

Compton Unified School District

*Serna v Eastin Consent Decree
Twelfth Six-Month Progress Report*

February 2005

Submitted by

Fiscal Crisis & Management Assistance Team

SERNA v EASTIN CONSENT DECREE

Introduction

This report dated February 2005 is the twelfth in a series of continuing six-month progress reports assessing the efforts made by the Compton Unified School District to continually improve the district's operations. FCMAT has been involved in the Compton Unified School District from 1998 through the end of 2001 through AB 52 legislation, and from February 2000 to the present through the Serna v Eastin Consent Decree. Both the AB 52 legislation and the Consent Decree required FCMAT to monitor and report on the district's progress at six-month intervals.

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

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

Continuing Concerns

Although the district has made significant progress over the seven years that FCMAT has monitored and reported on the district's improvement efforts, FCMAT continues to have concerns about two areas of the district's operations. The first relates to board governance and the behaviors of a few board members, and the second relates to the continuity of effective leadership in the district.

A Board election held in November 2003 filled six of the seven board seats with three new board members and three returning members. Of the three returning members, one was an incumbent and two were members of previous Compton USD boards. It was reported in the August 2004 six-month report that some members of the newly elected board have not demonstrated the same commitment toward addressing the stipulations of the Consent Decree as members of the previous boards. Several new and returning board members also have demonstrated behaviors that are inconsistent with effective boardsmanship, including berating staff in public meetings. One or two board members continually challenge the very administrative processes and operations that have previously made the district successful in meeting the stipulations of the Consent Decree.

The August 2004 six-month progress report identified examples of board behaviors that were not supportive of the district's efforts to comply with the Consent Decree. For example, lack of board action at a meeting in May 2004 on approval of construction contract awards nearly jeopardized the district's ability to receive state construction funds to implement the district's Facilities Master Plan as stipulated in the Consent Decree. These contract awards were subsequently approved at a specially called board meeting with a five/two vote, barely allowing the district time to meet the deadline for awarding the contracts so as not to lose the state funds. The district's Advisory Board approved the Facilities Master Plan in July 1999 and the Facilities Implementation Plan in August 2001. A few current board members do not seem overly concerned that the district might have lost the funding necessary to implement the Facilities Master Plan as required by the Consent Decree.

At a recent board meeting on January 25, 2005, the board approved a Project Labor Agreement (PLA), without conducting a community forum as requested by three board members to consider the impact of the agreement on the community and the district's future construction projects. Although a PLA will provide apprenticed training programs for some community members, the district's construction costs may rise by approximately 20% - 25% under a PLA. The scope of the district's planned projects and/or the number of projects that could be completed with the bond funds will be affected by the increased costs of labor. The board agreed to a five-year PLA contract by a vote of 4 to 3. Board members must recognize the long-term impact of their decisions, and take steps to assess the district's ability to fund the costs of their decisions before the decisions are finalized.

The August 2004 six-month report indicated that a board member made disparaging comments to several cabinet members that they were going to lose their jobs. The board majority in July 2004 voted to terminate the employment of the Assistant Superintendent of Administrative Services. Comments were made by some board members that contract extensions for other cabinet members would not be approved when their current contracts are due for renewal in June 2005. Requests for these contract extensions have not yet been submitted for board approval. A few board members continue to be critical of district administrators.

The progress the district has made 1) in regaining governing board authority in December 2001, 2) in termination of the oversight of the State Trustee in June 2003, and 3) in meeting all but one of the stipulations of the Consent Decree is the result of the strong district leadership provided by the current superintendent and cabinet, and the members of the Compton USD staff. The loss of the district's current leadership may be detrimental to the district's continued improvement.

Although training workshops on the role of effective board members and appropriate board behaviors have been provided, a few board members continue to perceive their role as administering the district, instead of providing policy direction, and have continued to engage in intimidating behaviors toward staff. Inappropriate board behaviors may negatively affect the district's forward progress. The board must monitor its members and encourage them to engage in more productive board behaviors.

Background

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

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

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

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

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

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

FCMAT meets with the counsel for the plaintiffs and defendants every 60 days as required by the Consent Decree. Three meetings were held prior to the third six-month progress report in August 2000 to discuss process, responsibilities, and progress relative to the Consent Decree. The August 2000 progress report represented the first FCMAT document addressing the stipulations of the Consent Decree.

- Two meetings and two random school site visitations were conducted between September and February, prior to the fourth six-month progress report in February 2001.
- Four meetings and a random school site visitation were conducted between March and August, prior to the fifth six-month progress report in August 2001.
- Three meetings and a random school site visitation were conducted between September and February, prior to the sixth six-month progress report in February 2002.
- Three meetings and a random school site visitation were conducted between March and August, prior to the seventh six-month progress report in August 2002.
- Two meetings and a random site visitation were conducted between September and February, prior to the eighth six-month progress report in February 2003.
- Three meetings and a random site visitation were conducted between March and August, prior to the ninth six-month progress report in August 2003.
- Three meetings and a random site visitation were conducted between September and February, prior to the tenth six-month progress report in February 2004.
- Three meetings and a random site visitation were conducted between March and August, prior to the eleventh six-month progress report in August 2004.
- Two meetings and a random site visitation were conducted between September and February, prior to the twelfth six-month progress report in February 2005.

The Compton Unified School District has made significant progress under the Consent Decree. All Consent Decree stipulations but one have been met.

Meeting Consent Decree Compliance Requirements

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

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

Section 50 (a):

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

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

Section 50 (b):

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

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

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

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

Section 50 (c):

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

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

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

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

In Pupil Achievement, the current average rating of all Pupil Achievement standards at this six-month reporting period is **8.45**, exceeding the 7.5 required average rating stipulated by the Consent Decree. No standards have a scaled score of less than 4. All of the 14 identified Pupil Achievement standards have reached a rating of 8 or better as required. Full compliance has been reached in the operational area of Pupil Achievement.

In Facilities Management, the current average rating of all Facilities Management standards at this six-month reporting period is **9.13**, exceeding the 7.5 required average rating stipulated by the Consent Decree. No standards have a scaled score of less than 4. All thirty identified Facilities Management standards have reached a rating of 8 or better as required. Full compliance has been reached in the operational area of Facilities Management.

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

Compliance Summary

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

The state passed a General Obligation Bond, Proposition 47, in November 2002. The district also passed a local \$80 million General Obligation Bond, Measure I, in November 2002 to support its share of the facilities projects. The state and local bond funds have enabled the district to implement the Comprehensive Facilities Master Plan as required in Section 50 (b). The district has initiated an aggressive construction program to complete the 28 modernization and 8 new construction projects that had long been state-approved and awaiting available funding. The district used general funds and deferred maintenance funds to address the district's most pressing facilities issues prior to the successful passage of the state and local bonds. Most of the district's modernization projects are scheduled to be completed in summer 2005.

Summary of Findings and Recommendations Related to the Consent Decree

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

Consent Decree Stipulations Related to Pupil Achievement

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

Consent Decree Section 8 (Textbooks)

The requirements of Section 8 have been met by the district. The district has purchased standards-based textbooks in the core subject areas of English, Mathematics, History/Social Science, and Science. Newly adopted texts in Language Arts, Mathematics and many History/Social Science classrooms are available for students to take home. Textbooks from prior adoptions remain available in Science for students to take home. Textbooks are adopted following the state adoption schedule and several adoption cycles have occurred since monitoring was initiated. Standards-based Curriculum Guides have been developed for the core subject areas. The district annually prepares an inventory of all existing textbooks, monitors textbook returns and losses, seeks restitution for lost textbooks, and replaces lost copies annually. *(See related Pupil Achievement Standard 1.25 – Current Rating: 9. Standard 1.25 was required to reach an 8.)*

Consent Decree Section 11 (Presence of Certificated Teachers)

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

Consent Decree Section 12 (Absenteeism)

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

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

Consent Decree Section 13 (Homework)

The requirements of Section 13 have been met by the district. The district developed and implemented a district wide homework policy in 2000. A monthly certification by the site principals that a homework policy is being implemented is submitted to the district office. Parent notifications regarding the homework policy are sent home at the beginning of each semester. The *Student and Parent/Guardian Handbook* contains the district's homework policy. The handbook is updated annually and distributed to parents. Schools keep the signed acknowledgement of receipt forms from parents. *(See related Pupil Achievement Standards 1.2 – Current Rating: 10, and 1.11 – Current Rating: 9. Standards 1.2 and 1.11 were required to reach an 8.)*

Consent Decree Section 19 (Student Promotion)

The requirements of Section 19 have been met by the district. The district developed a promotion/acceleration/retention policy, Policy No. 5123. The board adopted this policy on April 11, 2000. Information on the policy is distributed to parents through the *Student and Parent/Guardian Handbook*. Plaintiffs' counsel was invited to provide written comments on the draft policy as it was developed. A copy of the policy was sent to Plaintiffs' counsel for written comment. No response was received. *(See related Pupil Achievement Standards 1.5 – Current Rating: 9, and 1.16 – Current Rating: 9. Standards 1.5 and 1.16 were required to reach an 8.)*

Consent Decree Section 20 (CBEST)

The requirements of Section 20 have been met by the district. The district identifies teachers without clear credentials and their length of employment. The district limits the number of teachers on CBEST waivers and monitors teachers who have not passed the CBEST. An annual report of the number of teachers who do not have a clear credential and the length of their employment is provided to the board. The district implements a Pre-Intern and Intern program and requires teachers who are not fully credentialed to participate as a condition of employment. The salary schedule is differentiated (less compensation for teachers without full credentials) to motivate teachers to speedily obtain a clear teaching credential. *(See related Personnel Management Standard 3.10 – Current Rating: 10. Standard 3.10 was not required to reach an 8.)*

Consent Decree Section 24 (Race Relations)

The requirements of Section 24 have been met by the district. The district parent advisory council works to promote positive race relations among the various ethnic groups in the community. Most schools have Peer Mediation and/or Conflict Resolution student groups to work with other students on resolving student concerns. Secondary school sites have established student-directed Human Relations clubs to assist in planning and implementing the activities in observation of various cultural events. The district has purchased instructional materials on the Hispanic, Asian, Pacific Islander and the African-American cultural experiences. Curriculum staff has worked to incorporate these materials into the Social Science curriculum. Activities recognizing the birthdays of Cesar Chavez and Dr. Martin Luther King, Jr. take place annually. A second annual Asian/Pacific Islander celebration was held in May 2004. The district has received a Teaching American

History grant to teach inclusion of the contributions of various racial and ethnic groups. *(See related Pupil Achievement Standard 1.10 – Current Rating: 9. Standard 1.10 was required to reach an 8.)*

Consent Decree Stipulations Related to Facilities Management

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

Consent Decree Section 7 (Bathrooms)

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

Consent Decree Section 9 (Broken Windows)

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

Consent Decree Section 10 (Electrical)

The requirements of Section 10 have been met by the district. Plant managers have been directed to daily inspect for electrical problems, report emergency conditions for immediate repair, and to submit a monthly report to the Facilities Division. These monthly reports have been documented. A Facilities Compliance Coordinator visits all school sites on a regular basis to check for any hazardous conditions, including broken or loose wiring. Reports of conditions needing attention are reported to the Facilities Division. The district has established an emergency hot line for use, and has designated any electrical hazard as an emergency condition. The district and plaintiffs' counsel selected a licensed electrician to conduct site inspections of specific identified sites in the 2000-2001 school year. *(See related Facilities Management Standard 9.8 – Current Rating: 10. Standard 9.8 was required to reach an 8.)*

Consent Decree Section 14 (Security Plan)

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

Consent Decree Section 15 (Emergency Drills)

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

Consent Decree Section 16 (Litter)

The requirements of Section 16 have been met by the district. The district has a graffiti abatement program in place, which is one of immediate removal. School campuses are inspected regularly and graffiti is removed immediately. Litter is picked up daily. Unusable playground equipment has been repaired or removed. The community service program in which all children are encouraged to perform five hours of community service per semester for litter removal is implemented at a few schools. A recycling program is in place at several schools. The high school graduation requirements have been modified to require 2.5 credits in community service. The course requirement is the equivalent of 45 hours, or one quarter of a year's credits. All students, beginning with the freshman class of 2002-03, will be required to meet this requirement for graduation. *(See related Facilities Management Standard 1.8 – Current Rating: 10, and 1.14 – Current Rating: 10. Standards 1.8 and 1.14 were required to reach an 8.)*

Consent Decree Section 17 (Drinking Water)

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

Consent Decree Section 18 (Site Committees)

The requirements of Section 18 have been met by the district. The district established a representative community committee to assist in the development of the district's Facilities Master Plan. As part of the district's modernization construction applications, a facilities inventory was conducted. School site safety committees and/or site advisory councils,

established at all school sites, continue to conduct site inspections and monitor site safety needs. *(See related Facilities Management Standards 1.12 – Current Rating: 10, 1.14 – Current Rating: 10, and 9.11 – Current Rating: 10. Standards 1.12, 1.14 and 9.11 were required to reach an 8.)*

Consent Decree Section 21 (Food Service)

The requirement of Section 21 has been met by the district. The Los Angeles County Health Department indicates that inspections of school cafeterias are usually conducted only in response to a complaint. The inspections conducted by the County Health Department of the site cafeterias during the 2000-2001 school year were shared with the school site committees. There were no inspections conducted during the 2001-2002 school year. In 2002-03 the Health Department visited a site cafeteria in response to a parent complaint and found that the complaint was unsubstantiated. Another visit occurred at a school in summer 2003, and a report of that complaint was shared with the site administration and site council. One inspection was conducted during the second semester of the 2003-2004 school year in response to a complaint that was determined to be unfounded. An inspection was conducted in January 2005 concerning the lack of hot water at an individual site. Hot water was immediately restored and food preparation was not affected. All district cafeteria managers and cooks participate in the Serve-Safe national certification program. The district has three food services employees who are trainers in this certification program. *(See related Facilities Management Standard 9.3 – Current Rating: 9. Standard 9.3 was required to reach an 8.)*

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

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

Consent Decree Section 23 (Volunteerism)

The requirements of Section 23 have been met by the district. The district continues to work to ensure parents and community members feel welcome in the schools. The Volunteers in Public Schools (VIPS) handbook was developed and approved by the board in the 1999-2000 school year. This document provides direction to volunteers about becoming involved in their schools. Parents are actively recruited to volunteer, and the district does an excellent job providing recognition programs. Year-end recognition dinners have been held annually since spring 2001 to recognize outstanding volunteers from each school in the district. The number of volunteer hours at each school site is recorded and tabulated. Parents and community members are more involved in educational decision-making. Four parent forums were held in 2002-2003 and five in 2003-2004. In the 2001-2002 school year, parents and community members were involved in the superintendent search process, and in the decision to implement a full-day kindergarten program

in the district. Parent volunteers were involved in helping to pass the district's general obligation bond in November 2002. *(See related Facilities Management Standard 10.1 – Current Rating: 10. Standard 10.1 was not required to reach an 8.)*

Consent Decree Section 25 (Additional Compliance Requirements)

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

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

Status of Facilities Master Plan Implementation

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

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

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

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

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

The district had made three unsuccessful attempts prior to 2002 at passage of a local bond measure to support facilities repairs. These unsuccessful bond measure attempts made the district eligible for financial hardship status, eligible to receive 100% of state funding when state funds became available, without the requirement that the district provide its share of matching funds. The district received \$17 million in planning funds in 1999-2000 and became eligible to receive \$135 million for its modernization and new construction projects. However, the state had no funds available to provide to the district to implement its modernization and construction projects.

