

1.1 Curriculum Management - Policy

Professional Standard

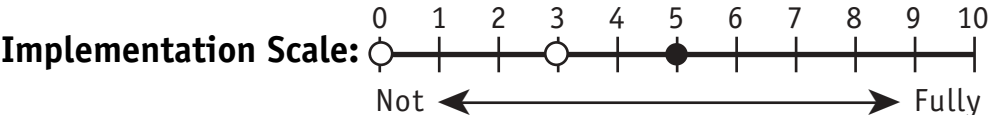
The district through its adopted policy provides a clear operational framework for management of the curriculum.

Progress on Recommendations and Recovery Steps

- 1. a., b.
The district has adopted board policies mandated by state and federal law. The district contracted with California School Boards Association (CSBA) to produce an updated policy manual for the district. Four days were scheduled in August to review drafts of revised policies and regulations. The policy review committee included site and district staff, parents and representative members of the Advisory Board. The entire set of revised Board policies were adopted on an interim basis early in the school year. The Advisory Board has scheduled the review and adoption of sections of the policy review manual at each monthly Advisory Board meeting and will continue to do so until all policies have been reviewed thoroughly and adopted.
- 2. a. Workshops have been held for administrators and staff on the requirements and expectations of the revised board policies. District instructional staff feel that the revised policies represent a new thrust for curriculum and instruction.
- b. District staff have a new awareness of the revised curriculum guides. A new handbook for parents, "What Your Child Should Know," has been developed. Parent informational meetings have been held at the schools and child care services provided. Parents are asking questions about the new grading matrix.
- c. The district is reviewing its job descriptions in accordance with the California Curriculum Management Audit Center (CCMAC) standards. The California Standards for the Teaching Profession are part of the negotiations with the teachers' association for inclusion in the evaluation process.
- d. ,e., f., g., h., i., j.
The district has not yet addressed the recommendations concerning the revision and use of the Table of Organization and the revision of the job descriptions.

Standard Implemented: Partially

February 1999 Rating: 0
August 1999 Rating: 3
February 2000 Self Rating: 7
February 2000 Rating: 5



1.2 Student Objectives - Core Curriculum Content

Professional Standard

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

Progress on Recommendations and Recovery Steps

1. a. The district has revised all of its board policies. The district contracted with California School Boards Association (CSBA) to produce an updated policy manual for the district. Four days were scheduled in August to review drafts of revised policies and regulations. The policy review committee included site and district staff, parents and representative members of the Advisory Board. The entire set of revised Board policies were adopted on an interim basis early in the school year. The Advisory Board has scheduled the review and adoption of sections of the policy review manual at each monthly Advisory Board meeting and will continue to do so until all policies have been thoroughly reviewed and adopted. Workshops have been held for administrators and staff on the requirements and expectations of the revised board policies. District staff feel the policy revisions provide greater focus on curriculum and instruction.

b., c., e.

The district has developed a menu of curriculum documents and many district curriculum documents are being developed or revised. The district made minor revisions to its Curriculum Management Guide in September 1999. The curriculum guide for Language Arts has been revised.

A criteria-referenced test in mathematics has been developed for each grade level to monitor student performance. A K-12 scope and sequence has been developed for mathematics. District math teachers analyzed the SAT 9 math test scores of the district students, mapped them to grade level and courses, and arranged teaching objectives that are aligned with the SAT 9 skill clusters. District staff plans to develop its staff development training program around the areas to be tested at grade level by reviewing student performance scores on the SAT 9.

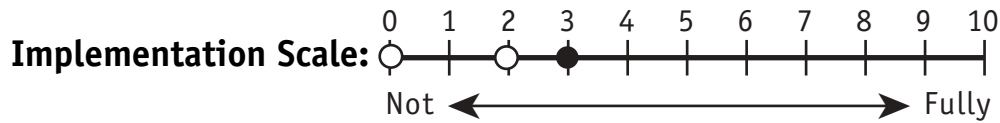
A brochure on the new Language Arts and Math curriculum materials has been developed for parents and mailed to students' homes.

- f. District staff plans to develop a new K-12 scope and sequence for Language Arts in the new school year. New six point writing rubrics were developed based on content standards. District staff identified styles of writing and developed rubrics by grade level. High school teachers are intimately involved in needs assessment meetings to determine the strategies needed to improve the curriculum. Many teachers are attending UCLA courses for professional improvement.
2. a. The district has selected a uniform, districtwide format for its curriculum guides.
 - b. The district is in the process of establishing student outcomes based on student performance scores.

- c. The district is in the process of adopting textbooks using the Schiff-Bustamante Standards Based Instructional Materials funds (\$936,000) for texts that meet the new state standards. Additional instructional materials funds will be used to supplement this to provide the instructional tools and resources matched to student outcomes.
- d. The district will need to pilot its revised curriculum and conduct evaluation to determine the effectiveness of the revisions.

