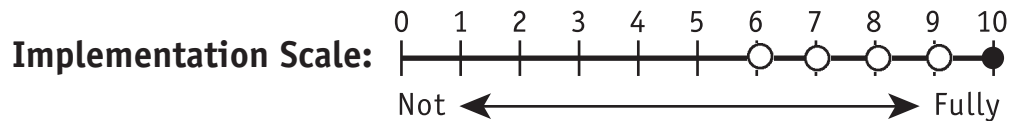
### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. 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 and public announcements.
2. The district has a board policy that addresses student learning time that is sent to the schools each year.
3. 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.
4. The Superintendent has placed a moratorium on field trips during the instructional day between February and May of the STAR testing period.
5. The Superintendent has set 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 95% attendance rate for high school students. The goal for teacher attendance is 97%. Weekly teacher attendance reports are provided to the cabinet and site principals.
6. The district monitors student attendance regularly, particularly as future student enrollment is expected to decrease slightly, and the general fund revenue limit is tied to students' average daily attendance.
7. The district is involved with other districts in multi-agency truancy sweeps. A district truancy center is scheduled to open in February 2006.

## Standard Implemented: Fully - 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 Rating: 10  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## 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.

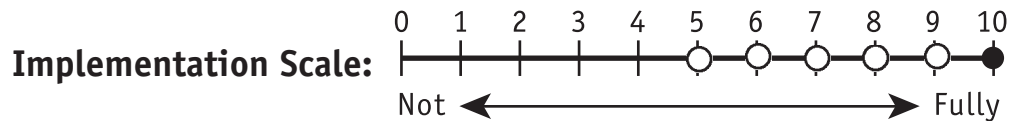
### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. The district complies with the mandates of the Education Code 51000 through 52950. The district updated board policies in 2000 and has established procedures for reviewing board policies on a regular basis.
2. 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 have been further revised to make them user-friendly.
3. All textbooks are aligned with the California Content Standards. Adoption of textbooks follows the state adoption cycle and is conducted at the district level to ensure comparability of instruction across the district. The Williams settlement protocols are being implemented and all students are provided a textbook for each of the core courses.
4. The district completed the Master Plan for English Learners in December 2002. The plan was approved by the district board and the state department.
5. The district has revised its educational plan to meet Performance Improvement (PI) District compliance requirements.
6. The district is focused on improving student academic performance and has developed an internal instructional audit process, detailed in an Instructional Audit Handbook, to monitor the effective implementation of instructional programs at the schools.
7. Graduation requirements for the graduating class of 2006 include passage of the CAHSEE exit exam. Graduation requirements are posted on the district website and in high school classrooms. Remedial intervention strategies are provided to assist students in passing the CAHSEE exam.

## Standard Implemented: Fully - Sustained

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 Rating: 9  
August 2003 Rating: 9  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## 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.

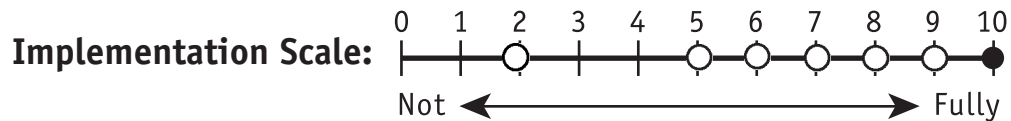
### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. The district utilizes multiple diagnostic assessments to measure students' academic performance. An Assessment Plan has been developed, presented, and disseminated to all principals and site testing coordinators.
2. Each school receives timely test results to use in developing their school plan for improving student achievement. Schools are provided 4-5 years of historical comparative test data for all subgroups of students to monitor student progress over time and to plan for instructional improvement.
3. The district successfully implemented the Eagle attendance and student information system. Each student's assessment history is stored in the new system and teachers are able to access test scores for any student on their class roster and can order their own reports.
4. Test information and test data are accessible online. Schools can download test reports or power point programs for parent presentations on the various tests and how to interpret test scores.
5. The district has developed a video in English and Spanish on the California High School Exit Exam (CAHSEE) and has publicized the importance of the CAHSEE on the district's public information station Channel 26 to inform parents of the high school exit exam requirement beginning with the graduating class of 2006.
6. The district provides instructional materials funds to the sites on an equitable per-pupil basis. Categorical funds are utilized to support instructional programs for children with special educational needs, e.g., English language learners and special education.

## Standard Implemented: Fully - Sustained

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 Rating: 8  
August 2003 Rating: 8  
February 2004 Rating: 9  
August 2004 Rating: 9  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## 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

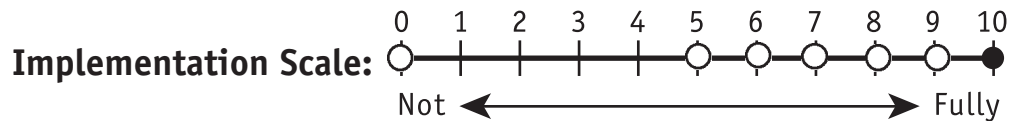
*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. This standard also is discussed in Standards 1.4 and 2.9.
2. The district utilizes multiple diagnostic assessments to measure students' academic performance. An Assessment Plan has been developed, presented, and disseminated to all principals and site testing coordinators. All schools submit a site testing plan for administering the STAR and CAHSEE tests.
3. Schools receive timely assessment results for all district and state assessments for use in developing their individual school plan for student achievement. Extensive data is available to site staffs in a user-friendly format. Test results are disaggregated, summarized and presented to the Executive Cabinet, principals and teachers. Teachers receive performance data for each class of students indicating the standards mastered by students.
4. Test results are available in a variety of formats for school use. 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.
5. The district implemented the Eagle attendance and student information system. Each student's assessment history is stored in the new system and teachers are able to access test scores for any student on their class roster and can order their own reports.
6. Test information and test data are accessible online. Schools can download test reports or power point programs for parent presentations on the various tests and how to interpret test scores.
7. The district has developed a video in English and Spanish on the California High School Exit Exam (CAHSEE) and has publicized the importance of the CAHSEE on the district's public information station Channel 26 to inform parents of the high school exit exam requirement beginning with the graduating class of 2006.
8. Training workshops on the district's assessment tools continue to be provided to administrators and teachers.



## Standard Implemented: Fully - Sustained

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 Rating: 8  
August 2003 Rating: 8  
February 2004 Rating: 9  
August 2004 Rating: 9  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



# Chart of Pupil Achievement Standards

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*Progress Ratings Toward Implementation of the Serna v Eastin  
Consent Decree*





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 Rating	Feb. 2004 Rating	Aug. 2004 Rating	Feb. 2005 Rating	Aug. 2005 Rating	Feb. 2006 Rating	Time line/ Goal
1.8	Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.	3	5	6	7	7	NR	NR	7	NR	NR	NR	NR	NR	NR	NR	June 2002
1.9	Evaluations provide constructive feedback for improving job performance.	0	3	4	5	5	NR	NR	6	NR	NR	NR	NR	NR	NR	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	8	8	9	9	9	9	Implemented
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	8	8	9	9	10	10	Implemented
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	NR	NR	NR	NR	NR	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	NR	NR	NR	NR	NR	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	NR	NR	NR	NR	NR	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	NR	NR	NR	NR	NR	NR	June 2002



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 Rating	Feb. 2004 Rating	Aug. 2004 Rating	Feb. 2005 Rating	Aug. 2005 Rating	Feb. 2006 Rating	Time line/ 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	7	8	8	8	9	9	Implemented
1.24	Clearly defined discipline practices have been established and communicated among the students, staff, board and community.	8	N R	NR	8	9	NR	NR	10	NR	NR	NR	NR	NR	NR	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	8	8	9	9	9	10	Implemented
1.26	The district has adopted a plan for integrating technology into the curriculum.	0	4	5	6	7	NR	NR	8	NR	NR	NR	NR	NR	NR	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	NR	NR	NR	NR	NR	NR	June 2002
1.28	Human Resources practices support the delivery of sound educational programs.	0	NR	NR	5	5	5	NR	6	NR	NR	NR	NR	NR	NR	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	NR	NR	NR	NR	NR	NR	Implemented

[illegible]



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 Rating	Feb. 2004 Rating	Aug. 2004 Rating	Feb. 2005 Rating	Aug. 2005 Rating	Feb. 2006 Rating	Time line/ Goal
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	8	9	9	10	10	10	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	8	9	9	10	10	10	Implemented

**NR** not reviewed  
 \* must reach score of 8 per consent decree

## Facilities Management 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 Facilities Management standards is included to provide an overview of the ratings of the standards over time and the status of their implementation.