In spring 2002 the district Governing Board approved a \$16 million Certificate of Participation (COP) to build a new elementary school, one of the three new schools identified in the Facilities Master Plan, to alleviate overcrowding in several district elementary schools. Construction on the new school project began in summer 2002 and the William Jefferson Clinton Elementary School was opened to students in January 2003. This was the first school built in the district in thirty years.

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

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

The district established a Bond Oversight Committee in spring 2003 consisting of twelve community members and a representative of FCMAT to monitor the expenditure of Measure I bond funds for the district's construction projects. On January 25, 2005, the board appointed two additional members to the committee for a total of 15 members. On February 8, 2005, the board appointed another member for a total of 16 members. The Bond Oversight Committee meets monthly and receives status reports on the district's various projects. The committee members make periodic visits to the sites under construction. The committee completed its first annual report in summer 2004 summarizing its activities for the Compton USD governing board.

The district hired a construction management firm, GKK Corp, and has implemented a construction program utilizing \$80 million in Measure I funds and more than \$80 million in Proposition 47 funds. The district had sixteen modernization projects under construction in fall 2003. District projects have generally been on schedule and within budget, with only 2% in construction overruns. The majority of the district's projects are scheduled to be completed in summer 2005.

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

1. Centennial High School
2. Roosevelt Middle School
3. Whaley Middle School
4. Willowbrook Middle School

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

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

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

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

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

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

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

The completion of the 28 approved modernization projects with the use of state and local bond funds is anticipated in summer 2005. Clinton Elementary School, the six newly constructed classroom buildings noted above, and the second elementary school to be built at Tamarind Avenue complete the eight approved new construction projects.

The district office administrative operations were moved to a temporary site on South Santa Fe Avenue in late fall 2004 and the previous district office site at South Tamarind Avenue is being demolished to construct a second new elementary school. Construction of a second elementary school at Tamarind Avenue will be supported by funds from Measure I and Proposition 47. The district governing board has approved a Certificate of Participation (COP) to construct a new district office administrative complex on Santa Fe Avenue.

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

The funds available from the state and local bonds have allowed the district to implement the facilities projects identified in its Comprehensive Facilities Master Plan. However, as many of the board members elected in November 2003 are new to their role, and not all board members have demonstrated the same level of commitment to fully implement the Facilities Master Plan as earlier boards, progress has sometimes been difficult.

The Proposition 47 state bond funds that were made available to the district were required to be expended or contracts awarded by the district within an 18-month time period. The district barely met the June 18, 2004, timeline to award all its facilities project contracts to receive the state funding. At a board meeting in late May 2004, at which only 5 of the 7 board members were present, a board majority of four votes to approve several contract awards was not achieved because some board members perceived that the contracts were being awarded to contractors who were outsiders (not from the community) who were not minority businesses. A board member expressed her belief that construction funds generated by a local bond measure should be expended by utilizing local, minority construction businesses. Staff explained that the projects are bid following legal processes and awards made to the lowest responsible bidder. The board member contended that local, minority businesses from select zip codes should have been given preferential consideration in the selection process. This is contrary, however, to appropriate bidding practices.

A special board meeting when the full seven-member board could attend was scheduled to gain the majority votes necessary to approve the bid awards. Failure to approve the awarded contracts within the 18-month time period would have resulted in the district losing millions of dollars in available state bond funds.

The district's budget for the 2004-05 fiscal year almost did not get timely board approval in June 2004. A few board members wanted to table action on adopting the budget as they did not agree with the district's budget priorities for facilities and wanted to see greater community involvement in the budget development process. The district administration explained that failure to meet budget adoption guidelines could have serious consequences for the district, as the county office could develop the budget for the district. The budget was ultimately adopted and submitted to the county office on time.

District facilities staff has provided workshops to the board members on the Facilities Master Plan, the Implementation Plan, and updates on the district's construction projects. It is to be hoped that board members will embrace the commitment to fully comply with the stipulations of

the Consent Decree and implement the Facilities Master Plan as approved by the previous board in 1999. The district must continue to follow all legal requirements to bid its construction projects and board members must refrain from attempting to influence the bid process.

On January 25, 2005, the board approved a Project Labor Agreement (PLA), without conducting a community forum as requested by three board members to consider the impact of the agreement on the community and the district's future construction projects. The district's construction costs under the PLA agreement may increase by approximately 20% - 25%, possibly curtailing the scope of the district's planned construction projects, or the number of planned projects that might be completed with available bond funds. The board agreed to a five-year PLA contract by a vote of 4 to 3. Board members must recognize the long-term impact of their decisions, and take steps to assess the district's ability to fund the costs of their decisions before the decisions are finalized.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Superintendent of Public Instruction Action, June 2003:

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

Standards-Based Assessment Process

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

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

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

There is no significant evidence that the standard is implemented.

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

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

The degree of completeness varies as defined:

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

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

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

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

By utilizing a standards-based approach, FCMAT was able to incorporate a scaled score to measure progress and to establish an acceptable level for the return of the Board's legal rights, duties and powers. AB 52 expressed the legislative intent that the Board be returned its designated legal rights, duties and powers through an incremental process. To implement this

intent, FCMAT established a standard for the return of the legal rights, duties and powers. This standard was based upon the scaled score system. When the average rating in an operational area reached a level of 6.00 and no individual standard was below 4.00, FCMAT recommended to the Superintendent of Public Instruction the incremental return of that operational area to the school district.

CONSENT DECREE

III. School Conditions and Instructional Materials

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

Section 7. Bathrooms

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

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

Facilities Management Standard 9.4

Instructional Program Issues - Bathroom Facilities are Clean and Operable

Legal Standard

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

Consent Decree Stipulation

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

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

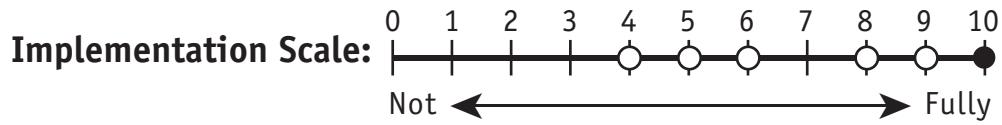
Progress on Recommendations and Recovery Steps

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

- Restrooms continue to be inspected daily by the principal and/or staff. Records of monitoring are maintained at the site for review. Inspectors should ensure that inspection records are not being completed before inspections are actually performed.
- The maintenance department provides an emergency hot line for sites to call for emergency services from the district.
- Staff indicates that toilet facilities are operable.
- The district has renovated restroom facilities at a number of schools through recent modernization projects. The district utilizes the path of student travel to identify the restrooms to be first addressed. Staff indicates that 100% of all school site restrooms will be modernized by summer 2005.
- The district has included modernizing the school site restrooms, and replacing aging toilets in its modernization plans.
- Four restroom monitors have been assigned to each high school to monitor the restrooms throughout the school day.
- A Facilities Compliance Coordinator, using a FCMAT inspection checklist, monitors compliance with Consent Decree stipulations.
- The district is participating in the Williams settlement pilot site inspections with the Los Angeles County Office of Education and other pilot districts. Visits to Kelly Elementary, Bunch Middle and Centennial High Schools were made in February 2005 by a Williams review team.

Standard Implemented: Fully Implemented - Sustained

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



CONSENT DECREE

III. School Conditions and Instructional Materials

Section 8. Textbooks

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

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

Pupil Achievement Standard 1.25

Instructional Materials - Student Accessibility

Professional Standard

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

Consent Decree Stipulation

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

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

Progress on Recommendations and Recovery Steps

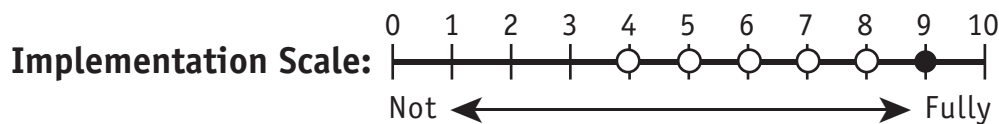
This standard is fully implemented and the Consent Decree stipulations have been met.

- Each classroom has a complete set of textbooks. The process for implementing this standard has become systemic. The district determines the classroom textbook needs by communicating with teachers early in the fall of the school year, and in the spring for the following school year.
- Teachers prepare textbook orders and inventory in the spring for the next school year. A teacher follow-up survey to determine adequacy of textbooks is conducted in September/October.
- Individual textbooks for secondary students to take home are available in the core subject areas of English Language Arts, Mathematics, and most History/Social Science classes. Secondary science classrooms have classroom sets of textbooks and students utilize textbooks from previous adoption cycles in science to take home. The science core curriculum was updated during summer 2004. New science textbooks are being considered for adoption.
- The district purchases new textbooks based on the state textbook adoption cycle. Teachers participate in the selection of textbooks for adoption. Textbooks are recommended to the board for approval. All textbooks selected are standards-based.
- Textbook adoption is expected to occur in the following subject areas in spring 2005: Literature and English/Language Arts (7-12), English Language Development, High-point (4-12), Mathematics (Elementary), Health (K-12), and Foreign Language (6-12). New science lab equipment is also expected to be approved and purchased.
- The district has a written textbook replacement plan in place. Textbook availability is monitored by a review of the textbook assignment forms, lost textbook collection process, and the purchase order requests made for replacement copies.
- Parents sign off on textbook responsibility forms and the returned forms are filed in a secure location at the school site. Students are required to maintain their textbooks in the condition they were issued. Textbooks and library books are collected at the end of each year to ensure accountability.

- FCMAT conducted a survey of teachers from several district schools in June 2003 to gauge teacher satisfaction with availability of appropriate instructional materials. The vast majority of respondents indicated they had sufficient numbers of textbooks. A few teachers responded in the negative. Follow up was provided by the district to those schools that did not indicate 100% satisfaction.
- A textbook report dated November 10, 2003, provided detail on the district's textbook management plan, the district adopted textbooks, a textbook accountability summary and a textbook order log.
- The Board of Trustees approved a district Library Plan in January 2003. The district has established a library book volume goal of a minimum of 13 books per student. The position title for Library Aide has been changed to Textbook Clerk.
- The district board approved Resolution #04/05-22 on November 16, 2004, certifying the provision of standards-aligned instructional materials.
- Notices have been posted in the classrooms, alerting parents, guardians and the public of their right to file a complaint under the Williams settlement concerning the following: adequacy of textbooks, a certificated teacher vacancy, the misassignment of a teacher who lacks credentials to teach English learners or who lacks subject matter competency, or any condition of the facilities that poses an emergency or threat to the health and safety of students or staff.

Standard Implemented: Fully Implemented - Substantially

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



CONSENT DECREE

III. School Conditions and Instructional Materials

Section 9. Broken Windows

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

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

Facilities Management Standard 1.12

School Safety - Inspection and Correction of Unsafe Conditions

Legal Standard

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

Consent Decree Stipulation

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

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

Progress on Recommendations and Recovery Steps

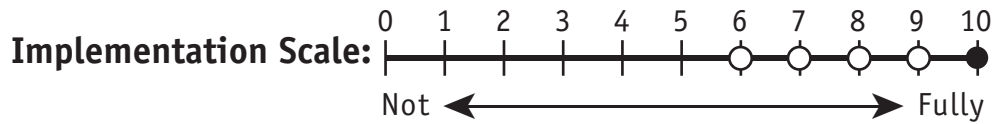
This standard is fully implemented and the Consent Decree stipulations have been met.

- Facilities examinations are regularly performed by site and district staff and required action taken upon any report of unsafe conditions.
- Plant managers are instructed to conduct daily inspections of the site and to immediately report any unsafe condition.
- District personnel conduct periodic, unannounced school site visitations on a monthly basis to monitor conditions of school facilities. Schools receive a letter grade based on a criteria checklist developed by FCMAT.
- The district continues to comply with the speedy replacement of broken windows. The General Obligation Bond for facilities improvements has allowed the district to replace older windows and frames.
- Schools have organized parent safety committees at each site. The committees periodically perform site inspections for unsafe or hazardous conditions and forward repair requests to the maintenance department to address.
- The district continues to utilize a maintenance request flow chart and forms to track all maintenance requests from the sites. Logs of the maintenance requests are kept for each school. Individual sites receive copies of all responses to the requests generated by the site.
- The district established two mobile maintenance teams to conduct routine maintenance. The teams report to school sites on a scheduled basis. However, the work of the teams has been temporarily suspended while site modernization is being conducted.
- The maintenance department continues to immediately address emergency calls to the maintenance hot line (310-639-4321, extension 55377).
- Plant managers have been directed to conduct electrical inspections of their site on a daily basis and to immediately report, in writing, any potentially hazardous electrical condition. A bi-monthly form for the documentation of these reviews was developed, and records of the reports from the sites are being maintained.

- Monthly training meetings are held with the plant managers on district procedures and/or on improving employee skills.
- The district has established a district-wide Beautification Committee to approve site beautification plans and to work with sites to support their beautification efforts. The committee approves site beautification plans and works with sites to support their beautification efforts. Activities of the committee have been temporarily suspended while modernization is being conducted.

Standard Implemented: Fully Implemented - Sustained

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



CONSENT DECREE

III. School Conditions and Instructional Materials

Section 10. Electrical

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

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

Facilities Management Standard 9.8

Instructional Program Issues - Adequate Lighting, Electrical Service Provided

Professional Standard

All schools shall have adequate lighting and electrical service.

