

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

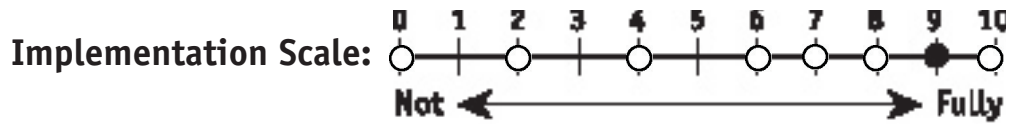
This standard is fully implemented and the Consent Decree stipulation has been met.

- 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 percent 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 were 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. Two schools have been identified as state monitored schools under the High Priority Schools program.
- In the 2003-04 school year, 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).
- Compton High School and Dominguez High School were visited by the Western Association of Schools and Colleges (WASC) accreditation teams in Fall 2004. Both schools received notification of their accreditation status in Spring 2005. Compton High received an accreditation of one year through 2005-06. Dominguez High received an accreditation of two years through 2006-07. All three of the district high schools must seriously address the urgency of maintaining their accreditation status. This must become a priority.

Standard Implemented: Fully Implemented - Substantially

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
August 2005 Rating: 9



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.

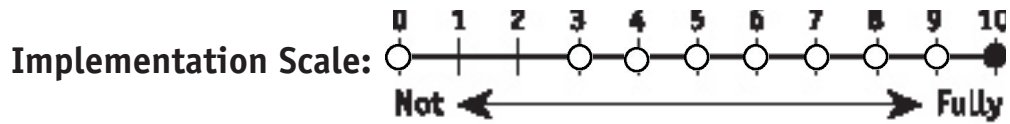
Progress on Recommendations and Recovery Steps

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 percent of the day to address instructional improvement.
- Principals are evaluated by the cluster associate superintendents with final evaluation approval made by the Superintendent. 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 and third visits were conducted in February and May 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 Implemented - 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
August 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.

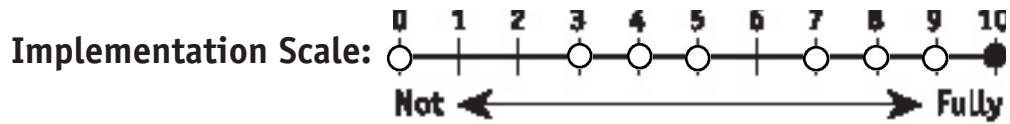
Progress on Recommendations and Recovery Steps

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 percent 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 two years, English Learner authorization (CLAD or BCLAD). Fifty-one percent of all certificated district employees including management have this authorization.

Standard Implemented: Fully Implemented - 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
August 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.
- The comprehensive student registration form, in English and Spanish, was revised in spring 2005. It solicits 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 provides compliance protocols and procedures for monitoring of special education services. The protocols summarize the administrative responsibilities of site administrators in the SST, IEP, and 504 processes. The Handbook will be updated in summer 2005 to reflect changes in the federal IDEA.
- 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. OCR continues to monitor the district's progress.
- Approximately 1715 students or 5.5 percent of the 2004-05 student population are identified as special education students: 715 in the Resource Specialist Program and 1001

in Special Day Class or other placements. The district is monitoring its referral process to assess whether African-American students may be overidentified and Latino students may be underidentified.

- 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.

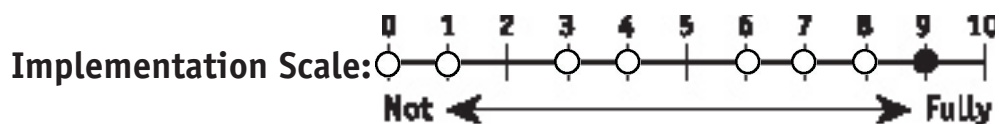
English Language Learners:

- 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. Fifty-four percent of the elementary students are English Learners (EL), 31 percent of the middle school students are EL and 18 percent of the high school students are EL. Eighty-four of the elementary students need special education services, as well as 80 of the middle school students and 57 of the high school students. Fifty-two 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. The \$3.2 million that was withheld from 2002-03 was released by the state in 2004-05. All funds previously withheld for non-compliance issues have thus been released to the district.
- The district has been informed that the Office for Civil Rights soon will formally close its monitoring of the district's English Learner program.

- 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 Implemented - 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
August 2005 Rating:	9



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.

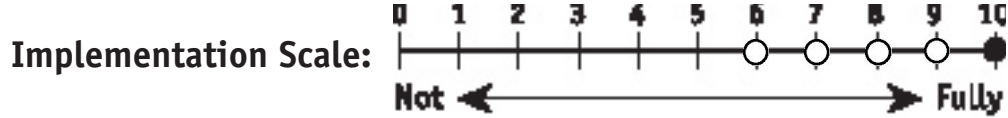
Progress on Recommendations and Recovery Steps

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 percent attendance rate for elementary students, a 95 percent attendance rate for middle school students, and a 94 percent attendance rate for high school students. The goal for teacher attendance is 97 percent. 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 Implemented - 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
August 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.