- 1.3 See Consent Decree Section 14
- 1.6
- 1.7
- 1.8 See Consent Decree Section 16
- 1.9 See Consent Decree Section 15
- 1.12 See Consent Decree Section 9 or 18
- 1.14 See Consent Decree Section 16 or 18
- 1.17
- 2.1 See Consent Decree Section 25
- 2.3
- 2.4
- 2.5
- 2.6
- 3.4
- 3.8
- 3.10 See Consent Decree Section 25
- 6.2
- 6.3
- 8.5
- 8.6
- 8.8
- 8.9
- 8.10 See Consent Decree Section 17
- 8.12
- 9.3 See Consent Decree Section 21
- 9.4 See Consent Decree Section 7
- 9.7
- 9.8 See Consent Decree Section 10
- 9.10
- 9.11 See Consent Decree Section 18

## 1.6 School Safety - Monitoring of Bus Loading/Unloading Areas for Safety

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### Professional Standard

Bus loading and unloading areas, delivery areas, and parking and parent loading/unloading areas are monitored on a regular basis to ensure the safety of the students, staff and community. Students, employees and the public should feel safe at all times on school premises.

### 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.

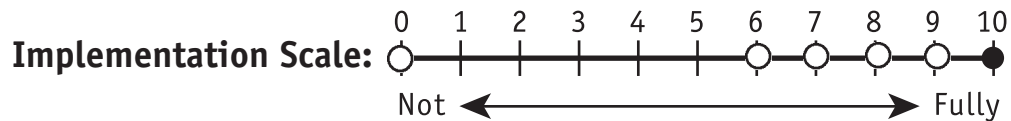
### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. The district has contracted its home-to-school and student field trip busing services to an outside vendor since September 2000. The district's contract with First Student ended August 30, 2004. The district contracted with another bus company, Durham School Services, in September 2004. The district assessed and provided feedback to the new transportation contractor at the end of the 2004-05 year.
2. The bus routes and pick up points were established by the district and provided to the new transportation contractor. The district attempts to enforce the walking distances included in district policy. However, board response to parent complaints resulted in exceptions for some schools to the walking distances policy and increased expenditures beyond the budget.
3. A tri-fold "Bus Rider's Handout" was prepared for student bus riders and provides safety tips for students when waiting for the bus, getting on the bus, riding the bus, and getting off the bus.
4. The district has implemented a new software program, Planware Systems, for bus routing for the home-to-school transportation program. The system is also able to plan for future school boundary changes and adjusted routes. School maps and bus route information will be available to parents with internet access by entering an address online.
5. The district continues to monitor the bus loading and unloading areas, and the traffic patterns around the campuses. Special student loading zones have been created at several school sites. The architectural plans for new schools in the district include designs for new bus loading/unloading points.
6. The district has a good working relationship with the City of Compton and recently worked on a joint project with the city which received a "Safe Route to School" grant. The district and the city examined school drop off areas, red curbed areas, and traffic patterns to assess any safety hazards. Remedies have included the installation of flashing lights, crosswalks, signs indicating bus loading and unloading areas and student drop off areas, and wider sidewalks in some school areas. The district and the city together provide 78 crossing guards at various school sites.

## Standard Implemented: Fully - Sustained

February 1999 Rating: 0  
August 1999 Rating: 6  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 6  
February 2001 Rating: 6  
August 2001 Rating: 6  
February 2002 Rating: 7  
August 2002 Rating: 8  
February 2003 Rating: 9  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## **1.7 School Safety - Installation and Operation of Outside Security Lighting**

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### **Professional Standard**

Outside lighting is properly placed and monitored on a regular basis to ensure the operability/ adequacy of such lighting to ensure safety while activities are in progress in the evening hours. Outside lighting should provide sufficient illumination to allow for the safe passage of students and the public during after hour activities. Lighting should also provide security personnel with sufficient illumination to observe any illegal activities on campus.

### **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.

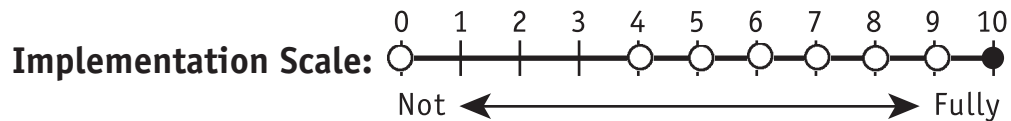
### **Progress on Recommendations and Recovery Steps**

*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. The district's 28 modernization projects are expected to be completed by summer 2006. Many of the lights and electrical components at the district's campuses have been retrofitted to be more energy efficient. More power is available to the sites although less energy is utilized with the improved systems.
2. The district has worked to upgrade all electrical systems and implement energy conservation practices.
3. Periodic, unannounced school visits continue to be conducted by district staff and FCMAT representatives to monitor campus facilities.
4. The district's 28 modernization projects have upgraded exterior as well as interior electrical systems. The district has an inventory of new light fixtures and lamps in its warehouse.

## Standard Implemented: Fully - Sustained

February 1999 Rating: 0  
August 1999 Rating: 4  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 4  
February 2001 Rating: 5  
August 2001 Rating: 6  
February 2002 Rating: 7  
August 2002 Rating: 8  
February 2003 Rating: 9  
August 2003 Rating: 9  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## 1.17 School Safety - All Exits are Free of Obstructions

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### Legal Standard

All exits are free of obstructions. [CCR Title 8 §3219]

### 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.

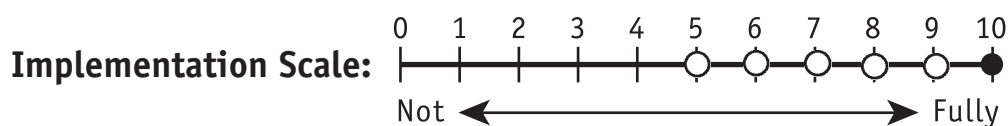
### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. All schools have an operational fire alarm system in place. While schools underwent modernization, school site security staff was assigned fire watch responsibilities.
2. Plant managers and site custodial staffs receive structured monthly training workshops to improve site safety and cleanliness. Staff has been directed to keep storage areas clean and all exits free of obstructions.
3. Intrusion alarms at school sites were upgraded in April 2004 by the security alarm provider, Advance Alarm. The alarms have improved security of district property and negated the need for padlocking doors.
4. Illuminated exit signs have been placed at exit doors in gyms, auditoriums and cafeterias at two heights, over exit doors and at knee-high level in case smoke forces evacuees to crawl along the floor toward the exits. Inoperable exit lights are being replaced with liquid electronic display (LED) signs.
5. Random, unannounced site inspections continue to be conducted to monitor the sites.

### Standard Implemented: Fully - Sustained

February 1999 Rating: 5  
August 1999 Rating: 5  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 6  
February 2001 Rating: 7  
August 2001 Rating: 8  
February 2002 Rating: 9  
August 2002 Rating: 9  
February 2003 Rating: 9  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## 2.3 Facility Planning - Efforts to Seek State and Local Matching Funds

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### Professional Standard

Compton Unified School District should seek state and local funds.

