

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

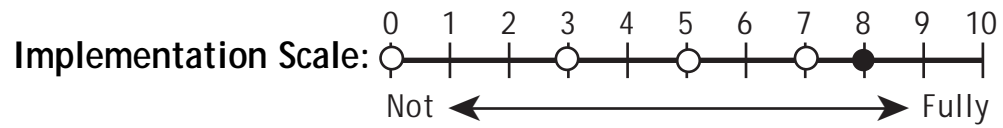
1. As reported in earlier six-month progress reports, the district has implemented the recommendation to adopt updated board policies and has established procedures for reviewing board policies on a regular basis. New or proposed revised board policies are submitted for review at each board meeting, and acted upon at a subsequent board meeting. Board policies submitted for first or second reading during February 2001 included policies on alternative schools (6181), opportunity schools (6182), continuation school (6184), graduation and competency standards for individuals with exceptional needs (6146.4), reading/language arts instruction (6142.91), multicultural education (6141.6), comprehensive health education (6142.8), selection and evaluation of instructional materials (6161.1), reciprocity of academic credits (6146.3), and adult education (6200).

The board policies in Instructional Section 6000 provide an operational framework for the district's instructional program.

2. The district provides training workshops for site and program administrators to review important and/or timely policies and regulations. All staff is accountable for observing board policies.
3. Recommendations relating to the revision of job descriptions so that they are accurate, complete, and linked to curriculum have been met and are a responsibility of the Division of Human Resources. Job descriptions are compiled in a Job Description Notebook.
4. A February 1, 2001 reorganization of the district administration, has divided the supervisory oversight of the district's principals into two groups. The district hired an additional associate superintendent to supervise secondary school operations. The previous associate superintendent of School Operations will supervise elementary school operations.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating: 0
August 1999 Rating: 3
February 2000 Rating: 5
August 2000 Rating: 7
February 2001 Self Rating: 9
February 2001 New Rating: 8



1.2 Student Objectives – Core Curriculum Content

Professional Standard

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

Consent Decree Stipulation

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

Additional related stipulations (Section 13) include a monthly certification from the site principal that a homework policy is implemented at each site, and that information about the policy is sent to parents each semester and parents acknowledge receipt of the notification.

Progress on Recommendations and Recovery Steps

1. The district has revised and adopted all Board policies and regulations. The district has a K-12 Curriculum Management Guide that includes a planning calendar. Text-book adoptions in Science, History/Social Science and Advanced Placement courses for the 2000-01 school year were reported to the Board.
2. The district has established a uniform, districtwide format for curriculum guides, and a timetable for revising them.

Curriculum Guides developed by the district are content-based and include assessment items. Guides have been updated for Language Arts, Mathematics, and most recently, History/Social Science. The History/Social Science Guides were completed in August and were in the hands of the teachers in September 2000. The staff is currently working on the curriculum guide for Science and hopes to complete it next year. The guides outline the content standards by grade level for the subject area, detail the Stanford-9 and CAT-5 objectives in testing these standards, indicate the content alignment to the relevant pages in the adopted textbook, and suggest teaching strategies to address the content standards.

The Curriculum Guides also suggest quarterly time lines for coverage of specific major areas of the content. For example, the 10th grade World History guide suggests coverage of Western political thought, revolutions and the Industrial Revolution during the first quarter; Imperialism in Africa, Asia and Latin America, and World War I during the second quarter; the effects of World War I, totalitarian governments, and World War II during the third quarter; and the post World War II era, and nation building in a contemporary world during the fourth quarter. Teachers utilize their own time line and pacing within the quarter for teaching the required content. The district has attempted to adjust the coverage of the curriculum to focus on content before it is tested on the SAT-9.

The district provides workshops to subject teachers on how to implement the guides. District administrators shared that 70-80% of the guides are being implemented as intended.

The K-5 math curriculum guides were again revised during the summer. The two textbooks used by the K-5 math program, Saxon and Math Steps, were purchased in an interim adoption. A mathematics adoption process will again be conducted during the spring and summer for grades K-8.

The district has established a corps of K-12 teachers who have updated the Core Literature List for English/Language Arts and Social Science. The core literature list should be shared with parents and students each summer to promote independent reading.

3. The district continues to work with local colleges to improve its Advanced Placement (A.P.) program. The district is working in collaboration with the California State University-Los Angeles to implement an Advanced Placement Challenge grant to improve student achievement and further develop the district's Advanced Placement program. The district, CSU-LA and UC-Irvine will also implement the GEAR-UP grant program (Gaining Early Awareness and Readiness for Undergraduate Programs) to prepare middle school students to plan for college attendance. These programs will help district teachers provide courses of high academic standards for both the pre-advanced placement and advanced placement program.

The district has identified cadres of students in the earlier grades to participate in Advanced Placement courses during their senior year. In the 2000-01 school year, AP courses are being offered in US History, Economics, English Language, English Literature, Spanish, Calculus, Chemistry and Biology. An Honors program was developed for underclassmen to support the A.P. program offerings. A.P. teachers attend training workshops and meet monthly. A one-week workshop for sixteen AP teachers was held during the summer. Teachers are required to follow course outlines from the State College Board and submit a quarterly syllabus.

Informational parent meetings for advanced placement students were held in October. Students will be expected to take the Advanced Placement exams as part of the course requirement. The district is pursuing waivers for the students' cost of the AP test.

4. As reported in the third six-month report, the district produced a series of parent booklets by grade level, "What Your Child Should Know," to explain the subject content standards expected of students for Language Arts (Reading, Writing, Listening and Speaking), and Mathematics (Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis, Probability, and Mathematical Reasoning). The booklets are published in English and Spanish. The booklet will be updated to include the standards from the newly revised History/Social Science and Science curriculum guides.

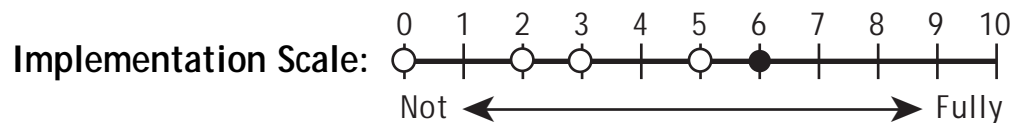
The district has revised its course descriptions for grades 9-12 for distribution to students and parents. The district plans to implement an IMAP program, which encourages an 8th grader to map out a planned program of courses through graduation, which parents would acknowledge and sign. The district has required three years of math, including Algebra I, as a graduation requirement for the past three years.

The district needs to continue the implementation of its revised curriculum and continue to conduct evaluations to determine the effectiveness of the ongoing revisions.

5. Key Results Visitations continue to be made to school sites. A checklist is used to indicate findings in the following areas: lesson delivery and the development of lesson plans, the condition of classrooms and school libraries and whether the environment is student centered, the availability of instructional materials, the implementation of a writing program, the availability of a test preparation plan, the availability of a variety of safety net strategies to support at risk students, and the protection of instructional time. Summary reports of findings are shared with the administration after the visitation is concluded. The report identifies recommendations made by the visiting team for follow-up action before the team's next visitation.
6. A monthly certification by site principals that a homework policy is being implemented continues to be a required submission to the Division of School Operations to meet compliance with the consent decree stipulation. Samples of homework assignments are submitted as well. District administrators visit school sites regularly to check for continued compliance. A memo reminding principals of the requirement to notify parents of the homework policy each semester is sent out twice a year.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
August 1999 Rating: 2
February 2000 Rating: 3
August 2000 Rating: 5
February 2001 Self Rating: 7
February 2001 New Rating: 6



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 staff member of the Finance Division has been designated for categorical funds to work with categorical program managers. Staff indicates that this has proven to be very effective in monitoring available categorical program funds. The budget process has improved dramatically. Budget allocations are made to school sites which submit budget plans for review. Site budget development involves local site councils and consideration of school level improvement plans.
2. Staff reported that the Comprehensive School Reform Demonstration (CSRD) schools are better integrating curriculum and instruction in their improvement plans. West Ed will be assisting the district in developing an on-line budget analysis programming package. Monitoring of the school improvement process is conducted by School Operations staff.
3. Staff continues to address any non-compliant issues identified in the Coordinated Compliance Review. The number of non-compliant issues has decreased in recent reviews, but remain a priority for remedial action.

Categorical funds are targeted for core academics to improve student achievement. Each school has developed a One Action Plan to direct instructional improvement and provide congruence between categorical programs and district curriculum intervention efforts.

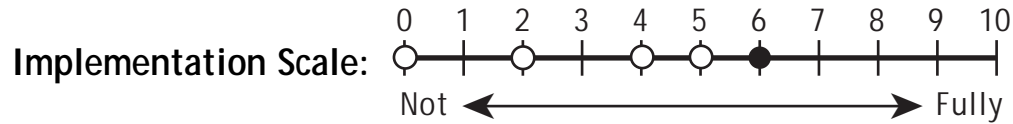
4. The Compton Homeless Education Program provides additional school and social services to homeless and fragile students. Approximately 106 homeless students are enrolled in the after school program, and 50-60 students attend each day. The district provides health care to these students through its four School-Based Health Clinics, and its partnerships with area hospitals. A clinic is also open one night a week to provide service. The district has received a grant to pay for the services of area pediatricians. Parent meetings and surveys are conducted on the district's after school program to inform parents of the available services and to obtain feedback on service delivery.

The Collaborative Partners for Survival conducts a one day holiday activity each year at Walton Middle School for homeless and particularly needy children. Approximately 900 people attended the December 2000 Saturday activity. Schools submitted names of students who are needy to attend this activity. Students are provided with a meal, and every child receives a toy provided by many outside donor groups (such as the Ski Club). Sponsors provide big band music, a visit from Santa Claus and various Crafts for Kids.

5. The district provides workshops on financial issues for site and program administrators to better manage their budgets. These and other management workshops are provided during the district's orientation staff development in August.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
August 1999 Rating: 2
February 2000 Rating: 4
August 2000 Rating: 5
February 2001 Self Rating: 8
February 2001 New Rating: 6



1.4 Multiple Assessment Tools – Program Adjustment

Professional Standard

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

Consent Decree Stipulation

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

Progress on Recommendations and Recovery Steps

1. All Board policies and administrative regulations have been revised and adopted by the Advisory Board in the last school year and provide the framework for the district's instructional program.
2. A Testing Plan has been developed (January 2001) based on the directions provided by the State Administrator in September. The Plan identifies the SAT-9 as the basis for the identification and remediation of students around areas of critical instructional need. Each school received SAT-9 data analysis for the past three years. Colored graphs for each school were prepared for public display at each school site. Schools received information on individual and subgroup student performances for 2000. Teachers also received "re-rostered" test data information to reflect the students who are currently enrolled in their classes this school year. For secondary schools, this was "re-rostered" by subject area and class period.

Testing coordinators at each site have been identified. Multiple assessment tools are used in the district. Test data information provides the basis of the schools' One Action Plan and the site Test Preparation Plan. Student performance data from the SAT-9 and the CAT-5 are provided to each site for analysis and is available to teachers on a classroom by classroom basis. District administrative staff visit every school several times each year to monitor "Key Results" in school improvement.

The district has developed and utilizes criterion referenced tests in Language Arts and mathematics for each grade level. The CRT is an assessment tool based on the areas of significant student weaknesses identified in the SAT-9. The district identified four major areas of weakness at each grade level, and utilized a test item bank from CTB-McGraw-Hill to select test questions in those skill areas for the test. CRT feedback is provided to the sites for student remediation. A second cycle of CRT testing is conducted during the year to follow-up on the remedial action taken by the teachers.

Four writing assessments are conducted during the school year. The assessments are aligned to the state frameworks, support SAT-9 objectives, and include various types of writing tested at appropriate grade levels (narrative, descriptive, persuasive, expository, report, reflective writing). Three opportunities are provided during the school year for students in grades 9-12 to satisfy the requirements of the District Proficiency

Test. Schools are also involved in CAT-5 testing to provide students with an additional opportunity to acquire test readiness skills necessary for SAT-9 success. The CAT-5 test scores also provide additional data for school analysis of basic skill areas of student performance weakness.

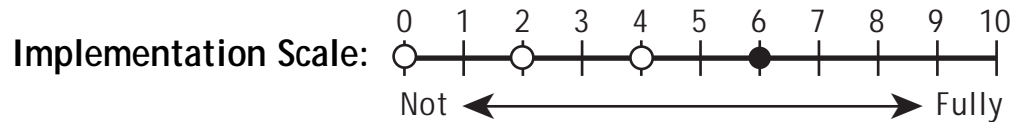
The standardized test items were analyzed by district staff and broken down into specific skill areas. A program of test preparation was developed identifying when (what grade level) specific content needs to be mastered, as it will be tested at that grade level, and when it needs to be reinforced. This document utilizes the scope and sequence format and is presented as a table of skills. This material was shared with all staff.

3. The district continues to implement its staff development plan. Staff development is now more closely tied to instruction, and determined by student performance weaknesses identified from the test data analysis. Numerous curricular workshops are provided by the district.

