

## 1.1 Curriculum Management – Policy

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### Professional Standards

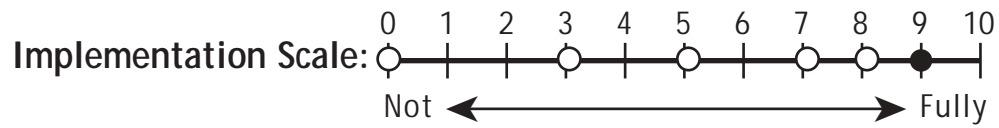
The district through its adopted policy provides a clear operational framework for management of the curriculum.

### Progress on Recommendations and Recovery Steps

1. As reported in previous six-month progress reports, the Board updated and adopted all board policies and regulations during the 1999-2000 school years. The district contracted the California School Boards Association to work with a representative district committee to revise and update the district's policy manual. The Board Policies are used as the authority for all administrators. Principals are referred to Board Policies when enforcing rules and regulations.
2. The manual's Instructional Section 6000 provides a clear operational framework for the instructional program in the district. The district conducts regular training workshops for site and program administrators to review important and/or timely policies and regulations. All staff are accountable for observing board policy.
3. Staff from Educational Services and Curriculum Design and Instructional Improvement attended Phi Delta Kappa's Curriculum Audit Training in January 2002. The Office of Curriculum Design and Instructional Improvement has provided leadership in all curricular related activities including staff development.
4. Extensive curriculum work is planned for summer 2002 to ensure that district curriculum materials are aligned to the state standards. Teachers are scheduled to work on revisions to the K-5 curriculum guides in Language Arts, the curriculum guides in mathematics for grades 6-12, and the revision of the course outlines and course descriptions for grades 9-12. Curriculum check-off sheets and pacing charts have been developed to assist teachers in the delivery of instruction. Documents for appropriate student placement in high school courses that will help them successfully meet graduation requirements have been developed for students and parents. An update of the A-G course requirements is being developed for dissemination to students.
5. In previous six-month progress reports it was noted that the district had developed a Curriculum Management Plan that outlined a process for managing curriculum, textbook adoptions and curriculum revisions. The district needs to update or revise the Curriculum Management Plan so that it remains relevant and current, in light of the extensive curriculum work being undertaken.

## Standard Implemented: Fully Implemented – Substantial

February 1999 Rating: 0  
August 1999 Rating: 3  
February 2000 Rating: 5  
August 2000 Rating: 7  
February 2001 Rating: 8  
August 2001 Rating: Not Reviewed  
February 2002 Rating: Not Reviewed  
August 2002 Self Rating: 9  
August 2002 New Rating: 9



## 1.2 Student Objectives – Core Curriculum Content

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### Professional Standard

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

### Consent Decree Stipulation

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

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

### Progress on Recommendations and Recovery Steps

1. The district has clear goals and objectives for student performance and improvement. The district's efforts continue to be focused on alignment of curriculum, standards and performance report cards. The goals and objectives for student learning can be seen in the various curricular documents the district is revising and developing. The district is also encouraging more project-based learning activities for students and providing many more opportunities for the display of student work.
2. The district implemented a new standards based K-5 report card that reflects the state curriculum standards and piloted the report card during the 2001-02 school year. Teachers, parents and principals received training on the use of the new report card. Plans are in place to continue the use of the report card in Fall 2002.
3. The report cards for the middle and high schools utilize the computer-generated A-F grade reporting system. The problematic grading matrix used by the district two years ago, that based a percentage of the student's grade on their SAT score, is no longer used. Grades are based on in-class work, course standards, and teacher assessment. The goals and objectives for secondary level students can be seen in the Course Outlines and Course Descriptions that are being revised. The revisions will reflect the change from the traditional to the standard-based curriculum.
4. The K-12 curriculum guides used in the district for the last two years are again being revised. Teachers have been recruited to review and revise the curriculum guides during summer 2002. Staff trained at the Curriculum Audit Training in January will lead the process. Revised guides will be issued during the fall semester 2002. The Math Pacing Guides for grades 6-8 were revised to include the new K-6 Saxon math textbooks acquired by the district.
5. The Open Court program is now utilized in all K-5 classrooms. Open Court Pacing Guides have been used to insure full implementation of the reading program across the district. CORE basic literacy training has been provided for all principals.