### 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

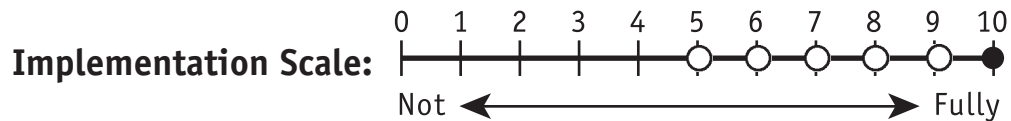
*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. The district continually seeks state and local funding for facilities improvement projects. For example, the district sought \$13 million in facilities funds for enrollment growth based on the district's 2004 student enrollment. Enrollment in 2005 was projected to slightly decline, and enrollment decline is expected to continue for several years.
2. Prior to 2002, the district received some hardship funds from the state for facilities projects after three failed attempts to win passage of a local bond. Before state and local bond funds were available, the district used its general funds and deferred maintenance funds to address the safety needs identified in the Facilities Master Plan.
3. The state passed a General Obligation Bond (GOB), Proposition 47, in November 2002 and state funds to support the district's approved projects became available.
4. In November 2002 the district passed a local \$80 million General Obligation Bond, Measure I, for the district's modernization and new construction projects.
5. The district board approved a Certificate of Participation (COP) to initially fund the construction of the new William J. Clinton Elementary School, as extreme campus overcrowding could not wait for the passage of Measure I.
6. The district sold \$40 million of the \$80 million Measure I general obligation bonds during the 2003-04 school year in the first phase of bond sales. \$20 million in bonds were sold in July 2004 in a second phase of bond sales. The final \$20 million of bonds will be sold in spring 2006 to complete remaining projects and retire the COP used to build Clinton Elementary School.
7. Visitors from the State Allocation Board, the Office of Public School Construction, and a state senator visited the district in fall 2005 to view the facilities under construction, and were complimentary of the district's building program.



## Standard Implemented: Fully - Sustained

February 1999 Rating: 5  
August 1999 Rating: 6  
February 2000 Rating: 7  
August 2000 Rating: 8  
February 2001 Rating: 8  
August 2001 Rating: 9  
February 2002 Rating: 10  
August 2002 Rating: 10  
February 2003 Rating: 10  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## 2.4 Facility Planning - Existence of a District Facility Planning Committee

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### Professional Standard

Compton Unified School District should have a facility planning committee.

### 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.

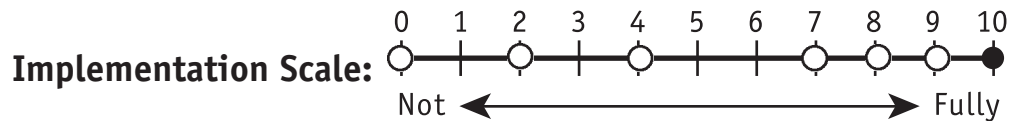
### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. The district established a facilities master plan committee that included a wide representation of parents and community members to assist in the development of the district's Facilities Master Plan. The committee remained active to address other district facilities concerns, such as determining the need for two new elementary schools, realigning school boundaries, and establishing the student walking distances.
2. The committee was active in the discussion of the Certificate of Participation (COP) for the new Clinton Elementary School, and in the work to pass the district's \$80 million General Obligation Bond, Measure I.
3. Although the facilities master plan committee is no longer active, the districtwide safety committee continues to meet regularly and discuss facilities concerns as part of their agenda.
4. The governing board has established a facilities sub-committee of two board members and district staff to monitor facilities conditions.
5. The district conducts several "town hall" meetings each year with the community to discuss district operations, including facilities concerns.
6. The district has also established a bond oversight committee to oversee the projects to be supported by the \$80 million General Obligation Bond passed by the district in November 2002. The oversight committee has met regularly once a month since April 2003. Committee members represent parents and community members in the district. At two board meetings in January and February 2005, three members were added to the committee increasing the membership from 13 to 16 members. However, when two committee members resigned and one member passed away, reducing the committee again to 13, the board agreed to keep the membership to 13 members. In January 2006, the board cancelled the February 2006 oversight committee meeting, planning to reconstitute the committee membership prior to the March 2006 meeting.
7. Financial and Performance Audits on the Measure I bond funds were conducted for the 2002-03 and 2003-04 years. The audit report was presented to the oversight committee for review in June 2005. The report contained no findings by the auditors.

## Standard Implemented: Fully - Sustained

February 1999 Rating: 0  
August 1999 Rating: 2  
February 2000 Rating: 4  
August 2000 Rating: 7  
February 2001 Rating: 8  
August 2001 Rating: 9  
February 2002 Rating: 10  
August 2002 Rating: 10  
February 2003 Rating: 10  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## **2.5 Facility Planning - Properly Staffed and Funded Facility Planning Function**

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### **Professional Standard**

Compton Unified School District should have a properly staffed and funded facility planning department.

### **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.

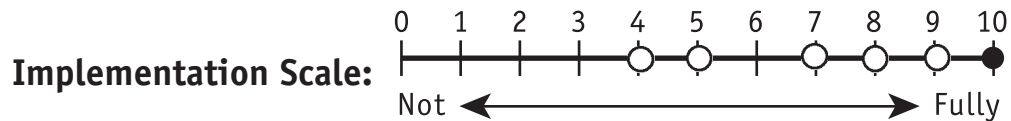
### **Progress on Recommendations and Recovery Steps**

*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. The position of Chief Facilities Officer is a cabinet level management position.
2. The Facilities Department has restructured, downsizing its staff until another bond measure is passed. The Facilities Planning Department currently includes a Facilities Director, a Facilities Budget Analyst, and two Facilities Planners (reduced from five planners in 2005-06 as facilities projects neared completion). The district hired construction management firms as project managers to oversee and assist in the completion of the district's construction projects. GKK Construction is the district's construction manager.
3. Several facilities managers have taken classes in the school construction process offered by the University of California at Riverside and are certified in Facilities Planning. Training for facilities managers is ongoing to enable staff to remain current in changing trends and technology in the construction field.
4. Employees are evaluated regularly. Numerous training opportunities are provided for staff to improve their job skills.
5. Evaluation of plant managers has been shifted from the site principals to the Chief Facilities Officer and his designee(s), with input from the site principal.
6. Staffing for the Maintenance Division was increased to include additional positions in the trade areas, and several coordinator positions.
7. The Facilities Division has a good team; they keep abreast of projects, and receive and provide appropriate staff training. Staff members are recognized by the district for their accomplishments.

## Standard Implemented: Fully- Sustained

February 1999 Rating: 4  
August 1999 Rating: 5  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 7  
February 2001 Rating: 7  
August 2001 Rating: 8  
February 2002 Rating: 8  
August 2002 Rating: 9  
February 2003 Rating: 10  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## **2.6 Facility Planning - Implementation of an Annual Capital Planning Budget**

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### **Professional Standard**

Compton Unified School District should develop and implement an annual capital planning budget.

### **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.

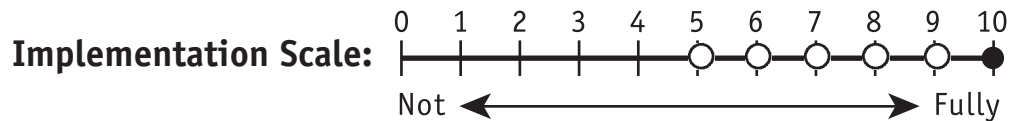
### **Progress on Recommendations and Recovery Steps**

*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. The district completed a Facilities Implementation Plan, approved effective August 10, 2001, to implement the district's Comprehensive Facilities Master Plan adopted in July 1999. The district utilized general fund and deferred maintenance dollars for modernization projects until state and local bond funds were available.
2. The state passed a General Obligation Bond in November 2002, and state funds to support the district's approved projects became available.
3. In November 2002 the district passed a local \$80 million General Obligation Bond.
4. The funds available from the state and local bonds have allowed the district to implement the facilities projects identified in its Comprehensive Facilities Master Plan.
5. A few board members have been highly critical of the district's construction projects and operations, not fully understanding the complexities and timelines necessary to accomplish the construction program being aggressively implemented by the district. The district must continue to provide the board with sufficient information to keep them fully informed of the progress of the building program.
6. The district hopes to promote another general obligation bond to implement additional projects identified in its Facilities Master Plan.

## Standard Implemented: Fully- Sustained

February 1999 Rating: 5  
August 1999 Rating: 6  
February 2000 Rating: 7  
August 2000 Rating: 8  
February 2001 Rating: 8  
August 2001 Rating: 9  
February 2002 Rating: 10  
August 2002 Rating: 10  
February 2003 Rating: 10  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



### **3.4 Facilities Improvement and Modernization - Determination of Maximum Eligibility for State Funding**

#### **Professional Standard**

The CUSD consistently reviews and monitors its eligibility for state funding so as to capitalize upon maximal funding opportunities.