To help teachers transition the skills learned in staff development to the classroom, charts of the content that students must master in the various subject areas are given to all teachers. Staff development has been focused on data analysis and now focuses on developing lessons to improve student learning.

Standard Implemented: Partially Implemented

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



1.5 Preparation of Students – Expectations and Practices

Professional Standard

Expectations and a practice exist to improve the preparation of students and to build a school structure with the capacity to serve all students.

Consent Decree Stipulation

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

Additional related stipulations (Section 19) include the development of a district policy on student promotion and conducting parent meetings to obtain input to the policy.

Progress on Recommendations and Recovery Steps

1. A promotion/acceleration/retention policy, Policy No. 5123, was revised and adopted on April 11, 2000. Information on the policy is distributed to parents through the Parent Handbook, Guidelines for Parents. If a student is in danger of being retained, parents are notified early about the possibility and about summer school options that are available to the student.

In addition, grade level objectives are mailed out to parents early in the year. As reported in the third six-month report, the district produced a series of parent booklets by grade level, “What Your Child Should Know,” to explain the subject content standards expected of students for Language Arts (Reading, Writing, Listening and Speaking), and Mathematics (Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis, Probability, and Mathematical Reasoning). The booklets are published in English and Spanish. The booklet will be updated to include the standards from the newly revised History/Social Science and Science curriculum guides. This communication attempts to focus students and parents on the pupil achievement standards students will be held to, and communicates the grade level grading standards that have been developed to assess student achievement.

2. Key Results visitations to each school site are continuing. The visitation team provides immediate feedback to the school administrator utilizing a checklist developed by the district administration to note their observations.

Low student performance remains a major concern for district staff. A number of district schools have not met performance growth targets in the spring 2000 testing. Four district schools (Compton High, Laurel, Rosecrans and Walton) are participating as CSRD implementation schools. Three of these four schools met their API growth target. Ten schools are participating in the second year implementation phase of the Immediate Intervention/ Underperforming Schools Program (II/USP) and include Centennial High, Vanguard Middle, Willowbrook Middle, Willard Elementary, Jefferson Elementary, Kennedy Elementary, Longfellow Elementary, Dickison

Elementary, Washington Elementary, and Tibby Elementary. These schools are implementing their Action Plans to overcome identified barriers to improving student performance. Five of these ten schools met their API growth target.

Twelve additional schools (5 middle schools and 7 elementary schools) are participating in the first year of the II/USP program and are preparing their Action Plans to address barriers that inhibit improved student performance. These schools are Bunche, Davis, Enterprise, Roosevelt and Whaley Middle Schools, and Anderson, Bursch, Foster, King, Lincoln, McKinley and Roosevelt Elementary Schools. Only one school of these twelve, Bursch Elementary, met their API growth target.

Title I requires states to implement accountability systems to annually review the academic progress of Title I schools and to identify Title I schools in need of improvement. The district has received a letter warning that several district Title I schools that have been in Program Improvement for three years may possibly be subject to state corrective actions during their fourth Program Improvement Year, 2000-01. Many district Title I schools, participating in the II/USP program, have been placed on a WATCH status, allowing time for remedy through implementation of their Action Plans.

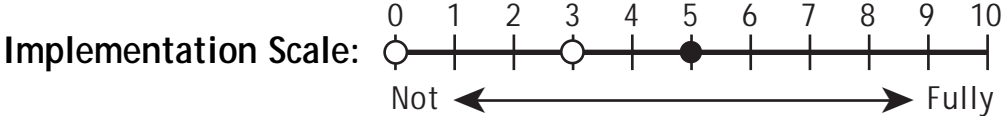
The district curriculum staff is taking the following steps to work with schools that did not meet their growth targets: additional staff training twice a month, banking instructional time for total staff training and/or meetings, providing math or other subject area consultants, involving administration and staff in CSLA team training, conducting Key Results Visitations every two months, and upgrading school libraries if necessary. The district curriculum staff has assisted teachers to cluster their students by performance levels, identify and focus on one or two areas of identified student weaknesses, and determine a classroom assessment plan for their students. Teachers are expected to develop student improvement plans based on student performance on the SAT-9.

The district is combining its various hourly funded programs to provide after school tutorials for students K-12. Teachers are paid to stay after school to work with students needing additional instruction. Approximately 7,000 students are participating in these tutorial programs.

3. Site administrators are expected to spend much of the school day in classrooms or working with teachers on instructional improvement. Principal observation logs are utilized to provide feedback to teachers on whether the principal observed the use of instructional strategies learned from training workshops in their classrooms. This is used as a tool to support teachers. The district hopes principals will more closely connect teacher evaluation with the curriculum training workshops offered by the district.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
August 1999 Rating: 3
February 2000 Rating: Not Reviewed
August 2000 Rating: 5
February 2001 Self Rating: 6
February 2001 New Rating: 5



1.6 Assessment Tools – Direction for Improvement

Professional Standard

The assessment tools are clear measures of what is being taught and provide direction for improvement.

Progress on Recommendations and Recovery Steps

1. A Testing Plan has been developed (January 2001) based on the directions provided by the State Administrator in September. The Plan identifies the SAT-9 as the basis for the identification and remediation of students around areas of critical instructional need. Each school received SAT-9 data analysis for the past three years. Colored graphs for each school were prepared for public display at each school site. Schools received information on individual and subgroup student performances for 2000. Teachers also received “re-rostered” test data information to reflect the students who are currently enrolled in their classes this school year. For secondary schools, this was “re-rostered” by subject area and class period.
2. Testing coordinators at each site have been identified. The district uses multiple assessment tools to assess and improve student performance. Test data information provides the basis of the schools’ One Action Plan and the site Test Preparation Plan.

The district has developed and utilizes criterion referenced tests in Language Arts and mathematics for each grade level. The CRT is an assessment tool based on the areas of significant student weaknesses identified in the SAT-9.

The district identified four major areas of weakness at each grade level, and utilized a test item bank from CTB-McGraw-Hill to select test questions in those skill areas for the test. CRT feedback is provided to the sites for student remediation. A second cycle of CRT testing is conducted during the year to follow-up on the remedial action taken by the teachers.

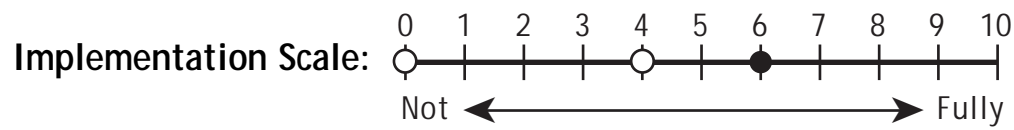
Four writing assessments are conducted during the school year. The assessments are aligned to the state frameworks, support SAT-9 objectives, and include various types of writing tested at appropriate grade levels (narrative, descriptive, persuasive, expository, report, reflective writing). Three opportunities are provided during the school year for students in grades 9-12 to satisfy the requirements of the District Proficiency Test. Schools are also involved in CAT-5 testing to provide students with an additional opportunity to acquire test readiness skills necessary for SAT-9 success. The CAT-5 test scores also provide additional data for school analysis of basic skill areas of student performance weakness.

3. The standardized test items were analyzed by district staff and broken down into specific skill areas. A program of test preparation was developed identifying when (what grade level) specific content needs to be mastered, as it will be tested at that grade level, and when it needs to be reinforced. This document utilizes the scope and sequence format and is presented as a table of skills. This material was shared with all staff.

- Administrators and staff have received training in test data analysis to identify students' performance strengths and weaknesses. Sites plan their future staff development activities based on the test data analysis of student weaknesses, to improve classroom instructional practices in those areas.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: 4
February 2001 Self Rating: 6
February 2001 New Rating: 6



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 continues to implement its Staff Development Plan (July 2000) which outlines staff development objectives, preferred models of delivery, use of student needs to guide staff development, implementation process, cost-benefit analysis, and evaluation process. Numerous staff development opportunities are provided for all staff.

The Key Results Visitation teams, and the Principal’s Observation Log continue to be used to check for evidence that staff development strategies learned, are used in the classroom.

The district is working to quantify and measure its staff development efforts. Cost-benefit analyses will be performed on staff development workshops. The district needs to determine if improvement in student performance is a result of the staff development efforts undertaken.

2. The district provides extensive staff development in the area of test data analysis for use in planning staff development to improve student performance. Current staff development efforts are focused on technology. However, numerous curricular workshops continue to be offered on an ongoing basis. Some of the district staff development workshops held during the last six months include literacy training for elementary teachers in the Open Court program; workshops on Math Steps, and Discovery Works (science text adopted); workshop for high school teachers on the English/language arts framework, math framework, content standards and the high school exit exam; and various workshops on writing skills, teaching Math A and Algebra I, and strategies for teaching physical education.

Literary coaches for grades K-3 have been established this year and assigned to each school to work with Open Court program teachers. Several collaborative staff development grant programs have been initiated with local universities. Some of these programs are also referenced in Standard 1.22.

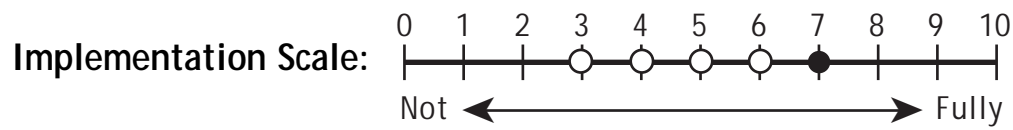
Although the district targets much of its staff development in the core areas in an attempt to raise student performance, the district needs to ensure that all staff and subject areas receive equal opportunities for staff development on a continuous basis.

3. A certificated staff position coordinates all staff development in the district, and assists school sites in their staff development efforts. The staff development coordinator works closely with all curriculum specialists in Curriculum and Instruction to improve coordination.

A Professional Development Center has been established as a teacher resource. The PDC is located at 310 South Acacia Street, and provides laminating, book binding, technology resources, instructional magazines and journals, and a professional library. Many teacher workshops are conducted in the PDC facility.

Standard Implemented: Partially Implemented

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



1.8 Staff Development – Purpose, Goals, Evaluation

Professional Standard

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

Progress on Recommendations and Recovery Steps

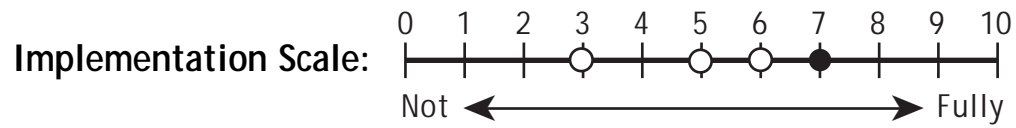
1. The district continues to implement its staff development plan (July 2000). The staff development coordinator indicates that the district's Staff Development Procedure is based on the National Staff Development Standards and the California Department of Education's "Effective Staff Development Components." Staff development activities undertaken by schools are also expected to address one or more of the six teacher certification performance standards identified by the district as teacher performance outcomes.
2. The Staff Development Plan provides a format for schools to use in planning their staff development activities. Schools must indicate the objectives of proposed staff development, based on how it will address identified student needs at their site. Principals continue to visit classrooms to determine if strategies learned in staff development activities are used in the classroom. Key Results Visitation teams continue site and classroom visits to monitor the instructional programs at the sites. Schools will need to evaluate the effectiveness of their staff development efforts and determine if improved student performance occurs as a result of improved instructional skills.
3. The district provides extensive staff development in the area of test data analysis. Schools are expected to use student performance data in planning their staff development activities with the goal to improve student performance at their site.

A current staff development effort is a focus on technology, following the district's recent completion of its technology connectivity. Workshops are being provided to qualify teachers on using various computer programs and the internet. However, other numerous curricular workshops continue to be offered on an ongoing basis. Some of the district staff development workshops held during the last six months include literacy training for elementary teachers in the Open Court program; workshops on Math Steps, and Discovery Works (science text adopted); workshop for high school teachers on the math framework, content standards and the high school exit exam; and various workshops on writing skills, teaching algebra, and strategies for teaching physical education.

Although the district targets much of its staff development in the core areas in an attempt to raise student performance, the district needs to ensure that all staff and subject areas receive equal opportunities for staff development on a continuous basis.

Standard Implemented: Partially Implemented

February 1999 Rating: 3
August 1999 Rating: 5
February 2000 Rating: 6
August 2000 Rating: 7
February 2001 Self Rating: 8
February 2001 New Rating: 7



1.9 Evaluations – Improving Job Performance

Professional Standard

Evaluations provide constructive feedback for improving job performance.

Progress on Recommendations and Recovery Steps

1. The revisions to the teacher evaluation instrument are still being negotiated with the certificated bargaining association. The district has proposed including several teacher performance standards from the California Standards for the Teaching Profession in the evaluation instrument. The district and association have not settled negotiations for this school year. However, school administrators are using the teacher performance standards to develop goals with teaching staff.

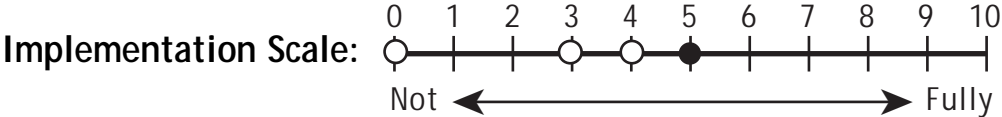
The Peer Assistance and Review Program (PAR) has been successfully negotiated between the association and the district, which provides a plan of assistance to teachers who are performing at a less than satisfactory level, and will provide coaching support to probationary teachers.