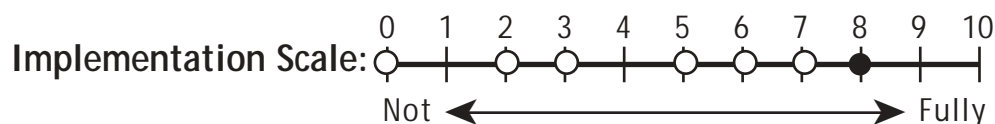
6. The textbook adoption process was completed during the last school year for K-5 literacy (SRA/Open Court 2002), and K-5 mathematics (Saxon). Grades 6-12 are using McDougell, Littell and the Language of Literacy for Language Arts. Grades 6-8 mathematics, pre-Calculus and Calculus courses are using McDougal, Littell, 2001 textbooks, and grades 9-12 mathematics are using Holt, Reinhart, and Winston textbooks. The district revised the high school science course requirements and purchased books for the courses established.
7. The Advanced Placement (AP) program has grown, increasing the number of AP courses offered from four subjects to eleven subjects during the last two years, and increasing the number of students participating. More students are taking the AP exams than in previous school years, as the test is a requirement of the course. The district is using funds from the AP Challenge grant to help students defray the cost of the AP exam. Approximately 350 students participated in the AP program in 2001-02. Forty-four students received passing grades on the AP exam that allows college credits for the subject.
8. A new program with the University of California College Prep (UCCP) and APEX Learning will provide additional on-line resources for teachers, coursework for students, and AP exam preparation for AP students. The district will be launching a virtual high school through APEX Learning enabling students to take AP courses on-line, and receive tutorial services.
9. Professional development programs offered by the district continue to be extensive with numerous training workshops being offered. A number of training workshops offered during the last year promoted the effective teaching of reading: K-3 Reading Results Institute, Reading Intervention Program Training, Literacy Coaching, and After School Tutorial Program. Training in the use of the Language! Program, designed to teach older learners to read, continues to be provided to teachers.
10. Other staff development workshops included a strong emphasis on providing support to English Language Learners (ELL) and helping teachers to implement the Open Court program with ELL students. Consultants were hired to provide teacher training on the needs of the ELL and special education student. The district has identified approximately 19,000 ELL students in the district, roughly 50% of the district's total enrollment. The district has developed and published a handbook on procedures and forms "From Registration to Redesignation" for services to ELL students. The district has recently undergone a Comité review of their bilingual programs and services.
11. The district's homework policy is included in the Parent Handbook distributed at the beginning of the year. School Operations K-8 and 9-12 have monitored the implementation of the Homework Policy through the issuance of a reminder bulletin to the sites. Schools have complied with Homework Policy by sending notification home to parents twice per year. A monthly certification by site principals that a homework policy is being implemented continues to be a required submission to meet compliance with the Consent Decree stipulation. Parent acknowledgements of receipt of the

homework policy are maintained at the site. Documentation of this process and paper trail should be provided at the next review to again verify the district’s continued compliance.

12. Approximately 150 graduating seniors were accepted to four-year institutions of higher learning, with approximately 45 students accepted to the UC system. More than \$250,000 in scholarships were awarded to students in the graduating class of 2002. Scholarship recipients and their parents were recognized by the district at a Senior Banquet in their honor.
13. In summer 2002, the University of California at Irvine is providing an Early Academic Outreach program on college entry for students in the district. The district is hoping to promote a “going to college” culture among its students. UC-Irvine also continues to provide the MESA program to district students at all eight middle schools and the three high schools. The district estimates that more than 45,000 combined hours in math and science enrichment activities have been provided to district students in the last year.
14. A number of new programs and grants have been implemented during the last year. The Local Reading Improvement grant (LRI) is implemented in three elementary schools to support K-3 staff training; the Tutorial Assistance grant (TAG) provides after school tutorial assistance to students at three schools; and the Academic Tutorial Partnership Program (ATPP) provides after school tutorial assistance at two schools.
15. The district reported that the number of students passing the California High School Exit Exam (CAHSEE) in the Language Arts portion of the test has increased from 19% last year to 40% this year. However, there was no significant improvement on the mathematics portion of the test; 11% passed last year and 11% passed this year. This test is given to students in grade 10. Students who do not pass the test in the first testing period at grade 10 have two years in which to obtain a passing score required for graduation.