Standard Implemented: Partially

February 1999 Rating: 0
 August 1999 Rating 2
 February 2000 Self Rating: 4
 February 2000 Rating: 3



1.3 Allocation of Resources - Objectives

Professional Standard

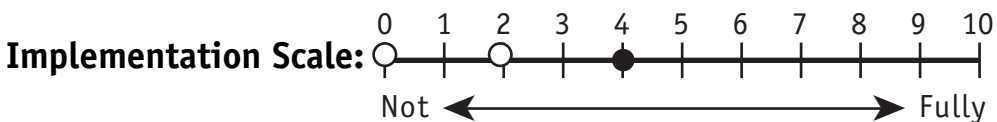
The district directs its resources fairly and consistently to accomplish its objectives.

Progress on Recommendations and Recovery Steps

1. A position in the finance office has been designated to handle categorical program funds. The district books have been closed and program budgets can be developed with knowledge of actual funds available. The division administrators are concerned that some journal entries and fund reconciliation still need to be handled by division staff. Copies of site allocation information, which needs to remain a division responsibility, were distributed.
2. b., c, d
Review categorical programs for congruence with district curriculum efforts, eliminate extraneous and unrelated programs, and refocus funding to support district emphasis on core academics.
- e. All board policies and administrative regulations have been reviewed and adopted by the district's board policy committee, including staff and Board members, with assistance from the California School Boards Association. An interim adoption of a revised School Board Policy Manual was done on November 9, 1999, during a formal Advisory Board meeting. A calendar of formal policy adoptions through June 2000 has been distributed.

Standard Implemented: Partially

February 1999 Rating: 0
August 1999 Rating: 2
February 2000 Self Rating: 7
February 2000 Rating: 4



1.4 Multiple Assessment Tools - Program Adjustment

Professional Standard

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

Progress on Recommendations and Recovery Steps

1. a., b.

All board policies and administrative regulations have been reviewed and adopted by the district's board policy committee, including staff and Board members, with assistance from the California School Boards Association. An interim adoption of a revised School Board Policy Manual was done on November 9, 1999, during a formal Advisory Board meeting. A calendar of formal policy adoptions through June 2000 has been distributed.

d. The testing office provides narrative school summaries to each school site as a review of student performance on the CAT 5 and SAT 9. District visitation teams have been organized to visit school sites to observe classroom practices. Feedback from these "Key Results" visitations are provided to the school administration.

2. The district is developing a plan for curriculum alignment and assessment, following the implementation steps recommended by FCMAT. Benchmarks in reading comprehension are being established to implement the retention/promotion program and to raise academic performance indices for school sites. The key results visitation assessment tool is being quantified to provide summary information "vital signs" to schools. The district utilizes criteria-referenced tests as well as the CAT 5 and the SAT 9. The testing office is developing an \$80,000 contract to record district test data on CD-ROM for data manipulation and electronic storage. Testing accommodations are being made for students with special needs.

The timetable for district tests now is more clear to staff. Considerable data analysis is being conducted by the testing office. Data now can be used to provide necessary instructional program evaluations for programs such as the accelerated learning program, the Sylvan learning program, and categorical programs. The testing office needs to provide useful analyses of data to program administrators. A determination of the improvements that have occurred over time will need to be tracked.

3. Staff development on use of testing data is offered in conjunction with other staff development programs. Follow up studies of Compton graduates has not yet been done. Teacher surveys of the curriculum guides are being developed. A parent survey was distributed in June with a 30–40 percent participant rate of return.

Training for site and program administrators on the use and analysis of test data needs to continue. Program evaluations need to be data-driven.

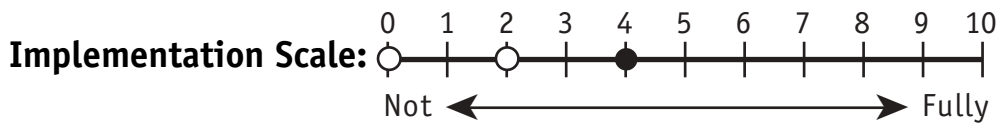
Standard Implemented: Partially

February 1999 Rating: 0

August 1999 Rating 2

February 2000 Self Rating: 5

February 2000 Rating: 4



1.7 Staff Development - Improved Instruction/Curriculum

Professional Standard

Staff development provides staff with the knowledge and the skills to improve instruction and the curriculum.