While the actual evaluation document has not yet been approved at the bargaining table, the monitoring of student progress remains a strong part of the instructional and evaluation programs.

2. Key Results Visitations continue to occur. Several visitation teams have been established and trained. Principals are still expected to spend fifty percent of their day in the classroom or in related instructional activities. School Operations therefore expects that 50% of all staff will be visited each month. Principals continue to maintain their observation logs to document their visits and to provide immediate feedback to teachers of the instructional activities observed. Principals assess whether strategies learned in staff development are being implemented in the classroom. Teachers now must develop student plans utilizing data on how their students performed on the SAT-9.

Standard Implemented: Partially Implemented

- February 1999 Rating: 0
- August 1999 Rating: 3
- February 2000 Rating: 4
- August 2000 Rating: 5
- February 2001 Self Rating: 6
- February 2001 New Rating: 5



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.

Consent Decree Stipulation

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

Additional related stipulations (Section 24) include the development of a program in race relations in an ongoing course of study for all students, and the encouragement of parent participation in the program.

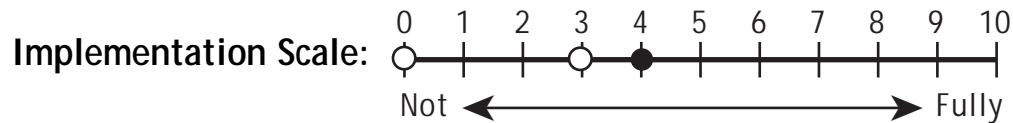
Progress on Recommendations and Recovery Steps

1. Key Results Visitation teams continue site and classroom visits to monitor the instructional programs at the sites. The teams continue to emphasize use of effective teaching strategies. Curriculum and School Operations staff has focused instructional strategies on ways to differentiate instruction to meet the needs of different students. Several articles on the subject have been shared with teaching staff and administrators. School CSLA teams are encouraged to focus on differentiating instruction and providing varied instructional strategies to reach all students. Staff development activities with Open Court reading teachers have focused on helping individual students to improve. Other staff development activities are geared to assisting teachers to understand what strategies effective teachers use with students with differing needs.
2. The district continues to make significant efforts to provide meaningful staff development workshops to teachers and administrators to improve staff skills. The Staff Development Plan provides a format for schools to use in planning their staff development activities. Schools must indicate the objectives of their proposed staff development, based on how it will address identified student needs at their site. Principals continue to visit classrooms to determine if strategies learned in staff development activities are used in the classroom.
3. A current staff development effort is a focus on technology, following the district's recent completion of its technology connectivity. Workshops are being provided to qualify teachers on using various computer programs and the internet. However, other numerous curricular workshops continue to be offered on an ongoing basis. Some of the district staff development workshops held during the last six months include literacy training for elementary teachers in the Open Court program; workshops on Math Steps, and Discovery Works (science text adopted); workshop for high school teachers on the math framework, content standards and the high school exit exam; and various workshops on writing skills, teaching algebra, and strategies for teaching physical education.

4. Progress on this standard continues. Schools will need to evaluate the effectiveness of their staff development efforts and determine if improved student performance occurs as a result of improved instructional skills.
5. Administrators and teachers participated in several staff development workshops last year that addressed multiculturalism and educating all students. Teachers continue to informally address issues of race relations in classes and their staff development workshops have increased their sensitivity. However, there is no evidence that a program of study has been developed to be covered in a specific, ongoing course.
6. The district planned and conducted a successful two-day conference/workshop for all certificated district staff on August 30 and 31, 2000. Many workshops were provided on special education laws and procedures, and the special needs of students, and several mandated training requirements were met. More than 1600 people attended. This was an impressive training/orientation effort.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
 August 1999 Rating: Not Reviewed
 February 2000 Rating: 3
 August 2000 Rating: 4
 February 2001 Self Rating: 5
 February 2001 New Rating: 4



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.

Consent Decree Stipulation

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

Additional related stipulations (Section 13) include a homework policy implemented at each site with a monthly certification from the site principal that this is occurring, information sent to parents each semester and parent acknowledgment of the notification.

Progress on Recommendations and Recovery Steps

1. The district has a Curriculum Management Guide and newly revised subject area curriculum guides in Language Arts, Mathematics, and History/Social Science, to direct classroom instruction. The management guide provides a time line for the review cycle used for curriculum development. Curriculum Guides have been distributed for implementation in the classroom. Staff development training on the use of the curriculum guides has been conducted.
2. The district continues to implement its Staff Development Plan (July 2000) which outlines staff development objectives, preferred models of delivery, use of student needs to guide staff development, implementation process, cost-benefit analysis, and evaluation process. Numerous staff development opportunities are provided for all staff.

The Key Results Visitation teams, and the Principal's Observation Log continue to be used to check for evidence that staff development strategies learned, are used in the classroom.

3. A Testing Plan has been developed (January 2001) based on the directions provided by the State Administrator in September. The Plan identifies the SAT-9 as the basis for the identification and remediation of students around areas of critical instructional need. Each school received SAT-9 data analysis for the past three years. Schools received information on individual and subgroup student performances for 2000. Teachers also received test data for the students currently enrolled in their classes. For secondary schools, this was presented by subject area and class period.

Testing coordinators at each site have been identified. Multiple assessment tools are used in the district. Test data information provides the basis of the schools' One Action Plan and the site Test Preparation Plan.

The district has developed and utilizes criterion referenced tests in Language Arts and

mathematics for each grade level. The CRT is an assessment tool based on the areas of significant student weaknesses identified in the SAT-9. The district identified four major areas of weakness at each grade level, and utilized a test item bank from CTB-McGraw-Hill to select test questions in those skill areas for the test.

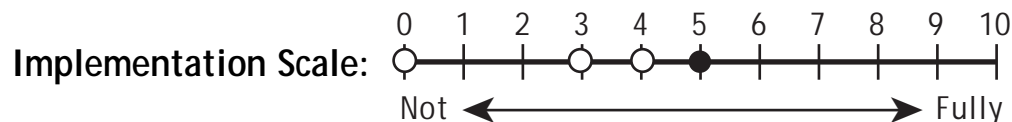
Four writing assessments are conducted during the school year. The assessments include various types of writing tested at appropriate grade levels (narrative, descriptive, persuasive, expository, report, reflective writing). Three opportunities are provided during the school year for students in grades 9-12 to satisfy the requirements of the District Proficiency Test. Schools are also involved in CAT-5 testing to provide students with an additional opportunity to acquire test readiness skills necessary for SAT-9 success. The CAT-5 test scores also provide additional data for school analysis of basic skill areas of student performance weakness.

The standardized test items were analyzed by district staff and broken down into specific skill areas. A program of test preparation was developed identifying when (what grade level) specific content needs to be mastered, as it will be tested at that grade level, and when it needs to be reinforced. This document utilizes the scope and sequence format and is presented as a table of skills. This material was shared with all staff.

4. A monthly certification by site principals that a homework policy is being implemented continues to be a required submission to the Division of School Operations to meet compliance with the consent decree stipulation. Samples of homework assignments are submitted as well. District administrators visit school sites regularly to check for continued compliance. A memo reminding principals of the requirement to notify parents of the homework policy each semester is sent out twice a year.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
 August 1999 Rating: Not Reviewed
 February 2000 Rating: 3
 August 2000 Rating: 4
 February 2001 Self Rating: 6
 February 2001 New Rating: 5



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

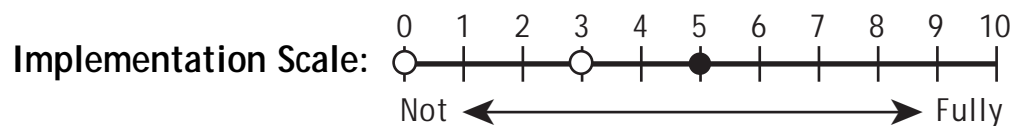
1. The revisions to the teacher evaluation instrument are still being negotiated with the certificated bargaining association. The district has proposed including several teacher performance standards from the California Standards for the Teaching Profession in the evaluation instrument. The district and association have not settled negotiations for this school year. However, school administrators are using the teacher performance standards to develop goals with teaching staff.

The district has also developed large posters of the standards for posting in classrooms, the standards have been the subject of teacher training workshops, and the standards have been incorporated into the Staff Development Plan as a desired outcome of staff development efforts.

The Peer Assessment and Review Program (PAR) has been successfully negotiated between the teachers' association and the district, which provides a plan of assistance to teachers who are performing at a less than satisfactory level, and will provide coaching support to probationary teachers.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
August 1999 Rating: Not Reviewed
February 2000 Rating: 3
August 2000 Rating: 5
February 2001 Self Rating: 7
February 2001 New Rating: 5



1.13 Instructional Plans – Modification and Adjustment

Professional Standard

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

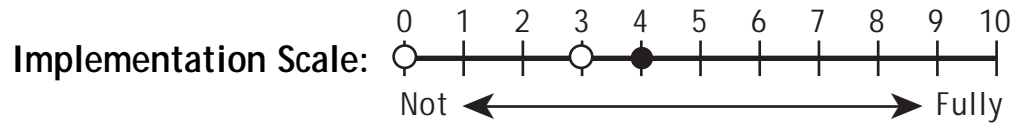
Progress on Recommendations and Recovery Steps

1. Student test data for spring, 2000 has been provided to each teacher. The test data provided reflects the scores and performance weaknesses of the students currently enrolled in the teacher's classroom. Teachers are now asked to develop student improvement plans based on the student performance data they have received for the students in their class. Teachers are also asked to develop individual student improvement plans to focus on individual student needs.
2. Summary charts of student scores are posted in the teacher's classroom. Teachers plan and adjust their lessons, based on test data feedback discrepancies.
3. Key Results Visitation teams continue site and classroom visits to monitor the instructional programs at the sites. The teams continue to review individual teacher lesson plans to determine the instructional focus and continue to emphasize use of effective teaching strategies. Curriculum staff is focusing on ways to differentiate instruction to meet the needs of different students, and in understanding what effective teachers do to help different students learn.
4. Ten district schools are participating in the second year implementation of the Immediate Intervention/Underperforming Schools Program (II/USP). Four other schools are participants in the federal Comprehensive School Reform Demonstration program (CSRDP). These fourteen schools are implementing Action Plans to overcome identified barriers to student achievement. The Action Plans developed by the sites with the assistance of contracted External Evaluators, require schools to do things differently, modifying instruction to meet the needs of their students.

Twelve additional schools have chosen to participate in the II/USP program for the first, planning year of the program. These twelve schools have contracted with an External Evaluator to assist them to identify the barriers to student achievement at their school, and to develop an Action Plan and strategies to overcome those identified barriers. The External Evaluators contracted for these twelve schools include Tolbert & Associates, Performance Fact, Urban Learning Center, and the Los Angeles County Office of Education.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
August 1999 Rating: Not Reviewed
February 2000 Rating: 3
August 2000 Rating: 4
February 2001 Self Rating: 5
February 2001 New Rating: 4



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 a functional curriculum management system in place. Several documents recently developed, establish planning and procedural processes for program and site administrators. Greater program collaboration is evident among the regular subject area programs and categorical programs. School sites now develop One Action Plan for school improvement that meets several program requirements.
2. The district has updated and adopted all district board policies in 1999-00. A process is in place to review new and proposed revised board policies on an ongoing basis. The instructional series, 6000, provides a curriculum framework for the district.
3. In addition, the district produced a series of parent booklets by grade level, "What Your Child Should Know," to explain the subject content standards expected of students in Language Arts and Mathematics. The booklets are published in English and Spanish. The booklet will be updated to include the standards from the newly revised History/Social Science and Science curriculum guides. This communication attempts to focus students and parents on the pupil achievement standards students will be held to, and communicates the grade level grading standards that have been developed to assess student achievement.
4. The district is implementing its K-12 Curriculum Management Guide that includes a planning calendar for curriculum revisions and textbook adoptions. Textbook adoptions in Science, History/Social Science and Advanced Placement courses for the 2000-01 school year were reported to the Board.

Curriculum Guides developed by the district are content-based and include assessment items. The guides outline the content standards by grade level for the subject area, detail the Stanford-9 and CAT-5 objectives in testing these standards, indicate the content alignment to the relevant pages in the adopted textbook, and suggest teaching strategies to address the content standards. The Curriculum Guides also suggest quarterly time lines for coverage of specific major areas of the content.

Curriculum Guides have been developed in Language Arts, Mathematics, and most recently in History/Social Science. Course Descriptions for 9-12 courses have been recently revised.

5. A Testing Plan has been developed and identifies the SAT-9 as the basis for the identification and remediation of students around areas of critical instructional need. Each school receives SAT-9 data analysis on individual and subgroup student performances for 2000. Teachers also received test data for the students currently enrolled in their classes. Testing coordinators at each site have been identified. Test data information provides the basis of the schools' One Action Plan and the site Test Preparation Plan.