Consent Decree Stipulation

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

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

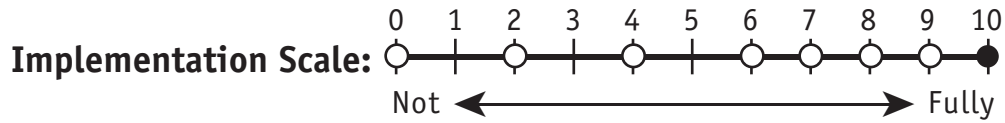
Progress on Recommendations and Recovery Steps

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

- The district and plaintiffs' counsel selected a licensed electrician to conduct site inspections of specific identified sites during the 2000-2001 school year. Inspections were conducted at Compton, Centennial and Dominguez High Schools. All deficiencies identified during the inspections were addressed. The district has two licensed electricians on staff.
- Site plant managers have been directed to conduct electrical inspections of their sites on a daily basis and to immediately report any potentially hazardous electrical condition. Bi-monthly reports of these electrical inspections are submitted to the facilities division. A form for the documentation of the reviews was developed, and records of the reports from the sites are being maintained. These reports were previously submitted on a monthly basis.
- HVAC, lighting and electrical systems were included within the scope of the site modernization project plans which addressed energy conservation in equipment, infrastructure, and construction. The district utilized \$60 million to upgrade electrical components throughout the district. New transformers, a retrofit of lights and other electrical upgrades have taken place at several schools. More power is now available to the sites, but the sites are utilizing less energy because of the energy efficient components. Most of the modernization projects are scheduled to be completed by summer 2005.
- The mobile maintenance repair teams replace lights and light fixtures as needed. The assignment of the mobile maintenance teams has been temporarily suspended during the modernization work.

Standard Implemented: Fully Implemented - Sustained

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



CONSENT DECREE

III. School Conditions and Instructional Materials

Section 11. Certificated Teachers

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

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

Section 12. Absenteeism

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

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

Personnel Management Standard 8.2

Use of Technology

Professional Standard

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

Consent Decree Stipulations

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

Progress on Recommendations and Recovery Steps

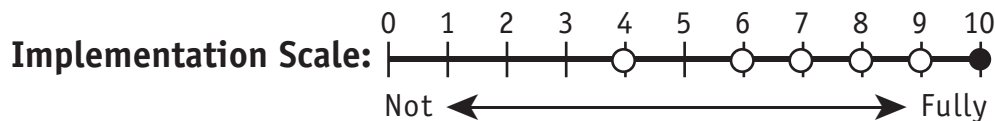
This standard is fully implemented and the Consent Decree stipulations have been met.

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

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

Standard Implemented: Fully Implemented - Sustained

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



CONSENT DECREE

III. School Conditions and Instructional Materials

Section 13. Homework

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

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

Pupil Achievement Standard 1.2

Student Objectives - Core Curriculum Content

Professional Standard

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

Consent Decree Stipulation

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

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

Progress on Recommendations and Recovery Steps

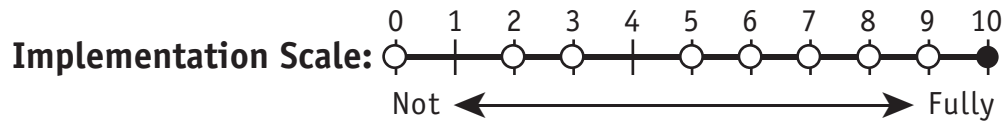
This standard is fully implemented and the Consent Decree stipulations have been met.

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

- The number of students in the high school Advanced Placement (AP) program has increased significantly and course offerings have increased to twelve subjects. 442 students participated in AP courses during the 2003-04 school year and 614 AP exams were administered in spring 2004.
- The district has developed a high school academic planner and course catalog to assist students in meeting requirements for graduation and in developing career plans.
- The district received a \$25,000 grant from Boeing to work in collaboration with Compton Community College to improve high school science and math programs.
- The UC Irvine FOCUS project, funded by the National Science Foundation, assists Compton USD in improving math and science instruction.

Standard Implemented: Fully Implemented - Sustained

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



Pupil Achievement Standard 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

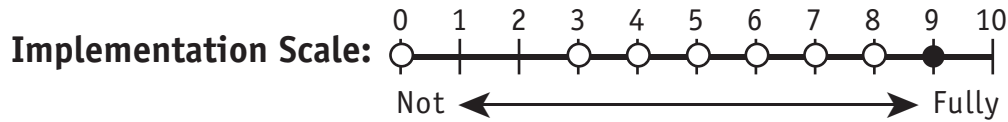
This standard is fully implemented and the Consent Decree stipulations have been met.

- The district's homework policy is included in the *Student and Parent/Guardian Handbook* distributed at the beginning of each school year. The district complies with Section 13 of the Consent Decree by sending notification home to parents twice per year, through the *Student and Parent/Guardian Handbook* and through a letter disseminated at the beginning of the second semester. Parents must acknowledge receipt of the *Student and Parent/Guardian Handbook*. Parent acknowledgements of receipt of the handbook are maintained at the site. A monthly certification by site principals that the homework policy is being implemented continues to be a required submission to the district office to meet compliance.
- Students have many opportunities in which to demonstrate their accomplishments through family-oriented district sponsored exhibitions and programs such as MESA, the K-12 math and science fair, the elementary schools (grades 2-5) spelling bee, and oratorical contests.
- The number of students participating in Advanced Placement (AP) courses in the district's three high schools has increased significantly.
- Several students have enrolled in on-line courses, primarily in Pre-Calculus and AP Calculus.
- The district has initiated the Plato Learning software program to assist high school students in making up course credits. The program is standards based.
- The district conducts a survey of graduating seniors to determine their post high school plans. Of the 750 seniors of the graduating class of 2004 who responded to the survey, 611 students indicated that they had plans to attend a college or university, 26 indicated they would join the military, 43 indicated they would attend a vocational school, and 70 indicated "other" or work.

- The college-going rate for seniors continues to increase. Approximately 205 graduating seniors from the class of 2004 were accepted to the University of California (UC) or California State University (CSU) systems. Another 167 students indicated plans to enroll. Scholarship students and their parents were recognized by the district at a Senior Banquet in their honor.

Standard Implemented: Fully Implemented - Substantially

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



CONSENT DECREE

III. School Conditions and Instructional Materials

Section 14. Security Plan

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

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

Facilities Management Standard 1.3

School Safety - Plan for Protection of People and Property

Legal Standard

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

Consent Decree Stipulation

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

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

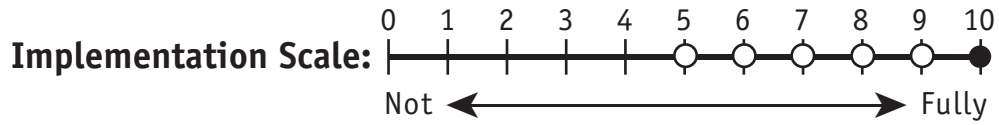
Progress on Recommendations and Recovery Steps

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

- The district has a district-wide security plan, and the district-wide safety committee continues to meet to review school safety issues.
- Parent volunteers continue to be solicited to participate on district and site committees. School site safety committees continue to determine site safety concerns and recommend remedial action to the school administrator and the district office. Documentation of committee meetings and agendas are verified.
- Security alarms are in place in all district schools. The security alarms are monitored by Advance Alarm. Board action in April 2004 provided approval for removal and replacement of intrusion alarms throughout the district. The company notifies district Police Services whenever an alarm is triggered. The number of property crimes in the district has decreased.
- Signs are posted on each campus warning against trespassing, and directing visitors to report to the administration office.
- The district participates in the WE-TIP program, an anonymous telephone tip line for community members to report property crimes against the district. Information on the WE-TIP program is posted, along with the number 1-800-78-CRIME. The WE-TIP program provides rewards up to \$1,000.
- The district and community have established an emergency command center, located at the district police services office, to prepare for and respond to school and community emergencies and/or disasters. A Code Yellow drill procedure has been developed and practice school drills have been conducted.
- The Los Angeles county received a \$6 million Homeland Security Grant, of which the district received approximately \$300,000 to upgrade its security equipment such as radios, vests, first aid kits for each site and emergency preparedness containers for each school cluster.

Standard Implemented: Fully Implemented - Sustained

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



CONSENT DECREE

III. School Conditions and Instructional Materials

Section 15. Emergency Drills

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

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

Facilities Management Standard 1.9

School Safety - School Site Emergency Procedures Plan

Legal Standard

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

Consent Decree Stipulation

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

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

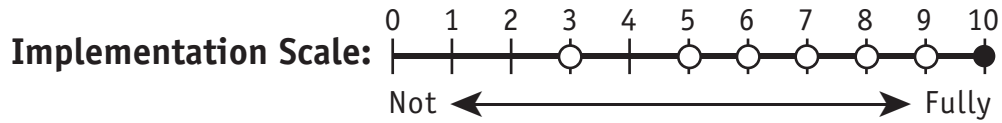
Progress on Recommendations and Recovery Steps

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

- Written emergency plans are available at the school sites for earthquakes and other disasters. School site safety plans include fire evacuation plans, bomb threats or disturbances, and staff assignments in cases of emergencies. The availability of the school's site plans are checked during site visitations by district personnel.
- Schools are required to conduct emergency drills according to Education Code and to maintain records of drills conducted. The school's records are reviewed by district personnel. Periodic, unannounced site visits are conducted by FCMAT to review the written logs of the scheduled drills held on the campus.
- All schools have a fire alarm system in place. Most of the schools have converted to a strobe fire alarm system.
- The district has worked with the city to establish a community level disaster response team. The district and city have established the district police services office as the Emergency Operations Center (EOC). The EOC is operational. A Code Yellow drill procedure has been developed and practice school drills have been conducted.
- The Los Angeles county received a \$6 million Homeland Security Grant, of which the district received approximately \$300,000 to upgrade its security equipment such as radios, vests, first aid kits for each site and emergency preparedness containers for each school cluster.
- The district responds to facilities emergencies that are called in to the district office on the emergency hot line as rapidly as possible.

Standard Implemented: Fully Implemented - Sustained

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



CONSENT DECREE

III. School Conditions and Instructional Materials

Section 16. Litter

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

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

Facilities Management Standard 1.8

School Safety - Graffiti and Vandalism Abatement Plan

Professional Standard

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

Consent Decree Stipulation

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

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

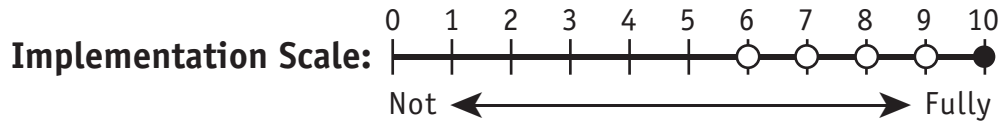
Progress on Recommendations and Recovery Steps

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

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

Standard Implemented: Fully Implemented - Sustained

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



Facilities Management Standard 1.14

School Safety - Sanitation is Maintained and Fire Hazards are Corrected

Legal Standard

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

Consent Decree Stipulation

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

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

Progress on Recommendations and Recovery Steps

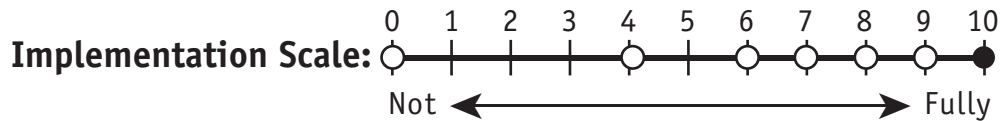
This standard is fully implemented and the Consent Decree stipulations have been met.

- Plant managers have been instructed to perform daily inspections of their site to ensure a clean, sanitary and safe environment for staff and students. Plant Managers submit a bi-monthly Custodial Inspection report to the Maintenance Department.
- School site safety committees continue to make periodic site inspections, and monitor facilities needs at the school.
- Unannounced site inspections are conducted by the district Facilities Compliance Coordinator.
- Random, unannounced site inspections continue to keep staff focused on maintaining the cleanliness of the school sites.
- Principals, or their designees, are required to inspect student restrooms three times daily and to take action to remedy any problems.
- A FCMAT site inspection checklist is used in the site inspection process, and a letter grade is given to a school based on the number of checklist criteria met.
- Sites are free from fire hazards. Hazardous conditions have been addressed by the district in earlier progress reviews. If a random site inspection turns up any potential new hazard, it is addressed by the district maintenance staff right away.
- All schools have an operational fire alarm system in place. Several schools have changed from a bell system to a strobe alarm system.
- Any unusable playground equipment was long ago removed or repaired by the district in response to the Consent Decree.
- Custodial staffs receive structured monthly training to improve site safety and cleanliness, and are directed to keep storage areas clean and exits free of obstructions.
- Training workshops are conducted in collaboration with the district's Risk Manager.
- Both classified and certificated staffs remain responsible for addressing the daily removal of litter.

- The district has established a district-wide Beautification Committee to approve site beautification plans and work with sites to support their beautification efforts. Activities of the committee have been temporarily suspended while site modernization is being conducted.

Standard Implemented: Fully Implemented - Sustained

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



CONSENT DECREE

III. School Conditions and Instructional Materials

Section 17. Drinking Water

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

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

Facilities Management Standard 8.10 Facilities Maintenance and Custodial - Adequate Repair and Supervision of School Buildings

Legal Standard

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

Consent Decree Stipulation

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

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

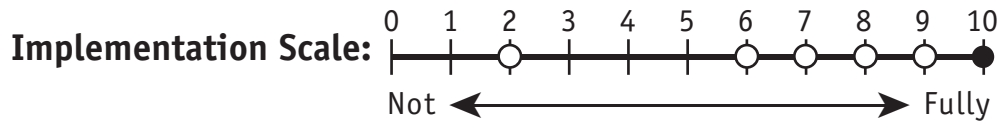
Progress on Recommendations and Recovery Steps

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

- Ongoing, random, unannounced site inspections keep staff focused on campus cleanliness and the safe condition of school site facilities.
- The district Facilities Compliance Coordinator visits the sites and uses the FCMAT inspection checklist to monitor compliance with Consent Decree stipulations. Exit conferences are held with the site administrators. Schools are given a letter grade based on the monitoring checklist.
- Drinking water is readily accessible to students. The condition of student drinking fountains is checked during monthly site inspections. Inoperable fountains are reported to maintenance staff for correction.
- The district maintains contracts for annual water service to check all water lines and test for water potability and toxic substances.
- Repair work on site facilities is continuous.
- Staff reported that the board recently set new goals for campus facilities and added staff to improve landscaping.