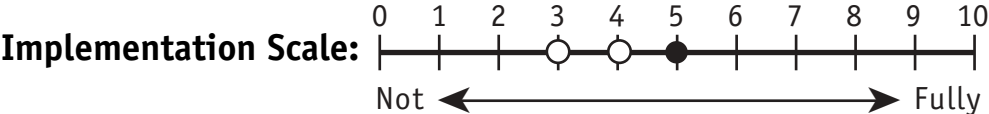
Progress on Recommendations and Recovery Steps

1. The district contracted with CSBA to produce an updated policy manual for the district. The entire set of revised board policies were adopted on an interim basis early in the school year. The Advisory Board has scheduled the review and adoption of sections of the policy review manual at each monthly Advisory Board meeting, and will continue to do so until all policies have been thoroughly reviewed and adopted. A number of board policies and administrative regulations that relate to staff development have been identified.
2. A position has been identified to coordinate all staff development activities. District staff works through this position to provide staff development activities. Staff is working to determine how much staff development funds are available in various district program budgets, and determining cost/benefit calculations of the staff development efforts. The cost/benefit analysis process needs to be continued and refined.

Staff development is directed to state and district standards for the improvement of instruction in three focus areas: Language Arts, mathematics and reading. Student performance test data is utilized to determine staff development needs. Outcome of the staff development workshops needs to be assessed and a formal plan for evaluating staff development effectiveness needs to be developed.

Standard Implemented: Partially

- February 1999 Rating: 3
- August 1999 Rating: 4
- February 2000 Self Rating: 6
- February 2000 Rating: 5



1.8 Staff Development - Improved Instruction/Curriculum

Professional Standard

Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.

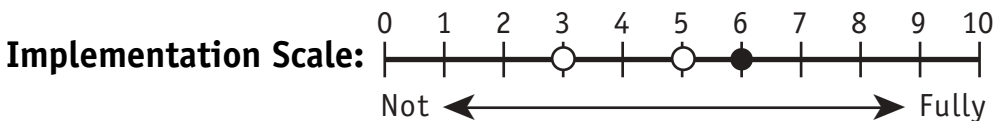
Progress on Recommendations and Recovery Steps

1. All principals participate in the California School Leadership Academy (CSLA) program. Job-alike meetings are held for district staff. Mandated workshops are scheduled and a calendar developed by the School Operations Division. All K-3 teachers are using the Open Court reading program and ongoing workshops are presented regularly.

Staff development needs in the district are great, as up to 70 percent of teachers at some sites are new. Mentor teachers provide some support to new and beginning teachers. Division administrators feel that the quality of staff development offered to teachers and site and program administrators has improved. Evidence of a lot of staff development activities is available, but little evidence is available concerning follow up with teachers in the classroom by principals. The outcome of the staff development workshops needs to be assessed and a formal plan for evaluating staff development effectiveness needs to be developed. Changes in classroom instruction ultimately need to be determined.

Standard Implemented: Partially

February 1999 Rating: 3
August 1999 Rating: 5
February 2000 Self Rating: 7
February 2000 Rating: 6



1.9 Evaluations - Improving Job Performance

Professional Standard

Evaluations provide constructive feedback for improving job performance.

Progress on Recommendations and Recovery Steps

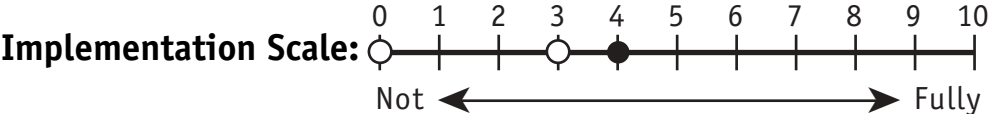
1. The California Standards for the Teaching Profession have been folded into the teacher evaluation process conducted by site administrators. The evaluation form, however, has not been changed and is being negotiated to include the standards in the evaluation process for teachers. Training is provided for site administrators to utilize the standards in their classroom observations. The standards have been disseminated for posting in all school sites and classrooms.

Disaggregated student test data is being provided to teachers in a more timely fashion to allow teachers to modify instruction to meet student needs. Some schools have extended the instructional day in order to schedule an occasional early release day for students for faculty staff development and articulation. The specificity of School Action Plans has improved.

2. Principals are required to spend at least 40 percent of their time on instructional improvement activities and classroom observation. However, no evaluative data of this process is available.

Standard Implemented: Partially

February 1999 Rating: 0
August 1999 Rating 3
February 2000 Self Rating: 4
February 2000 Rating: 4



1.10 Variety of Instructional Strategies - Student Diversity

Professional Standard

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

Progress on Recommendations and Recovery Steps

1. Teachers receive test information by student, skill and sub-test. Two writing prompts have been developed for each grade level to assess writing skills. The district will be participating in the ninth grade class size reduction program.

The school leadership teams present their School Action Plan to the curriculum staff and their cluster group schools, indicating their test data and what they are doing about raising test scores. Cluster groups consist of the area high school and its feeder elementary and middle schools. The action plans focus on the district's target of improving reading and writing skills.