### Standard Implemented: Fully Implemented – Substantial

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 Self Rating:	8
August 2002 New Rating:	8



## 1.3 Allocation of Resources - Objectives

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### Professional Standards

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

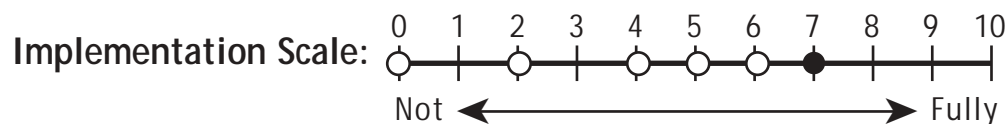
### Progress on Recommendations and Recovery Steps

1. The Fiscal Services Division and the Special Projects Office work collaboratively to ensure that categorical funds are allocated equitably to school sites. The staffing ratio for all general funded positions is the same for all schools. Additional personnel may be hired using categorical funds depending on the school's needs or priorities as described in the school's One Site Plan. The School Site Council works with the school administration to make decisions on categorically funded positions.
2. There is greater cooperation among district level staff from categorical programs and general education programs. Efforts of program staff are more strongly focused toward the same goal of improved student achievement.
3. The district's inclusive budget development process supports the direction of funds to the district's greatest areas of need. Program managers have input in the budget development process. Site administrators and managers have discretion over the 4000-6000 accounts. An employee in the finance office has been designated to handle categorical program funds. Fiscal controls appear to be in place and there is better monitoring of categorical funds.
4. Each year, the school site council and the school leadership teams review the categorical fund site budgets to ensure that money is being spent for appropriate academic intervention programs. Supplemental materials are purchased to support the intervention activities. The intervention programs implemented in the district include: Open Court for grades K-5, and Language! for grades 6-11 in language arts. Target Teach is the intervention program provided for grades 6-12 in mathematics. All English and language arts and mathematics teachers are trained or being trained in the intervention programs and strategies. All intervention programs are funded out of categorical funds.
5. Sites are allocated funds based either on their CBEDS enrollment or their average daily attendance (ADA). Emphasis has been placed on making sure that schools are maximizing their ADA to increase their site funding. Centralized funds are now being used to augment categorical funds, so that those schools that receive minimal categorical funding receive sufficient funds from the district so that they can purchase the materials or programs identified by the site to be necessary to implement their school improvement plan.
6. Schools develop their one school action/improvement plan using a template developed by the district office. The district has also developed "GO ACE IT," a framework for schools to use in addressing the improvement of student achievement in their plan.

7. Each high school is either a CSRD, II/USP or a School Improvement designated school. Funds provided for these designated programs are very specific to the program's intent. Ninth grade class size reduction at the high school is being implemented in Language Arts and mathematics. K-3 CSR funds are now being used to cover excess costs of the class size reduction program instead of the total cost, freeing funds to support staff development.
8. The district has allocated funds to support extensive staff development efforts. Staff development activities include training in the delivery of the intervention programs. The South Basin Writing Project and the California Reading and Literature Project are part of the staff development training activities offered to language arts teachers. The California Mathematics and Science Project provides teachers with an integrated approach to the teaching of math and science. UC-Irvine provides training in the delivery of intervention programs for teachers in all content areas. The Los Angeles County Office of Education's California School Leadership Academy provides professional development for school administrators on developing literacy in the core content areas.
9. Many staff development activities are held on "late entry" Mondays, scheduled once each month. Staff reports at 7:30 a.m. but students report at 10:00 a.m., providing time for training activities within the staff's work day. This is an example of modifying the school schedule to "bank" instructional minutes for staff development. The instructional minutes are extended on other days in the month to allow for a shortened student day.
10. All three high schools are High Priority School grantees and have received funds to train teachers on intervention strategies for special needs students.