#### **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**

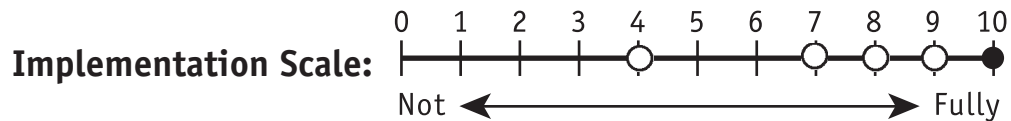
*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. The district consistently reviews and monitors its eligibility for state funding. For example, the district sought \$13 million in facilities funds for enrollment growth based on the district's 2004 student enrollment. Student enrollment in 2005-06 was projected to slightly decline, and the district is expected to experience declining enrollment for several more years.
2. In prior years, the district regularly submitted applications to maintain its hardship eligibility status in order to receive 100% of state funding, instead of 80% for modernization projects and 50% for new construction. The district lost its hardship status with the passage of its \$80 million Measure I local General Obligation Bond in November 2002. The district was then required to provide its share of matching funds for modernization (20%) and new construction (50%) projects.
3. The district sold \$40 million of the \$80 million in bond sales in the 2003-04 school year, \$20 million in July 2004 for the 2004-05 school year and the remaining \$20 million in spring 2006 for the 2005-06 school year to complete the modernization projects and to retire the Certificate of Participation for the construction of Clinton Elementary School.



## Standard Implemented: Fully- Sustained

February 1999 Rating: 4  
August 1999 Rating: 7  
February 2000 Rating: 8  
August 2000 Rating: 8  
February 2001 Rating: 9  
August 2001 Rating: 10  
February 2002 Rating: 10  
August 2002 Rating: 10  
February 2003 Rating: 10  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



### 3.8 Facilities Improvement and Modernization - Approval of Plans and Specifications Prior to Contract Award

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#### Legal Standard

The CUSD obtains approval of plans and specifications from the Division of the State Architect and the Office of Public School Construction (when required) prior to the award of a contract to the lowest, responsible bidder. [EC 17263, 17267]

#### 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.

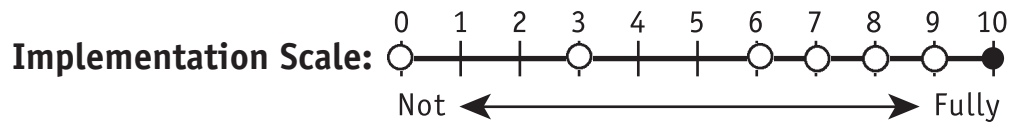
#### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. The district's 28 district modernization projects and 8 new construction projects have long been approved by both the California Department of Education (CDE) and the Department of the State Architect (DSA).
2. As state funds were not available to initiate the district's approved modernization and new construction projects, the district governing board approved a Certificate of Participation (COP) for \$16 million in spring 2002 to construct the William Jefferson Clinton Elementary School which was completed in January 2003.
3. In November 2002 the state passed a General Obligation Bond (GOB) Proposition 47, making state funds available for approved projects.
4. In November 2002 the district passed a local \$80 million General Obligation Bond to modernize its aging facilities but lost its hardship status which would have provided 100% in state funding for its construction projects. The district is required to provide its share of matching funds for modernization (20%) and new construction (50%) projects. The district's local GOB provides the resource for the district's matching funds.
5. Completion of the district's 28 modernization projects is expected by summer 2006.
6. Additional new construction projects in the "pipeline" for approval include math/science classrooms for Dominguez High School and the new Liberty Elementary School at Tamarind Avenue. These projects have received approval from the Division of the State Architect (DSA), the California Department of Education (CDE), and the California Environmental Quality Act (CEQA) and are awaiting approval from the Office of Public School Construction (OPSC).
7. The district's bid process is well established and implemented. Contracts are awarded to the lowest, responsible bidder.
8. A board member previously questioned the district's bidding process, objecting that contracts were not awarded to local, minority contractors. Some previous board members appeared indifferent that the lack of timely board action could have resulted in the loss of millions of dollars in state funding to support the district's construction program. The district can more effectively implement its facilities master plan as intended with support of the governing board.

## Standard Implemented: Fully - Sustained

February 1999 Rating: 0  
August 1999 Rating: Not Reviewed  
February 2000 Rating: 3  
August 2000 Rating: 6  
February 2001 Rating: 7  
August 2001 Rating: 8  
February 2002 Rating: 9  
August 2002 Rating: 9  
February 2003 Rating: 10  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## 6.2 Special Education Facilities - Equity, Appropriate to Educational Program

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### Professional Standard

The CUSD provides facilities for its Special Education programs which ensure equity with other educational programs within the district and provides appropriate learning environments in relation to educational program 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.

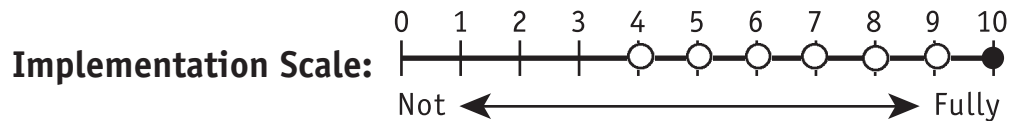
### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. Modernization and new construction projects have been designed to provide full access for handicapped students. Elevators have been installed at several schools with two-story buildings as part of the modernization. Other accommodations include handicapped-operable doors, chair lifts, larger restroom stalls, modified showers in the locker rooms, and availability of hot water showers.
2. Student access has been the first priority addressed at each site under modernization. The district assessed the “path of travel” for students through the campus to identify the areas of the campus where accommodations needed to be made.
3. The district reports that all school sites are handicapped accessible. The modernized facility in the Compton High School administration building’s basement is handicapped accessible with ramps and an elevator.
4. Special education signage has been removed as many special education classes have been integrated among regular classes.
5. The Facilities Division considers maintenance requests to meet the needs of the special education population a high priority.
6. Site principals are expected to consider the needs of their students when assigning the various instructional programs to existing site facilities and classrooms.
7. A new special education center, a joint effort between the Los Angeles County Office of Education and the district, is located at Caldwell Elementary. The facility is equipped with additional doors, a wheel chair lift, handrails and restrooms. Path of travel and accessibility of countertops were also considered. The Center serves students with severe disabilities who are enrolled in the county special education program.

## Standard Implemented: Fully - Sustained

February 1999 Rating: 4  
August 1999 Rating: Not Reviewed  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 4  
February 2001 Rating: 5  
August 2001 Rating: 6  
February 2002 Rating: 7  
August 2002 Rating: 8  
February 2003 Rating: 8  
August 2003 Rating: 9  
February 2004 Rating: 9  
August 2004 Rating: 9  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## 6.3 Special Education Facilities - Adequacy for Instructional Program Needs

---

### Professional Standard

The CUSD provides facilities for its Special Education programs which provide appropriate learning environments in relation to educational program 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.

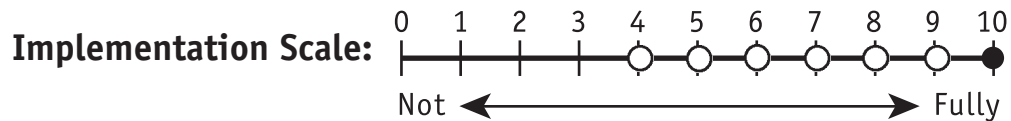
### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. The passage of the district's local general obligation bond enabled the district to implement its planned modernization projects to provide more appropriate facilities for all district programs, including special education.
2. Modernization and new construction projects were designed to provide full access for handicapped students. The district reports that all school sites are handicapped accessible. The district assessed the "path of travel" for students through the campus to identify the areas of the campus where accommodations needed to be made.
3. The district has upgraded special education facilities at various sites with facilities adjustments, thus improving the learning environments for special education students. Elevators have been installed at several schools with two-story buildings as part of the modernization. Other accommodations include handicapped-operable doors, chair lifts, larger restroom stalls, modified showers in the locker rooms, and availability of hot water showers.
4. Attention has been given to providing proper lighting and air conditioning for special education classrooms, and renovating the restrooms for ease of use by disabled students.
5. A new special education center, a joint effort between the Los Angeles County Office of Education and the district, is located at Caldwell Elementary. The Center serves students with severe disabilities who are enrolled in the county special education program.