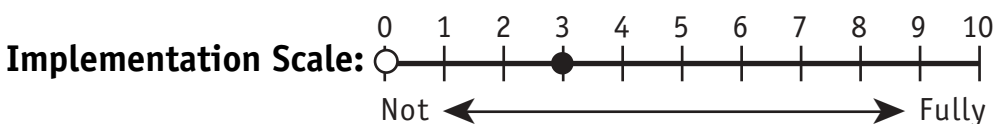
The Extended School Year program provided 39 days during the summer to 480 students as a bridge to high school. The program provided instruction in reading, writing and pre-Algebra. A Saturday School program has been initiated and more than 800 parents attended an orientation meeting for this new program that will provide enrichment activities in math, science and engineering for college bound students.

Diversity training is provided for administrators and staff. Several programs are in place such as World of Difference, Second Step, and Peace Builders. The desegregation grant helps provide counselors and a conflict resolution program.

Although several staff development workshops are offered to address diverse student needs, little evidence is available to indicate changes in classroom instruction. The outcome of the staff development workshops needs to be assessed and a formal plan for evaluating staff development effectiveness needs to be developed. Ultimately, changes in classroom instruction needs to be determined.

Standard Implemented:

February 1999 Rating: 0
August 1999 Rating: 0
February 2000 Self Rating: 3
February 2000 Rating: 3



1.11 Students Engaged in Learning

Professional Standard

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

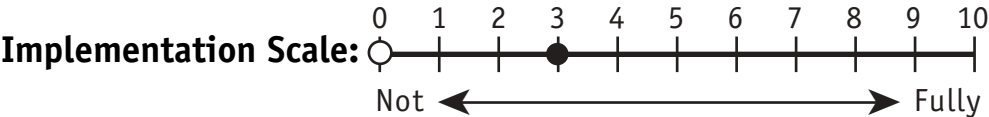
Progress on Recommendations and Recovery Steps

1. Several instructional programs have been instituted that include extensive staff development in standards implementation and literacy training: the Extended School Year Program (ESY), Accelerated Learning Program (ALP), 9th Grade Summer Bridge Program, Open Court Reading Program, and the Packard Foundation Partnership (Reading Otters).

The district is developing a plan for curriculum alignment and assessment, following the implementation steps recommended by FCMAT. Benchmarks in reading comprehension are being established. The district utilizes criteria-referenced tests as well as the CAT 5 and the SAT 9. The timetable for district tests now is more clear to staff. Considerable data analysis is being conducted by the testing office. Teachers receive test information by student, skill and sub-test. Disaggregated student test data is being provided to teachers in a more timely fashion to allow teachers to modify instruction to meet student needs.

Staff development is directed to state and district standards for the improvement of instruction in three focus areas: Language Arts, mathematics and reading. Student performance test data is utilized to determine staff development needs. Evidence of a lot of staff development activities is available, but little evidence is available of follow up with teachers in the classroom by principals. A formal plan for evaluating staff development effectiveness needs to be developed. Ultimately, changes in classroom instruction needs to be determined.

February 1999 Rating: 0
August 1999 Rating: 0
February 2000 Self Rating: 4
February 2000 Rating: 3



1.12 California Standards for the Teaching Professional

Professional Standard

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

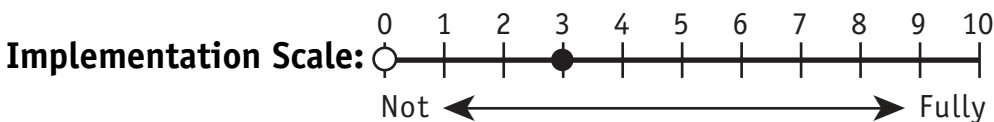
Progress on Recommendations and Recovery Steps

1. The California Standards for the Teaching Profession have been folded into the teacher evaluation process conducted by site administrators. The evaluation form, however, has not been changed and is being negotiated to include the standards in the evaluation process for teachers. Training is provided for site administrators to utilize the standards in their classroom observations. The standards have been disseminated for posting in all school sites and classrooms.

Awareness of the teaching standards is widespread throughout the district. Principals have been oriented to their use, and they have been included in staff development programs. The standards are posted, but division staff are not clear if principals are utilizing them in their classroom observations.

Standard Implemented: Partially

February 1999 Rating: 0
August 1999 Rating: 0
February 2000 Self Rating: 4
February 2000 Rating: 3



1.13 Instructional Plans - Modification and Adjustment

Professional Standard

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

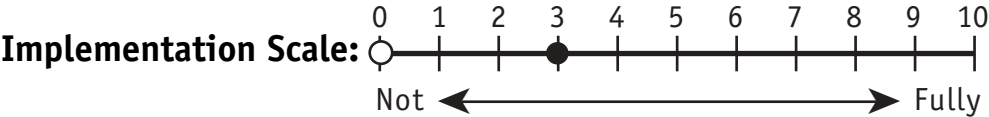
Progress on Recommendations and Recovery Steps

- 1. Diversity training is provided for administrators and staff. Several programs are being utilized such as World of Difference, Second Step, and Peace Builders. The desegregation grant also helps provide counselors and a conflict resolution program.