Multiple assessment tools are used in the district. The district utilizes criterion referenced tests in Language Arts and mathematics at each grade level, administers written assessments four times a year at each grade level, administers a district proficiency test to students in grades 9-12 as a requirement for graduation, and utilizes the CAT-5 as an additional skills based assessment.

The California Teachers Association (CTA) will be conducting staff development workshops on the High School Exit Exam for the district high school teachers.

6. Low student performance remains a major concern for district staff. A number of district schools have not met performance growth targets in the spring 2000 testing. Twenty-six of the district's 34 schools are now participating in a state or federal school improvement program. Four district schools (Compton High, Laurel, Rosecrans and Walton) are participating as CSRD implementation schools. Three of these four schools met their 2000 API growth target.

Ten schools are participating in the second year implementation phase of the Immediate Intervention/ Underperforming Schools Program (II/USP) and include Centennial High, Vanguard Middle, Willowbrook Middle, Willard Elementary, Jefferson Elementary, Kennedy Elementary, Longfellow Elementary, Dickison Elementary, Washington Elementary, and Tibby Elementary. These schools are implementing their Action Plans to overcome identified barriers to improving student performance. Five of these ten schools met their 2000 API growth target.

Twelve additional schools (5 middle schools and 7 elementary schools) are participating in the first year of the II/USP program and are preparing their Action Plans to address barriers that inhibit improved student performance. These schools are Bunche, Davis, Enterprise, Roosevelt and Whaley Middle Schools, and Anderson, Bursch, Foster, King, Lincoln, McKinley and Roosevelt Elementary Schools. Only one school of these twelve, Bursch Elementary, met its 2000 API growth target. The External Evaluators contracted to work with this new cohort of II/USP schools include Tolbert & Associates, Urban Learning Center, Performance Fact, and the Los Angeles County Office of Education (LACOE) which will work with three middle schools. A curriculum specialist is a member of each school's Action Team.

The district curriculum staff is taking the following steps to work with schools that did not meet their growth targets: additional staff training twice a month, banking instructional time for total staff training and/or meetings, providing math or other subject area consultants, involving administration and staff in CSLA team training, conducting Key Results Visitations every two months, and upgrading school libraries if

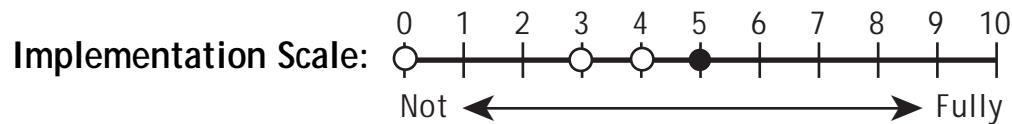
necessary. The district curriculum staff has assisted teachers to cluster their students by performance levels, identify and focus on one or two areas of identified student weaknesses, and determine a classroom assessment plan for their students. Teachers are expected to develop student improvement plans based on student performance on the SAT-9.

The district is combining its various hourly funded programs to provide after school tutorials for students K-12. Teachers are paid to stay after school to work with students needing additional instruction. Approximately 7,000 students are participating in this program.

7. The district needs to build on and enhance its curriculum work in meeting this standard. District staff are keeping better track of what teachers are teaching. Time will be needed to determine if the curriculum management system implemented, the staff development provided, and the instructional adjustments made in the classroom will result in improved test scores.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
August 1999 Rating: Not Reviewed
February 2000 Rating: 3
August 2000 Rating: 4
February 2001 Self Rating: 7
February 2001 New Rating: 5



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 has updated and adopted all district board policies in 1999-00. A process is in place to review new and proposed revised board policies on an ongoing basis. The instructional series, 6000, provides a curriculum framework for the district.
2. A Testing Plan has been developed and identifies the SAT-9 as the basis for the identification and remediation of students around areas of critical instructional need. Each school receives SAT-9 data analysis on individual and subgroup student performances for 2000. Teachers also received test data for the students currently enrolled in their classes. Testing coordinators at each site have been identified. Test data information provides the basis of the schools' One Action Plan and the site Test Preparation Plan.

The district has allocated funds to support its testing and assessment program. Multiple assessment tools are used in the district. Besides the SAT-9, the district utilizes criterion referenced tests in Language Arts and mathematics at each grade level, writing assessments four times a year at each grade level, a district proficiency test for students in grades 9-12 as a requirement for graduation, and the CAT-5 as an additional skills based assessment test.

3. The Promotion/Retention policy is supported by the Extended School Year program and the Accelerated Learning Program. Students who do not meet grade level standards may be retained at grade 3, 5, or 8. The Extended School Year program provides a summer opportunity for students to catch up or make up work. Students who are retained at grade 5 are placed in an Accelerated Learning Program class (ALP) at the middle school campus to make up 5th grade work. Students retained at grade 8 remain on the middle school campus in an ALP class to do make up 8th grade work.
4. The district continues to implement its staff development plan (July 2000). Staff development activities undertaken by schools are expected to address one or more of the six teacher certification performance standards identified by the district as desired teacher performance outcomes.

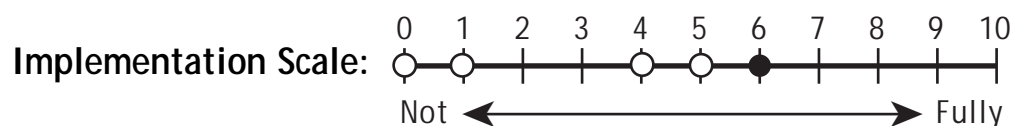
The Staff Development Plan provides a format for schools to use in planning their staff development activities. Schools plan staff development to address identified student needs at their site. Principals continue to visit classrooms to determine if strategies learned in staff development activities are used in the classroom. Key Results Visitation teams continue site and classroom visits to monitor the instructional programs at the sites

The district provides extensive staff development in the area of test data analysis. All school improvement efforts are based on needs assessment. A current staff development effort is a focus on technology, following the district's recent completion of its technology connectivity. Workshops are being provided to qualify teachers on using various computer programs and the internet. However, other numerous curricular workshops continue to be offered on an ongoing basis. Some of the district staff development workshops held during the last six months include literacy training for elementary teachers in the Open Court program; workshops on Math Steps, and Discovery Works (science text adopted); workshop for high school teachers on the math framework, content standards and the high school exit exam; and various workshops on writing skills, teaching algebra, and strategies for teaching physical education.

5. Use of assessment data is now a school level activity, enabling teachers to know what they need to concentrate on in the classroom to improve student performance. Test data is provided to the school level in a timely manner so that remedial action can be taken and instructional adjustments made for students before the school year has ended.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
 August 1999 Rating: 1
 February 2000 Rating: 4
 August 2000 Rating: 5
 February 2001 Self Rating: 7
 February 2001 New Rating: 6



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.

Consent Decree Stipulation

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

Additional related stipulations (Section 19) include the development of a district policy on student promotion and conducting parent meetings to obtain input to the policy.

Progress on Recommendations and Recovery Steps

1. The district has a functional curriculum management system in place. Several documents recently developed, establish planning and procedural processes for program and site administrators. Greater program collaboration is evident among the regular subject area programs and categorical programs. School sites now develop One Action Plan for school improvement that meets several program requirements.

A recent curriculum focus in reading establishes literacy coaches to assist teachers in the K-3 Open Court reading program in schools. This is an attempt to provide “critical friends” to assure a high quality program at the early grades.

2. The district has updated and adopted all district board policies in 1999-00. A process is in place to review new and proposed revised board policies on an ongoing basis. The instructional series, 6000, provides a curriculum framework for the district.
3. In addition, the district produced a series of parent booklets by grade level, “What Your Child Should Know,” to explain the subject content standards expected of students in Language Arts and Mathematics. The booklets are published in English and Spanish. The booklet will be updated to include the standards from the newly revised History/Social Science and Science curriculum guides. This communication attempts to focus students and parents on the pupil achievement standards students will be held to, and communicates the grade level grading standards that have been developed to assess student achievement.
4. The district is implementing its K-12 Curriculum Management Guide that includes a planning calendar for curriculum revisions and textbook adoptions. Textbook adoptions in Science, History/Social Science and Advanced Placement courses for the 2000-01 school year were reported to the Board.

Curriculum Guides developed by the district are content-based and include assessment items. The guides outline the content standards by grade level for the subject area, detail the Stanford-9 and CAT-5 objectives in testing these standards, indicate the

content alignment to the relevant pages in the adopted textbook, and suggest teaching strategies to address the content standards. The Curriculum Guides also suggest quarterly time lines for coverage of specific major areas of the content. Teachers are free to exercise discretion, within those quarterly time allotments, in developing time lines and strategies for covering the identified materials.

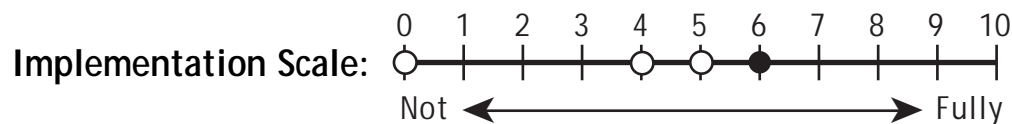
Curriculum Guides have been developed in Language Arts, Mathematics, and most recently in History/Social Science. Course Descriptions for 9-12 courses have been recently revised.

5. A promotion/acceleration/retention policy, Policy No. 5123, was revised and adopted on April 11, 2000. Information on the policy is distributed to parents through the Parent Handbook, Guidelines for Parents. If a student is in danger of being retained, parents are notified early about the possibility and about summer school options that are available to the student. The policy is supported by the Extended School Year program and the Accelerated Learning Program. Students who do not meet grade level standards may be retained at grade 3, 5, or 8. The Extended School Year program provides a summer opportunity for students to catch up or make up work. The Accelerated Learning Program (ALP) provides special classes of make-up work for students who are retained.

6. Mentor administrators have not been hired to support principals in developing curriculum management skills as recommended in the initial assessment report. However, principals have been supported by district staff, extensive staff development opportunities, and Key Results Visitations to the sites. Midyear and End-of-Year administrator convocations are held to support site administrators in their school improvement efforts.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
 August 1999 Rating: Not Reviewed
 February 2000 Rating: 4
 August 2000 Rating: 5
 February 2001 Self Rating: 7
 February 2001 New Rating: 6



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. There continues to be demonstrated among district staff, an expectation that clear linkages should exist among the district's vision, the Board goals, the district goals, and program goals.
 - a. Funds are allocated to support curriculum development and student assessment. The various program budgets collaboratively support common curricular and student performance goals.
 - b. Criteria and a time line have been established for the selection of instructional materials and textbook adoptions. Textbook adoptions for Science, History/Social Science, and Advanced Placement have been completed for the 2000-01 school year.
 - c. The district is making a small effort to assess the effectiveness of some of the curricular programs currently in place. The district should use a common format that includes consideration of cost-analysis, program integration, evaluation cycle timeline, and program effectiveness data. The district developed a reporting format to begin this process.

Some of the district's supplemental instructional programs are being evaluated by external evaluators. The Extended School Year (ESY) program was assessed by MGT of America. The ESY assessment report indicated that the ESY program assisted most students to make academic gains through ESY participation. Most students who participated were one or more grade levels behind. Students who entered the ESY program with the greatest deficiencies made the greatest gains. However, the ESY program does not provide students with a large enough gain to eliminate their skill deficits in a single summer. Recommendations included improving data management, and evaluating district staff development programs.

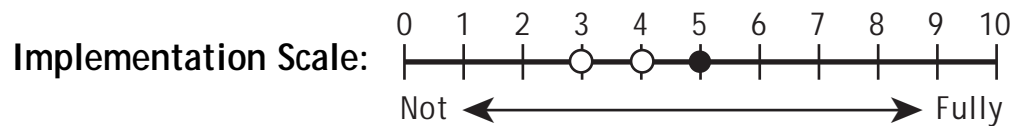
The Sylvan Reading program has submitted an assessment document for its program. The district plans to assess the program utilizing an external evaluator in the future. It is not clear if the external evaluators utilized the district's reporting format. The district may wish to revise its format, incorporating some parts of the reporting format used by the external evaluators.

A grants and assessment officer position was created in the Research and Evaluation office. The district has established a grant/award tracking sheet to monitor the various grant programs being applied for and administered by the district, and to develop a strategic focus for future grant proposals. The document also assists in monitoring timelines and due dates.

- d. Program effectiveness data should be shared with the Board on an annual basis.
- e. The database created to track supplemental programs should be expanded to include additional program information as listed in the original assessment report.
- f. Coordinators of supplemental programs clearly understand the need to support the district's instructional goal to improve student performance. This has resulted in more effective collaboration of all curriculum staff.