### Standard Implemented: Partially Implemented

February 1999 Rating:	0
August 1999 Rating:	2
February 2000 Rating:	4
August 2000 Rating:	5
February 2001 Rating:	6
August 2001 Rating:	Not Reviewed
February 2002 Rating:	Not Reviewed
August 2002 Self Rating:	8
August 2002 New Rating:	7



## 1.4 Multiple Assessment Tools – Program Adjustment

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### Professional Standard

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

### Consent Decree Stipulation

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

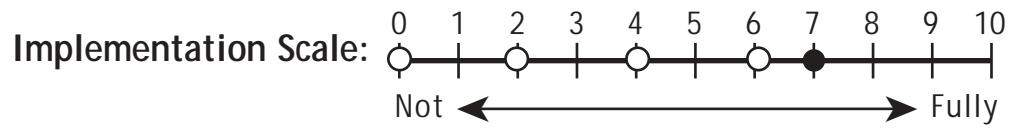
### Progress on Recommendations and Recovery Steps

1. The district utilizes multiple diagnostic assessments to measure students' academic performance. The Assessment Plan for 2001-2002 included an overview list of the varied tests conducted in the district and a schedule for implementation; detail on the Writing Assessment, the SAT-9, the California High School Exit Exam (CAHSEE), and the California English Language Development Test (CELDT); and copies of the revised report cards for grades K-5.
2. Assessments are also imbedded in adopted curriculum materials such as Open Court, Language! and Saxon Math, providing teachers with immediate feedback on students' performance. Benchmark tests have also been made available to all high schools in the core subject areas.
3. The Office of Research and Development maintains a separate data base for all assessment data. The office has received a 70% upgrade in its computer systems in the 2001-02 school year. Ordering of data reports is more efficient. The Senior Director of Accountability reports that the office budget is adequate for its function.
4. Most schools have a Curriculum Specialist or Resource Teacher who serves as the site testing coordinator. Meetings with these coordinators are held each quarter. Each school is required to develop a site-testing plan for submittal to the district office. All schools submitted a site-testing plan for administering the STAR and CAHSEE during the month of February and are in the process of submitting their CELDT Testing Plan.
5. Many of the assessments utilized in the district are state required tests, such as the SAT-9 for grades 2-11, the CAHSEE which is administered at grade 10, and the CELDT which is utilized in the English language learner programs. However, other assessments are used for diagnostic and student placement purposes. Math and Algebra test scores are used to place students in appropriate math classes at the middle and high school level. The Degrees of Reading Power assessment is administered twice a year in grades 4-8 as a pre and post- reading test. The AIMSweb is administered three times a year in grades 1-3 to monitor reading improvement. CELDT test scores are used to identify students to be re-designated. Language! tests scores are used to place students in the appropriate level classes at the middle and high school level.

6. Writing assessments are conducted four times during the year. The assessments are aligned to the state frameworks, support the SAT-9 objectives, and include various types of writing tested at appropriate grade levels (narrative, descriptive, persuasive, expository, report, reflective writing). Teachers score writing assessments using a 4-point rubric that is aligned with the state standards and the CAHSEE.
7. The district will be allowing students to take course “challenge” tests in Algebra I, Spanish I, and Technology. Students who successfully “challenge” a course through the testing process will receive high school credit for the course.
8. Schools receive their assessment results for all district and state assessments to use in the development of their school wide action plan. State mandated test results (CAHSEE, Physical Fitness Test, SAT-9 and California Standards test results, SABE/2) are disseminated to all stakeholders within 2 days after being received by the district.
9. Test data and interpretation are reviewed with test coordinators quarterly. Principals are invited to attend these meetings. Administrators, middle and high school teachers participated in a CAHSEE training. CELDT training has been completed for principals, site assessors and CELDT Testing Coordinators. Meetings are also held on an individual basis with principals to assist them in understanding and interpreting test results for their school.
10. A K-5 standards based report card was implemented during 2001-02. The report card for grades 6-12 is computer-generated using SASI and mailed home to all parents within two weeks of the grading period. A standards-based report card for grades 6-12 is being proposed for development in 2002-03.
11. School Academic Performance Index (API) scores are increasing, although there are still many schools, including the three high schools, that continue to have difficulty meeting their performance growth targets. The district will need to address the possible state sanctions that may be imposed on schools participating in the Immediate/Underperforming Schools Program (II/USP) that fail to meet their performance growth target for the second year.
12. The district is considering changing their student information system, from SASI to Eagle software which is CSIS compliant. As the district was not successful with an attempted conversion to the SIMS software two years ago, the district is planning to implement both systems on a parallel basis for several months before committing to the complete conversion to the new system.
13. The district needs to make clearer the connection between assessment and curriculum and instruction adjustments. The district is beginning to develop a “backward mapping” process using the successful passage of the high school exit exam (CAHSEE) as the end result, and determining what, where and when specific content and instructional strategies need to be utilized.