Standard Implemented: Fully Implemented - Sustained

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



CONSENT DECREE

III. School Conditions and Instructional Materials

Section 18. Site Committees

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

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

Facilities Management Standard 1.12

School Safety - Inspection and Correction of Unsafe Conditions

Legal Standard

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

Consent Decree Stipulation

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

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

Progress on Recommendations and Recovery Steps

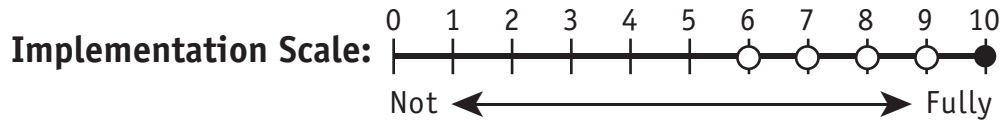
This standard is fully implemented and the Consent Decree stipulations have been met.

- Facilities examinations are regularly performed by site and district staff and required action taken upon any report of unsafe conditions.
- Plant managers are instructed to conduct daily inspections of the site and to immediately report any unsafe condition.
- District personnel conduct periodic, unannounced school site visitations on a monthly basis to monitor conditions of school facilities. Schools receive a letter grade based on a criteria checklist developed by FCMAT.
- The district continues to comply with the speedy replacement of broken windows. The General Obligation Bond for facilities improvements has allowed the district to replace older windows and frames.
- Schools have organized parent safety committees at each site. The committees periodically perform site inspections for unsafe or hazardous conditions and forward repair requests to the maintenance department to address.
- The district continues to utilize a maintenance request flow chart and forms to track all maintenance requests from the sites. Logs of the maintenance requests are kept for each school. Individual sites receive copies of all responses to the requests generated by the site.
- The district established two mobile maintenance teams to conduct routine maintenance. The teams report to school sites on a scheduled basis. However, the work of the teams has been temporarily suspended while site modernization is being conducted.
- The maintenance department continues to immediately address emergency calls to the maintenance hot line (310-639-4321, extension 55377).
- Plant managers have been directed to conduct electrical inspections of their site on a daily basis and to report, in writing, any potentially hazardous electrical condition. A bi-monthly form for the documentation of these reviews was developed, and records of the reports from the sites are being maintained. These reports were previously required on a monthly basis.

- Monthly training meetings are held with the plant managers on district procedures and/or on improving employee skills.
- The district has established a district-wide Beautification Committee to approve site beautification plans and to work with sites to support their beautification efforts. Activities of the committee have been temporarily suspended while modernization is being conducted.

Standard Implemented: Fully Implemented - Sustained

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



Facilities Management Standard 1.14

School Safety - Sanitation is Maintained and Fire Hazards are Corrected

Legal Standard

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

Consent Decree Stipulation

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

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

Progress on Recommendations and Recovery Steps

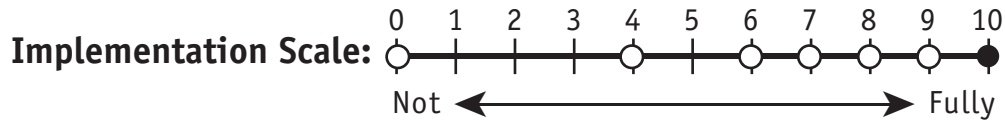
This standard is fully implemented and the Consent Decree stipulations have been met.

- Plant managers have been instructed to perform daily inspections of their site to ensure a clean, sanitary and safe environment for staff and students. Plant Managers submit a bi-monthly Custodial Inspection report to the Maintenance Department. These reports were previously required monthly.
- School site safety committees continue to make periodic site inspections, and monitor facilities needs at the school.
- Unannounced site inspections are conducted by the district Facilities Compliance Coordinator.
- Random, unannounced site inspections continue to keep staff focused on maintaining the cleanliness of the school sites.
- Principals, or their designees, are required to inspect student restrooms three times daily and to take action to remedy any problems.
- A FCMAT site inspection checklist is used in the site inspection process, and a letter grade is given to a school based on the number of checklist criteria met.
- Sites are free from fire hazards. Hazardous conditions have been addressed by the district in earlier progress reviews. If a random site inspection turns up any potential new hazard, it is addressed by the district maintenance staff right away.
- All schools have an operational fire alarm system in place. Several schools have changed from a bell system to a strobe alarm system.
- Any unusable playground equipment was long ago removed or repaired by the district in response to the Consent Decree.
- Custodial staffs receive structured monthly training to improve site safety and cleanliness, and are directed to keep storage areas clean and exits free of obstructions.
- Training workshops are conducted in collaboration with the district's Risk Manager.
- Both classified and certificated staffs remain responsible for addressing the daily removal of litter.

- The district has established a district-wide Beautification Committee to approve site beautification plans and work with sites to support their beautification efforts. Activities of the committee have been temporarily suspended while site modernization is being conducted.

Standard Implemented: Fully Implemented - Sustained

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



Facilities Management Standard 9.11

Instructional Program Issues - Facilities Reflect Community Standards and Expectations

Professional Standard

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

Consent Decree Stipulation

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

Additional related stipulations (Section 18) include establishing site committees to inventory and prioritize repair and maintenance needs, and reporting to the State Administrator and board at least once a semester.

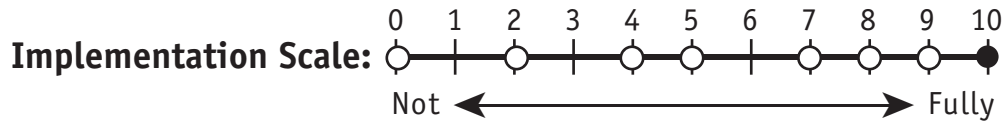
Progress on Recommendations and Recovery Steps

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

- The district continues to involve community members and parents in various facilities decisions. A representative community committee assisted in the development of the district's Comprehensive Facilities Master Plan.
- The district facilities committee was involved in planning for two new elementary schools, including Clinton Elementary, and in promoting passage of the district's general obligation bond, Measure I.
- The district continues to keep parents and the community informed of projects and facilities improvements in the schools. The district is currently conducting town hall meetings with community members to address any concerns regarding facilities.
- The facilities division has initiated a newsletter to update the community and staff on the status of facilities projects.
- Site safety committees have been established at each school site. The composition of the committees is specified in the consent decree and should be composed largely of parents (60%). The committees are responsible for periodically inspecting their school sites and identifying repair and maintenance priorities. Copies of agendas and minutes are checked during periodic, unannounced visits to the school sites.
- As the majority of the board trustees elected in November 2003 were new to the district, the facilities division provided a workshop for the trustees and district employees in spring 2004 on the Facilities Master Plan and the status of the various modernization and construction projects being implemented in the district.
- A special board informational meeting was held on August 10, 2004 to discuss facilities funding and the difference between general obligation bonds (GOB) and certificates of participation (COP).

Standard Implemented: Fully Implemented - Sustained

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



CONSENT DECREE

III. School Conditions and Instructional Materials

Section 19. Student Promotion

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

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

Pupil Achievement Standard 1.5

Preparation of Students - Expectations and Practices

Professional Standard

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

Consent Decree Stipulation

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

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

Progress on Recommendations and Recovery Steps

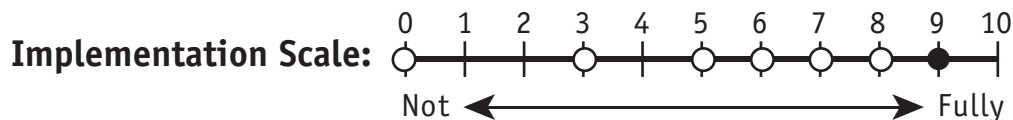
This standard is fully implemented and the Consent Decree stipulations have been met.

- The promotion/acceleration/retention policy, Policy No. 5123, was revised and adopted on April 11, 2000. Information on the policy is distributed annually to parents through the *Student and Parent/Guardian Handbook*.
- District graduation requirements were revised to align them to the state high school exit exam.
- The district has implemented several intervention programs to address low student performance. Students at the high school who fail a first semester course have to repeat the failed portion of the course before moving on to the second semester level. After school tutorials and Saturday school are provided at all high schools for students who did not pass the CAHSEE high school exit exam.
- The district provides a network of supplemental services for students having academic difficulties. In addition to after school and Saturday programs available to all students, are extended summer school programs of eight weeks instead of six weeks. Summer school has been made mandatory for failing students.
- Bell schedules for schools have been modified to provide additional time that is “banked” for staff professional development activities. Twenty minimum Instructional days are thus built into the school year schedule for staff meetings and in-service training.
- All professional development activities are focused on the improvement of instruction and student achievement.
- New and inexperienced teachers meet regularly with mentor teachers and personnel staff members for assistance with classroom management and curriculum and instruction.
- Principals are required to spend a minimum of 20 percent of the school day in classrooms or working with teachers on instructional improvement.
- Central office administrators provide assistance in the monitoring of curriculum delivery. Cabinet members visit the school sites each week (Wednesday).

- Thirteen district schools made their Adequate Yearly Progress (AYP) goals in 2003-04 and 32 of 36 schools met their Academic Performance Index (API) targets. The district, however, is working to improve the schools that have not made Adequate Yearly Progress (AYP) for several years, identified as Program Improvement (PI) schools. Fifteen district schools were PI schools in 2003-04, seven in year 1 and eight in year 3. In 2004-05, 23 schools are PI schools, eleven in year 1, four schools in year 2, and eight schools in year 4 which is the planning year for restructuring the school. Four district schools also require School Assistance and Intervention Teams (SAIT).
- The district is focused on improving student academic performance and has developed an internal instructional audit process, detailed in an Instructional Audit Handbook, to monitor effective program implementation at the schools. Visiting teams of four or more administrators visit each of 12 sites for one day during the first quarter, with two to three visitations occurring in the next three quarters. Visits to the first 12 sites were conducted in November 2004. Second visits are scheduled for February 2005.
- The district's internal instructional audit process will also address the Office for Civil Rights and Comité compliance requirements.
- Students are honored for their academic achievements at Board meetings.

Standard Implemented: Fully Implemented - Substantially

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



Pupil Achievement Standard 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

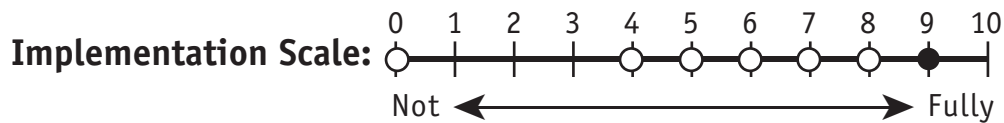
This standard is fully implemented and the Consent Decree stipulations have been met.

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

- The district is focused on improving student academic performance and has developed an internal instructional audit process, detailed in an Instructional Audit Handbook, to monitor effective program implementation at the schools. Visiting teams of four or more administrators visit each of 12 sites for one day during the first quarter, with two to three visitations occurring in the next three quarters. Visits to the first 12 sites were conducted in November 2004. Second visits are scheduled for February 2005.
- The district's internal instructional audit process will address the Office for Civil Rights and Comité compliance requirements.

Standard Implemented: Fully Implemented - Substantially

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



CONSENT DECREE

III. School Conditions and Instructional Materials

Section 20. CBEST

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

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

Personnel Management Standard 3.10

Certificated Recruitment and Selection

Legal Standard

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

Consent Decree Stipulations

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

Progress on Recommendations and Recovery Steps

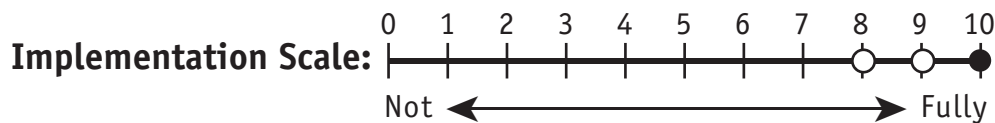
This standard is fully implemented and the Consent Decree stipulations have been met.

- The district continues to limit the number of teachers hired on CBEST waivers and accepts CBEST waivers only if credentialed teachers are not available for the hard-to-fill special education positions.
- The percent of total teaching staff with clear credentials continues to increase. In January 2005, 74.79% of the district's regular teachers were credentialed, 20.16% had Intern credentials, 2.26% were second year Pre-Interns, and 2.80 % had emergency permits. In June 2004, 66.40% of the district's regular teachers were credentialed, 23.19% had Intern credentials, 5.91% had pre-Intern certificates, 4.43% had emergency permits, and 0.07% had pupil personnel services waivers. A year ago in January 2004, 63.21% of the district's teachers were credentialed, 25% had Intern credentials, 7% had pre-Intern certificates and 5% had emergency permits.
- Among the district's special education teachers as of January 2005, 39.81% were credentialed, 21.36% had Intern credentials, 10.68% had Pre-Intern certificates, 14.56% had Emergency Permits, 7.77% had SDC waivers, and 5.82% had SDC and CBEST waivers. These figures have improved over June 2004, when 32.43% of special education teachers were credentialed, 16.22% had Intern credentials, 25.23% had pre-Intern certificates, 15.32% had emergency permits, 3.60% had SDC waivers, 1.80% had SDC and CBEST waivers, and 5.40% had CBEST waivers.
- The district received an award from the Los Angeles County Teacher Recruitment Center for making a significant increase in the number of fully credentialed teachers hired for the 2003-2004 school year.
- All new teachers who are not fully credentialed and/or who have not met the subject matter requirement are required to participate in the district's Intern program as a condition of employment, or are required to provide documentation that they are participating in another intern program working toward a credential, and ongoing evidence of completion of a minimum of six units per year toward their credential. The Pre-Intern program has been phased out by the Commission on Teacher Credentialing and districts may only employ second-year pre-interns.
- The district provides a differentiated salary schedule, paying credentialed teachers at a higher level than non-credentialed teachers, providing a strong incentive for teachers to become credentialed as quickly as possible.

- The district has utilized Teaching as a Priority program (TAP) funds to provide incentives for recruiting and retaining credentialed teachers in the district. For 2003-04, recruitment bonuses of \$2,500 were awarded to credentialed elementary level teachers who joined the district. Recruitment bonuses of \$5,000 were awarded to secondary level teachers in hard-to-fill positions such as special education, art and band. Part of the awarded funds was provided at the end of the teacher’s second year with the district. Bonuses of three percent were awarded to credentialed district teachers who remained with the district. Recruitment bonuses were also offered in the 2004-05 year. Although TAP funds are no longer available, the district has allotted other district funds to provide incentives to recruit fully credentialed teachers to the district.
- The Beginning Teacher Support and Assessment Program (BTSA) provides coaching support to first and second year probationary teachers.
- The district continues to comply with the Consent Decree stipulation to identify teachers without clear credentials, to monitor teachers who have not passed the CBEST, and to release teachers who have not passed CBEST after two years. Regular reports indicating the number and percent of credentialed and non-credentialed teachers in the district are generated by the Human Resources and Employee Development Department and are periodically presented to the board.