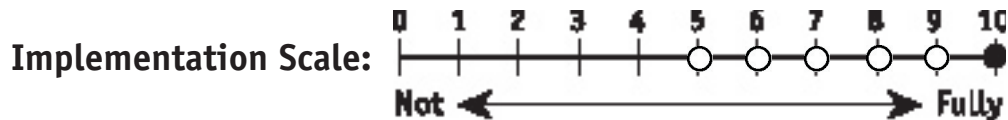
Progress on Recommendations and Recovery Steps

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 Implemented - 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
August 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

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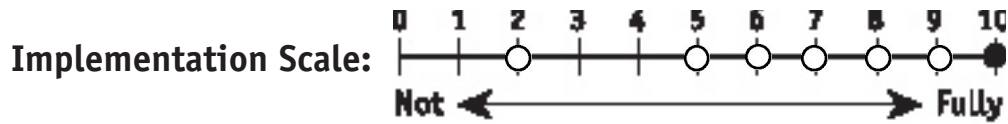
Progress on Recommendations and Recovery Steps

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 Implemented - 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
August 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 Implemented - 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
August 2005 Rating: 10

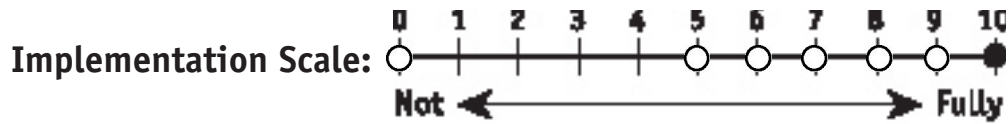


Chart of Pupil Achievement Standards



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

NR not reviewed
* must reach score of 8 per consent decree

Pupil Achievement

Standard to be addressed		Feb. 1999 Rating	Aug. 1999 Rating	Feb. 2000 Rating	Aug. 2000 Rating	Feb. 2001 Rating	Aug. 2001 Rating	Feb. 2002 Rating	Aug. 2002 Rating	Feb. 2003 Rating	Aug. 2003 Rating	Feb. 2004 Rating	Aug. 2004 Rating	Feb. 2005 Rating	Aug. 2005 Rating	Time line/ Goal
1.1	The district through its adopted policy provides a clear operational framework for management of the curriculum.	0	3	5	7	8	NR	NR	9	NR	NR	NR	NR	NR	NR	Implemented
1.2*	The district has clear and valid objectives for students, including the core curriculum content.	0	2	3	5	6	6	7	8	8	9	10	10	10	10	Implemented
1.3	The district directs its resources fairly and consistently to accomplish its objectives.	0	2	4	5	6	NR	NR	7	NR	NR	NR	NR	NR	NR	June 2002
1.4*	The district has adopted multiple assessment tools, including diagnostic assessments, to evaluate, improve, or adjust programs and resources.	0	2	4	6	6	6	6	7	8	8	9	9	10	9	Implemented
1.5*	Expectations and a practice exist to improve the preparation of students and to build school structure with the capacity to serve all students.	0	3	NR	5	5	5	6	6	7	8	9	9	9	9	Implemented
1.6	The assessment tools are clear measures of what is being taught and provide clear direction for improvement.	0	NR	NR	4	6	NR	NR	7	NR	NR	NR	NR	NR	NR	June 2002
1.7	Staff development provides staff with the knowledge and the skills to improve instruction and the curriculum.	3	4	5	6	7	NR	NR	7	NR	NR	NR	NR	NR	NR	June 2002

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Standard to be addressed		Feb. 1999 Rating	Aug. 1999 Rating	Feb. 2000 Rating	Aug. 2000 Rating	Feb. 2001 Rating	Aug. 2001 Rating	Feb. 2002 Rating	Aug. 2002 Rating	Feb. 2003 Rating	Aug. 2003 Rating	Feb. 2004 Rating	Aug. 2004 Rating	Feb. 2005 Rating	Aug. 2005 Rating	Time line/ Goal
1.8	Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.	3	5	6	7	7	NR	NR	7	NR	NR	NR	NR	NR	NR	June 2002
1.9	Evaluations provide constructive feedback for improving job performance.	0	3	4	5	5	NR	NR	6	NR	NR	NR	NR	NR	NR	June 2002
1.10*	Teachers use a variety of instructional strategies and resources that address their students' diverse needs.	0	NR	3	4	4	5	6	7	7	8	8	9	9	9	Implemented
1.11*	Students are engaged in learning and they are able to demonstrate and apply their knowledge and skills.	0	NR	3	4	5	5	6	7	7	8	8	9	9	10	Implemented
1.12	The standards developed by the California Standards for the Teaching Profession are present and supported.	0	NR	3	5	5	5	NR	8	NR	NR	NR	NR	NR	NR	Implemented
1.13	Teachers modify and adjust instructional plans according to student needs and success.	0	NR	3	4	4	5	NR	6	NR	NR	NR	NR	NR	NR	June 2003
1.14	Challenging learning goals and instructional plans and programs for all students are evident.	0	NR	3	4	5	5	NR	6	NR	NR	NR	NR	NR	NR	June 2003
1.15	The administration and staff utilize assessment information to improve learning opportunities for all students.	0	1	4	5	6	NR	NR	7	NR	NR	NR	NR	NR	NR	June 2002