Although several staff development workshops are offered to address diverse student needs, little evidence is available to indicate changes in classroom instruction. The outcome of the staff development workshops needs to be assessed and a formal plan for evaluating staff development effectiveness needs to be developed. Evidence that teachers use a variety of instructional strategies to address diverse student needs was not presented.

Standard Implemented: Partially

February 1999 Rating: 0
August 1999 Rating 0
February 2000 Self Rating: 3
February 2000 Rating: 3



1.14 Learning Goals and Instructional Goals

Professional Standard

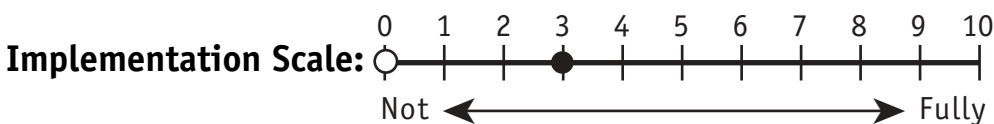
Challenging learning goals and instructional plans and programs for all students are evident.

Progress on Recommendations and Recovery Steps

1. The district has begun to develop a curriculum management system that provides for challenging learning goals and instructional plans for all students.
 - a. A policy tentatively has been adopted that depicts expectations for curriculum management.
 - b. The district has developed a planning calendar. However, this calendar needs to be directed more at student needs. The district has made progress in this area.
 - c. The district is in the process of developing curriculum documents to meet varying teacher needs including:
 - A scope and sequence chart for each subject, K-12, that will show major emphasis grade by grade, subject by subject. The district also has provided this scope and sequence to parents through a district mailing.
 - Curriculum guides for each subject area, K-12, that provide teachers with the information they need to plan and deliver effective instruction. The contents of these guides are to be determined by the needs and preferences of teachers and the recommendations of the experts.
 - The district is in the process of developing grade level summaries for all subjects in the program of studies.
 - d. The district has yet to recommend time allocations that reflect district priorities. These recommendations need to be presented as flexible guidelines, not as mandates. They need to be identified as recommended time allocations.
 - e. The district is in the process of aligning or developing curriculum to achieve desired student expectations.

Standard Implemented: Partially

February 1999 Rating: 0
August 1999 Rating: 0
February 2000 Self Rating: 3
February 2000 Rating: 3



1.15 Utilization of Assessment Information

Professional Standard

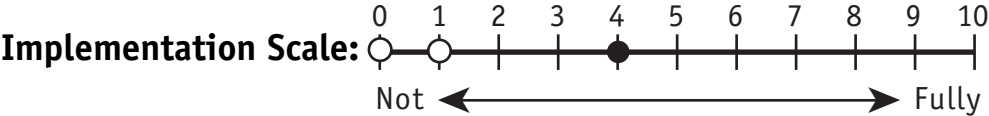
The administration and staff utilizes assessment information to improve learning opportunities for all students.

Progress on Recommendations and Recovery Steps

- 1. The district Advisory Board has adopted policies tentatively that establish a framework for a comprehensive program of assessment, which sets forth a purpose, scope and direction for assessment for all grade levels and subject areas. It is the intent of the Advisory Board to further review these policies for clarification and specificity.
 - a. Funds have been allocated to permit employment of the full range of valid and reliable assessment strategies required to support a comprehensive student and program evaluation system. The district has been over testing students in some areas and under testing students in others. The district is beginning to refine its testing priorities.
 - b. The district has implemented a staff development plan to help teachers understand and use best practices in assessment, and align evaluation criteria to learning goals and objectives. However, the district needs to monitor the participation in the training and provide a variety of options to guarantee all teachers receive training.
 - c. The district has provided training for administrators in using assessment data to improve learning opportunities for students. This training must be ongoing and systemic.

Standard Implemented: Partially

February 1999 Rating: 0
August 1999 Rating: 1
February 2000 Self Rating: 5
February 2000 Rating: 4



1.16 Common Vision – Practice

Professional Standard

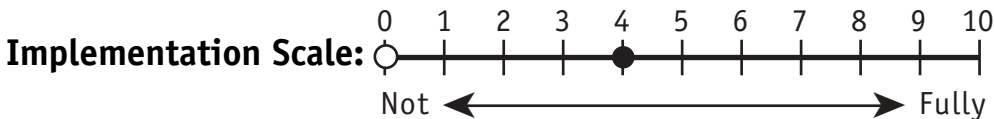
A common vision of what all students should know and be able to do exists and is put into practice.