Standard Implemented: Partially Implemented

February 1999 Rating: 3
 August 1999 Rating: Not Reviewed
 February 2000 Rating: 4
 August 2000 Rating: 5
 February 2001 Self Rating: 6
 February 2001 New Rating: 5



1.18 California School Recognition Program Standards

Professional Standard

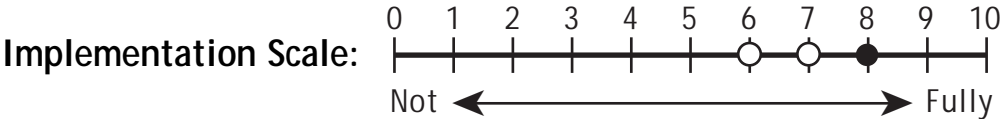
Every elementary school has embraced the 1997 California School Recognition Program Standards.

Progress on Recommendations and Recovery Steps

1. All Board policies and administrative regulations, including attention to the California School Recognition Program Standards, have been updated and adopted in the 1999-00 school year, substantially meeting this standard.
2. District elementary schools should continue to implement California School Recognition Program Standards in planning for site staff development.
3. Twelve of the district's elementary schools met their performance growth targets on the Academic Performance Index (API) Growth Report, and ten of these elementary schools are eligible to receive awards.

Standard Implemented: Fully Implemented – Substantial

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



1.19 Partnerships – State Colleges and Universities

Professional Standard

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 continues to maintain and expand its collaboration with local state colleges and universities. The district has enjoyed a long collaborative relationship with UC-Irvine, CSU-Dominguez Hills, and CSU-LA.

Several new collaborative efforts have been undertaken with institutions of higher education to provide additional opportunities for the students in the Compton schools. The district continues its involvement in the UCLA Math Project to provide math workshops for district teachers, and continues in the MESA program with UC-Irvine. The district is collaborating with the California State University-Los Angeles to implement an Advanced Placement Challenge grant to improve student achievement and further develop the district's Advanced Placement program.

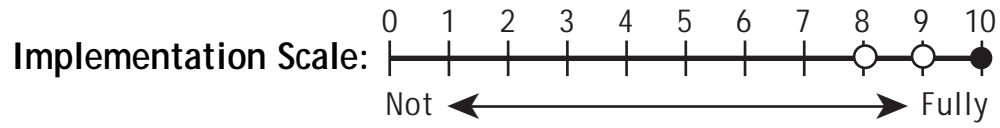
The district, CSU-LA and UC-Irvine will also implement the GEAR-UP grant program (Gaining Early Awareness and Readiness for Undergraduate Programs) to prepare middle school students to plan for college attendance. In connection with these programs, CSU-LA Access Center will implement a tutorial program at three high schools and four middle schools as part of the larger AP Challenge initiative. These programs will help district teachers provide courses of high academic standards for both the pre-advanced placement and advanced placement program. The district is also collaborating with USC and CSU-Dominguez Hills in a program to develop a para educator Career Ladder Program, helping paraprofessionals obtain teaching credentials. Another project is Project STAR with CSU-Long Beach, a college readiness program beginning at the third grade level.

The colleges and universities provide a number of professional development workshops for the district's teachers. The district pays teachers to attend training sessions; the universities and colleges provide the training and program design. College credit is often available for participation in the postgraduate course offerings.

2. A grants and assessment officer position was created in the Research and Evaluation office. The district has established a grant/award tracking sheet to monitor the various grant programs being applied for and administered by the district, and to develop a strategic focus for grant proposals. The document also assists in monitoring time lines and due dates.

Standard Implemented: Fully Implemented – Sustained

February 1999 Rating: 8
August 1999 Rating: Not Reviewed
February 2000 Rating: 8
August 2000 Rating: 9
February 2001 Self Rating: 10
February 2001 New Rating: 10



1.20 Administrative Support and Coaching – Teachers

Professional Standard

Administrative support and coaching are provided to all teachers.

Consent Decree Stipulation

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

Progress on Recommendations and Recovery Steps

1. The district continues to emphasize the importance of the site principal as the instructional leader of the site. Some reassignments of principals, and some new appointments occurred for the school year. The district's Curriculum Management Plan, Staff Development Plan, and the administrator convocations held twice a year, continue to focus on the roles of principals and administrators in providing high quality curriculum and instruction.
 - a. Job descriptions for certificated personnel are being revised.
 - b. Follow-up activities to staff development workshops provide support to classroom teachers. Principals make brief classroom observations to look for the use of instructional strategies learned in the workshop, and provide immediate, brief communication to the teachers on observation forms. Key Results visitations review teacher lesson plans.

School Operations staff is now looking to define what should be seen in the classroom following a staff development activity, and is designing a feedback sheet to reflect what they want to see in the classroom. This should further refine staff development decisions. Teachers are involved in making site level staff development decisions in response to the staff's review of student performance data.

Administrators continue to be involved in CSLA leadership training programs. The district continues to convene High School Summits focusing on the high schools. The third summit was scheduled in the fall.

Two principals' meetings are held each month during the school year, one of which is held in the afternoon. Training sessions for principals are held in the mornings at various school sites when classes are in session, so that principals can visit classrooms for observations.

The district administrative staff sees growth in all but two middle schools, and acknowledges that there is minimal growth at the high school level.

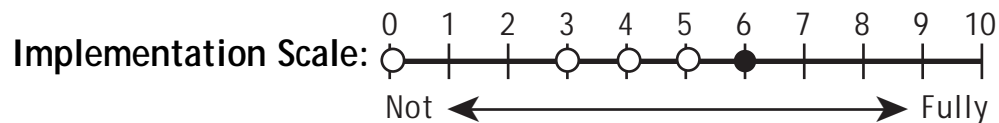
- c. The district's Staff Development Plan is being fully implemented. Administrators will continue to assess the effectiveness of the staff development and the cost-analysis of the activity.

The district's curricular focus for grades K-5 is on reading and writing. Literacy coaches have been established to assist K-3 teachers in the Open Court reading program.

- d. Principals are familiar with the California Standards for the Teaching Profession and observe classrooms, and establish goals with teachers, with these standards in mind. Principals are required to be in the classroom for 50 percent of the day to address instructional improvement. Principals are part of the school's leadership team which uses assessment data to develop a school improvement plan to improve student learning.
- e. The Staff Development Plan incorporates six standards from the California Standards for the Teaching Profession as desired teaching outcomes. Teacher professional development is focused on activities aimed at improving student learning and performance.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
 August 1999 Rating: 3
 February 2000 Rating: 4
 August 2000 Rating: 5
 February 2001 Self Rating: 6
 February 2001 New Rating: 6



1.21 Professional Development – Personnel Evaluation

Professional Standard

Professional development is linked to personnel evaluation.

Consent Decree Stipulation

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

Progress on Recommendations and Recovery Steps

1. The district has taken steps to more closely align the teacher evaluation system with staff development programs and the student assessment system. Key Results visitations attempt to monitor linkages to staff development activities.
 - a. The revisions to the teacher evaluation instrument are still being negotiated with the certificated bargaining association. The district has proposed including several teacher performance standards from the California Standards for the Teaching Profession in the evaluation instrument. The district and association have not settled negotiations for this school year. However, school administrators are using the teacher performance standards to develop goals with teaching staff.
 - b. The district's Staff Development Plan outlines the district's staff development objectives, the preferred delivery model, an explanation of how to determine and use student needs to guide staff development, the how-to process of implementing staff development, and a cost-benefit analysis and evaluation process. The Staff Development Plan incorporates standards from the California Standards for the Teaching Profession. Staff development activities are expected to address one or more of six teacher certification performance standards which the district has identified as desired teacher performance outcomes.

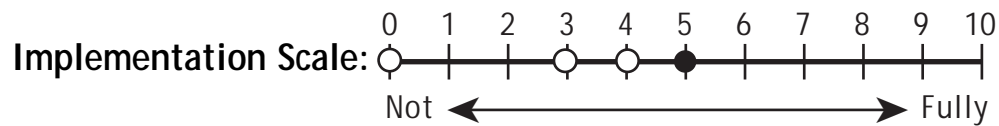
Many staff development workshops were offered to help teachers and administrators to understand and use best practices in assessment and data analysis, and to tailor staff development offerings to improving student learning and teacher skills.

The district has provided a link between professional development and individual teacher performance through the Peer Assistance and Review Program (PAR). The PAR program, which has been successfully negotiated between the teacher's association and the district, provides a plan of assistance to teachers who are performing at a less than satisfactory level, and will provide coaching support to probationary teachers.

- c. The district has provided extensive staff development in the area of test data analysis to focus the staff development efforts initiated at the school sites on improving student performance of the students at that site. A one-week training workshop on using assessment data to direct instructional improvement was provided to all principals in the district.
- d. Principals are still expected to spend fifty percent of their day in the classroom or in related instructional activities. School Operations therefore expects that 50% of all staff will be visited each month. Principals continue to maintain their observation logs to document their visits and to provide immediate feedback to teachers of the instructional activities observed. Principals assess whether strategies learned in staff development are being implemented in the classroom. Teachers now must develop student plans utilizing data on how their students performed on the SAT-9.
- e. Principals receive training designed to assist them to improve student learning. Two principals' meetings are held each month during the school year, one of which is held in the afternoon. Training sessions for principals are held in the mornings at various school sites when classes are in session, so that principals can visit classrooms for observations.
- f. The criteria for teacher observations now include the standards from the California Standards for the Teaching Profession. Principals have received an orientation to the California Standards for the Teaching Profession and observe classrooms with these standards in mind.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
 August 1999 Rating: 3
 February 2000 Rating: 4
 August 2000 Rating: 5
 February 2001 Self Rating: 6
 February 2001 New Rating: 5



1.22 Collaborations

Professional Standard

Collaboration exists between higher education, district, professional associations and community in providing professional development.

Progress on Recommendations and Recovery Steps

1. The district continues to maintain and expand strong collaborative efforts with local state colleges and universities. As reported in the third six-month progress report, recent professional development initiatives included the UCLA Math Project which provided mathematics workshops for teachers, and a technology grant in-service training partnership established with CSU-Dominguez Hills. Long Beach State University provides CLAD and BCLAD training to district teachers. CTA provides on-line credential classes for teachers.

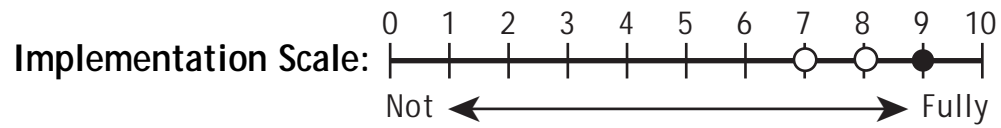
Several new collaborative efforts have been undertaken with institutions of higher education to provide additional opportunities for the students in the Compton schools. For example, the district is working in collaboration with the California State University-Los Angeles to implement an Advanced Placement Challenge grant to improve student achievement and further develop the district's Advanced Placement program. The district, CSU-LA and UC-Irvine will also implement the GEAR-UP grant program (Gaining Early Awareness and Readiness for Undergraduate Programs) to prepare middle school students to plan for college attendance. In connection with these programs, CSU-LA Access Center will implement a tutorial program at three high schools and four middle schools as part of the larger AP Challenge initiative. These programs will help district teachers provide courses of high academic standards for both the pre-advanced placement and advanced placement program. The district is also collaborating with USC and CSU-Dominguez Hills in a program to develop a para educator Career Ladder Program.

The colleges and universities provide a number of professional development workshops for the district's teachers. The district pays teachers to attend training sessions; the universities and colleges provide the training and program design. College credit is often available for participation in the postgraduate course offerings.

3. The district has been selected as a recipient of a grant from the Institute for K-12 Leadership in partnership with the Bill and Melinda Gates Foundation to establish a "virtual high school" in the district. Staff is currently involved in planning for this project.
4. The district has established a grant/award tracking sheet to monitor the various grant programs being applied for and administered by the district.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating: 7
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: 8
February 2001 Self Rating: 9
February 2001 New Rating: 9



1.23 Initial Student Placement – Procedures

Professional Standard

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

Consent Decree Stipulation

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

Progress on Recommendations and Recovery Steps

1. The district planned and conducted a successful two-day conference/workshop for all certificated district staff on August 30 and 31, 2000. Many workshops were provided on special education and bilingual laws and procedures, and the special needs of students, and several mandated training requirements were met. More than 1600 people attended. This was an impressive training/orientation effort.
2. As reported in the last six-month report, the district reduced the number of overdue triennials and Individual Education Plans (IEP) to less than 10 percent districtwide. Psychologists were hired as independent contractors to work on Saturdays to reduce the backlog. Three years ago the backlog was estimated at 800 overdue triennials and IEPs. There was no backlog on initial special education placement of students this school year.

The district continues to update its special education data using the Special Education Management Information System (SEMIS). The district is able to monitor, by site, any overdue triennial or IEP on a monthly basis to take timely action. The special education staff needs suspension/expulsion data to monitor other IEP requirements. They will need to communicate with other district staff to acquire information on special education students approaching ten days of suspension. Nine elementary and five middle schools are using the IEP software program. The lack of sufficient printers at the schools is a problem.