Standard Implemented: Fully Implemented - Sustained

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



CONSENT DECREE

III. School Conditions and Instructional Materials

Section 21. Food Service

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

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

Facilities Management Standard 9.3

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

Legal Standard

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

Consent Decree Stipulation

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

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

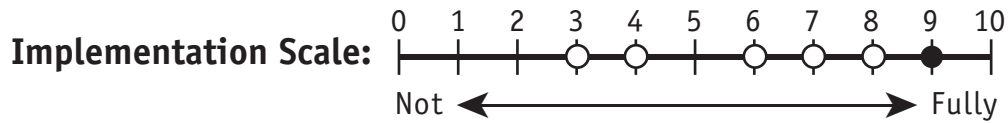
Progress on Recommendations and Recovery Steps

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

- The cafeterias at the three high schools and at Roosevelt and Whaley Middle Schools were remodeled for the 2002-03 school year to make them more attractive and to increase student lunch participation.
- Shade structures to enhance the outdoor lunch areas have been erected at Roosevelt Elementary, Kelly Elementary and Roosevelt Middle Schools.
- Colorfully painted trash barrels have been placed in the lunch courtyards and additional outdoor benches have been provided for students.
- Heating is provided to all cafeterias.
- Attractive, new marquis messaging boards have been installed at the three high schools to announce upcoming school activities.
- District modernization projects will provide several modernized school lunch rooms and upgrade other areas of campus for students to enjoy their lunches.
- The district plans to modernize 24 kitchens in summer 2005.
- Inspections of site cafeterias by the Los Angeles County Health Department are shared with the school site administrators to share with the school site councils. Inspections occur only in response to a complaint.
- No inspections were conducted by the County Health Department during the 2001-2002 school year. In 2002-03 the Health Department visited a site cafeteria in response to a parent complaint and found that the complaint was unsubstantiated. Another visit occurred at a school in summer 2003, and a report of that complaint was shared with the site administration and site council. One inspection was conducted during the second semester of the 2003-2004 school year in response to a complaint. The complaint was found to be unsubstantiated. An inspection was conducted in January 2005 in response to a complaint of no hot water at a site kitchen. The complaint was substantiated and hot water was immediately restored with no loss of food preparation time. The complaint was shared with the school principal.
- All district cafeteria managers and cooks participate in the Serve-Safe national certification program, and three district food services employees are trainers in this certification program.
- Training in food safety and service is provided regularly for all employees.

Standard Implemented: Fully Implemented - Substantially

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



CONSENT DECREE

III. School Conditions and Instructional Materials

Section 22. Central Telephone Number for Facilities Complaints

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

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

Facilities Management Standard 11.2

Communication - Communication of Actions Taken, Planned, Progress Made

Professional Standard

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

Consent Decree Stipulations

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

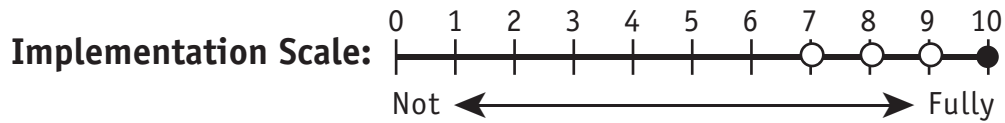
Progress on Recommendations and Recovery Steps

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

- The district provides ongoing communication about the district's activities and positive achievements to its community.
- The Facilities Division provides monthly project status reports to the governing board and the district's Bond Oversight Committee.
- The district effectively communicated its facilities needs to its community and successfully passed an \$80 million local general obligation bond in November 2002 with a community approval rate of more than 80%.
- Complaints about facilities can be made through the district's Emergency Hot-Line, anonymously through the WE-TIP program, or at open Board meetings. The WE-TIP hot-line program provides a means for community members to anonymously report facilities concerns or problems to the district.
- Public complaints are also received through the district's central telephone number, the public information office, or the superintendent's office. School complaints are generally referred to the site principal for resolution. Complaints about security issues are made to the Police Services department. Facilities complaints are made to school principals, the facilities division, board members or the superintendent.
- The district should receive regular reports from the WE-TIP program to analyze the type of calls received.

Standard Implemented: Fully Implemented - Sustained

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



CONSENT DECREE

III. School Conditions and Instructional Materials

Section 23. Volunteerism

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

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

Facilities Management Standard 10.1

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

Professional Standard

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

Consent Decree Stipulations

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

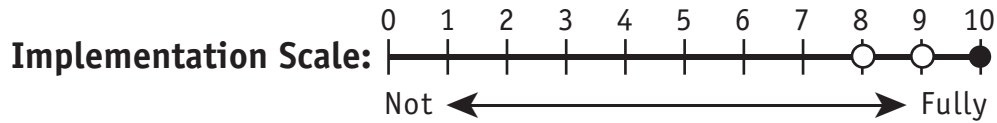
Progress on Recommendations and Recovery Steps

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

- The district continues to promote community involvement in its schools, and continues to implement the “Volunteers in Public Schools” (VIPS) guide developed in the 1999-2000 school year.
- Schools continue to monitor volunteer participation and the number of parent volunteer hours with sign-in sheets that are monitored by district administrative staff.
- Training workshops continue to be provided to parents and school volunteers.
- Each school has at least one or more parent coordinators to promote parent involvement and assist parents in volunteer activities.
- Community input is regularly sought by the district. The district holds parent/community forums regularly to hear parents’ concerns and suggestions for improving district programs and operations. Four to five parent/community forums have been held each year in 2002-03 and 2003-04.
- The district established a district-wide Beautification Committee to consider site beautification plans and to work with sites to support their beautification efforts. The activities of the Committee have been temporarily suspended while the district’s modernization projects are being completed.
- The district continues to provide training workshops to its classified personnel, particularly front office staff, regarding providing a “customer service” attitude to parents and school visitors.
- Parent centers are available at 14 of 34 school sites, and all schools have a designated area for parents to meet. Parent centers are included in the district’s Comprehensive Facilities Master Plan.
- The district conducts an annual volunteer recognition dinner at the end of the school year to show its appreciation for the many outstanding parent and community volunteers who have worked with the schools. Individual sites also recognize parent volunteers.
- Parent involvement is a major component of several grant programs awarded to the district, and parent committees are encouraged and supported.

Standard Implemented: Fully Implemented - Sustained

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



CONSENT DECREE

III. School Conditions and Instructional Materials

Section 24. Race Relations

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

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

Pupil Achievement Standard 1.10

Variety of Instructional Strategies - Student Diversity

Professional Standard

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

Consent Decree Stipulation

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

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

Progress on Recommendations and Recovery Steps

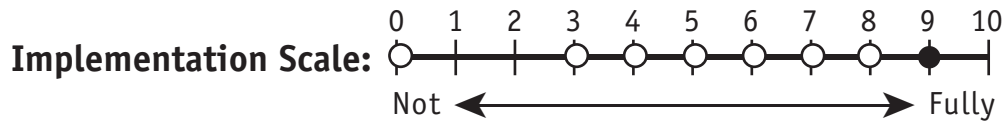
This standard is fully implemented and the Consent Decree stipulations have been met.

- The district is including in the History/Social Science curriculum the study of the various ethnic populations that are reflected in the student population.
- The district purchased instructional materials on the Latino experience and the African-American experience for use in the classroom. The district has added instructional materials on the Asian, Pacific Islander, and Samoan experiences as well. Black History Month and Spanish Heritage Month are acknowledged in the instructional program. The birthdays of Martin Luther King, Jr. and Cesar Chavez are celebrated annually. The district held its second annual Asian/Pacific Islander celebration at Longfellow School in May 2004.
- The district has received one of only 17 Teaching American History grants awarded to California districts. This is a collaborative professional development effort with the California State Universities at Dominguez Hills and Long Beach to develop curriculum and train teachers in the teaching of American History, including the contributions of its various racial and ethnic groups. The grant is a Title II three-year grant for \$996,000 provided by the Museum of Tolerance.
- District desegregation funds have increased the availability of Spanish supplemental materials in the school libraries.
- All of the high schools have a student Human Relations Club. Programs for students in Conflict Resolution and Peer Mediation are implemented in the schools. Other student programs such as Positive Action for the fourth grade level, Character Education, and Wise Skills for the middle schools are encouraged. Many schools have an Advisory period available to work directly on student issues.
- 120 students participated in the Student Leadership Conference held in January 2004, conducted by the district with the assistance of the National Conference for Community and Justice (NCCJ). The NCCJ also sponsored human relations camps for students in December 2003 and March 2004. 100 students or more were expected to participate in the district's Student Leadership Conference on January 28, 2005. Compton's leadership students are also expected to participate with other student leaders in the area in a one-day training conference supported by NCCJ in April 2005.

- Staff development for teachers focuses on the differentiation of instruction to meet the instructional needs of all students. All staff development activities use student data as the basis for determining teacher training needs. Recent staff development emphasis has been on how to increase the achievement of students of color.

Standard Implemented: Fully Implemented - Substantially

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



CONSENT DECREE

III. School Conditions and Instructional Materials

Section 25. Additional Compliance Requirements

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

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

Facilities Management Standard 2.1

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

Professional Standard

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

Consent Decree Stipulation

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

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

Progress on Recommendations and Recovery Steps

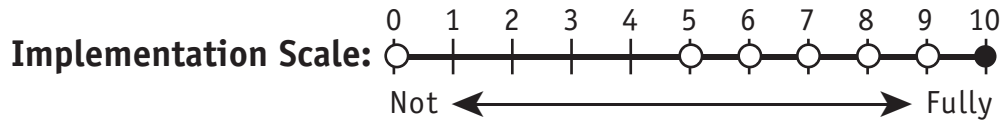
This standard is fully implemented and the Consent Decree stipulations have been met.

- The board adopted a long-range Comprehensive Facilities Master Plan on July 13, 1999. The district completed a Facilities Implementation Plan which was approved by FCMAT effective August 10, 2001. The implementation plan provides a timeline and priority for modernization and new construction projects.
- All district facilities projects since that time have been based on the long-range Facilities Master Plan. Decisions about the use of the district's deferred maintenance funds have also been guided by the plan.
- Twenty-eight modernization and three new construction projects were approved by the Division of the State Architect (DSA) and the Office of Public School Construction (OPSC) several years ago and have awaited the availability of state funds.
- The state's General Obligation Bond (GOB), Proposition 47, was passed in November 2002.
- The district's local \$80 million General Obligation Bond, Measure I, was passed in November 2002.
- The district established a bond oversight committee of 12 community members and a representative of FCMAT to ensure that the bond proceeds are utilized as the voters intended. The number of members was increased in January and February 2005 to 16 members.
- The district approved a Certificate of Participation (COP) for \$16 million to build the William Jefferson Clinton Elementary School, which opened to students in January 2003 and accommodates 850 students. Funds for construction of Clinton Elementary School were included in the GOB and will be used to retire the COP balance. Additional classrooms are planned to expand Clinton Elementary to accommodate the additional students that will be attending the school.
- Additional classroom buildings are planned for Dominguez, Compton and Centennial High Schools.

- The district has initiated work on the second of the three new schools identified in the Facilities Master Plan. The district offices at South Tamarind Avenue are being demolished for the Tamarind Avenue elementary school. District office staff and administrators are currently being housed in temporary bungalows on South Santa Fe Avenue. The district board has approved a \$10 million Certificate of Participation (COP) to build permanent facilities for district office operations to be located on South Santa Fe Avenue.
- Completion of the majority of the district's current modernization projects is expected by summer 2005.
- The district is currently seeking additional funding for future facilities projects. The district carefully monitors its student enrollment growth for eligibility in increased facilities funding.

Standard Implemented: Fully Implemented - Sustained

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



Facilities Management Standard 3.10

Facilities Improvement and Modernization - Plan for Maintenance and Modernization Exists

Legal Standard

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

Consent Decree Stipulation

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

Additional related stipulations (Section 25) include developing a comprehensive facilities implementation plan with time lines, submitting the plan to FCMAT for approval, and FCMAT soliciting comments from plaintiffs' counsel.

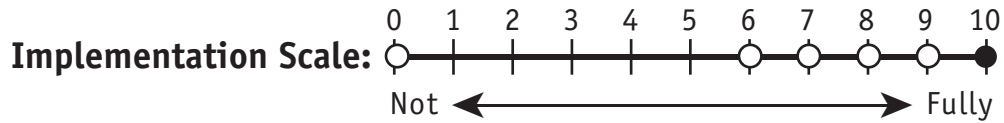
Progress on Recommendations and Recovery Steps

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

- The district developed a Comprehensive Facilities Master Plan, adopted by the Board in July 1999.
- The district completed a Facilities Implementation Plan, approved by FCMAT effective August 10, 2001, to implement the district's Comprehensive Facilities Master Plan. The plan identifies sources of district general funds and provides a priority for the completion of construction projects.
- All district facilities projects since 1999 have been based on the long-range Facilities Master Plan. Decisions about the use of the district's deferred maintenance funds were also guided by the plan.
- The state's General Obligation Bond, Proposition 47, was passed in November 2002, and the district's local \$80 million General Obligation Bond, Measure I, was passed in November 2002. The district established a bond oversight committee to ensure that the bond proceeds from the district's \$80 million local general obligation bond are utilized as the voters intended. This committee was expanded from 13 to 16 members in January and February 2005.
- The district has initiated work on the second of the three new schools identified in the Facilities Master Plan. The district offices at South Tamarind Avenue are being demolished for the Tamarind Avenue elementary school. District office staff and administrators are currently being housed in temporary bungalows on South Santa Fe Avenue. The district board has approved a \$10 million Certificate of Participation (COP) to build permanent facilities for district office operations to be located on South Santa Fe Avenue.
- The district is currently seeking additional funding for future facilities projects.
- Completion of the majority of the district's current modernization projects is expected by summer 2005.

Standard Implemented: Fully Implemented - Sustained

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



CONSENT DECREE

III. School Conditions and Instructional Materials

Section 25. Additional Compliance Requirements

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

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

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

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

Pupil Achievement Standards

The following standards were identified by the parties in the Consent Decree as needing to reach a rating of 8 to be deemed compliant. If not already presented in response to a Section of the Consent Decree, these standards appear in the following pages. A chart of the Pupil Achievement standards is included to provide an overview of the ratings of the standards over time and the status of their implementation.