Progress on Recommendations and Recovery Steps

1. The district is in the process of developing and implementing a comprehensive curriculum management system with aligned and articulated curriculum guides that establish challenging student learning and a vision of excellence for the district.
 - a. Through the use of “Key Results” visitations, the district is able to reinforce with site staff and administration this common vision. The program of “critical friends” has been used but in a very limited manner.
 - b. The district has not hired mentor administrators at every key position to assist the district in developing critical curriculum management capacity. The systemic delivery of curriculum remains an issue.
 - c. The district has provided teachers and parents with a brochure that details the district’s vision as well as required standards at each grade level.

Standard Implemented: Fully - Substantially

February 1999 Rating: 0
August 1999 Rating: 0
February 2000 Self Rating: 4
February 2000 Rating: 4



1.17 Goals and Grade-Level Performance Standards

Professional Standard

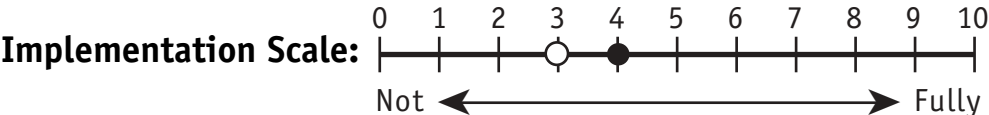
Goals and grade level performance standards based on a common vision are present.

Progress on Recommendations and Recovery Steps

1. The district is in the very early stages of establishing an expectation that there will be clear linkages among the district’s vision, the board goals, the district goals, and program goals.
 - a. A few budgets were presented. However, the link between these budgets and effectively designing, implementing, and assessing programs was not evident.
 - b. Criteria were presented. However, they were taken directly from the recommendation with no evidence of input from staff. Staff indicated that these criteria have not been implemented.
 - c. A common evaluation and reporting format has been developed. However, no indication was provided that any input other than the recommendation itself was utilized in the development of this form. Staff indicated that this form has not been implemented. The Grading Matrix was provided. However, the district has been ordered by the court to discontinue its use.
 - d. Board minutes were provided that indicate that test scores were reviewed with the Advisory Board, which included some pupil achievement strategies being implemented. A form was provided that indicated the components of assessment for programs. However, there was no indication that the Advisory Board actually was provided a review of programs.
 - e. A database has been created. However, it does not include the vital components required. The categorical program matrix was provided that supplied only limited information.
 - f. No information was provided that the district is setting clear expectations and providing the necessary resources to the designated supplemental program coordinators so they can be successful in the day-to-day implementation of this recommendation.

Standard Implemented: Partially

February 1999 Rating: 3
August 1999 Rating: 3
February 2000 Self Rating: 4
February 2000 Rating: 4



1.18 California School Recognition Program Standards

Professional Standard

Every elementary school has embraced the 1997 California School Recognition Program Standards.

Progress on Recommendations and Recovery Steps

1. The district has developed and adopted board policy requiring administrative attention to the California School Recognition Program Standards. Since 10 schools have been identified as low performing, and nearly all schools qualified for this program, the need to implement these standards is crucial.

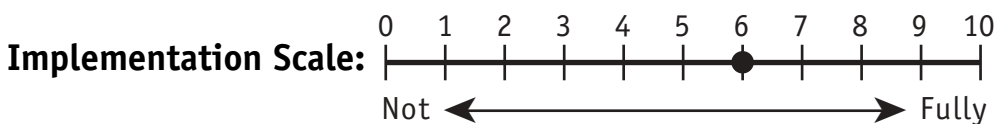
Standard Implemented: Partially

February 1999 Rating: 6

August 1999 Rating: 6

February 2000 Self Rating: 6

February 2000 Rating: 6



1.19 Partnerships – State Colleges and Universities

Professional Standards

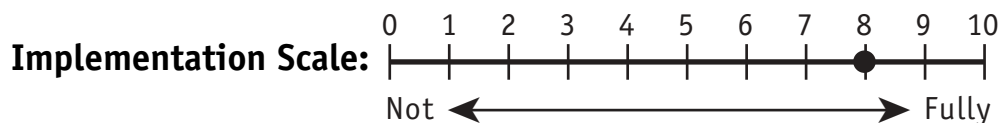
Efforts will be made by the district to partnership with state colleges and universities to provide appropriate courses accessible to all teachers.

Progress on Recommendations and Recovery Steps

1. The district has maintained its level of partnerships with state colleges and universities to provide appropriate courses accessible to all teachers.
2. Incentives have not been provided for faculty to participate in the collaborations.

Standard Implemented: Partially

February 1999 Rating: 8
August 1999 Rating: 8
February 2000 Self Rating: 9
February 2000 Rating: 8



1.20 Administrative Support and Coaching – Teachers

Professional Standard

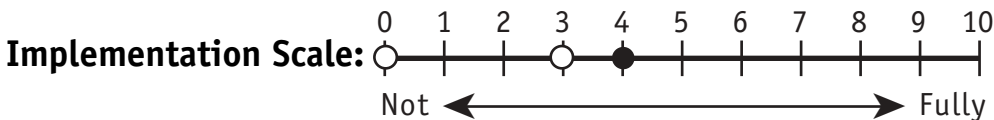
Administrative support and coaching is provided to all teachers.