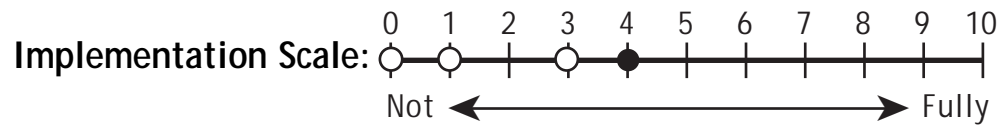
- a. A referral tracking system for special needs health assessments has been developed and is being monitored. An updated student list is provided to nurses by early October for students needing triennial assessments.
- b. The district successfully filled eleven new special education teacher positions for the school year. All schools have at least one full-time resource specialist teacher. At present, the district has 100 special education teachers.
- c. A draft document summarizing the administrative responsibilities of site administrators in the SST, IEP, and 504 processes were shared with principals in a November meeting. This document will be refined for distribution.

- d. The special education office meets nine times during the year with special education staff after school. Staff development has focused on the district's reading program.
3. As reported earlier, the district had corrected 56 systemic non-compliant items from the Coordinated Compliance Review for the years 1992-1998. Since the last six-month report, the district successfully attained completion of the five remaining non-compliant items on November 17, 2000. The district submitted a response in October, to the latest June 23, 2000 CCR report. The new compliance report was formatted differently and included a noncompliance item analysis.
4. A new coordinator for the Office of English Language Learners was recently appointed, and has been working in the last six months to meet compliance issues for ELL students. Board Policy No. 6174 Education for English Language Learners was revised.
 - a. The State Department of Education informed the district in late summer that their consolidated LEP application would not be recommended for approval by the State Board of Education in October, unless the district provided evidence showing significant progress in resolving long-standing unresolved compliance issues. This non-approval would have resulted in the withholding of LEP funds to the district. In September, the bilingual instructional assistants at each school were reassigned by direction of the State Administrator to review students' cumulative folders to check for required Primary and Language Proficiency Assessment data, and to identify students needing initial assessments. These bilingual instructional assistants were trained in the administration of the Language Assessment Skills and in the procedures for documenting Verification of Student Assessment.
 - b. ELD training was provided for teachers on October 9th. A summer ELD Institute was offered for staff of ELAP and ELD schools. The district is working with a LACOE consultant to improve its ELL program. A draft of "Services to English Learners" is being developed to outline the responsibilities of school staff in working with ELL students. School administrators have received training on the new procedures for new enrollees in the district and the responsibility of ensuring that all students have a Home Language Survey on file. New Language Assessment files and forms to accurately document ELL program data have been developed.
 - c. The district will continue its collaboration with the Ministry of Education and Culture of Spain, and CDE to provide quality bilingual staff in its ELL program. The Office of ELL has also enlisted the assistance of the principals to update the district's teacher certification information, and to identify current teachers who teach ELL students and determine if ELL students have been assigned to qualified teachers. Teacher certification training is scheduled to begin in March, 2001. Any teachers on special assignment to the Office of ELL will be returned to the classroom as of February 1, 2001 to provide qualified teachers in the classroom.

- d. English and Spanish initial oral language assessment is administered for K-12 students at the Language Assessment Center. Initial Spanish reading and writing assessment is administered for students in grades 2-12 at the Language Assessment Center.
 - e. A draft of the district's Accountability Plan was sent to the Office for Civil Rights to be used in the completion of the district's Master Plan. It includes benchmarks to address the district's ELL non-compliant issues. The latest draft copy of the Master Plan for English Language Learners is dated October 6, 2000.
 - f. In January, 2001, the State Administrator again directed principals to ensure that all Home Language Surveys are on file. Teams of assessors visited the schools to document any missing student cumulative folders, Home Language Surveys, or initial and/or reassessment data on a Verification of Student Assessments form for each school. The findings were detailed on a Student Cumulative Folder Review Findings Summary. Data was further shared with each school for correction.
 - g. The Office of ELL will need to meet with principals, counselors, ELD teachers and English teachers to design an ELL curriculum that will meet the basic credit requirements for graduation, provide students the option of entering the CSU system, meet the legal requirements of Proposition 227, and develop the necessary academic skills of students. A tentative program design of courses for ELL students has been developed.
 - h. The district continues to allocate funds equitably to the areas of greatest need. The Office of ELL is inputting data collected from the Verification of Student Assessment forms to develop a data tracking system.
5. The district is implementing a Voluntary Resolution Plan (VRP) to address issues raised by the Office for Civil Rights. The district has contracted with WestEd for technical assistance in meeting the requirements of the VRP. The district has established a Compliance Officer position to respond to complaints or issues. WestEd, in a January 15, 2001 status report to the district, feels that the district is making satisfactory progress in their efforts to meet the requirements of the VRP.
6. The district's Office of ELL will need to continue to conduct periodic program reviews to monitor compliance issues. The district's special needs programs will continue to require funding to complete the installation of tracking system software and to continue to provide districtwide staff development training. The special needs programs will also need to continually address teacher certification issues to obtain qualified teachers in these programs.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
August 1999 Rating: 1
February 2000 Rating: 3
August 2000 Rating: 4
February 2001 Self Rating: 4
February 2001 New Rating: 4



1.24 Discipline and Practices – Established/Communicated

Professional Standard

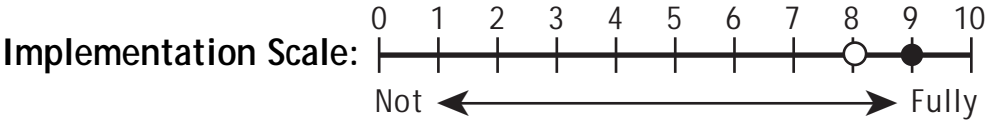
Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.

Progress on Recommendations and Recovery Steps

1. Student disciplinary practices are well defined, widely communicated and enforced. The Parent Handbook is updated each year and distributed to parents at the beginning of each school year. Behaviors expected of students and the consequences for misbehavior are included in the Handbook and communicated to parents and community members regularly.
2. The district continues to offer and expand intervention efforts to assist at-risk students. The Extended School Year Program, after school tutorials, the Accelerated Learning Program (ALP) are programs that have been in place for more than a year. A new community collaborative the district is initiating will provide counseling services for misbehaving special education students.
3. This standard has been fully implemented for two years, and processes are in place to sustain it.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating: 8
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: 8
February 2001 Self Rating: 9
February 2001 New Rating: 9



1.25 Instructional Materials – Student Accessibility

Professional Standard

The district will ensure that all instructional materials are accessible to all students.

Consent Decree Stipulation

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

Additional related stipulations (Section 8) include that each student will be assigned a textbook in core subject areas at the beginning of a course of study, that children will be able to take home textbooks or study materials, that a textbook inventory is developed by February 1st and that a textbook replacement plan is developed.

Progress on Recommendations and Recovery Steps

1. The district adopted textbooks in Science, History/Social Science and Advanced Placement for the 2000-01 school year. Site librarians and library assistants are responsible for preparing textbooks for student use and distributing them expeditiously to the classrooms. On December 5, 2000, FCMAT visited several random schools. At least one of the schools visited still had books in the library being processed, rather than in the classroom with students. School Operations staff indicated they are working with site staff to make this process faster and more efficient. Library staff is also responsible for collecting texts at the end of the year, notifying students of lost book charges and ordering replacement books for the following year.
2. Every student is provided access to textbooks to take home when appropriate. The district has purchased class sets of texts in English and mathematics as well as sufficient texts to assign a text to each student. The class set enables students to leave their assigned copy at home.
3. The History/Social Science textbook adoption process has been completed and texts were purchased for 2000-01 to provide each student with an assigned text. Additional classroom sets for use in the classroom will be purchased from a future budget. Textbook availability is monitored by a review of the textbook assignment forms, lost textbook collection process, and the purchase order requests made for replacement copies. The Key Results visitations also check for the availability of appropriate instructional materials.

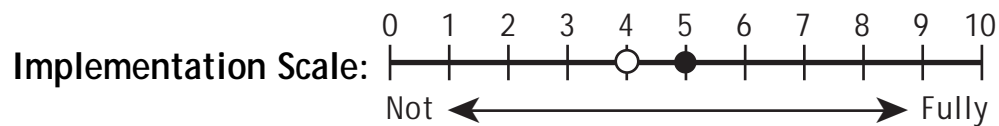
A teacher on special assignment monitors the lost book tracking system. Teachers collect assigned books at the end of the school year. The district places orders for replacement texts for the new school year. Students are assessed for the cost of any lost book.

As reported in the last six-month report, block grant funds were used to provide reimbursement funds to teachers for the purchase of instructional supplies. Up to \$300 was available to new teachers, and \$200 was available to continuing teachers, to reimburse their actual purchase receipts.

4. Texts are purchased and provided for students of limited English speaking ability in the same manner as noted in number one.
5. The district continues efforts to make instructional materials accessible to all students.

Standard Implemented: Partially Implemented

February 1999 Rating: 4
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: 5
February 2001 Self Rating: 5
February 2001 New Rating: 5



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. Since the third six-month progress report, the information technology coordinator left the position with the district. However, existing technology staff, some who were hired just prior to the third six-month progress report, has completed the infrastructure project. The project was intended to install the wiring and networking equipment that would allow computer access to local and district resources, the internet, email and eventual video conferencing. The project goal called for installation of five computer connections and one phone connection for each classroom and proper wiring for at least one computer lab and one file server computer for each school. Two years of participating in the e-rate funding program was used to complete trenching and establish connectivity (\$4 million, \$17 million). The district is in its third year of participating in e-rate funding (2000-01) and expects to receive \$13 million.

The district uses standard Cisco equipment throughout the district. A help desk position is planned to be initiated in February, 2001. The district is looking for another trainer position for district staff.

2. The Technology Education Services office is revising the district's Technology Plan. The District's Technology Plan is still in a working draft stage. The technology committee meets regularly to address the completion of the plan and to receive status updates on the technology projects. Meeting agendas and minutes were available for review.

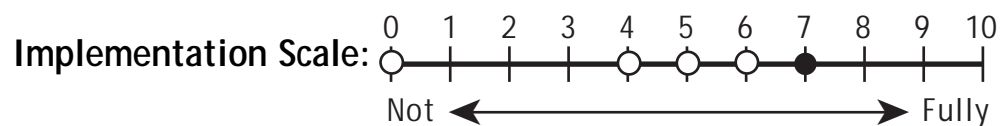
The office staff has also assisted the district's high schools with the development of their Digital High School grant applications. Compton High School, the first high school to receive the Digital HS grant, is implementing training. Dominguez has just received its grant funds. Centennial expects to receive its funds next school year.

3. Staff development for teachers in the technology area has greatly increased. Staff development is provided on several levels, depending on the skill of the staff member. Personal comfort with the technology is the first level of training. Instructional and other computer uses is the second level. Two district computer labs have been installed for staff training.
4. An instructional technology teacher certification process (K-12) has been initiated, requiring teachers to become certified before allowing internet access for professional and instructional use. Certification includes four-six hours of training, agreeing to the district's Acceptable Use Policy, and a technology assessment. The Acceptable Use Policy is close to completion and soon will be sent to the Board for approval. Students and staff will be required to abide by the Acceptable Use Policy.

Computer software workshops presently being offered to staff include: Apple Works, Apple Works spreadsheet applications, Windows, Inspiration, Introduction to Kid Pix, Book in Bag lesson plans, Macintosh Basics, and Introduction to the Internet.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
August 1999 Rating: 4
February 2000 Rating: 5
August 2000 Rating: 6
February 2001 Self Rating: 9
February 2001 New Rating: 7



1.27 Planning Process – Focus and Connectivity

Professional Standard

The district's planning process ensures focus and connectivity to increased student productivity.

Progress on Recommendations and Recovery Steps

1. As reported in earlier six-month progress reports, the district has implemented the recommendation to adopt updated board policies and has established procedures for reviewing board policies on a regular basis. New or proposed revised board policies are submitted for review at each board meeting, and acted upon at a subsequent board meeting.
2. The district attempts to base its planning processes on the receipt of adequate information and study prior to implementing programs to ensure that the program will be successful. Student achievement data has become the basis for many school site decisions, including the development of school improvement plans, staff development activities, and expenditure of school site funds.

Key Results Visitation teams continue to monitor school sites. Several teams have been created, and team members have been trained for comparability across the teams. Teams look for differentiation of instruction in their classroom observations. The district's August orientation/workshop raised staff awareness about special education and English language learner needs, and differentiation has been an instructional focus for the school year.

The district's attendance taking process is also being closely monitored. Six schools are visited every Tuesday by the various teams.

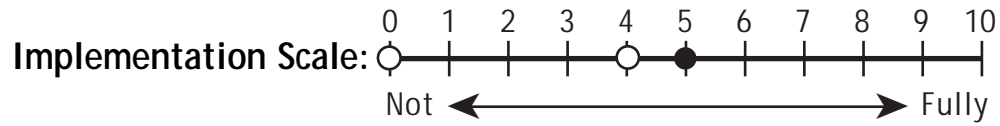
3. Ten schools identified as low performing schools are participating in the second year of the Immediate Intervention/Low Performing Schools program, implementing the Action Plans they developed last year to overcome barriers to student improvement. Four district schools are participating in the federal Comprehensive School Reform Demonstration program (CSRD) and are implementing steps toward school improvement.