- 1.2 See Consent Decree Section 13
- 1.4
- 1.5 See Consent Decree Section 19
- 1.10 See Consent Decree Section 24
- 1.11 See Consent Decree Section 13
- 1.16 See Consent Decree Section 19
- 1.20
- 1.21
- 1.23
- 1.25 See Consent Decree Section 8
- 2.3
- 2.6
- 2.9
- 2.10

1.4 Multiple Assessment Tools - Program Adjustment

Professional Standard

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

Consent Decree Stipulation

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

Progress on Recommendations and Recovery Steps

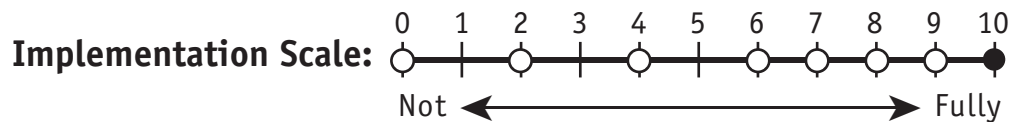
This standard is fully implemented and the Consent Decree stipulation has been met.

- The district utilizes multiple diagnostic assessments to measure students' academic performance. An Assessment Plan has been developed, presented, and disseminated to all principals and site testing coordinators. All schools submit a site testing plan for administering the STAR and CAHSEE tests.
- Schools receive timely assessment results for all district and state assessments for use in developing their individual school plan for student achievement. Extensive data is available to site staffs in a user-friendly format. Test results are disaggregated, summarized and presented to the Executive Cabinet, principals and teachers. Teachers receive performance data for each class of students indicating the standards mastered by students.
- Presentations on the district's testing program and levels of student performance have been made to teachers, the governing board and the community.
- The district has successfully implemented the new Eagle attendance and student information system. Each student's assessment history is now stored in the new system. Teachers are able to access test scores for any student on their class roster and can order their own reports.
- The current modernization taking place in schools has temporarily limited access to testing information online. However, the data is accessible from certain sites. Schools can download test reports or power point programs for parent presentations on the various tests and test terminology (AYP, API, CST) and how to interpret test scores.
- The district has developed a video in English and Spanish on the California High School Exit Exam (CAHSEE) and has publicized the importance of the CAHSEE on the district's public information station Channel 26 to inform parents of the high school exit exam requirement beginning with the graduating class of 2006.
- The CAHSEE is administered in the spring (February and May) to current 10th graders. All three high schools met the 95% participation rate in spring 2004.
- The district has a remediation plan for students who have not passed one or both portions of the CAHSEE exams. Middle school and high school administrators and teachers participate in CAHSEE trainings provided by UC Irvine, Kaplan, the College Board, and the LACOE Principals' Exchange.
- High school graduation requirements have been increased for the class of 2006 (incoming 9th graders) and beyond. New requirements include two years of foreign language (20 credits), one year of visual and performing arts (10 credits), 2.5 credits in community service (45 clock hours) and 2.5 credits in a senior research project.

- The district has developed benchmark assessments for English Language Development (K-12), English Language Arts (K-12), Mathematics (K-12), and Science (K-5). Benchmarks for History/Social Science are in progress.
- Assessments are also imbedded in adopted curriculum materials such as Open Court, Language! and Saxon Math, providing teachers with immediate feedback on students' performance. Quarterly benchmarks have been developed in ELD, mathematics and writing.
- District writing assessments continue to be administered 4 times a year. Teachers score writing assessments using a 6-point rubric that is aligned with the state standards and CAHSEE. The Vantage Writing Assessment program is available to seventh graders online.
- The district is working to improve the schools that have not made Adequate Yearly Progress (AYP) for several years, identified as Program Improvement (PI) schools. Fifteen district schools were PI schools in 2003-04, seven in year 1 and eight in year 3. In 2004-05, 23 schools are PI schools, eleven in year 1, four schools in year 2, and eight schools in year 4 which is the planning year for restructuring the school. Four district schools also require School Assistance and Intervention Teams (SAIT) for school improvement.
- Centennial High School received a three-year interim accreditation with a visit scheduled in spring 2007. Centennial HS also requires a School Assistance and Intervention Team (SAIT).

Standard Implemented: Fully - Sustained

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



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.

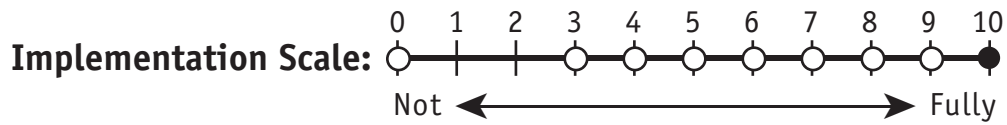
Progress on Recommendations and Recovery Steps

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

- Coaching of teachers is provided by site administrators, the Los Angeles County Office of Education, UC subject matter consultants, and outside consultants. Principals have been trained in coaching strategies.
- In collaboration with nearby colleges and universities, the district continues to apply for and receive professional development grants to enhance teachers' teaching skills.
- All new instructional programs implemented include coaching of teachers as a major strategy to be provided by all service providers. Coaching and classroom support is expected to be consistent and frequent.
- The certificated evaluation form has been revised to include the California Standards for the Teaching Profession as desired teaching outcomes. Principals are required to be in the classrooms or engaged in instructional activities for a minimum of 20% of the day to address instructional improvement.
- Principals are evaluated by the superintendent, with input from the cluster associate superintendents. The principal's evaluation process includes curriculum oversight and time in the classroom.
- The district is focused on improving student academic performance and has developed an internal instructional audit process, detailed in an Instructional Audit Handbook, to monitor effective program implementation at the schools. Visiting teams of four or more administrators visit each of 12 sites for one day during the first quarter, with two to three visitations occurring in the next three quarters. Visits to the first 12 sites were conducted in November 2004. Second visits were scheduled in February 2005.
- Cluster associate superintendents meet with site administrators regularly and visit schools frequently. Cabinet members visit sites every Wednesday. School Site Visitation Reports document these weekly site visits.
- School schedules were modified to include "banked time" to establish minimum days for staff development. Late entry Mondays or adjusted Mondays provide a block period of time for staff development and instructional support.
- The Office of Research, Evaluation, and Assessment continues to assist the district and school sites by providing relevant and timely student assessment information to assist in staff development.
- The district has established a two-year Aspiring Administrators Academy to train district teachers for future administrative positions.
- The district conducts annual Parent Surveys to solicit parent input on various district operations. 4,000-5,000 responses are received from parents each year.

Standard Implemented: Fully - Sustained

February 1999 Rating: 0
August 1999 Rating: 3
February 2000 Rating: 4
August 2000 Rating: 5
February 2001 Rating: 6
August 2001 Rating: 6
February 2002 Rating: 7
August 2002 Rating: 7
February 2003 Rating: 8
August 2003 Rating: 8
February 2004 Rating: 9
August 2004 Rating: 9
February 2005 Rating: 10



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.

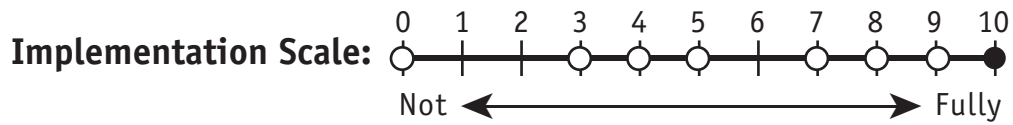
Progress on Recommendations and Recovery Steps

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

- The certificated evaluation form was revised to align with the California Standards for the Teaching Profession. Principals have been trained to use the revised evaluation form and to base classroom observations on these standards.
- The district has implemented the Eagle student information system which can interface with the Human Resources HRTS personnel system. The district is able to monitor teacher credential requirements, the 150 hours of professional development required for credential renewal, progress toward meeting the competency requirements of the No Child Left Behind Act, and participation in AB 466 and AB 75 training activities.
- The district's Peer Assistance and Review Program (PAR) provides a plan of assistance to teachers who are performing at a less than satisfactory level. The Beginning Teacher Support and Assistance (BTSA) program provides coaching support to probationary teachers.
- Principals are expected to spend a minimum of 20% of their day in the classroom or in related instructional activities. Principals' evaluations include their effectiveness in supervising faculty and staff, and monitoring curriculum, which includes significant documentation.
- The cluster associate superintendents work with principals to ensure that they monitor the delivery of instruction in the classroom.
- Numerous staff development workshops are provided to improve the skills and performance of the instructional staff. Teachers needing assistance can receive appropriate staff development training.
- Executive cabinet members visit school sites every Wednesday. A School Site Visitation Report form has been developed to document these visits and any findings, comments or concerns.
- All principals participate in required training through the Compton Leadership Development Institute, which covers twelve topics of effective leadership in school operations. Principals are also required to have, or obtain within three years, English Learner authorization (CLAD or BCLAD) and 55% of current principals have this authorization.

Standard Implemented: Fully - Sustained

February 1999 Rating: 0
August 1999 Rating: 3
February 2000 Rating: 4
August 2000 Rating: 5
February 2001 Rating: 5
August 2001 Rating: 5
February 2002 Rating: 7
August 2002 Rating: 7
February 2003 Rating: 8
August 2003 Rating: 8
February 2004 Rating: 9
August 2004 Rating: 9
February 2005 Rating: 10



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 emphasis being placed on students with special needs.

Consent Decree Stipulation

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

Progress on Recommendations and Recovery Steps

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

Special Education:

- A Student Orientation Center was established on September 3, 2002 at 417 West Alondra Avenue to receive all students new to the district for enrollment, assessment and appropriate placement. Initial Student Placement Procedures and a Tracking Form have been developed. Training has been provided to site administrators on the process and procedures of initial placement. The Center provides support services for Special Education; English Language Learners; Child Welfare and Attendance; Health, Human and Homeless Services; and some Alternative Education services such as a district suspension classroom. Students are placed at a school generally within 24 hours of enrolling.
- A new comprehensive student registration form has been developed in English and Spanish to obtain pertinent information on incoming students for appropriate placement of students. The student intake process is well-established and efficient.
- Identified special education students and students with 504 accommodations plans receive immediate services by center staff.
- Site administrators continue to assist the student placement process by making sure that master schedules in the middle and high schools provide appropriate course offerings for English learners and special needs students.
- The Special Education Handbook of Policies and Procedures has been revised. Special Education compliance protocols and procedures have been developed for monitoring of special education services. The protocols summarize the administrative responsibilities of site administrators in the SST, IEP, and 504 processes.
- District Special Education administrators are located at the New Student Orientation Center. A new director for Special Education has been appointed. The school psychologists have work stations at the New Student Orientation Center and are assigned to a specific cluster of schools to provide services to the students in their cluster.
- The district has developed a Voluntary Resolution Plan in response to OCR concerns to ensure that it has sufficient numbers of appropriate staff to identify and address the special education and linguistic needs of English language learners.
- Approximately 10% of the student population are identified special education students: approximately 1200 in the Resource Specialist Program and 1700 in Special Day Class or other placements. The district is monitoring its referral process to assess whether African-American students may be over-identified and Latino students may be under-identified.

- The district's plan of corrective actions in Special Education was accepted by the State Department of Education.
- Intervention programs include after school tutorials, additional class periods or an extension of the student's day, and mandatory summer school attendance.
- A workability program resource center has been established at Tibby Elementary School.
- The district's implementation of the Eagle student information system enables the district to monitor the status of student IEPs, Triennials, 504s, and Student Suspensions. The district is able to monitor, by site, any overdue triennial or IEP to take timely action. Weekly reports are provided to the cluster associate superintendents for follow-up.
- The district has established a Special Needs Advisory Committee that meets every month on special needs issues. The district also has established a support group for parents of autistic students.
- The district has implemented a new technology data system that allows special education data to be transferred electronically to the county office.
- A Section 504 manual has been developed and is under review by OCR. Training on 504 has been conducted at all school sites.

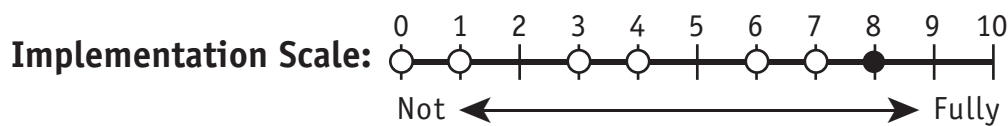
English Language Learners:

- The Master Plan for English Learners is being implemented. The Master Plan was adopted by the governing board on December 10, 2002, and was approved by the state department.
- Board Policy No. 6174 Education for English Language Learners was revised.
- Appropriate assessments of new students are conducted based on the Home Language Survey.
- The district reports that student demographics in the district are changing, and students are highly transitory. In the period from September 2004 to January 2005, the district enrolled 4,125 new elementary students, 871 new middle school students and 789 new high school students. 54% of the elementary students are English Learners (EL), 31% of the middle school students are EL and 18% of the high school students are EL. 84 of the elementary students need special education services, as well as 80 of the middle school students and 57 of the high school students. 52 students enrolled during this period were both English Learners and needed special education services.
- The district has been visited by the Comité each year since 2002-03 and has worked strenuously to address the many areas of non-compliance in the English language learner program cited by the Comité. The district has addressed most of the areas of non-compliance. Appropriations withheld by the state department for previous non-compliance issues in 2001-02 were released to the district (\$2.2 million). The district received all funds for 2003-04 with the expectation that the district would continue to improve its services to students. \$3.2 million withheld for 2002-03 has yet to be released by the state.
- HRED monitors the credentials of staff who work with English learners to ensure that qualified teachers have been assigned to deliver ELD and core curriculum to English learners. Current teacher preparation programs include CLAD certification. The district expects site principals to have or acquire CLAD or BCLAD certification within three years.
- The district developed English Learner (EL) district benchmarks, and EL checklists for both elementary and secondary principals to monitor the EL programs at their sites.

- The district has developed new program descriptions for program placement. Course descriptions have been written for Specially Designed Academic Instruction in English (SDAIE) for all courses required for graduation. English language development (ELD) course descriptions have been written for ELD classes.
- The district provides Structured English Immersion classes at all sites, and dual Spanish immersion programs at Emerson, Tibby, Bunche, and Roosevelt Elementary Schools, and at Roosevelt Middle School. Newcomer classes are offered at Jefferson Elementary School and Davis Middle School.
- An ELD Curriculum Guide has been developed and disseminated to teachers. *High Point* and *Into English* are used in grades 4-12 as the textbooks in ELD classrooms. Additional support materials have been purchased for all levels.

Standard Implemented: Fully - Substantially

February 1999 Rating: 0
 August 1999 Rating: 1
 February 2000 Rating: 3
 August 2000 Rating: 4
 February 2001 Rating: 4
 August 2001 Rating: 4
 February 2002 Rating: 6
 August 2002 Rating: 6
 February 2003 Rating: 7
 August 2003 Rating: 7
 February 2004 Rating: 8
 August 2004 Rating: 8
 February 2005 Rating: 8



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.

