

# Compton Unified School District

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*AB52 Assessment and Recovery Plans  
Fourth Six-month Progress Review*

*February 2001*

*Submitted by*

**Fiscal Crisis & Management Assistance Team**



# INTRODUCTION

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

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

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

## Historical Background

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

**AB52** *requires improvement in five major areas of school district operation*

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

# PROGRESS SUMMARY

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

**The** six-month progress periods provide both focus and prioritization for the district

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

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

1. Community Relations:	February 1999 Initial Rating	4.19
	August 1999 Rating ( <i>First Six Months</i> )	4.42
	February 2000 Rating ( <i>Second Six Months</i> )	5.72
	August 2000 Rating ( <i>Third Six Months</i> )	6.42
	February 2001 Rating ( <i>Fourth Six Months</i> )	6.77
2. Personnel Management:	February 1999 Initial Rating	2.31
	August 1999 Rating ( <i>First Six Months</i> )	3.78
	February 2000 Rating ( <i>Second Six Months</i> )	4.49
	August 2000 Rating ( <i>Third Six Months</i> )	5.36
	February 2001 Rating ( <i>Fourth Six Months</i> )	5.79
3. Pupil Achievement:	February 1999 Initial Rating	2.45
	August 1999 Rating ( <i>First Six Months</i> )	3.21
	February 2000 Rating ( <i>Second Six Months</i> )	4.37
	August 2000 Rating ( <i>Third Six Months</i> )	5.84
	February 2001 Rating ( <i>Fourth Six Months</i> )	6.55

4. Financial Management:	February 1999 Initial Rating	3.85
	August 1999 Rating ( <i>First Six Months</i> )	4.43
	February 2000 Rating ( <i>Second Six Months</i> )	4.89
	August 2000 Rating ( <i>Third Six Months</i> )	5.40
	February 2001 Rating ( <i>Fourth Six Months</i> )	5.81
5. Facilities Management:	February 1999 Initial Rating	5.01
	August 1999 Rating ( <i>First Six Months</i> )	5.83
	February 2000 Rating ( <i>Second Six Months</i> )	6.12
	August 2000 Rating ( <i>Third Six Months</i> )	6.84
	February 2001 Rating ( <i>Fourth Six Months</i> )	7.39

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

1. Community Relations:	February 1999	27
	August 1999 ( <i>First Six Months</i> )	21
	February 2000 ( <i>Second Six Months</i> )	9
	August 2000 ( <i>Third Six Months</i> )	0
	February 2001 ( <i>Fourth Six Months</i> )	0
2. Personnel Management	February 1999	50
	August 1999 ( <i>First Six Months</i> )	48
	February 2000 ( <i>Second Six Months</i> )	37
	August 2000 ( <i>Third Six Months</i> )	23
	February 2001 ( <i>Fourth Six Months</i> )	7
3. Pupil Achievement:	February 1999	26
	August 1999 ( <i>First Six Months</i> )	23
	February 2000 ( <i>Second Six Months</i> )	14
	August 2000 ( <i>Third Six Months</i> )	0
	February 2001 ( <i>Fourth Six Months</i> )	0
4. Financial Management:	February 1999	36
	August 1999 ( <i>First Six Months</i> )	29
	February 2000 ( <i>Second Six Months</i> )	21
	August 2000 ( <i>Third Six Months</i> )	14
	February 2001 ( <i>Fourth Six Months</i> )	4
5. Facilities Management:	February 1999	34
	August 1999 ( <i>First Six Months</i> )	19
	February 2000 ( <i>Second Six Months</i> )	15
	August 2000 ( <i>Third Six Months</i> )	0
	February 2001 ( <i>Fourth Six Months</i> )	0

## School Accountability Act

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

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

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

Analysis of the Spring 2000 SAT-9 test scores indicates that five of the 10 II/USP schools met their performance growth targets. The II/USP schools are implementing their Action Plans during the 2000-2001 school year to meet their performance growth targets on the SAT-9 in the spring of 2001. Sanctions may be imposed on the schools which fail to meet their growth targets for improvement. The district still has much work to do to significantly improve student performance.

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

**The** 1999 California  
Public School  
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# RETURN OF LEGAL RIGHTS, DUTIES AND POWERS TO THE GOVERNING BOARD

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## Legislative Intent

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

The above mentioned legislation requires the loan to be repaid and the academic performance of the district to improve prior to the board being restored its legal rights, duties, and powers. The current repayment schedule reflects the complete loan repayment by the end of June 2001.

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, external assessment and development of a recovery plan, FCMAT was required to determine whether the school district has made substantial and sustained progress in the five designated areas. This fourth six month progress report reflects the progress made and acknowledges a district moving toward recovery.



## Standards Based

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

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

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

There is no significant evidence that the standard is implemented.

