

# Compton Unified School District

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*AB52 Assessment and Recovery Plans  
August 2000*

*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) third 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, and February 2000, FCMAT provided the district with the results of the two previous six-month progress reports. The summary results of those reports are also included in this third six-month report.

FCMAT and the Compton Unified School District each selected standards in every major category to focus on during the first six-month period. This pre-selection assisted with clarity and focus as the district began the implementation phase. The pre-selection also provided for a prioritization regarding the standards needing attention. In August 1999, and February 2000, the district was presented with the results of the two six-month progress reports. The reports documented the progress made by the district in moving forward on the pre-selected standards. After the two six-month reviews were completed, FCMAT and CUSD again selected standards in every major category to focus on during the third six-month period.

Professionals from both the private and public sectors assisted FCMAT with the measurement of progress during the third 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 also indicates that progress still needs to occur, particularly in the area of pupil achievement, financial management, and personnel management.

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## Historical Background

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

In addition to a systemic, districtwide assessment and the development of a recovery plan, FCMAT must determine whether the school district has made substantial and sustained progress in the five designated areas. Where there is substantial and sustained progress, FCMAT must recommend to the Superintendent of Public Instruction the operational areas of school operation

that should be returned to the governing board of the CUSD. As a result of this requirement, an incremental return of the legal rights, duties, and powers to the governing board is anticipated. The state legislature reinforced this charge during its hearings of AB 277/Washington. AB 277 proposed an immediate restoration of all legal rights, duties, and powers to the governing board and the Personnel Commission. After conducting hearings on the bill and taking testimony for and against the bill, the legislature voted against AB 277 and redirected the focus on the implementation of AB52.

# PROGRESS SUMMARY

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FCMAT’s progress report for the third six-month period demonstrates continued signs of improvement on many of the pre-selected standards. The recovery plan, as required under AB52, is working. A little over one year 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 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. Now, after the third six-month progress period concluded in August 2000, Compton earned an overall rating of 5.98. The Compton Unified School District continues to move toward recovery. 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 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
2. Personnel Management:	February 1999 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
3. Pupil Achievement:	February 1999 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
4. Financial Management:	February 1999 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

5. Facilities Management:	February 1999 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

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
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
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
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
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

## 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 are participating in the Immediate Intervention / Underperforming Schools Program (II/USP), 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 have contracted with Performance Fact, Inc., a consultant based in Washington, D.C. Two of the 10 II/USP schools have contracted with Tolbert and Associates, a consultant located in Oakland, CA. All of the 10 II/USP schools have submitted Action Plans to the California Department of Education and have received CDE approval for implementation funding for the 2000-01 school year. The action plans were developed in conjunction with contracted External Evaluators. Funding is based on a school's 1999 CBEDS data.

Preliminary analysis of the Spring 2000 SAT-9 test scores indicates that five of the 10 II/USP schools have met the preliminary growth targets established for improved student performance. The II/USP schools are expected to implement 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.

# 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 July 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 third 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.

- **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)

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- **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.

**F**CMAT recommends to the SPI that the designated operational areas of Community Relations and Facilities Management be returned to the Governing Board of the Compton Unified School District.

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The Compton Unified School District has made progress in each of the five major operational areas. In two of the operational areas, Community Relations (6.42) and Facilities Management (6.84) the district has achieved the pre-established FCMAT rating of 6.00 or better. Additionally, there are no standards in Community Relations and Facilities Management 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 Community Relations and Facilities Management has 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**

FCMAT recommends to the Superintendent of Public Instruction (SPI) that the designated operational areas of Community Relations and Facilities Management be returned to the Governing Board of the Compton Unified School District. 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 and Facilities Management. The following comments and recommendations provide an approach for this incremental process.

## **Comments and Recommendations**

FCMAT recommends that a Memorandum of Understanding (MOU) be prepared by the Superintendent of Public Instruction which both the board and state administrator will agree to and sign. The MOU would delineate the specifics of the understanding.

FCMAT recommends that the MOU include the following concepts:

1. The State Administrator agrees that the Compton Unified School District Governing Board, for the purposes of governance, shall have all the legal rights, duties and powers that every other district governing board has under California and federal law in the areas of Community Relations and Facilities Management.
2. The State Administrator is to act and perform as a Superintendent in the two operational areas of Community Relations and Facilities Management.
3. Any action conducted by the Governing Board relative to Community Relations and Facilities Management that is determined to be illegal, or to have a negative fiscal impact on the district, will be stayed or rescinded by the State Administrator.
4. The State Administrator maintains the legal authority to independently move any action item that is stayed or rescinded.
5. The State Administrator will determine illegality.
6. FCMAT will assess and report on the board's new responsibility through the next six-month progress report.
7. Continued and sustained progress will need to be reflected in the FCMAT report for a continuance of this increased board responsibility.
8. The State Administrator will designate those items on the board agenda that relate to Community Relations and Facilities Management.



# 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 visit 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 semi-annual 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. As of this report date, three meetings have been held to discuss process, responsibilities, and progress relative to the Consent Decree. This August 2000 progress report represents the first FCMAT document addressing the stipulations of the Consent Decree. 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 to assign a text to each student for use at home. The Social Science and Science textbook adoption process has been completed and the appropriate number of texts will be purchased for school year 2000-01 and 2000-02 respectively. 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. This section will be evaluated after the start of school and reported in the next six-month progress report. (See *Pupil Achievement Standards 1.2 and 1.11*)

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

Subsections (a), (b), and (c), 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. Subsection (d) provides for Plaintiffs' counsel 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 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 semester, 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 has been working to ensure parents and community members feel welcome in the schools. Parent centers are available at 14 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 educating all children. The district hired consultants to present workshops to all principals to learn how cultures operate and respond. Assistant principals attended workshops on conflict resolution and a workshop entitled "Educating Them All." 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 are 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 by the site administrator for follow-up. During the recent inspections, some bathrooms required maintenance and custodial services. Generally, bathrooms were safe, supplied and operable. (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, but some are not repaired within the 72 hour stipulation of the Consent Decree. 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. (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. The district had employed a consultant to provide monthly inspections and written reports for all school facilities. This report provided an identification of broken or loose electrical wiring and fixtures. To establish an independent and external review process through the consultant, the contractual relationship with the consultant is now with FCMAT. On a recent site inspection however, FCMAT did note loose electrical wiring and broken fixtures at some sites. This finding was recorded and promptly reported to the plant manager. The district and plaintiff's counsel have identified a licensed electrician to conduct site inspections of specific identified sites. The selection and inspection of sites by the licensed electrician is expected to take place in Fall 2000. (See *Facilities Management Standard 9.8*)



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

The requirements of this section have been partially met by the district. There is a districtwide security plan. School sites have established school site safety committees to continually determine safety concerns and recommend remedial action to the school administrator and the district office. The district security committee referenced in the Consent Decree has been established. The committee will have input into updates of the district wide security plan. Parents have been encouraged to participate in school security patrols. (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. (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. The district will be developing an implementation plan regarding the recommendations within the Facilities Master Plan. This plan will be submitted to FCMAT for approval. (See *Facilities Management Standards 2.1 and 3.10*)