## Standard Implemented: Partially Implemented

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 Self Rating:	8
August 2002 New Rating:	7



## 1.5 Preparation of Students – Expectations and Practices

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### Professional Standard

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

### Consent Decree Stipulation

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

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

### Progress on Recommendations and Recovery Steps

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

In addition, grade level objectives continue to be mailed out to parents early in the school year. As first reported in the third six-month report, the district produced a series of parent booklets by grade level, “What Your Child Should Know,” to explain the subject content standards expected of students for Language Arts (Reading, Writing, Listening and Speaking); Mathematics (Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis, Probability, and Mathematical Reasoning); and History/Social Science. The booklets were published in English and Spanish to focus students and parents on the pupil achievement standards students would be held to, and the grade level grading standards that were developed to assess student achievement. The revised K-5 report cards now make the content and performance standards evident.

2. Low student performance remains a major concern for district staff. Although school Academic Performance Index (API) scores are increasing, there are still many schools, including the three high schools, that continue to have difficulty meeting their API performance growth targets.

Four district schools (Compton High, Laurel, Rosecrans and Walton) are CSRD implementation schools. Compton and Walton did not meet their 2000 API target, and Compton did not meet its 2001 API target.

Ten schools have completed the second year implementation phase of the Immediate Intervention/ Underperforming Schools Program (II/USP) and include Centennial High, Vanguard Middle, Willowbrook Middle, Willard Middle, Jefferson Elementary, Kennedy Elementary, Longfellow Elementary, Dickison Elementary, Washington

Elementary, and Tibby Elementary. In the 2001-02 school year, these schools were in the second year of implementation of their Action Plans to overcome identified barriers to improving student performance. Five of these ten schools met their 2000 API growth target. Four of these ten schools did not meet their 2001 API growth target, two of them for the second year.

Twelve additional schools (5 middle schools and 7 elementary schools) began the first year of the II/USP program in the 2000-2001 school year and prepared their Action Plans to address barriers that inhibit improved student performance. These schools are Bunche, Davis, Enterprise, Roosevelt and Whaley Middle Schools, and Anderson, Bursch, Foster, King, Lincoln, McKinley and Roosevelt Elementary Schools. Nine of these schools met their 2001 API growth target. These schools were in the first year of their Action Plan implementation during the 2001-02 school year, and have a second year for Action Plan implementation in 2002-03.

The district will need to assess the API scores of its participating II/USP schools when the 2002 SAT-9 scores are released and determine how many schools met their growth target and how many schools in the first cohort group may face possible state sanctions for failing to meet their growth targets.

3. Several intervention programs to address low student performance were implemented in the 2001-2002 school year. A seventh period class was offered to English language learners and low achievers (lower than 31% in math or reading) at the middle and high school. This class is part of the student's regular schedule. Secondary school master scheduling was developed based on student needs, and teacher assignments were fitted to meet those identified needs. Teachers were encouraged to develop class exams that were tied to performance standards. A collaborative with UC-Irvine provided nine minimum days for high school staff development in Learning English through SDAIE. Individual professional development plans were being developed for each teacher. Principals were to include these individual staff development plans in the staff evaluation process.

Bell schedules for schools were revised to include banked time for twenty minimum days for faculty professional development. Eleven of the days were for school-directed staff development and nine of the days were for district-directed staff development. Three Learning Support Coordinators were assigned to each high school, increasing the administrative support staff.

Summer school was made mandatory for students during the summer. A four-week session was provided for Kindergarten through grade two students, a six-week session for grades 3-9 and a seven-week session for grades 10-12. Summer school for grades 3-9 focused on literacy and numeracy. Ninth grade core course offerings were streamlined and course selection for ninth graders restricted. Algebra was the entry level ninth grade math course. The district's graduation requirements were reviewed and revisions made to align them to the high school exit exam. Middle schools offer pre-Algebra at the seventh grade and Algebra at the eighth grade.

Students at the high school who failed a first semester course had to repeat the failed portion of the course before moving on to the second semester level. Math mini-courses were provided for students who did not pass the CAHSEE high school exit exam. After school tutorials and Saturday school were provided at all high schools. Sylvan reading centers were provided after school at all elementary schools.