Progress on Recommendations and Recovery Steps

1. Through the implementation of the Key Results visitations, using the new format of assistance the district has been able to focus the roles of principals and administrators .
 - a. The district needs to identify instructional support competencies and support staff development requirements by job description for all district positions.
 - b. Some provisions for follow up activities and support in the classroom so that teachers can internalize skills gained through staff development activities to success have been provided. However, much more is required. Cluster meetings are conducted to share progress and direction.
 - c. Some guidance to principals clarifying how districtwide and school-based staff development efforts will be integrated to support curricular, technological, organizational, and instructional initiatives has been provided. However, much more is required. The district is allowing three high school principals, five elementary principals and three middle school principals to attend CSLA training.
 - d. The district has focused principal’s staff development on coaching, evaluating and monitoring teacher performance, analyzing classroom instruction, and collaborating with teachers to identify strengths and areas of improvement. However, much more is required.

Standard Implemented: Partially

February 1999 Rating: 0
August 1999 Rating: 3
February 2000 Self Rating: 4
February 2000 Rating: 4



1.21 Professional Development – Personnel Evaluation

Professional Standard

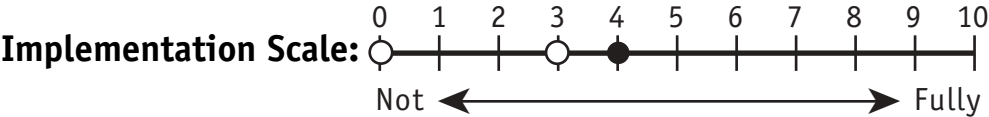
Professional development is linked to personnel evaluation.

Progress on Recommendations and Recovery Steps

- 1. The district has refined its tools used in steps a-f of the recovery steps. Visitations by the FCMAT review team verified that follow up key results visitations are useful in assisting the principals in linking professional development to personnel evaluations. However, it is vital that those providing the professional development be effective in providing feedback to principals.
- 2. During the next six-month review, FCMAT should monitor a principal, a teacher and a student to evaluate the effects of all the changes being implemented.

Standard Implemented: Partially

February 1999 Rating: 0
August 1999 Rating: 3
February 2000 Self Rating: 4
February 2000 Rating: 4



1.23 Initial Student Placement – Procedures

Professional Standard

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

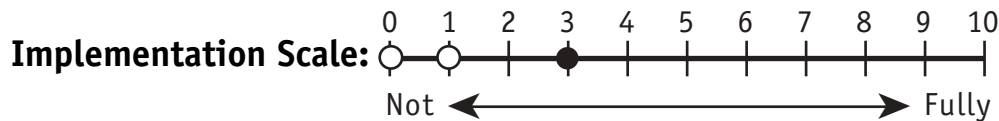
Progress on Recommendations and Recovery Steps

1. The district has developed special education and bilingual education policies that reflect current legal requirements and provide definitive guidance to the staff. The implementation of these policies has begun.
 - a. A provision for a more thorough oversight by the State Administrator and the Advisory Board is recommended.
 - b. The district has given priority to recruiting quality staff for the elimination of inequities, particularly in the bilingual and special education programs. However, this remains a high need area.
 - c. The district has reduced the special education backlog. Ten new special education teacher positions were funded for the 1998-1999 school year. Ten fully credentialed school psychologists are currently employed full-time. One bilingual intern psychologist works 80 percent of full-time as a contracted employee. A part-time school psychologist is contracted to conduct assessments on weekends. Additionally, a Referral Process Tracking form is now used by school psychologists to document timelines. However, a new computerized system is planned for implementation by the end of the current school year. The staff indicated that there was a zero backlog at the time of the review.
2. The district has adopted bilingual education policies to reflect current legal requirements and provide definitive guidance to the staff. Implementation of these policies should remain a priority.
 - a. There should be in place a provision for periodic oversight by the State Administrator and Board of Trustees.
 - b. The data required by the Advisory Board to monitor performance should be specified.
 - c. It was not verified whether the bilingual program guidance was consolidated into one policy for ease of use.
3. Evidence was not provided that a policy has been developed and adopted that includes an agreed upon definition of equity and indicators of equity for the district. The district should:
 - a. Allocate funds equitably to the areas of greatest need.
 - b. Specify the data required by the State Administrator and Advisory Board to monitor performance.

- c. Identify roles and responsibilities among administrators and staff members for monitoring and contributing to the achievement of equity, and codify these in regulations.
 - d. Revise resource allocation formulas which perpetuate inequities.
4. The district has made progress in addressing its compliance issues. However, firm dates for the district to be in compliance with requirements for the bilingual and special education programs should be established.
5. The district still needs to adjust personnel allocation formulas and all other allocation formulas that perpetuate inequities. The district should:
- a. Implement policy revisions to direct the flow of personnel and funds to areas of greatest need.
 - b. Hold the staff and leadership accountable for equity through personnel evaluations.
 - c. Conduct periodic program equity reviews to monitor student access, participation, and outcomes.