Twelve additional schools are participating this year in the II/USP program to begin the process of identifying the barriers inhibiting student performance, and developing an Action Plan to overcome the identified barriers. The schools will be working with the following contracted external evaluators: Tolbert & Associates, Urban Learning Center, Performance Fact, and the Los Angeles County Office of Education (LACOE) which will work with three middle schools.

4. Staff development training continues to be provided for all administrators and key instructional staff members. Training activities should continue to include the assessment of needs, and setting realistic goals and performance-based objectives in an effective planning system.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: 4
February 2001 Self Rating: 5
February 2001 New Rating: 5



1.28 Human Resources Practices

Professional Standard

Human Resources practices support the delivery of sound educational programs.

Progress on Recommendations and Recovery Steps

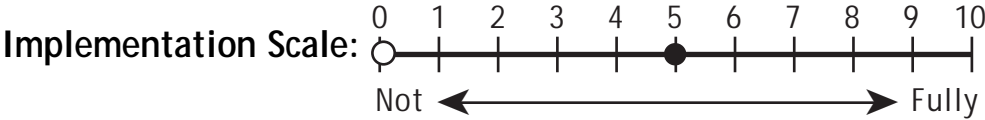
1. The district is attempting to establish competitive salaries for teachers and administrators. The district has not settled contract negotiations with the certificated staff for the 2000-01 school year. The district offered a 10% salary increase which was not accepted by the teachers' association, but was received by administrators and classified staff. Some teachers have appealed to Board members for a larger percentage increase.

The lack of agreement with the teachers' association is exacerbated by the salary increases given by other surrounding districts, some who may need to make future budget reductions to be able to fund the raises awarded. The district will continue to have difficulty establishing competitive salaries when other districts continue to raise salaries beyond Compton's resources.

2. The district has developed adequate in-house capability to conduct its own personnel office functions, and did not need to contract an external personnel firm. The Assistant Superintendent for Personnel retired in December and the district has hired a new Assistant Superintendent beginning in February, 2001.
3. The district supports the delivery of sound educational programs through its recruitment and hiring process, and its staff development training activities.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: 5
February 2001 Self Rating: 6
February 2001 New Rating: 5



2.1 AIDS Prevention Instruction – CDE Requirements

Legal Standard

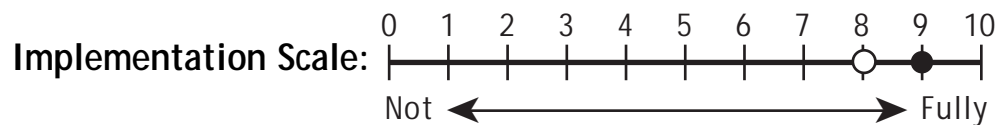
AIDS prevention instruction occurs at least once in junior high or middle school and once in high school and is consistent with the CDE's 1994 Health Framework. (EC 51201.5)

Progress on Recommendations and Recovery Steps

1. The district continues to deliver AIDS prevention curriculum as directed by EC 51201.5.
2. The district uses pre and post student tests to assess the effectiveness of the program.
3. This standard has been fully implemented for two years, and processes are in place to sustain it.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating: 8
August 1999 Rating: Not Reviewed
February 2000 Rating: 8
August 2000 Rating: 8
February 2001 Self Rating: 8
February 2001 New Rating: 9



2.2 California High School Proficiency Exam

Legal Standard

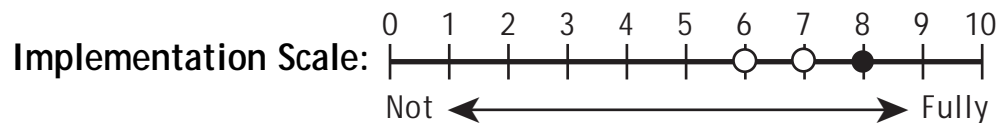
On a yearly basis, the district notifies all 11th and 12th grade students regarding the California High School Proficiency Examination. (Title 5, 11523, EC 48412)

Progress on Recommendations and Recovery Steps

1. The district's annual Parent Handbook, updated annually and distributed to students and parents, provides information on the credit and proficiency requirements for graduation. In addition, school sites provide notification to students and parents of the results of the proficiency tests when they are taken.
2. Multiple testing opportunities are available to take and pass the high school graduation proficiency test. Three opportunities per year are provided to students in grades 9-12 to take the proficiency test.
3. The district has required Algebra as a high school graduation requirement for the last three years.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating: 6
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: 7
February 2001 Self Rating: 8
February 2001 New Rating: 8



2.3 Class Time – Protected for Student Learning

Legal Standard

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

Consent Decree Stipulation

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

Progress on Recommendations and Recovery Steps

1. As reported in the last six-month progress report, Board policies and administrative regulations have been updated and adopted by the Advisory Board. Board policies institutionalize the practice of protecting class time for student learning.

The protection of class time for instruction and student learning is a required element in each school's improvement plan. Strategies are developed by teachers at each site, made part of the school improvement plan, and posted in each classroom.

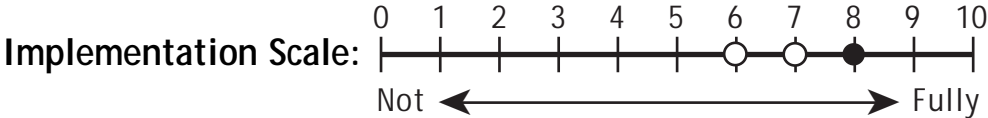
Key Results Visitation teams monitor the implementation of these strategies through site visits and observations. A checklist is used to indicate the findings of the team in several instructional areas, including lesson delivery and condition of the classrooms, the availability of instructional materials, the availability of a variety of safety net strategies to support at risk students, and the protection of instructional time. Summary reports of the team's findings are shared with the administration after the visitation is concluded. The report identifies recommendations made by the visiting team for follow-up action before the team's next visitation.

Instructional time for students has been extended beyond the regular instructional day and year with opportunities for Saturday school, after school tutorial programs, and summer extended year programs.

Time banking is being implemented by sites to provide time for teacher collaboration and staff development. Sites extend the instructional time on several days and "bank" the minutes to be used on an early student release day to conduct a staff activity. The use of block schedules is being explored by some schools.

Standard Implemented: Fully Implemented – Substantial

February 1999 Rating: 6
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: 7
February 2001 Self Rating: 8
February 2001 New 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. Greater program collaboration is evident among the regular subject area programs and categorical programs. There continues to be demonstrated among district staff, an expectation that clear linkages should exist among the district's vision, the Board goals, the district goals, and program goals. School sites now develop One Action Plan for school improvement that meets several program requirements.

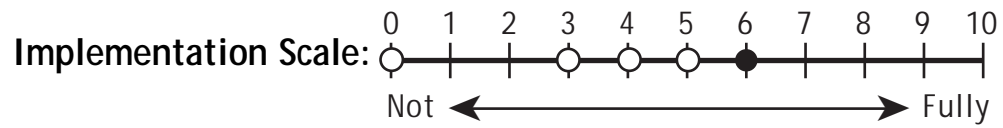
District program staff monitor the use of categorical and compensatory program funds to ensure that funds supplement and not supplant district services. Training is provided for staff and parents on allowable expenditures and appropriate use of funds in these programs. School site councils also provide appropriate oversight of school site funds.

Some of the additional supplemental program services provided by categorical funds include numerous after school tutorial programs; the District's Homeless Education Project that provides student referrals to school-based health clinics for primary care services by a physician; referrals for vision, dental, and pharmacy services for students who are Medi-Cal eligible; provision of emergency food certifications, bus tokens, and school uniforms for needy students.

2. The district planned and conducted a successful two-day conference/workshop for all certificated district staff on August 30 and 31, 2000. This was an impressive training/orientation effort that pooled resources and the talents of program staff working collaboratively. Workshops were provided on a number of timely subjects, including special education and bilingual laws and procedures, and the special needs of students. Several mandated training requirements were met by the district through this activity. More than 1600 people attended.
3. As reported earlier, the district had corrected 56 systemic non-compliant items from the Coordinated Compliance Review for the years 1992-1998. Since the last six-month report, the district successfully attained completion of the five remaining non-compliant items on November 17, 2000. The district submitted a response in October, to the latest CCR report (June 23, 2000). The district is now turning its attention to the new compliance report and any reported noncompliant items. The district has also eliminated the backlog of special education initial student placements.

Standard Implemented: Partially Implemented

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



2.5 Basic Skills Proficiency Exam – Instructional Aide

Legal Standard

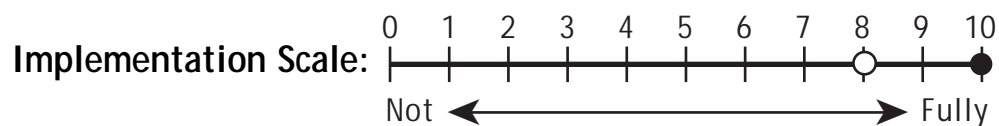
A requirement is in place for passing of a basic skills proficiency examination by instructional aides. (EC 45344.5, EC 45361.5)

Progress on Recommendations and Recovery Steps

1. The district continues to require a basic skills proficiency examination for instructional aides before employment. Applicants continue to be tested for knowledge and abilities directly related to the position. The district requires a minimum passing score at 70 percent as posted in the Vacancy Announcement.
2. District Board Policy references the appropriate education code section requiring a proficiency test.
3. All elements of the standard are fully implemented, are being sustained with high quality, are being refined, and have a process for ongoing evaluation.

Standard Implemented: Fully Implemented – Sustained

February 1999 Rating: 8
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: 8
February 2001 Self Rating: 10
February 2001 New Rating: 10



2.6 General Instructional Programs

Legal Standard

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

Consent Decree Stipulation

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

Progress on Recommendations and Recovery Steps

1. The district continues efforts to comply with the mandates of the Education Code 51000 through 52950.

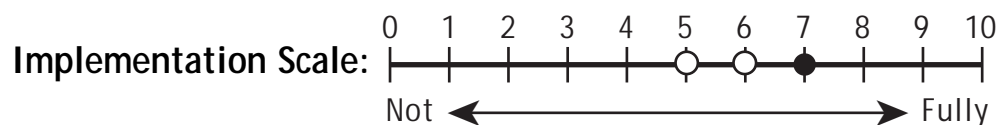
As reported in earlier six-month progress reports, the district has implemented the recommendation to adopt updated board policies and has established procedures for reviewing board policies on a regular basis. New or proposed revised board policies are submitted for review at each board meeting, and acted upon at a subsequent board meeting.

2. The district still struggles with bringing special programs into compliance. The special education program has cleared all noncompliant items from the Coordinated Compliance Review for the years 1992-1998. The district must now turn its attention to the new compliance report (June 2000) and any reported noncompliant items. The district has also eliminated the backlog of special education initial student placements.

Although the district has taken significant steps to bring the program for English language learners into compliance, the district still has a great deal more work to do. A draft of the district's Accountability Plan was sent to the Office for Civil Rights to be used in the completion of the district's Master Plan. It includes benchmarks to address the district's ELL noncompliant issues. The latest draft copy of the Master Plan for English Language Learners is dated October 6, 2000.

Standard Implemented: Partially Implemented

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



2.7 Incoming Kindergarten Students – Admittance

Legal Standard

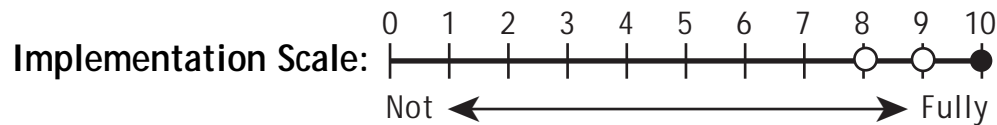
All incoming kindergarten students will be admitted following board-approved policies and administrative regulations. (EC 48000-48002, 48010, 48011)

Progress on Recommendations and Recovery Steps

1. Incoming kindergarten students are admitted following Board-approved policies and administrative regulations. Local newspapers are notified; letters, flyers and forms are distributed to parents.
2. This standard has been fully implemented for two years, and has reached a level of performance that can be sustained without extraordinary intervention.
3. All elements of the standard are fully implemented, are being sustained with high quality, are being refined, and have a process for ongoing evaluation.

Standard Implemented: Fully Implemented – Sustained

February 1999 Rating: 8
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: 9
February 2001 Self Rating: 10
February 2001 New Rating: 10



2.8 Parent Information/Clarity – Student Test Scores

Legal Standard

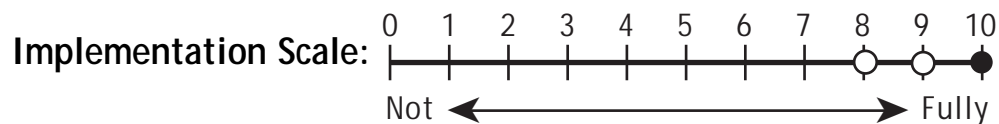
The district shall inform parents of the test scores of their children, and provide general explanation of these scores. (EC 60720 and 60722)

Progress on Recommendations and Recovery Steps

1. Test data for each student is shared with the school sites by the testing office and schools inform each student and his/her parents of their performance. The district is in compliance with EC 60720 and 60722.
2. The district mails SAT-9 letters home to parents. SAT-9 parent meetings are conducted to explain the test scores. The Parent Handbook, updated annually and distributed to students and parents, informs parents of the district's testing requirements. The district has also published parent booklets for each grade level that explain the performance standards that students are expected to attain at that grade level, and the criteria upon which the grading system will be based.
3. This standard has been fully implemented for two years, and has reached a level of performance that can be sustained without extraordinary intervention.