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

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

The degree of completeness varies as defined:

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

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

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

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

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

The Compton Unified School District continues to make progress in each of the five major operational areas. In three of the operational areas, Community Relations (6.77), Facilities Management (7.39), and Pupil Achievement (6.55), the district has achieved the preestablished FCMAT rating of 6.00 or better. Additionally, there are no standards in Community Relations, Facilities Management and Pupil Achievement that fall below a scaled score of 4.00. The standard established by FCMAT for an incremental return of legal rights, duties and powers in these three operational areas have been achieved. In addition to this criteria, AB 52 required that the training specified in the personnel recovery plan be completed prior to any recommendation. The training specified in the personnel recovery plan has been achieved to a level that FCMAT can recommend an incremental return of certain designated operational areas for the governing board of the school district to assume.

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

The third six-month progress report, in August 2000, recommended to the Superintendent of Public Instruction that the designated operational areas of Community Relations and Facilities

Management be returned to the Governing Board of the Compton Unified School District. These two areas met the standard established by FCMAT for an incremental return of legal rights, duties and powers six months ago.

**FCMAT** recommends that the designated operational area of Pupil Achievement be returned to the Governing Board of the Compton Unified School District

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In this fourth six-month report, FCMAT further recommends that the designated operational area of Pupil Achievement be returned to the Governing Board of the Compton Unified School District. Although academic performance remains below average, academic performance scores continue to increase. The district has focused efforts on improving student performance and has procedures in place to identify and address student deficiencies.

The district has not yet achieved an overall average scaled score of 7.5. Therefore, this is not a recommendation for a complete return of all powers, duties and legal rights. However, it is an opportunity for the

Board to assume a greater responsibility and a governing board role in the areas of Community Relations, Facilities Management, and Pupil Achievement.

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

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. A copy of this notice is included in the appendix of this report.

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

The Superintendent of Public Instruction indicated that the State Administrator would serve as the district's interim superintendent for the areas over which the Compton Board has authority, and would serve as the State Administrator for the areas over which the Compton Board does not have authority. The SPI recognized the Board's desire to hire an interim superintendent for the two areas returned, Community Relations and Facilities. 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 Superintendent of Public Instruction agreed to authorize the Board to begin the search process for a permanent superintendent**

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

The return of the district's operational areas on an incremental basis enables FCMAT to monitor the Board's actions in the exercise of its authority, to determine the district's readiness for self-governance. A few incidents that have recently occurred in the short time since the return of the two operational areas of Community Relations and Facilities Management have raised FCMAT's concern that some board members want to administer the district rather than to govern by policy. The Compton Board needs to embrace the proper exercise of its governing authority.

The State Administrator has prepared board agenda items for board action in the areas of Community Relations and Facilities for several Board meetings. In a February Board meeting, board members demonstrated divisiveness on the Facilities items submitted by the State Administrator for action, holding up action on some issues.

Individual board members have visited school sites and district offices, and/or made phone calls to employees, directing their work and affecting scheduled timetables. For example, individual board members have directed staff to move portable classrooms, and to paint a high school gymnasium moving forward the timetable of work already scheduled. A board member has threatened to notify the media if the directed work was not done. Other board members have threatened staff, saying that staff will lose their jobs when the State Administrator leaves the

district. This behavior is alarming and, if continued, will force FCMAT to reconsider its earlier recommendation to the Superintendent of Public Instruction.

Individual board members have visited school sites and disrupted operations. For example, a student protest was recently organized by students at one of the high school sites. A board member joined the student protest and encouraged students' disruptive behavior. Another board member visited the school site at a later time, demanding to participate in a student/administration meeting. Board members need to be reminded that they have governing authority only as a board and not as an individual.

A board member shared confidential information with the news media concerning the district's investigation into a certificated personnel matter in which the district eventually terminated a teacher.

Based on these and other recent actions, certain standards describing board member behaviors have been affected as follows:

- Community Relations Standard 5.5 "Individual board members respect the decisions of the board majority and support the board's actions in public" was reduced in score from a 5 to a 4.

**A** *continued decline in scaled scores places the Board/District in jeopardy of FCMAT recommending to the Superintendent of Public Instruction a rescinding of powers*

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- Community Relations Standard 5.7 "The board publicly demonstrates respect and support for district staff" was a 4 and remains a 4.
- Community Relations Standard 5.9 "Board members respect confidentiality of information by the administration" was a 4 and remains a 4.
- Community Relations Standard 5.10 "The board restricts itself to a policy-making role and does not attempt to administer policies" was reduced in score from a 5 to a 4.
- Community Relations Standard 5.11 "No individual board member attempts to exercise any administrative responsibility" was a 4 and remains a 4.