NR not reviewed
* must reach score of 8 per consent decree

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Pupil Achievement

Standard to be addressed		Feb. 1999 Rating	Aug. 1999 Rating	Feb. 2000 Rating	Aug. 2000 Rating	Feb. 2001 Rating	Aug. 2001 Rating	Feb. 2002 Rating	Aug. 2002 Rating	Feb. 2003 Rating	Aug. 2003 Rating	Feb. 2004 Rating	Aug. 2004 Rating	Feb. 2005 Rating	Aug. 2005 Rating	Time line/ Goal
1.16*	A common vision of what all students should know and be able to do exists and is put into practice.	0	NR	4	5	6	6	6	6	7	8	9	9	9	9	Implemented
1.17	Goals and grade level performance standards based on a common vision are present.	3	NR	4	5	5	5	NR	6	NR	NR	NR	NR	NR	NR	June 2001
1.18	Every elementary school has embraced the 1997 California School Recognition Program Standards.	6	NR	6	7	8	NR	NR	8	NR	NR	NR	NR	NR	NR	Implemented
1.19	Efforts will be made by the district to partnership with state colleges and universities to provide appropriate courses accessible to all teachers.	8	NR	8	9	10	NR	NR	10	NR	NR	NR	NR	NR	NR	Implemented
1.20*	Administrative support and coaching are provided to all teachers.	0	3	4	5	6	6	7	7	8	8	9	9	10	10	Implemented
1.21*	Professional development is linked to personnel evaluation.	0	3	4	5	5	5	7	7	8	8	9	9	10	10	Implemented
1.22	Collaboration exists between higher education, district, professional associations and community in providing professional development.	7	NR	NR	8	9	NR	NR	9	NR	NR	NR	NR	NR	NR	Implemented

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1.23*	Initial placement procedures are in place to ensure the timely and appropriate placement of all students with particular emphases being placed on students with special needs.	0	1	3	4	4	4	6	6	7	7	8	8	8	9	Implemented
1.24	Clearly defined discipline practices have been established and communicated among the students, staff, board and community.	8	N R	NR	8	9	NR	NR	10	NR	NR	NR	NR	NR	NR	Implemented
1.25*	The district will ensure that all instructional materials are available to all students.	4	NR	NR	5	5	5	6	7	8	8	8	9	9	9	Implemented
1.26	The district has adopted a plan for integrating technology into the curriculum.	0	4	5	6	7	NR	NR	8	NR	NR	NR	NR	NR	NR	Implemented
1.27	The district's planning process ensures focus and connectivity to increased student productivity.	0	NR	NR	4	5	5	NR	6	NR	NR	NR	NR	NR	NR	June 2002
1.28	Human Resources practices support the delivery of sound educational programs.	0	NR	NR	5	5	5	NR	6	NR	NR	NR	NR	NR	NR	June 2004
2.1	AIDS prevention instruction occurs at least once in junior high or middle school and once in high school and is consistent with the CDE's 1994 Health Framework.	8	NR	8	8	9	NR	NR	10	NR	NR	NR	NR	NR	NR	Implemented

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2.2	On a yearly basis, the district notifies all 11th and 12th grade students regarding the California High School Proficiency Examination.	6	NR	NR	7	8	NR	NR	9	NR	NR	NR	NR	NR	NR	Implemented
2.3*	Class time is protected for student learning.	6	NR	NR	7	8	8	9	9	10	10	10	10	10	10	Implemented
2.4	Categorical and compensatory program funds supplement, and do not supplant services and materials to be provided by the district.	0	3	4	5	6	NR	NR	6	NR	NR	NR	NR	NR	NR	June 2002
2.5	A requirement is in place for passing of a basic skills proficiency examination by instructional aides.	8	NR	NR	8	10	NR	NR	10	NR	NR	NR	NR	NR	NR	Implemented
2.6*	The general instruction program adheres to all requirements set forth in (EC 51000-52950).	5	6	6	7	7	7	8	9	9	9	10	10	10	10	Implemented
2.7	All incoming kindergarten students will be admitted following board-approved policies and administrative regulations.	8	NR	NR	9	10	NR	NR	10	NR	NR	NR	NR	NR	NR	Implemented
2.8	The district shall inform parents of the test scores of their children, and provide general explanation of these scores.	8	NR	NR	9	10	NR	NR	10	NR	NR	NR	NR	NR	NR	Implemented

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2.9*	The district shall be accountable for student results by using evaluative information regarding the various levels of proficiency and allocating educational resources to assure the maximum educational opportunity for all students.	2	NR	NR	5	6	6	7	7	8	8	9	9	10	10	Implemented
2.10*	Student achievement will be measured using standardized achievement tests and a variety of measurement tools, ie., portfolios, projects, oral reports, etc.	0	NR	NR	5	6	6	7	8	8	8	9	9	10	10	Implemented

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