## Standard Implemented: Fully - Sustained

February 1999 Rating: 4  
August 1999 Rating: Not Reviewed  
February 2000 Rating: 4  
August 2000 Rating: 4  
February 2001 Rating: 5  
August 2001 Rating: 6  
February 2002 Rating: 7  
August 2002 Rating: 8  
February 2003 Rating: 8  
August 2003 Rating: 9  
February 2004 Rating: 9  
August 2004 Rating: 9  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## 8.5 Facilities Maintenance and Custodial - Adequate Maintenance Records and Inventories

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### Professional Standard

Adequate maintenance records and reports are kept, including a complete inventory of supplies, materials, tools and equipment. All employees required to perform maintenance on school sites should be provided with adequate supplies, equipment and training to perform maintenance tasks in a timely and professional manner. Included in the training is how to inventory supplies and equipment and when to order or replenish them.

### 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

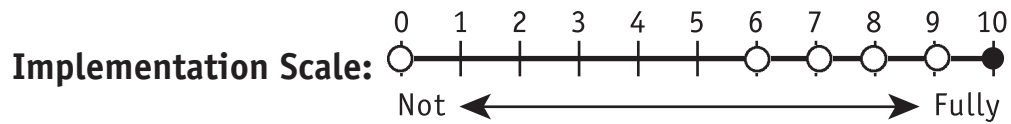
*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. The district utilizes the MC II school-based software to maintain its supplies records and inventory.
2. The department has established a separate purchase order system for the purchase of tools and equipment, as opposed to supplies, to maintain greater accountability over tools and equipment.
3. The district continues to use the maintenance request flow chart and forms established to track all maintenance requests from the sites.
4. The district utilizes a five-day completion time line to complete the requested maintenance. If a request is complex and will require more days to complete, the request is assigned to the facilities division as a project, and sites are informed that the five-day time line cannot be met, with an explanation and scheduled date of completion. A Project Status Report is maintained.
5. The maintenance department performs weekly, monthly, and annual material checks.
6. The department reports that an adequate inventory of materials and equipment is maintained with the maintenance record procedure.
7. School site employees are provided with the supplies, materials and tools necessary to perform their work.
8. The maintenance department provides training workshops and regular staff meetings to keep staff informed and up-to-date. Monthly meetings of plant managers are conducted to provide training on district processes and procedures, and to improve job skills.



## Standard Implemented: Fully- Sustained

February 1999 Rating: 0  
August 1999 Rating: 6  
February 2000 Rating: 6  
August 2000 Rating: 6  
February 2001 Rating: 6  
August 2001 Rating: 7  
February 2002 Rating: 8  
August 2002 Rating: 9  
February 2003 Rating: 9  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## 8.6 Facilities Maintenance and Custodial - Procedures for Evaluation of Maintenance and Operations Staff

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### Professional Standard

Procedures are in place for evaluating the work quality of maintenance and operations staff. The quality of the work performed by the maintenance and operations staff should be evaluated on a regular basis using a board-adopted procedure which delineates the areas of evaluation and the types of work to be evaluated.

### 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.

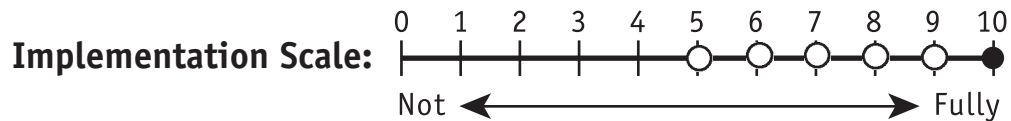
### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. Annual evaluations are conducted of all permanent employees in the Facilities Division. Employees have clear expectations for their work performance.
2. A maintenance handbook that includes standards for work performance and levels of cleanliness has been developed for use at all sites.
3. The facilities division has provided plant managers with a sample structured work schedule for site maintenance employees for each day and each week. A sample template has been developed for plant managers to modify for their individual site needs.
4. The supervision and evaluation of plant managers and staff has been transferred from the site principal to the Chief Facilities Officer or his designee(s). The site principals share the supervisory responsibility of plant staff, and continue to provide input to the evaluations.
5. The district's personnel office provides ongoing training workshops for supervisory personnel in evaluation procedures and in properly documenting the unsatisfactory performance of employees. Workshops include discussion on how to monitor an employee's performance, and stress the importance of meeting probationary evaluation deadlines.
6. Performance evaluations are conducted to assess the work quality of the staff. The updated evaluation form now includes a "quality of work" section. The probation period is being taken seriously by both supervisor and new employee, and new employees are being closely monitored.
7. The maintenance division is addressing employee absenteeism. An attendance review is conducted every 90 days with employees demonstrating high absenteeism.
8. Safety training has reduced the number of industrial accidents reported. The district has implemented a "return to work" program to provide light duty for injured workers.
9. Staff reports that the board, on several occasions, has declined to terminate an unsatisfactory employee recommended for termination by facilities administrators. This has been demoralizing for both the administrators who have taken the time to document the unsatisfactory performance and for other employees who are doing their jobs well and perceive that there is no consequence for poor performance.

## Standard Implemented: Fully- Sustained

February 1999 Rating: 5  
August 1999 Rating: Not Reviewed  
February 2000 Rating: 5  
August 2000 Rating: 5  
February 2001 Rating: 6  
August 2001 Rating: 7  
February 2002 Rating: 8  
August 2002 Rating: 9  
February 2003 Rating: 9  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## 8.8 Facilities Maintenance and Custodial - Availability of Custodial Supplies and Equipment

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### Professional Standard

Necessary supplies, tools and equipment for the proper care and cleaning of the school(s) are available to staff. Operational staff should be expected to keep the campuses clean. In order for the staff to meet these expectations, they must be provided with the necessary supplies, tools and equipment as well as the training associated with the proper use of such.

### 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.

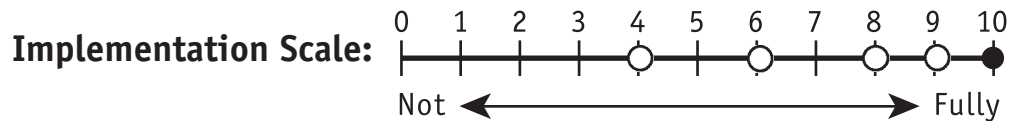
### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. School site employees are being provided the supplies, materials and tools necessary to perform their work. All supplies and materials are purchased centrally by the facilities division, and sites request supplies as needed. Equipment for the sites is purchased by the maintenance department.
2. Ongoing training workshops and staff meetings are conducted to keep staff informed and up-to-date. Monthly meetings of plant managers are held to provide training on district processes and procedures, and to improve job skills. Managers are expected to provide the training to site employees.
3. The supervision and evaluation of plant managers and staff has been transferred from the site principal to the Chief Facilities Officer or his designee(s). The site principals share the supervisory responsibility for plant staff, and continue to provide input to the evaluations.
4. A maintenance handbook that includes standards for work performance and levels of cleanliness has been developed for use at all sites.

## Standard Implemented: Fully - Sustained

February 1999 Rating: 4  
August 1999 Rating: Not Reviewed  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 6  
February 2001 Rating: 6  
August 2001 Rating: 6  
February 2002 Rating: 8  
August 2002 Rating: 9  
February 2003 Rating: 9  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## 8.9 Facilities Maintenance and Custodial - Implementation of a Preventive Maintenance Program

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### Professional Standard

The district has an effective preventive maintenance program. The district should have a written preventive maintenance program that is scheduled and followed by the maintenance staff. This program should include verification of the completion of work by the supervisor of the maintenance staff.