The district acknowledged its large homeless population of approximately 1600 students. Transitional housing was identified to assist in placing homeless students in foster care in local group homes. Assessment for appropriate placement was administered whenever homeless students entered the system.

The SAT-9 results and school API scores will determine how effective these many intervention programs that were initiated in the 2001-2002 school year have been.

4. Title I requires states to implement accountability systems to annually review the academic progress of Title I schools and to identify Title I schools in need of improvement. As reported in the fourth six-month progress report, the district received a letter warning of several district Title I schools that were in Program Improvement for three years and may possibly be subject to state corrective actions during their fourth Program Improvement Year, 2000-01. Many district Title I schools, participating in the II/USP program, have been placed on a WATCH status, allowing time for remedy through implementation of their Action Plans. The district has resolved all Title I non-compliant items from the coordinated compliance review. The district will need to provide information on the status of the Title I schools identified by the state at the next review visit.
5. As reported in the fourth six-month progress report, site administrators are expected to spend much of the school day in classrooms or working with teachers on instructional improvement. Principals continue to be required to spend 40 percent of the school day in classrooms or working with teachers on instructional improvement. Principals give feedback to teachers regarding their lessons. A classroom observation form is used by site administrators to identify practices in place and areas for improvement.
6. The number of college-bound graduates continues to increase. As reported in the previous six-month progress report, student college-going rates for 2001 were much improved over 2000. The number of students going to the University of California (UC) system increased from five in 2000 to 29 in 2001. Approximately 80 students went to the California State University (CSU) system and approximately 300 students went to community colleges in 2001. In 2002, 150 graduating students were accepted into four-year colleges and universities, with 45 accepted to the UC system, and more than \$250,000 in scholarships were awarded to the students.
7. All professional development activities are focused on the improvement of instruction and student achievement. The California Subject Matter Projects, the LACOE California School Leadership academy, training in Open Court, Language!, CORE, ELD/SDAIE strategies, and Target Teach for Math (2002-03) provide training in instruc-

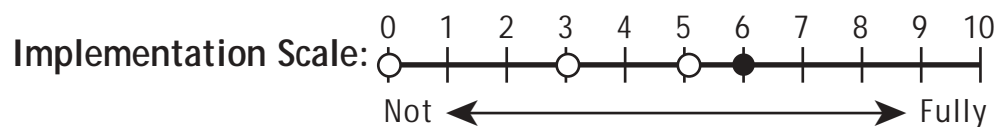
tional delivery and use of data to focus on improvement. Site based minimum days gave the school staff and faculty time to work together on issues relating to student achievement.

Central office administrators provide assistance in the monitoring of curriculum delivery. Curriculum Specialists provide lesson demonstrations to new and inexperienced teachers. Participants in the California Professional Development Institutes are encouraged to implement new instructional strategies and to visit the classrooms of their peers. Administrators attend two leadership institutes each year for training in the use of student performance data to develop quality curriculum and instructional delivery. Principals meet regularly with their supervisors to ensure the monitoring of effective instructional practices.

8. The rating for this standard has not been increased as many of the reported activities are continuing activities from earlier progress reports. However, the change in instructional leadership has brought about a greater in-depth review of student achievement and more planning is occurring to address the needs of students.

### Standard Implemented: Partially Implemented

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 Self Rating:	8
August 2002 New Rating:	6



## 1.6 Assessment Tools – Direction for Improvement

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### Professional Standards

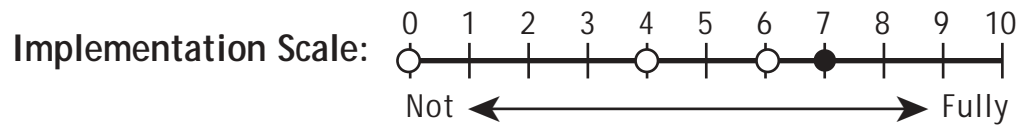
The assessment tools are clear measures of what is being taught and provide direction for improvement.