Standard Implemented: Fully Implemented – Sustained

February 1999 Rating: 8
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: 9
February 2001 Self Rating: 10
February 2001 New Rating: 10



2.9 Accountability – Maximum Educational Opportunity

Legal Standard

The district shall be accountable for student results by using evaluative information regarding the various levels of proficiency and allocating educational resources to assure the maximum educational opportunity for all students. (EC 60609)

Consent Decree Stipulation

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

Progress on Recommendations and Recovery Steps

1. A Testing Plan has been developed (January 2001) based on the directions provided by the State Administrator in September. The Plan identifies the SAT-9 as the basis for the identification and remediation of students around areas of critical instructional need. A testing calendar has been established.
2. Each school received SAT-9 data analysis for the past three years. Colored graphs for each school were prepared for public display at each school site. Schools received information on individual and subgroup student performances for 2000. Teachers also received test data for the students who are currently enrolled in their classes this school year. For secondary schools, this information was provided by subject area and class period.
3. Testing coordinators at each site have been identified. Multiple assessment tools are used in the district. Test data information provides the basis of the schools' One Action Plan and the site Test Preparation Plan.
 - a. Student performance data from the SAT-9 and the CAT-5 are provided to each site for analysis and is available to teachers on a classroom by classroom basis. District administrative staff visit every school several times each year to monitor "Key Results" in school improvement.
 - b. The district has developed and utilizes criterion referenced tests in Language Arts and mathematics for each grade level. The CRT is an assessment tool based on the areas of significant student weaknesses identified in the SAT-9. The district identified four major areas of weakness at each grade level, and utilized a test item bank from CTB-McGraw-Hill to select test questions in those skill areas for the test. CRT feedback is provided to the sites for student remediation. A second cycle of CRT testing is conducted during the year to follow-up on the remedial action taken by the teachers.
 - c. Four writing assessments are conducted during the school year. The assessments are aligned to the state frameworks, support SAT-9 objectives, and include various types of writing tested at appropriate grade levels (narrative, descriptive, persuasive, expository, report, reflective writing).

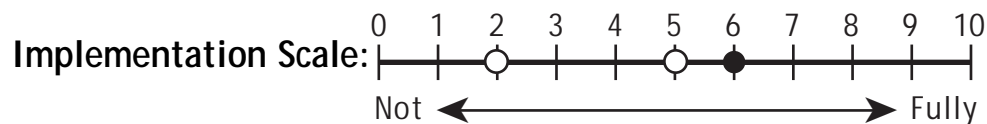
- d. Three opportunities are provided during the school year for students in grades 9-12 to satisfy the requirements of the District Proficiency Test.
 - e. Schools are also involved in CAT-5 testing to provide students with an additional opportunity to acquire test readiness skills necessary for SAT-9 success. The CAT-5 test scores also provide additional data for school analysis of basic skill areas of student performance weakness.
4. Standardized test items were analyzed by district staff and broken down into specific skill areas. A program of test preparation was developed identifying when (what grade level) specific content needs to be mastered, as it will be tested at that grade level, and when it needs to be reinforced. This document utilizes the scope and sequence format and is presented as a table of skills. This material was shared with all staff.
 5. The district continues to implement its staff development plan. Staff development is now more closely tied to instruction, and determined by student performance weaknesses identified from the test data analysis. Numerous curricular workshops are provided by the district.

To help teachers transition the skills learned in staff development to the classroom, charts of the content that students must master in the various subject areas are given to all teachers. Staff development has been focused on data analysis and now focuses on developing lessons to improve student learning.

6. The district needs to determine if the use of evaluative data increases improved student performance.

Standard Implemented: Partially Implemented

February 1999 Rating: 2
 August 1999 Rating: Not Reviewed
 February 2000 Rating: Not Reviewed
 August 2000 Rating: 5
 February 2001 Self Rating: 6
 February 2001 New Rating: 6



2.10 Measurement of Student Achievement

Legal Standard

Student achievement will be measured using standardized achievement tests and a variety of measurement tools, i.e., portfolios, projects, oral reports, etc. (EC 60602, 60605)

Consent Decree Stipulation

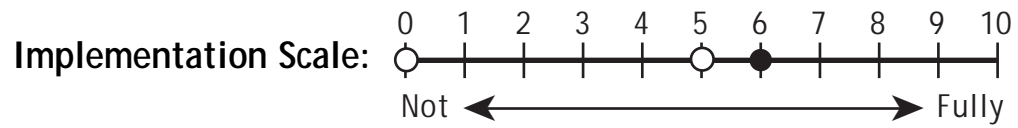
This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

Progress on Recommendations and Recovery Steps

1. As reported in earlier six-month progress reports, the district has implemented the recommendation to adopt updated board policies and has established procedures for reviewing board policies on a regular basis. New or proposed revised board policies are submitted for review at each board meeting, and acted upon at a subsequent board meeting. Board policies provide the framework for the district's instructional program.
2. A Testing Plan has been developed (January 2001) based on the directions provided by the State Administrator in September. The Plan identifies the SAT-9 as the basis for the identification and remediation of students around areas of critical instructional need. A testing calendar has been established.
3. Each school received SAT-9 data analysis for the past three years. Colored graphs for each school were prepared for public display at each school site. Schools received information on individual and subgroup student performances for 2000. Teachers also received test data for the students who are currently enrolled in their classes this school year. For secondary schools, this information was provided by subject area and class period.
4. Testing coordinators at each site have been identified. Multiple assessment tools are used in the district as detailed in Standard 2.9. Test data information provides the basis of the schools' One Action Plan and the site Test Preparation Plan. School staffs have received training in analyzing their school assessment data to identify student weaknesses, and have been developing instructional strategies to address student needs and including them in their school improvement plans. This data also helps them determine and plan staff development workshops for themselves.

Standard Implemented: Partially Implemented

February 1999 Rating: 0
August 1999 Rating: Not Reviewed
February 2000 Rating: Not Reviewed
August 2000 Rating: 5
February 2001 Self Rating: 6
February 2001 New Rating: 6



Pupil Achievement								
Standard to be addressed		Feb. 99 Rating	Aug. 99 Rating	Feb. 2000 Rating	Aug. 2000 Rating	Feb. 2001 Rating	Aug. 2001 Focus	Timeline/ Goal
1.1	The district through its adopted policy provides a clear operational framework for management of the curriculum.	0	3	5	7	8		Implemented
1.2*	The district has clear and valid objectives for students, including the core curriculum content.	0	2	3	5	6	<input type="checkbox"/>	June 2002
1.3	The district directs its resources fairly and consistently to accomplish its objectives.	0	2	4	5	6		June 2002
1.4*	The district has adopted multiple assessment tools, including diagnostic assessments, to evaluate, improve, or adjust programs and resources.	0	2	4	6	6	<input type="checkbox"/>	June 2003
1.5*	Expectations and a practice exist to improve the preparation of students and to build school structure with the capacity to serve all students.	0	3	NR	5	5	<input type="checkbox"/>	June 2003
1.6	The assessment tools are clear measures of what is being taught and provide clear direction for improvement.	0	NR	NR	4	6		June 2002
1.7	Staff development provides staff with the knowledge and the skills to improve instruction and the curriculum.	3	4	5	6	7		June 2002
1.8	Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.	3	5	6	7	7		June 2002
1.9	Evaluations provide constructive feedback for improving job performance.	0	3	4	5	5		June 2002
1.10*	Teachers use a variety of instructional strategies and resources that address their students' diverse needs.	0	NR	3	4	4	<input type="checkbox"/>	June 2003

NR not reviewed

targeted for review

* must reach score of 8 per consent decree

Pupil Achievement (continued)

Standard to be addressed		Feb. 99 Rating	Aug. 99 Rating	Feb. 2000 Rating	Aug. 2000 Rating	Feb. 2001 Rating	Aug. 2001 Focus	Timeline/ Goal
1.11*	Students are engaged in learning and they are able to demonstrate and apply their knowledge and skills.	0	NR	3	4	5	<input type="checkbox"/>	June 2005
1.12	The standards developed by the California Standards for the Teaching Profession are present and supported.	0	NR	3	5	5	<input type="checkbox"/>	June 2001
1.13	Teachers modify and adjust instructional plans according to student needs and success.	0	NR	3	4	4	<input type="checkbox"/>	June 2003
1.14	Challenging learning goals and instructional plans and programs for all students are evident.	0	NR	3	4	5	<input type="checkbox"/>	June 2003
1.15	The administration and staff utilize assessment information to improve learning opportunities for all students.	0	1	4	5	6		June 2002
1.16*	A common vision of what all students should know and be able to do exists and is put into practice.	0	NR	4	5	6	<input type="checkbox"/>	June 2003
1.17	Goals and grade level performance standards based on a common vision are present.	3	NR	4	5	5	<input type="checkbox"/>	June 2001
1.18	Every elementary school has embraced the 1997 California School Recognition Program Standards.	6	NR	6	7	8		Implemented
1.19	Efforts will be made by the district to partnership with state colleges and universities to provide appropriate courses accessible to all teachers.	8	NR	8	9	10		Implemented
1.20*	Administrative support and coaching are provided to all teachers.	0	3	4	5	6	<input type="checkbox"/>	June 2001
1.21*	Professional development is linked to personnel evaluation.	0	3	4	5	5	<input type="checkbox"/>	June 2001
1.22	Collaboration exists between higher education, district, professional associations and community in providing professional development.	7	NR	NR	8	9		Implemented

NR not reviewed

targeted for review

* must reach score of 8 per consent decree

Pupil Achievement (continued)								
Standard to be addressed		Feb. 99 Rating	Aug. 99 Rating	Feb. 2000 Rating	Aug. 2000 Rating	Feb. 2001 Rating	Aug. 2001 Focus	Timeline/ Goal
1.23*	Initial placement procedures are in place to ensure the timely and appropriate placement of all students with particular emphases being placed on students with special needs.	0	1	3	4	4	<input type="checkbox"/>	June 2003
1.24	Clearly defined discipline practices have been established and communicated among the students, staff, board and community.	8	NR	NR	8	9		Implemented
1.25*	The district will ensure that all instructional materials are available to all students.	4	NR	NR	5	5	<input type="checkbox"/>	June 2001
1.26	The district has adopted a plan for integrating technology into the curriculum.	0	4	5	6	7		June 2002
1.27	The district's planning process ensures focus and connectivity to increased student productivity.	0	NR	NR	4	5	<input type="checkbox"/>	June 2002
1.28	Human Resources practices support the delivery of sound educational programs.	0	NR	NR	5	5	<input type="checkbox"/>	June 2004
2.1	AIDS prevention instruction occurs at least once in junior high or middle school and once in high school and is consistent with the CDE's 1994 Health Framework.	8	NR	8	8	9		Implemented
2.2	On a yearly basis, the district notifies all 11th and 12th grade students regarding the California High School Proficiency Examination.	6	NR	NR	7	8		Implemented
2.3*	Class time is protected for student learning.	6	NR	NR	7	8	<input type="checkbox"/>	Implemented
2.4	Categorical and compensatory program funds supplement, and do not supplant services and materials to be provided by the district.	0	3	4	5	6		June 2002
2.5	A requirement is in place for passing of a basic skills proficiency examination by instructional aides.	8	NR	NR	8	10		Implemented

NR not reviewed

targeted for review

* must reach score of 8 per consent decree

Pupil Achievement (continued)

Standard to be addressed		Feb. 99 Rating	Aug. 99 Rating	Feb. 2000 Rating	Aug. 2000 Rating	Feb. 2001 Rating	Aug. 2001 Focus	Timeline/ Goal
2.6*	The general instruction program adheres to all requirements set forth in (EC 51000-52950).	5	6	6	7	7	<input type="checkbox"/>	June 2001
2.7	All incoming kindergarten students will be admitted following board-approved policies and administrative regulations.	8	NR	NR	9	10		Implemented
2.8	The district shall inform parents of the test scores of their children, and provide general explanation of these scores.	8	NR	NR	9	10		Implemented
2.9*	The district shall be accountable for student results by using evaluative information regarding the various levels of proficiency and allocating educational resources to assure the maximum educational opportunity for all students.	2	NR	NR	5	6	<input type="checkbox"/>	June 2004
2.10*	Student achievement will be measured using standardized achievement tests and a variety of measurement tools, ie., portfolios, projects, oral reports, etc.	0	NR	NR	5	6	<input type="checkbox"/>	June 2003

NR not reviewed

targeted for review

* must reach score of 8 per consent decree