### 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.

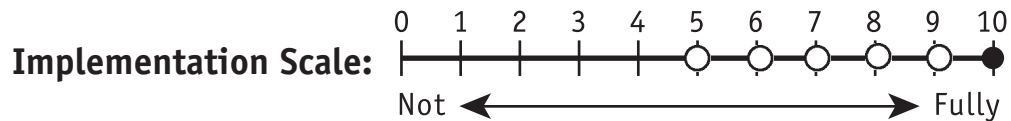
### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. The district has determined life expectancies of various facilities, such as roofs, asphalt, painting, etc. and has developed a replacement schedule. The maintenance department has scheduled regular maintenance for recurring projects such as tree trimming, checking heating and air conditioning systems, cleaning gutters and drains, boiler checks, etc. Some projects are scheduled for maintenance during the summer months when school is not in session.
2. The district, with assistance from its architects, has developed maintenance specifications for all electrical and mechanical work. These specifications establish standards that help provide conservation efficiency. The specifications are used in all repair and maintenance work conducted by the district. Lighting fixtures are continually being upgraded.
3. The district continues to use its established maintenance request flow chart and forms to track all maintenance requests from the sites.
4. Monthly training meetings are held with plant managers to provide continual training on safety procedures, ways of improving work performance, and expectations on complying with district processes and procedures.
5. The modernization work at the district's sites is expected to be completed by summer 2006. The maintenance division must ensure the modernized facilities stay in good condition.
6. The district will institute a preventive maintenance program for the updated mechanical systems in the newly modernized facilities. The district hopes to add a plumber, another electrician, two HVAC specialists and two maintenance worker II positions in the near future. The 3% required maintenance reserve in the general fund will be used to support the ongoing maintenance of facilities.

## Standard Implemented: Fully - Sustained

February 1999 Rating: 5  
August 1999 Rating: Not Reviewed  
February 2000 Rating: 5  
August 2000 Rating: 5  
February 2001 Rating: 5  
August 2001 Rating: 6  
February 2002 Rating: 7  
August 2002 Rating: 8  
February 2003 Rating: 9  
August 2003 Rating: 10  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## 8.12 Facilities Maintenance and Custodial - Implementation of a Planned Program Maintenance System

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### Professional Standard

The district has implemented a planned program maintenance system. The district should have a written planned program maintenance system that includes an inventory of all facilities and equipment that will require maintenance and replacement. This program should include purchase prices, anticipated life expectancies, anticipated replacement time lines and budgetary resources necessary to maintain the facilities.

### 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

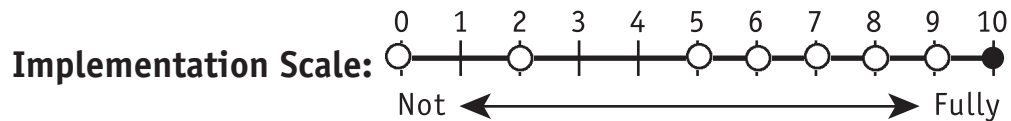
*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. The district has determined the life expectancies for its roofs, asphalt, painting, equipment, etc., and has developed a replacement schedule.
2. The maintenance department schedules regular maintenance for recurring projects such as tree trimming, checking heating and air conditioning systems, cleaning gutters and drains, boiler checks, etc. Some maintenance projects are scheduled during the summer when school is not in session.
3. The facilities division continues to use a computer software program to maintain a database of its maintenance equipment inventory. The projected life expectancy of the equipment is included to determine a schedule of maintenance and replacement of items.
4. The district, with assistance from its architects, has developed maintenance specifications for all electrical and mechanical work. These specifications establish standards that help provide conservation efficiency. The specifications are used in all repair and maintenance work conducted by the district.
5. The district has manuals for cleaning standards, health and safety issues, and inventory.
6. The modernization work at the district's sites is expected to be completed by summer 2006. The maintenance division must ensure the modernized facilities stay in good condition.
7. The district will institute a preventive maintenance program for the updated mechanical systems in the newly modernized facilities and plans to add several maintenance positions in the near future. The 3% required maintenance reserve in the general fund will be used to support the ongoing maintenance of facilities.
8. Training is being provided for district maintenance staff on the newly installed HVAC systems, alarm systems, lights, bells and clock systems.



## Standard Implemented: Fully - Sustained

February 1999 Rating: 0  
August 1999 Rating: 2  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 5  
February 2001 Rating: 5  
August 2001 Rating: 6  
February 2002 Rating: 7  
August 2002 Rating: 8  
February 2003 Rating: 8  
August 2003 Rating: 8  
February 2004 Rating: 9  
August 2004 Rating: 9  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## 9.7 Instructional Program Issues - Adequate Heating and Ventilation Exists in All Schools

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### Professional Standard

All schools shall have adequate heating and ventilation.

### 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.

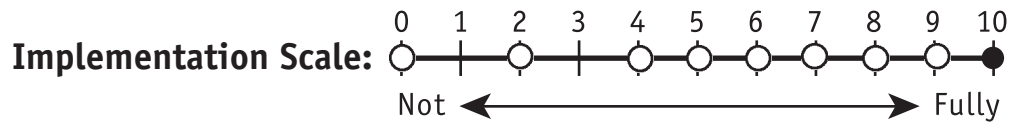
### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. The district's modernization and new construction projects have addressed heating and ventilation at the district schools. New HVAC systems and upgrades of lighting/electrical systems were included in the scope of the modernization project plans to provide comfortable learning environments for students.
2. Several schools have HVAC systems that are totally automated.
3. The district utilized \$60 million in modernization funds to upgrade electrical components throughout the district, including new transformers, a retrofit of lights and other electrical upgrades. More power is available to the sites but the sites are utilizing less energy because of the energy efficient components. The district's 28 modernization projects are expected to be completed by summer 2006.
4. The district worked with ENVIRON, now Chevron, to assess ways to increase energy efficiency in the district. All projects identified in the Facilities Master Plan address energy conservation in proposed equipment, infrastructure, and construction.
5. The Facilities Division, along with the district's architects, has developed master specifications for the installation of all electrical and mechanical equipment. The district has defined district standards for unit brands and types of systems to standardize maintenance and replacement component issues.
6. Training is being provided for district maintenance staff on the newly installed HVAC systems, alarm systems, lights, bells and clock systems.

## Standard Implemented: Fully - Sustained

February 1999 Rating: 0  
August 1999 Rating: 2  
February 2000 Rating: 2  
August 2000 Rating: 4  
February 2001 Rating: 5  
August 2001 Rating: 6  
February 2002 Rating: 7  
August 2002 Rating: 8  
February 2003 Rating: 9  
August 2003 Rating: 9  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



## 9.10 Instructional Program Issues - Environment Conducive to High Quality Teaching Learning

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### Professional Standard

The learning environments provided within respective school sites within the CUSD are conducive to high quality teaching and learning.

### 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.

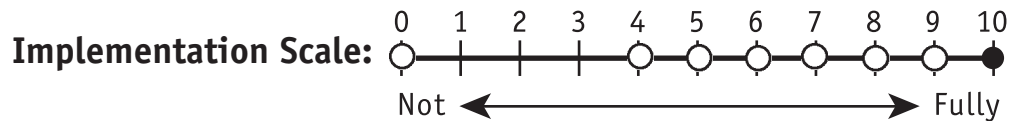
### Progress on Recommendations and Recovery Steps

*This standard is fully implemented and the Consent Decree stipulation has been met.*

1. The district is continually upgrading its facilities to improve the learning environment for students. Much thought is given to color schemes, the use of clear glass blocks for lighting, adequate sized walkways, landscaping, traffic patterns, safety concerns, handicapped access, etc. to make the learning environment more attractive.
2. The district initiated an aggressive construction program in 2003 to complete 28 modernization and 8 new construction projects. The district received Proposition 47 state bond funds to support its construction program and successfully passed an \$80 million local general obligation bond, Measure I, for the district's required matching funds. The district expects all of the modernization projects to be completed by summer 2006.
3. The district completed the infrastructure for placing computers in every classroom, and is constantly upgrading the networking system. Additional underground conduits have been installed at all sites. The district has benefited from its e-rate applications over the last several years to improve technology connectivity.
4. The district has installed five computer drops in each classroom, designated computer labs at the sites, and included white boards, wall brackets for television sets, and internet access for all modernized classrooms.
5. The telephone system in the district has been upgraded. Telephones have been placed in classrooms districtwide.
6. The condition of school site facilities continues to be monitored during periodic, unannounced site visits to school campuses.