During the next six-month period, FCMAT will continue to monitor the board's exercise of its reacquired governing authority. The standards cited above have minimum scores of 4. In the criteria for return of powers, an operational area may not have standards below a 4. Board members need to exercise their governing authority appropriately, as explained in the CSBA provided board training on roles and responsibilities of board members. A continued decline in scaled scores places the Board/District in jeopardy of FCMAT recommending to the Superintendent of Public Instruction a rescinding of powers.

# RESPONSIBILITY UNDER THE ACLU CONSENT DECREE

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

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

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

FCMAT meets with the counsel for the plaintiffs and defendants every 60 days. Three meetings were held prior to the third six-month progress report in August 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 additional meetings and two random school site visitations were conducted between September and February, prior to this fourth six-month progress report. The Compton Unified School District continues to show moderate progress under AB52 and the Consent Decree.

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# Summary of Findings and Recommendations Related to the Consent Decree

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

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

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

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

The requirements of this section have been partially met by the district. The district has purchased class sets of texts in English and mathematics, as well as sufficient texts in English, mathematics and History/Social Science to assign a text to each student for use at home. The History/Social Science and Science textbook adoption process has been completed and the appropriate number of History/Social Science texts purchased for school year 2000-01. Additional classroom sets of History/Social Science texts will be purchased in a future budget. Science texts will be purchased in the 2001-02 school year. The district has prepared an inventory of all existing textbooks. *(See Pupil Achievement Standard 1.25)*

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

The requirements of this section have been partially met by the district. Certificated teachers have been present in each classroom each day during the review period. Efforts have been made to increase the substitute list by the district. The principal has assumed responsibility for ensuring that children without certificated teachers receive appropriate instruction. The district has been unable to maintain a list of certificated substitutes in sufficient numbers to meet absences. *(See Personnel Management Standard 8.2)*

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

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

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

Subsections (a) and (b) of Section 13 have been met. The State Administrator has developed and implemented a district wide homework policy. A monthly certification by the site principals that a homework policy is being implemented is submitted to the district office. District administrators visit school sites regularly to check for continued compliance. Subsection (c) requires a notification at the beginning of each semester to parents regarding the homework policy. Parent notifications were sent home in September. The parent handbook, Guidelines for Parents, contains the district's homework policy. *(See Pupil Achievement Standards 1.2 and 1.11)*

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

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

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

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

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

The district has met the requirements of this section. The district continues to work to ensure parents and community members feel welcome in the schools. Parent centers are available at 14 out of 34 school sites, and all schools have identified a designated area for parents to meet. The "Volunteers in Public Schools" (VIPS) handbook was developed and approved by the board. This document provides direction to volunteers about becoming involved in their schools. Parents are actively recruited to volunteer and the district does an excellent job providing monthly recognition programs. *(See Community Relations Standard 2.7 and Facilities Management Standard 10.1)*

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

The requirements of this section have been partially met by the district. The district has made a significant effort to provide meaningful staff development workshops to teachers and administrators in multiculturalism, and in educating all children. The district conducted a two-day orientation/workshop in August for all certificated staff. Participants attended various workshop sessions, including a number of sessions related to students with special needs. The district needs to continue to encourage board members and parents to participate in programs that provide positive race relations and nonviolent conflict resolution. *(See Pupil Achievement Standard 1.10)*

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

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

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

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

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

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

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

The requirements of this section have been partially met by the district. Great attention is being given to correcting any broken and loose electrical wiring and fixtures. A FCMAT consultant visits all school sites on a regular basis to check for any hazardous conditions, including broken or loose wiring. Reports of conditions needing attention are reported to the Facilities Division. The district has directed major work effort to addressing the deficiencies identified in the monthly inspection reports and in the electrical inspector's reports. The district and plaintiff's counsel have identified a licensed electrician to conduct site inspections of specific identified sites. Inspection of two high school sites by the licensed electrician occurred in Fall 2000. The Facilities Division has directed plant managers to conduct a monthly electrical site inspection and report their findings to the Chief Facilities Officer. *(See Facilities Management Standard 9.8)*

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

The requirements of this section have been met by the district. There is a districtwide security plan. School sites have established school site safety committees to continually determine safety concerns and recommend remedial action to the school administrator and the district office. The district security committee referenced in the Consent Decree has been established. The commit-



tee will have input into updates of the district wide security plan. Parents have been encouraged to participate in school security patrols. The district police force has been reassigned to the Facilities Division. Security is being reorganized to assign site security to monitor specific areas on the campus. *(See Facilities Management Standard 1.3)*

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

The requirements of this section have been partially met by the district. Written emergency plans are available at the school sites. The stipulation requiring that every school site have a fire warning system required by Education Code Section 32001 has not been met by the district. The required fire and earthquake drills are practiced and recorded according to the pertinent education code sections. These records are reviewed by district personnel and by a FCMAT member. *(See Facilities Management Standard 1.9)*