### Progress on Recommendations and Recovery Steps

1. The district utilizes multiple diagnostic assessments to measure students' academic performance, such as a Writing Assessment, the SAT-9, the California High School Exit Exam (CAHSEE), AIMSweb, Degrees of Reading Power, and the California English Language Development Test (CELDT).
2. Assessments are also imbedded in adopted curriculum materials such as Open Court, Language! and Saxon Math, providing teachers with immediate feedback on students' performance. Benchmark tests have also been made available to all high schools in the core subject areas.
3. Assessment results are also used to schedule students into the appropriate classes and to develop the master schedule at the middle and high school level. Math and Algebra test scores are used to place students in appropriate math classes at the middle and high school level. The Degrees of Reading Power assessment is administered twice a year in grades 4-8 as a pre and post- reading test. The AIMSweb is administered three times a year in grades 1-3 to monitor reading improvement. CELDT test scores are used to identify students to be re-designated. Language! tests scores are used to place students in the appropriate level classes at the middle and high school level.
4. Principals and teachers receive assessment results in a timely manner. Test data is used by principals and staffs to determine school wide needs and to develop their school improvement plans. Principals work with their staffs to analyze SAT-9 and California Standards Test scores to identify areas of focus for the school year. Test coordinators receive training on how to use all assessment tools. Test coordinators provide training to site staff prior to administering all district and state assessments.
5. All Schools develop and implement a test-prep program each year in preparation for the STAR test and other assessments.
6. The district is still more focused on data recovery and needs to establish a clear link from assessment to directing program improvement.

## Standard Implemented: Partially Implemented

February 1999 Rating: 0  
August 1999 Rating: Not Reviewed  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 4  
February 2001 Rating: 6  
August 2001 Rating: Not Reviewed  
February 2002 Rating: Not Reviewed  
August 2002 Self Rating: 8  
August 2002 New Rating: 7



## 1.7 Staff Development – Improved Instruction/Curriculum

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### Professional Standards

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

### Progress on Recommendations and Recovery Steps

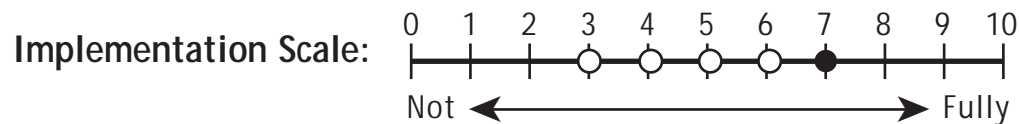
1. An updated staff development plan was developed at the beginning of the 2001-02 school year based on current analysis of student achievement data and needs assessment. Professional development activities were designed and offered based on a multitude of criteria; some training was mandated by state and federal law, and others were based on assessed needs. The staff development plan is being revised to expand the scope of training and the newest version of the plan is to be submitted for board approval this summer.
2. A director of staff development works with the Deputy Superintendent's Educational Services staff members in the development of staff development activities.
3. Funds were allocated for staff development from various funds including the general fund. Approximately 20% of staff development costs were funded with categorical funds. Some training activities were funded by the California Professional Development Initiative (CPDI). Staff development was generally offered on days that a late school start had been scheduled or on adjusted Mondays. Schools have modified their school schedules in order to "bank" time for mandatory staff training. Consultants were hired to provide training and district administrators provided on-site follow-up.
4. An evaluation of each professional development activity was conducted to assist in determining and improving future training activities. District and site administrators have noted that classroom activities frequently are being designed with the knowledge and skills learned in training activities.
5. The effectiveness of professional development that is offered to site staffs is intended to be measured against student achievement in the classrooms and on standardized assessments. Schools that participated in CSLA consistently have shown greater gains. Schools that work with student data consistently have also shown greater improvement in student achievement.
6. Staff development continues to be a strong district focus. The UC Irvine MESA program provided training to teachers in mathematics, science, and engineering. The principal's institute CORE (Consortium on Reading Excellence) held during the 2001/02 school year, provided principals with additional knowledge and skills to effectively coach teachers in reading research, concepts and methodologies. These sessions were held on February 20, March 6, March 20, April 24, & May 8, 2002. The Language! Teacher Training targeted Language Arts, English Language Learners and Special Education teachers in grades 6-12. The Local Reading Initiative (LRI) trained teachers and principals in reading strategies. Target Teach worked with mathematics teachers

and used the HSEE standards as the launch to help teachers develop strategies for students who are having trouble meeting the mathematics standards. APEX Learning provided Advanced Placement teachers with resources called Class Tools for a better delivery via the Internet. Open Court training was provided to teachers and principals received training in how to support the teaching staff.