## Standard Implemented: Fully - Sustained

February 1999 Rating: 0  
August 1999 Rating: Not Reviewed  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 4  
February 2001 Rating: 4  
August 2001 Rating: 5  
February 2002 Rating: 6  
August 2002 Rating: 7  
February 2003 Rating: 8  
August 2003 Rating: 9  
February 2004 Rating: 10  
August 2004 Rating: 10  
February 2005 Rating: 10  
August 2005 Rating: 10  
February 2006 Rating: 10



# Chart of Facilities Management Standards

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*Progress Ratings Toward Implementation of the Serna v Eastin  
Consent Decree*



[illegible]



Facilities Management																	
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 Rating	Feb. 2004 Rating	Aug. 2004 Rating	Feb. 2005 Rating	Aug. 2005 Rating	Feb. 2006 Rating	Time line/ Goal
1.6*	Bus loading and unloading areas, delivery areas, and parking and parent loading/unloading areas are monitored on a regular basis to ensure the safety of the students, staff and community. Students, employees and the public should feel safe at all times on school premises.	0	6	NR	6	6	6	7	8	9	10	10	10	10	10	10	Implemented
1.7*	Outside lighting is properly placed and monitored on a regular basis to ensure the operability/adequacy of such lighting to ensure safety while activities are in progress in the evening hours. Outside lighting should provide sufficient illumination to allow for the safe passage of students and the public during after-hours activities. Lighting should also provide security personnel with sufficient illumination to observe any illegal activities on campus.	0	4	NR	4	5	6	7	8	9	9	10	10	10	10	10	Implemented



Facilities Management																	
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 Rating	Feb. 2004 Rating	Aug. 2004 Rating	Feb. 2005 Rating	Aug. 2005 Rating	Feb. 2006 Rating	Time line/ Goal
1.13	Each school which is entirely enclosed by a fence or partial buildings must have a gate of sufficient size to permit the entrance of ambulances, police and fire fighting equipment. Locking devices shall be designed to permit ready entrance.	10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
1.14*	Sanitary, neat and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard.	0	4	NR	6	6	7	8	9	10	10	10	10	10	10	10	Implemented
1.15	The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions.	9	9	NR	NR	NR	NR	NR	10	10	10	NR	NR	NR	NR	NR	Implemented
1.16	Appropriate fire extinguishers exist in each building and current inspection information is available.	6	6	NR	6	NR	NR	NR	8	9	NR	NR	NR	NR	NR	NR	Implemented
1.17*	All exits are free of obstructions.	5	5	NR	6	7	8	9	9	9	10	10	10	10	10	10	Implemented
1.18	A comprehensive school safety plan exists for the prevention of campus crime and violence.	8	NR	NR	NR	NR	NR	NR	10	NR	NR	NR	NR	NR	NR	NR	Implemented
1.19	An emergency plan exists.	8	8	NR	NR	NR	NR	NR	10	NR	NR	NR	NR	NR	NR	NR	Implemented

[illegible]

Facilities Management																	
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 Rating	Feb. 2004 Rating	Aug. 2004 Rating	Feb. 2005 Rating	Aug. 2005 Rating	Feb. 2006 Rating	Time line/ Goal
1.26	The district conducts periodic safety training for employees. District employees should receive periodic training on the safety procedures of the district.	3	3	NR	4	6	NR	7	8	NR	NR	NR	NR	NR	NR	NR	Implemented
1.27	The district should conduct periodic first aid training for employees assigned to school sites.	0	5	NR	6	7	NR	NR	8	NR	NR	NR	NR	NR	NR	NR	Implemented
2.1*	Compton Unified School District should have a long-range school facilities master plan.	0	5	6	7	8	9	10	10	10	10	10	10	10	10	10	Implemented
2.2	Compton Unified School District should possess a California State Department of Education Facilities Planning and Construction Guide (dated 1991).	0	7	NR	8	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
2.3*	Compton Unified School District should seek state and local funds.	5	6	7	8	8	9	10	10	10	10	10	10	10	10	10	Implemented
2.4*	Compton Unified School District should have a facility planning committee.	0	2	4	7	8	9	10	10	10	10	10	10	10	10	10	Implemented
2.5*	Compton Unified School District should have a properly staffed and funded facility planning department.	4	5	NR	7	7	8	8	9	10	10	10	10	10	10	10	Implemented

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2.6*	Compton Unified School District should develop and implement an annual capital planning budget.	5	6	7	8	8	9	10	10	10	10	10	10	10	10	10	Implemented
2.7	Compton Unified School District should have standards for real property acquisition and disposal.	0	5	6	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	July 2002
2.8	The CUSD seeks and obtains waivers from the State Allocation Board for continued use of its non-conforming facilities.	10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
2.9	The CUSD has established and utilizes a selection process for the selection of licensed architectural/engineering services.	8	NR	NR	NR	9	NR	NR	10	NR	NR	NR	NR	NR	NR	NR	Implemented
2.10	Compton Unified School District should assess its local bonding capacity.	8	NR	NR	NR	9	NR	NR	10	NR	NR	NR	NR	NR	NR	NR	Implemented
2.11	Compton Unified School District should develop a process to determine debt capacity.	6	NR	NR	NR	7	NR	NR	NR	8	NR	NR	NR	NR	NR	NR	Implemented
2.12	Compton Unified School District should be aware of and monitor the assessed valuation of taxable property within its boundaries.	6	NR	NR	NR	7	NR	NR	NR	8	NR	NR	NR	NR	NR	NR	Implemented
2.13	Compton Unified School District should monitor its legal bonding limits.	8	NR	NR	NR	9	NR	NR	10	NR	NR	NR	NR	NR	NR	NR	Implemented

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2.14	Compton Unified School District should collect statutory school fees.	3	7	8	9	10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
2.15	Compton Unified School District should consider developing an asset management plan.	0	NR	2	4	6	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	June 2001
2.16	The CUSD has pursued state funding for joint-use projects through the filing of applications through the Office of Public Construction and the State Allocation Board.	9	NR	NR	NR	10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
3.1	The district has a restricted deferred maintenance fund and those funds are expended for maintenance purposes only. The deferred maintenance fund should be a stand-alone fund reflecting the revenues and expenses for the major maintenance projects accomplished during the year.	8	8	NR	NR	9	NR	NR	10	NR	NR	NR	NR	NR	NR	NR	Implemented
3.2	The CUSD has pursued state funding for deferred maintenance - critical hardship needs by filing applications through the Office of Public School Construction and the State Allocation Board.	5	NR	NR	NR	6	NR	8	9	NR	NR	NR	NR	NR	NR	NR	Implemented

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3.3	The CUSD applies to the State Allocation Board for facilities funding for all applicable projects.	8	NR	9	NR	9	NR	10	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
3.4*	The district consistently reviews and monitors its eligibility for state funding so as to capitalize upon maximal funding opportunities.	4	7	8	8	9	10	10	10	10	10	10	10	10	10	10	Implemented
3.5	The CUSD establishes and implements interim housing plans for use during the construction phase of modernization projects and/or additions to existing facilities.	6	7	NR	NR	NR	NR	NR	NR	8	NR	NR	NR	NR	NR	NR	Implemented
3.6	The CUSD has established and maintains a system for tracking the progress of individual projects.	4	NR	NR	6	7	NR	8	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
3.7	Furniture and equipment items are routinely included within the scope of modernization projects.	6	NR	NR	7	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	June 2002
3.8*	The CUSD obtains approval of plans and specifications from the Division of the State Architect and the Office of Public School Construction (when required) prior to the award of a contract to the lowest, responsible bidder.	0	NR	3	6	7	8	9	9	10	10	10	10	10	10	10	Implemented