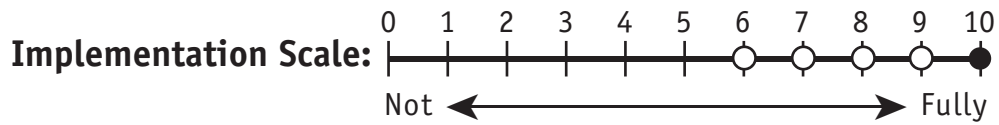
Progress on Recommendations and Recovery Steps

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

- The district has a board policy that addresses student learning time that is sent to the schools each year.
- The protection of class time for instruction and student learning continues to be a required element in each school's improvement plan. Strategies are developed by teachers at each site, made part of the school improvement plan, and posted in each classroom. Strategies include ways to reduce classroom interruptions and public announcements.
- Instructional time for students continues to be extended beyond the regular instructional day and year with opportunities for Saturday school, after school tutorial programs, and summer extended year programs.
- The Superintendent has placed a moratorium on field trips during the instructional day between February and May of the STAR testing period.
- The Superintendent has set a goal for principals to improve their school student and staff attendance, targeting a 96% attendance rate for elementary students, a 95% attendance rate for middle school students, and a 94% attendance rate for high school students. The goal for teacher attendance is 97%. Weekly teacher attendance reports are provided to the cabinet and site principals.
- The district monitors student attendance regularly, particularly as future student enrollment is expected to decrease slightly, and the general fund revenue limit is tied to students' average daily attendance.

Standard Implemented: Fully - Sustained

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



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.

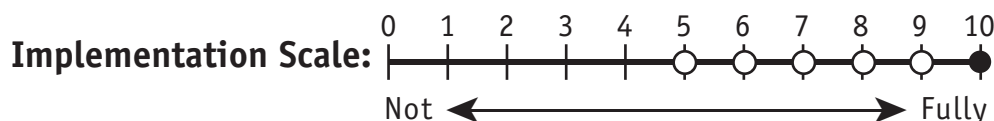
Progress on Recommendations and Recovery Steps

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

- The district complies with the mandates of the Education Code 51000 through 52950. The district updated board policies in 2000 and has established procedures for reviewing board policies on a regular basis.
- The district is implementing a standards-based curriculum. Curriculum guides reflecting the state standards and identifying benchmarks are available for all grade levels. Curriculum guides have been further revised to make them user-friendly.
- All textbooks are aligned with the California Content Standards. Adoption of textbooks follows the state adoption cycle and is conducted at the district level to ensure comparability of instruction across the district.
- The district completed the Master Plan for English Learners in December 2002. The plan was approved by the district board and the state department.
- The district is focused on improving student academic performance and has developed an internal instructional audit process, detailed in an Instructional Audit Handbook, to monitor the effective implementation of instructional programs at the schools.

Standard Implemented: Fully - Sustained

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



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.

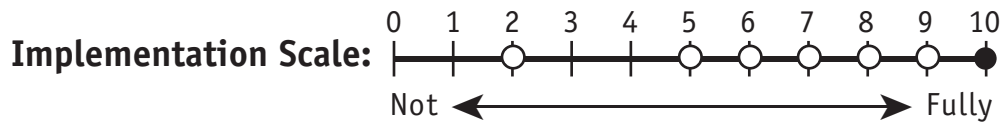
Progress on Recommendations and Recovery Steps

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

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

Standard Implemented: Fully - Sustained

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



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

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

- The district utilizes multiple diagnostic assessments to measure students' academic performance. An Assessment Plan has been developed, presented, and disseminated to all principals and site testing coordinators.
This standard also is discussed in Standards 1.4 and 2.9.
- The district has developed benchmark assessments for English Language Development (K-12), English Language Arts (K-12), Mathematics (K-12), and Science (K-5). Benchmarks for History/Social Science are being developed.
- Schools receive timely assessment results for all district and state assessments for use in developing their individual school plan for student achievement. Extensive data is presented to site staffs in a user-friendly format. Test results are disaggregated, summarized and presented to the Executive Cabinet, principals and teachers. Teachers receive performance data for each class of students indicating the standards mastered by students.
- Test results are available in a variety of formats for school use. Principals meet with their staffs at the beginning of the school year to review test scores and identify areas of instructional focus for the year.
- The district implemented the Eagle attendance and student information system. Each student's assessment history is stored in the new system and teachers are able to access test scores for any student on their class roster and can order their own reports.
- Test information and test data are accessible online. Schools can download test reports or power point programs for parent presentations on the various tests and how to interpret test scores.
- The district has developed a video in English and Spanish on the California High School Exit Exam (CAHSEE) and has publicized the importance of the CAHSEE on the district's public information station Channel 26 to inform parents of the high school exit exam requirement beginning with the graduating class of 2006.
- Training workshops on the district's assessment tools continue to be provided to administrators and teachers.

Standard Implemented: Fully - Sustained

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

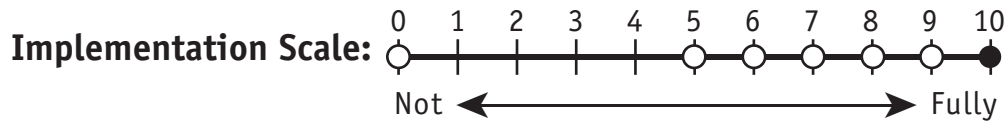


Chart of Pupil Achievement Standards



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

Facilities Management Standards

The following standards were identified as needing to reach a rating of 8 to be deemed compliant. If not already presented in response to a Section of the Consent Decree, these standards appear in the following pages. A chart of the Facilities Management standards is included to provide an overview of the ratings of the standards over time and the status of their implementation.

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

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

Professional Standard

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

Consent Decree Stipulation

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

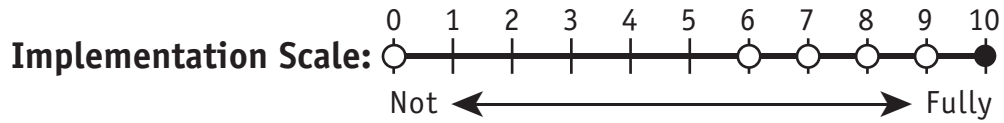
Progress on Recommendations and Recovery Steps

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

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

Standard Implemented: Fully - Sustained

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



1.7 School Safety - Installation and Operation of Outside Security Lighting

Professional Standard

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

Consent Decree Stipulation

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

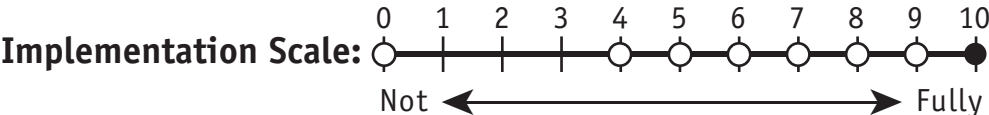
Progress on Recommendations and Recovery Steps

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

- All campuses have outside security lights for evening activities.
- The district’s 28 modernization projects are expected to be completed by summer 2005. Many of the lights and electrical components at the district’s campuses have been retrofitted to be more energy efficient. More power is available to the sites although less energy is utilized with the improved systems.
- The district has worked to upgrade all electrical systems and implement energy conservation practices.
- The district’s mobile maintenance/repair teams, which were temporarily suspended while modernization work was being conducted, will again be assigned to school sites on a scheduled basis and will replace lights and light fixtures as needed.
- Periodic, unannounced school visits continue to be conducted by district staff and FCMAT representatives to monitor campus facilities.

Standard Implemented: Fully - Sustained

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



1.17 School Safety - All Exits are Free of Obstructions

Legal Standard

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

Consent Decree Stipulation

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

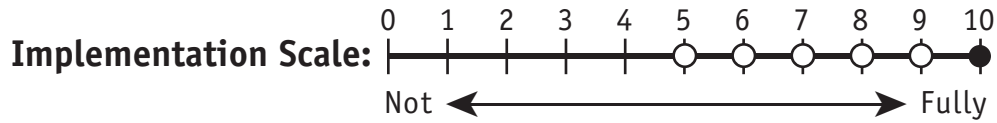
Progress on Recommendations and Recovery Steps

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

- The district reports that all exit doors are free of obstructions. Plant staff are responsible for checking that exit doors are free of obstructions and exit lights are working.
- Hazardous conditions are immediately addressed by the district. If a random site inspection turns up any potential hazard, it is addressed by district staff right away.
- All schools have an operational fire alarm system in place.
- Plant managers and site custodial staffs receive structured monthly training workshops to improve site safety and cleanliness. Staff has been directed to keep storage areas clean.
- Intrusion alarms at school sites were upgraded in April 2004 by the security alarm provider, Advance Alarm. The alarms have improved security of district property and negated the need for padlocking doors.
- Illuminated exit signs have been placed at exit doors in gyms, auditoriums and cafeterias at two heights, over exit doors and at knee-high level in case smoke forces evacuees to crawl along the floor toward the exits. Inoperable exit lights are being replaced with liquid electronic display (LED) signs.
- Random, unannounced site inspections continue to be conducted to monitor the sites.

Standard Implemented: Fully - Sustained

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



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

Professional Standard

Compton Unified School District should seek state and local funds.

Consent Decree Stipulation

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

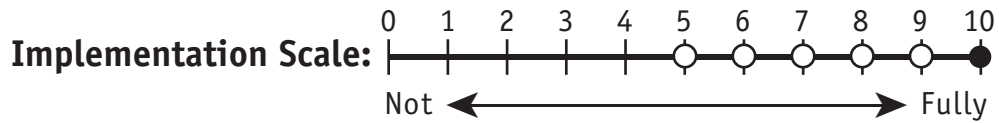
Progress on Recommendations and Recovery Steps

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

- The district has continually sought state and local funding for facilities improvement projects. The district is currently seeking \$13 million in facilities funds for enrollment growth based on the district's 2004 student enrollment. Timely board action will be necessary for the district to obtain these growth funds based on the 2004 enrollment, as enrollment in 2005 is projected to slightly decline, and the district will no longer be eligible for these funds if action is delayed beyond the 2005 CBEDS reporting date.
- Prior to 2002, the district received some hardship funds from the state for facilities projects after three failed attempts to win passage of a local bond. Before state and local bond funds were available, the district used its general funds and deferred maintenance funds to address the safety needs identified in the Facilities Master Plan.
- The state passed a General Obligation Bond (GOB), Proposition 47, in November 2002 and state funds to support the district's approved projects became available.
- In November 2002 the district passed a local \$80 million General Obligation Bond, Measure I, for the district's modernization and new construction projects.
- The district board approved a Certificate of Participation (COP) to initially fund the construction of the new William J. Clinton Elementary School, as extreme campus overcrowding could not wait for the passage of Measure I.
- The district sold \$40 million of the \$80 million Measure I general obligation bonds during the 2003-04 school year in the first phase of bond sales. \$20 million in bonds were sold in July 2004 in a second phase of bond sales. The final \$20 million of bonds will be sold in 2006 to complete remaining projects and retire the COP used to build Clinton Elementary School.

Standard Implemented: Fully - Sustained

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



2.4 Facility Planning - Existence of a District Facility Planning Committee

Professional Standard

Compton Unified School District should have a facility planning committee.

Consent Decree Stipulation

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

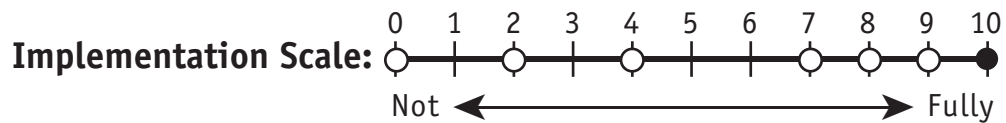
Progress on Recommendations and Recovery Steps

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

- The district established a facilities master plan committee that included a wide representation of parents and community members to assist in the development of the district's Facilities Master Plan. The committee remained active to address other district facilities concerns, such as determining the need for two new elementary schools, realigning school boundaries, and enforcing the student walking distances.
- The committee was active in the discussion of the Certificate of Participation (COP) for the new Clinton Elementary School, and in the work to pass the district's \$80 million General Obligation Bond, Measure I.
- The facilities master plan committee has not been active for a time. The district-wide safety committee also continues to discuss facilities concerns. A Facilities Advisory committee, chaired by a governing board member, meets monthly on facilities issues with facilities staff. Members include district staff, union representation and several community members.
- The district conducts several "town hall" meetings each year with the community to discuss district operations, including facilities concerns.
- The district has also established a bond oversight committee to oversee the projects to be supported by the \$80 million General Obligation Bond passed by the district in November 2002. The oversight committee has met regularly once a month since April 2003. Committee members represent parents and community members in the district. At two board meetings in January and February 2005, three members were added to the committee increasing the membership from 13 to 16 members.

Standard Implemented: Fully - Sustained

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



2.5 Facility Planning - Properly Staffed and Funded Facility Planning Function

Professional Standard

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

Consent Decree Stipulation

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

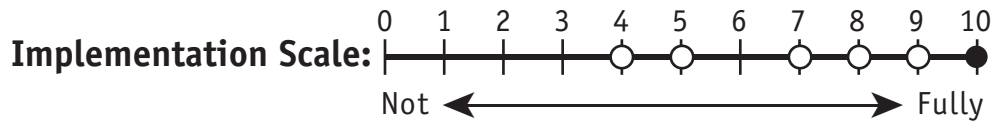
Progress on Recommendations and Recovery Steps

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

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

Standard Implemented: Fully- Sustained

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



2.6 Facility Planning - Implementation of an Annual Capital Planning Budget

Professional Standard

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

Consent Decree Stipulation

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

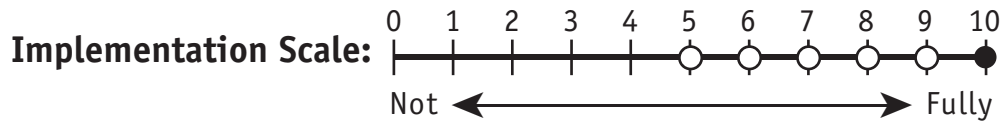
Progress on Recommendations and Recovery Steps

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

- The district completed a Facilities Implementation Plan, approved effective August 10, 2001, to implement the district's Comprehensive Facilities Master Plan adopted in July 1999. The district utilized general fund and deferred maintenance dollars for modernization projects until state and local bond funds were available.
- The state passed a General Obligation Bond in November 2002, and state funds to support the district's approved projects became available.
- In November 2002 the district passed a local \$80 million General Obligation Bond.
- The funds available from the state and local bonds have allowed the district to implement the facilities projects identified in its Comprehensive Facilities Master Plan. However, as the majority of the board members elected in November 2003 are new to the board and many have not demonstrated a commitment to fully implement the Facilities Master Plan as previous boards, progress has sometimes been difficult.
- A few board members are highly critical of the district's construction projects and operations and may not fully understand the complexities and timelines necessary to accomplish the construction program being aggressively implemented by the district. The district must continue to provide the board with sufficient information to keep them fully informed of the progress of the building program.