Standard Implemented: Partially

February 1999 Rating: 0
 August 1999 Rating: 1
 February 2000 Self Rating: 4
 February 2000 Rating: 3



1.26 Technology – Integrated into Curriculum

Professional Standard

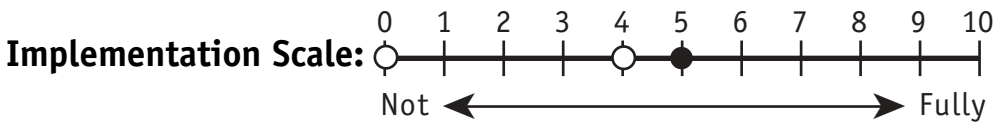
The district has adopted a plan for integrating technology into the curriculum.

Progress on Recommendations and Recovery Steps

1. The district is using its adopted technology plan to make infrastructure decisions. The business and facilities departments both indicated that they have used the plan in their planning process.
 - a. While many of the components recommended have been included in the technology plan, it is vital that technology be utilized in the delivery of instruction.
 - b. The district needs to develop procedures that ensure ongoing monitoring and evaluation of technology plan implementation. At a minimum, these procedures should include regular meetings of a task force committee and ongoing, periodic reports to the Board of Trustees and/or State Administrator.

Standard Implemented: Partially

February 1999 Rating: 0
August 1999 Rating: 4
February 2000 Self Rating: 7
February 2000 Rating: 5



2.1 AIDS Prevention Instruction – CDE Requirements

Legal Standard

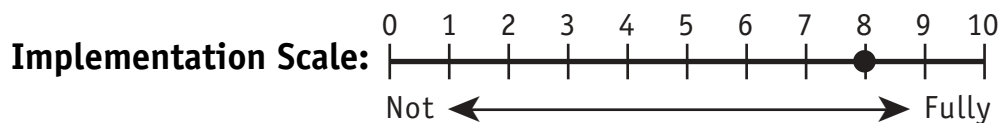
AIDS prevention instruction occurs at least once in junior high or middle school and once in high school and is consistent with the CDE's 1994 Health Framework. [EC 51201.5]

Progress on Recommendations and Recovery Steps

1. The district continues to deliver AIDS prevention curriculum as directed by E.C. 51201.5.
2. The district needs to design and implement assessment instruments to assess the effectiveness of the program, which:
 - a. Use a variety of feedback devices.
 - b. Are included in a districtwide CRT program.

Standard Implemented: Fully - Substantially

February 1999 Rating: 8
August 1999 Rating: 8
February 2000 Self Rating: 8
February 2000 Rating: 8



2.4 Categorical and Compensatory Programs – Supplement

Professional Standard

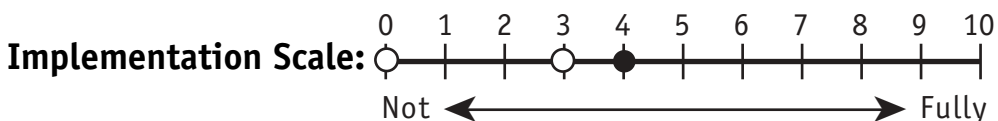
Categorical and compensatory program funds supplement and do not supplant services and materials to be provided by the district. [Title 5, 3940]

Progress on Recommendations and Recovery Steps

1. The district provided some evidence that the categorical program time accounting procedures have been implemented. However, it is unclear as to the effectiveness of this implementation.
2. The SEMIS Summary dated January 25, 2000, was provided. These data showed past due triennials at 143 for the district and at 13 for NPS. Despite a high mobility factor, the district continues to decrease the number of outstanding triennial assessments. Staff indicated that currently there are no outstanding initial assessments to be conducted, and that there is no waiting list for services.
3. The district should begin to look at the quality of special education services provided in coordination with general education's efforts toward enhancing student achievement.
4. The district should support Special Education's efforts in coordination with School Operations, Bilingual Education, and Health Services toward achieving the goal of having no outstanding triennial assessments and IEPs.
5. The district should aggressively pursue enlisting special education teachers in mentoring and new teacher training programs provided by the district.

Standard Implemented: Partially

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



2.6 General Instructional Programs

Legal Standard

The general instructional program adheres to all requirements put forth in [E.C. 51000-52950]

Progress on Recommendations and Recovery Steps

1. The district continues its efforts to comply with the mandates of Education Codes 51000 through 52950.
2. The district has updated all of its board policies and is in the process of reviewing each one to validate its implementation.
3. The district continues to review its compliance reports and is taking steps to comply with all requirements.

Standard Implemented: Partially

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