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3.9	All relocatables in use throughout the district meet statutory requirements.	8	NR	NR	NR	9	NR	NR	10	NR	NR	NR	NR	NR	NR	NR	Implemented
3.10*	The CUSD maintains a plan for the maintenance and modernization of its facilities.	0	NR	NR	6	6	7	8	9	9	10	10	10	10	10	10	Implemented
3.11	The annual deferred maintenance contribution is made correctly. The district should annually transfer the maximum amount that the district would be eligible for in matching funds from the state.	10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
3.12	The district actively manages the deferred maintenance projects. The district should review the five-year deferred maintenance plan annually to remove any completed projects and include any newly eligible projects. The district should also verify that the expenses performed during the year were included in the state-approved five-year deferred maintenance plan.	10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
3.13	Staff within the CUSD is knowledgeable of procedures within the Office of Public School Construction (OPSC).	5	NR	NR	NR	7	NR	8	9	10	NR	NR	NR	NR	NR	NR	Implemented

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3.14	Staff within the CUSD is knowledgeable of procedures within the Division of the State Architect.	5	NR	5	NR	7	NR	8	9	10	NR	NR	NR	NR	NR	NR	Implemented
4.1	The CUSD maintains an appropriate structure for the effective management of its construction projects.	3	NR	4	6	7	NR	8	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
4.2	Change orders are processed and receive prior approval from required parties before being implemented within respective construction projects.	9	NR	NR	NR	10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
4.3	The district maintains appropriate project records and drawings.	6	NR	7	8	NR	NR	NR	10	NR	NR	NR	NR	NR	NR	NR	Implemented
4.4	Each Inspector of Record (IOR) assignment is properly approved.	10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
5.1	The district complies with formal bidding procedures.	9	NR	NR	NR	10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
5.2	The district has a procedure for requests/proposals.	9	NR	NR	NR	10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
5.3	The district maintains files of conflict of interest statements and complies with legal requirements. Conflict of interest statements should be collected annually by the superintendent and kept on file in the superintendent's office.	10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented

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5.4	The CUSD ensures that biddable plans and specifications are developed through its licensed architects/engineers for respective construction projects.	6	7	7	8	NR	NR	NR	10	NR	NR	NR	NR	NR	NR	NR	Implemented
5.5	The CUSD ensures that requests for progress payments are carefully evaluated.	8	NR	NR	NR	9	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
5.6	The district maintains contract award/appeal processes.	10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
6.1	The district complies with California Department of Education (CDE) requirements relative to the provision of Special Education facilities.	10	NR	10	NR	NR	NR	NR	NR	10	NR	NR	NR	NR	NR	NR	Implemented
6.2*	The CUSD provides facilities for its Special Education programs which ensure equity with other educational programs within the district and provides appropriate learning environments in relation to educational program needs.	4	NR	NR	4	5	6	7	8	8	9	9	9	10	10	10	Implemented
6.3*	The district provides facilities for its Special Education programs which provide appropriate learning environments in relation to educational program needs.	4	NR	4	4	5	6	7	8	8	9	9	9	10	10	10	Implemented

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7.1	The district applies for state funding for class size reduction facilities. The district should apply for class size reduction facilities funding annually.	9	NR	NR	NR	10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
7.2	The CUSD has provided adequate facilities for the additional classes resulting from the implementation of Class Size Reduction.	9	NR	NR	NR	10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
7.3	The district has complied with CDE suggested space requirements relative to the provision of educational environments for the implementation of Class Size Reduction (CSR).	0	NR	4	4	4	6	NR	NR	NR	NR	NR	NR	NR	NR	NR	July 2005
7.4	The CUSD has developed a plan for the provision of permanent facilities in which to house its CSR programs.	0	NR	NR	5	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	July 2005
8.1	The district should have an adopted policy for energy conservation and should take steps to implement an effective energy conservation program.	3	NR	4	5	NR	NR	8	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
8.2	The district should have a comprehensive analysis of its utility bills (all sites) as it relates to its energy consumption.	0	5	NR	5	NR	NR	8	NR	NR	NR	NR	NR	NR	NR	NR	Implemented

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8.3	The district should have identified all eligible sites for state funding and should have filed an application for each eligible site with the Office of Public School Construction.	9	NR	9	NR	10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
8.4	The district should have a policy that incorporates the Energy Conservation Recommendations into its modernization and construction projects.	6	NR	NR	NR	7	NR	8	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
8.5*	Adequate maintenance records and reports are kept, including a complete inventory of supplies, materials, tools and equipment. All employees required to perform maintenance on school sites should be provided with adequate supplies, equipment and training to perform maintenance tasks in a timely and professional manner. Included in the training is how to inventory supplies and equipment and when to order or replenish them.	0	6	6	6	6	7	8	9	9	10	10	10	10	10	10	Implemented

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8.6*	Procedures are in place for evaluating the work quality of maintenance and operations staff. The quality of the work performed by the maintenance and operations staff should be evaluated on a regular basis using a board-adopted procedure which delineates the areas of evaluation and the types of work to be evaluated.	5	NR	5	5	6	7	8	9	9	10	10	10	10	10	10	Implemented
8.7	Major areas of custodial and maintenance responsibilities and specific jobs to be performed have been identified. Custodial and maintenance personnel should have written job descriptions that delineate the major areas of responsibilities that they will be expected to perform and will be evaluated on.	6	NR	6	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	June 2001

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8.8*	Necessary supplies, tools and equipment for the proper care and cleaning of the school(s) are available to staff. Operational staff should be expected to keep the campuses clean. In order for the staff to meet these expectations, they must be provided with the necessary supplies, tools and equipment, as well as the training associated with the proper use of such.	4	NR	NR	6	6	6	8	9	9	10	10	10	10	10	10	Implemented
8.9*	The district has an effective preventive maintenance program. The district should have a written preventive maintenance program that is scheduled and followed by the maintenance staff. This program should include verification of the completion of work by the supervisor of the maintenance staff.	5	NR	5	5	5	6	7	8	9	10	10	10	10	10	10	Implemented
8.10*	The governing board shall keep the school buildings in repair and supervised.	2	NR	NR	6	6	7	8	9	9	10	10	10	10	10	10	Implemented
8.11	Toilet facilities are adequate and maintained. All buildings and grounds are maintained.	0	5	NR	NR	6	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	July 2003

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9.3*	The governing board shall provide a warm, healthful place in which children who bring their own lunches to school may eat their lunch.	3	NR	NR	4	4	4	6	7	8	8	9	9	9	10	10	Implemented
9.4*	The governing board of every school district shall provide clean and operable flush toilets for the use of pupils.	4	NR	NR	5	6	6	8	8	9	10	10	10	10	10	10	Implemented
9.5	The CUSD has plans for the provision of extended day programs within its respective school sites.	7	NR	NR	NR	8	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented
9.6	The CUSD has developed and maintains a plan to ensure equality and equity of its facilities throughout the district.	0	NR	2	4	5	NR	NR	NR	8	NR	NR	NR	NR	NR	NR	Implemented
9.7*	All schools shall have adequate heating and ventilation.	0	2	2	4	5	6	7	8	9	9	10	10	10	10	10	Implemented
9.8*	All schools shall have adequate lighting and electrical service.	0	NR	2	4	6	6	7	8	9	10	10	10	10	10	10	Implemented
9.9	Classrooms are free of noise and other barriers to instruction.	8	NR	NR	NR	8	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented

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11.1	The district's public information office should coordinate a full appraisal to students, staff and community of the condition of the district's facilities.	8	NR	NR	NR	9	NR	NR	10	NR	NR	NR	NR	NR	NR	NR	Implemented
11.2	The district should apprise students, staff and community of efforts to rectify any substandard conditions.	9	NR	NR	7	7	7	8	8	8	9	9	9	10	10	10	Implemented
11.3	The district should provide clear and comprehensive communication to staff of its standards and plans.	6	NR	NR	NR	7	NR	NR	NR	8	NR	NR	NR	NR	NR	NR	Implemented
11.4	All stakeholder groups should be directly involved in a meaningful manner regarding the district's facilities and their operation.	10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	Implemented