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

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

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

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

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

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

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

The requirement of this section has been met by the district. The last inspection by the Los Angeles County Health Department was conducted on September 20, 1999. That information was shared with the site committees at the school level. *(See Facilities Management Standard 9.3)*

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

The requirements of this section have been partially met by the district. Communication with the community about facilities issues is ongoing and continual. The district has not yet established and shared a central telephone number for complaints about the condition of school facilities. *(See Facilities Management Standard 11.2)*

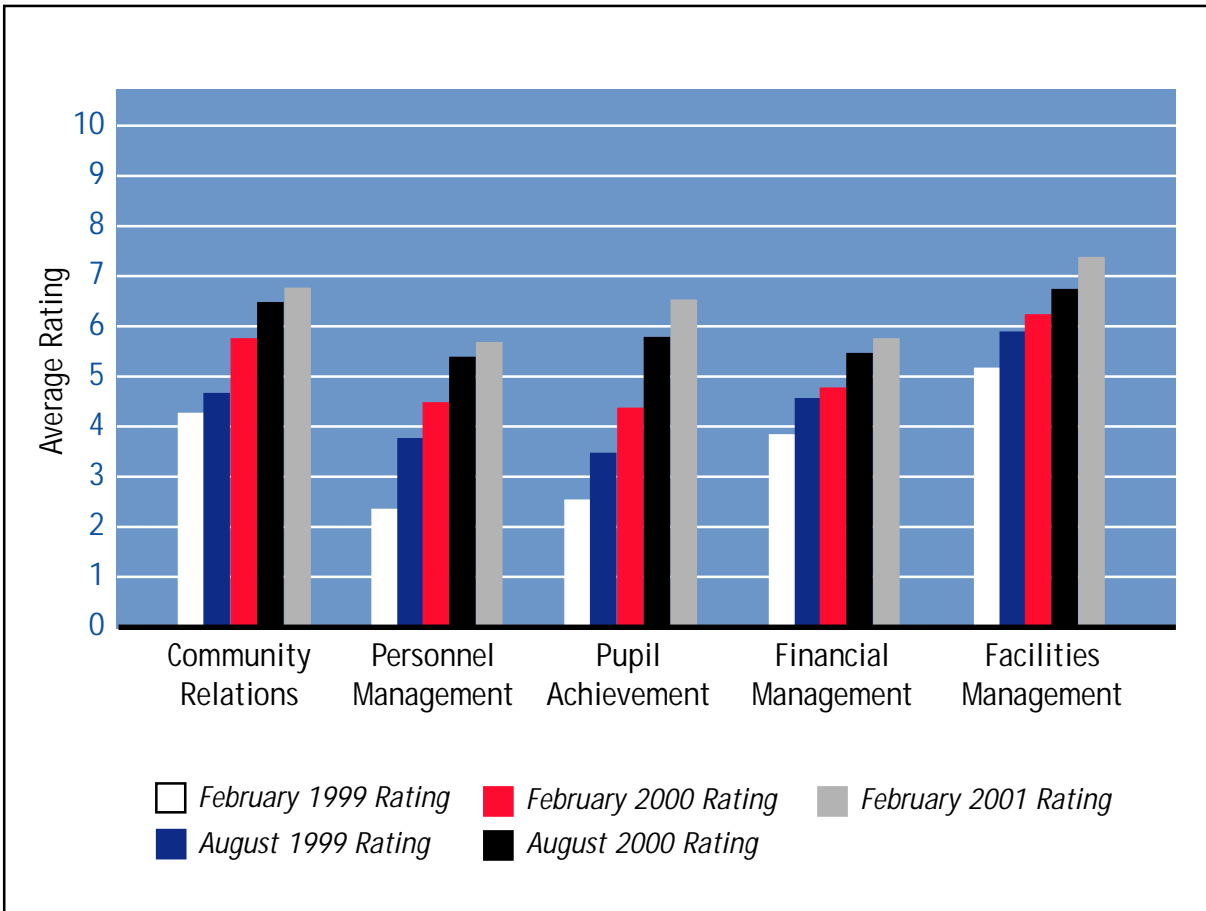
### ***Consent Decree Section 25 (Additional Compliance Requirements)***

The requirements of this section have been partially met by the district. A comprehensive Facilities Master Plan has been developed by the CUSD and was presented for approval by the Advisory Board in August 2000. The district still needs to develop an implementation plan regarding the recommendations within the Facilities Master Plan. This plan will be submitted to FCMAT for approval. This has become a district priority, particularly since the operational area of Facilities Maintenance has been returned to the Board for governance. *(See Facilities Management Standards 2.1 and 3.10)*

*Fourth Six-month Progress Review*

# Standards Implemented

## Ratings Comparison



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

**February 1999 Rating**

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

**August 1999 Rating**

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

**February 2000 Rating**

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

**August 2000 Rating**

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

**February 2001 Rating**

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