Standard Implemented: Fully- Sustained

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



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

Professional Standard

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

Consent Decree Stipulation

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

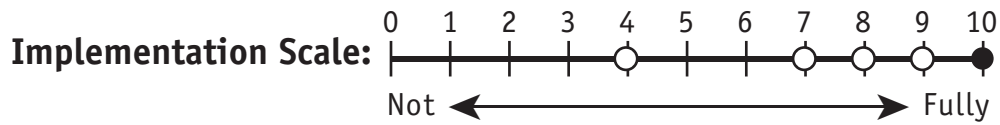
Progress on Recommendations and Recovery Steps

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

- The district consistently reviews and monitors its eligibility for state funding.
- The district is currently seeking \$13 million in facilities funds for enrollment growth based on the district's 2004 student enrollment. Timely board action will be necessary for the district to obtain these growth funds based on the 2004 enrollment, as enrollment in 2005 is projected to slightly decline, and the district will no longer be eligible for these funds if action is delayed beyond the 2005 CBEDS reporting date.
- In prior years, the district continued to submit applications to maintain its hardship eligibility status in order to receive 100% of state funding, instead of 80% for modernization projects and 50% for new construction. The district lost its hardship status with the passage of its \$80 million Measure I local General Obligation Bond in November 2002. The district was then required to provide its share of matching funds for modernization (20%) and new construction (50%) projects.
- The district sold \$40 million of the \$80 million in bond sales in the 2003-04 school year, and \$20 million in July 2004 for the 2004-05 school year.
- Facilities managers have taken classes in the school construction process and several are certified in Facilities Planning.

Standard Implemented: Fully- Sustained

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



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

Legal Standard

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

Consent Decree Stipulation

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

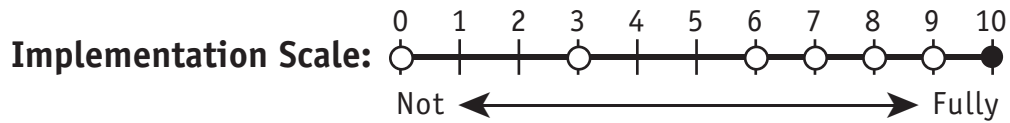
Progress on Recommendations and Recovery Steps

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

- All 28 district modernization projects and 8 new construction projects have long been approved by both the California Department of Education (CDE) and the Department of the State Architect (DSA).
- As state funds were not available to initiate the district's approved modernization and new construction projects, the district governing board approved a Certificate of Participation (COP) for \$16 million in spring 2002 to construct the William Jefferson Clinton Elementary School which was completed in January 2003.
- In November 2002 the state passed a General Obligation Bond (GOB) Proposition 47, making state funds available for approved projects.
- In November 2002 the district passed a local \$80 million General Obligation Bond to modernize its aging facilities but lost its hardship status which would have provided 100% in state funding for its construction projects. The district is now required to provide its share of matching funds for modernization (20%) and new construction (50%) projects. The district's local GOB provides funds for the district's matching funds.
- Completion of the district's 28 modernization projects and six new construction projects is anticipated by summer 2005.
- The district is currently seeking additional facilities funds due to student enrollment growth as reported in the 2004 CBEDS and has submitted for approval a new multi-classroom building for Clinton Elementary, Centennial High and Compton High Schools, "piggy backed" on the concrete modular bid used at Clinton Elementary.
- Additional new construction projects in the "pipeline" for approval include math/science classrooms for Dominguez High School and the new Tamarind Avenue elementary school. These projects have received approval from the Division of the State Architect (DSA), the California Department of Education (CDE), and the California Environmental Quality Act (CEQA) and are awaiting approval from the Office of Public School Construction (OPSC).
- The district's bid process is well established and implemented. Contracts are awarded to the lowest, responsible bidder.
- Some board members have questioned the district's bidding process, objecting that contracts were not being awarded to local, minority contractors. Some board members appeared indifferent that the lack of timely board action could have resulted in the loss of millions of dollars in state funding to support the district's construction program.

Standard Implemented: Fully - Sustained

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



6.2 Special Education Facilities - Equity, Appropriate to Educational Program

Professional Standard

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

Consent Decree Stipulation

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

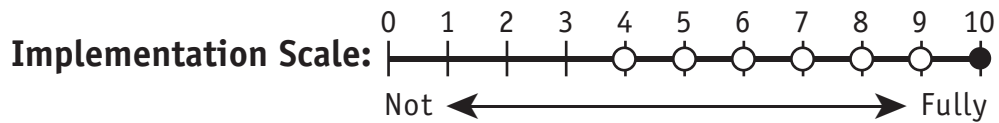
Progress on Recommendations and Recovery Steps

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

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

Standard Implemented: Fully - Sustained

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



6.3 Special Education Facilities - Adequacy for Instructional Program Needs

Professional Standard

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

Consent Decree Stipulation

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

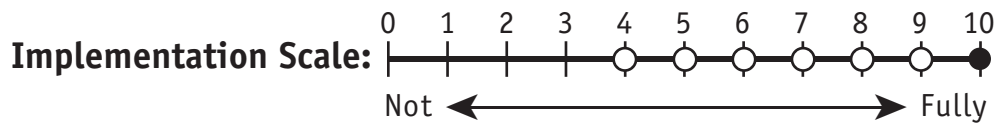
Progress on Recommendations and Recovery Steps

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

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

Standard Implemented: Fully - Sustained

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



8.5 Facilities Maintenance and Custodial - Adequate Maintenance Records and Inventories

Professional Standard

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

Consent Decree Stipulation

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

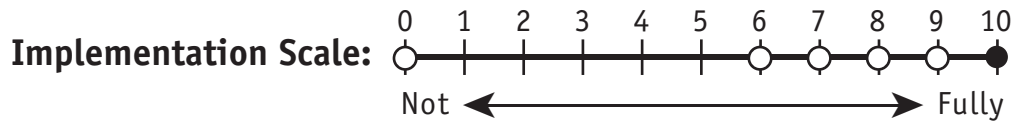
Progress on Recommendations and Recovery Steps

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

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

Standard Implemented: Fully- Sustained

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



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

Professional Standard

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

Consent Decree Stipulation

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

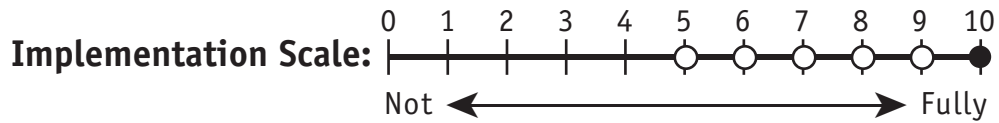
Progress on Recommendations and Recovery Steps

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

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

Standard Implemented: Fully- Sustained

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



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

Professional Standard

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

Consent Decree Stipulation

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

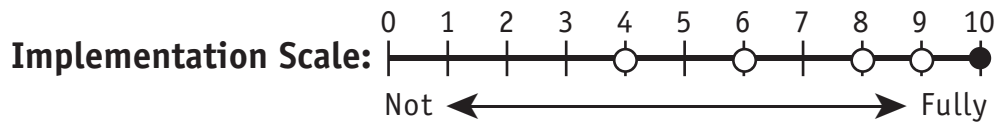
Progress on Recommendations and Recovery Steps

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

- School site employees are being provided the supplies, materials and tools necessary to perform their work. All supplies and materials are purchased centrally by the facilities division, and sites request supplies as needed. Equipment for the sites is purchased by the maintenance department.
- The number of custodial staff at a school is allocated by formula based on the number of students at the site at a ratio of approximately 200:1.
- Continuous training workshops and staff meetings are conducted to keep staff informed and up-to-date. Monthly meetings of plant managers are held to provide training on district processes and procedures, and to improve job skills. Managers are expected to provide the training to site employees.
- Monthly meetings continue to be held with both the principals and plant managers in attendance together to discuss site and facilities issues.
- The supervision and evaluation of plant managers and staff has been transferred from the site principal to the Chief Facilities Officer or his designee(s). The site principals share the supervisory responsibility of plant staff, and continue to provide input to the evaluations.
- A maintenance handbook that includes standards for work performance and levels of cleanliness has been developed for use at all sites.

Standard Implemented: Fully - Sustained

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



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

Professional Standard

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

Consent Decree Stipulation

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

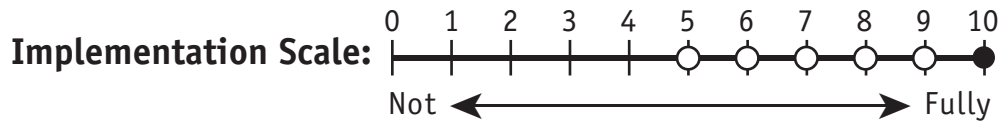
Progress on Recommendations and Recovery Steps

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

- The district has determined life expectancies of various facilities, such as roofs, asphalt, painting, etc. and has developed a replacement schedule. The maintenance department has scheduled regular maintenance for recurring projects such as tree trimming, checking heating and air conditioning systems, cleaning gutters and drains, boiler checks, etc. Some projects are scheduled for maintenance during the summer months when school is not in session.
- Routine maintenance is a priority for sites that are not scheduled for modernization.
- The district, with assistance from its architects, has developed maintenance specifications for all electrical and mechanical work. These specifications establish standards that help provide conservation efficiency. The specifications are used in all repair and maintenance work conducted by the district. Lighting fixtures are continually being upgraded.
- Two mobile maintenance teams are assigned to address maintenance requests at school sites before they become major problems. The work of the mobile maintenance teams have been temporarily suspended during modernization work.
- The district continues to use its established maintenance request flow chart and forms to track all maintenance requests from the sites.
- Monthly training meetings are held with plant managers to provide continual training on safety procedures, ways of improving work performance, and expectations on complying with district processes and procedures.
- The modernization work at many of the district's sites is expected to be completed by summer 2005. The maintenance division must ensure the modernized facilities stay in good condition.

Standard Implemented: Fully - Sustained

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



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

Professional Standard

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

Consent Decree Stipulation

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

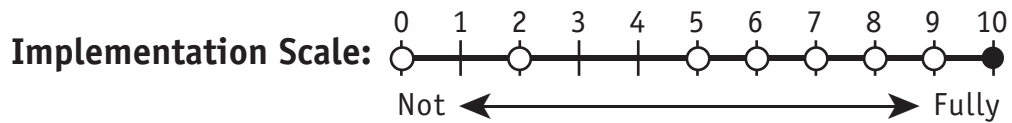
Progress on Recommendations and Recovery Steps

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

- The district has determined the life expectancies for its roofs, asphalt, painting, equipment, etc., and has developed a replacement schedule.
- The maintenance department schedules regular maintenance for recurring projects such as tree trimming, checking heating and air conditioning systems, cleaning gutters and drains, boiler checks, etc. Some maintenance projects are scheduled during the summer when school is not in session.
- The facilities division continues to use a computer software program to maintain a database of its maintenance equipment inventory. The projected life expectancy of the equipment is included to determine a schedule of maintenance and replacement of items.
- The district, with assistance from its architects, has developed maintenance specifications for all electrical and mechanical work. These specifications establish standards that help provide conservation efficiency. The specifications are used in all repair and maintenance work conducted by the district.
- The district has manuals for cleaning standards, health and safety issues, and inventory.
- Two mobile maintenance teams do routine maintenance at school sites. The assignment of these teams has been temporarily suspended during modernization work at the school sites.
- The modernization work at many of the district's sites is expected to be completed by summer 2005. The maintenance division must ensure the modernized facilities stay in good condition.

Standard Implemented: Fully - Sustained

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



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

Professional Standard

All schools shall have adequate heating and ventilation.

Consent Decree Stipulation

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

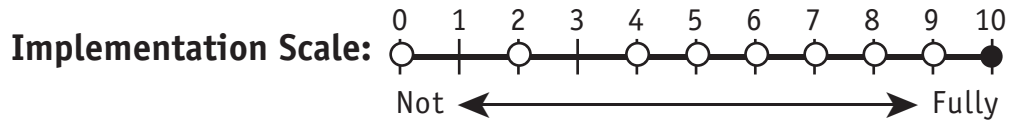
Progress on Recommendations and Recovery Steps

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

- The district's modernization and new construction projects have addressed heating and ventilation at the district schools. New HVAC systems and upgrades of lighting/electrical systems were included in the scope of the modernization project plans.
- Several schools have HVAC systems that are totally automated.
- The district utilized \$60 million in modernization funds to upgrade electrical components throughout the district, including new transformers, a retrofit of lights and other electrical upgrades. More power is available to the sites but the sites are utilizing less energy because of the energy efficient components. The district's 28 modernization projects are expected to be completed by summer 2005.
- The district worked with ENVIRON to assess ways to increase energy efficiency in the district. All projects identified in the Facilities Master Plan address energy conservation in proposed equipment, infrastructure, and construction.
- The Facilities Division, along with the district's architects, has developed master specifications for the installation of all electrical and mechanical equipment. The district has defined district standards for unit brands and types of systems to standardize maintenance and replacement component issues.

Standard Implemented: Fully - Sustained

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



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

Professional Standard

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

Consent Decree Stipulation

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

Progress on Recommendations and Recovery Steps

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

- The district is continually upgrading its facilities to improve the learning environment for students. Much thought is given to color schemes, the use of clear glass blocks for lighting, adequate sized walkways, landscaping, traffic patterns, safety concerns, handicap access, etc. to make the learning environment more attractive.
- The district initiated an aggressive construction program in 2003 to complete 28 modernization and 8 new construction projects. The district received Proposition 47 state bond funds to support its construction program and successfully passed an \$80 million local general obligation bond, Measure I, for the district's required matching funds. The district expects all of the modernization projects to be completed by summer 2005.
- The district completed the infrastructure for placing computers in every classroom, and is constantly upgrading the networking system. Extra conduits have been installed at all sites. The district has benefited from its e-rate applications over the last several years to improve technology connectivity.
- The district has installed five computers in each classroom, designated computer labs at the sites, and included white boards, wall brackets for television sets, and internet access to all modernized classrooms.
- The telephone system in the district has been upgraded. Telephones have been placed in classrooms districtwide.
- The condition of school site facilities continues to be monitored during periodic, unannounced site visits to school campuses.

Standard Implemented: Fully - Sustained

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