7. Staff development in the district is ongoing, and most of the staff development activities reported by the district were already noted in previous progress reports. Many curricular programs have been implemented in the last year under new instructional leadership, each of them requiring staff development for successful implementation. Staff development is being provided in many areas, but needs to be better focused to help achieve the district's vision for students. A listing or calendar of staff development activities alone does not comprise a plan.

### Standard Implemented: Partially Implemented

February 1999 Rating:	3
August 1999 Rating:	4
February 2000 Rating:	5
August 2000 Rating:	6
February 2001 Rating:	7
August 2001 Rating:	Not Reviewed
February 2002 Rating:	Not Reviewed
August 2002 Self Rating:	8
August 2002 New Rating:	7



## 1.8 Staff Development – Purpose, Goals, Evaluation

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### Professional Standards

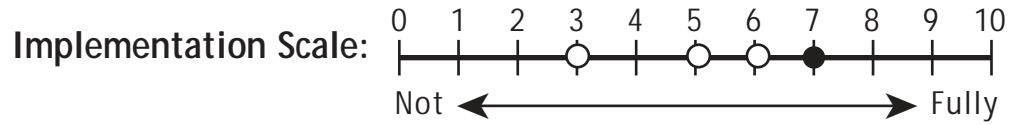
Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.

### Progress on Recommendations and Recovery Steps

1. The district's staff development plan was updated for the 2001-02 school year. The National Staff Development Standards and the California Department of Education's "Effective Staff Development Components" have been used as guides to develop the district's earlier plans. Staff development activities are expected to address one or more of six teacher certification performance standards which the district has identified as teacher performance outcomes. Technology standards have also been identified to direct staff development training activities in the use of technology.
2. The district has provided extensive staff development in the area of test data analysis to focus the staff development efforts initiated at the school sites on improving student performance of the students at that site.
3. Staff development continues to be a strong district focus. Numerous training activities continue to be offered to district staff. See Standard 1.7 for a partial listing of the types of professional development offered to district instructional staff during the 2001-02 school year.
4. A district wide evaluation instrument was developed and is used to assess all staff development training activities. Staff development evaluations are compiled quantitatively and qualitatively to determine and improve future staff development activities. All staff development activities require feedback and evaluation of the participants. Site administrators monitor the implementation of the skills and knowledge learned in training workshops through their classroom observations of teachers.
5. The staff development plan is being revised to expand the scope of training and the newest version of the plan is to be submitted for board approval this summer. The process that is intended to utilize evaluations to address and modify the staff development plan has not yet been implemented.

## Standard Implemented: Partially Implemented

February 1999 Rating:	3
August 1999 Rating:	5
February 2000 Rating:	6
August 2000 Rating:	7
February 2001 Rating:	7
August 2001 Rating:	Not Reviewed
February 2002 Rating:	Not Reviewed
August 2002 Self Rating:	8
August 2002 New Rating:	7



# 1.9 Evaluations – Improving Job Performance

## Professional Standards

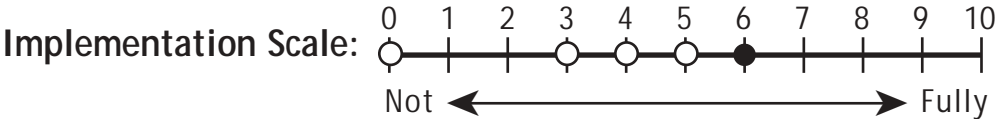
Evaluations provide constructive feedback for improving job performance.

## Progress on Recommendations and Recovery Steps

1. The certificated evaluation form recently has been revised and is now aligned with the California Standards for the Teaching Profession. Using the new evaluation form, principals have a means to provide constructive feedback to teachers. Principals and teachers have received training on how to use the revised evaluation format. Principals continue to monitor classrooms for high quality curriculum programs, instruction, and assessment results.
2. The district has negotiated the Peer Assessment and Review program (PAR) with the bargaining association which establishes a plan to assist teachers who are performing at a less than a satisfactory level, and to provide coaching support to new teachers.
3. Principals continue to be required to spend most of their day in the classroom or working with teachers on instructional issues. A classroom observation form has been provided to principals to use while observing lessons. Principals are expected to provide speedy, constructive feedback to teachers following the principal’s brief classroom visit. The observation forms may or may not be made part of the evaluation process. Principals are expected to conduct classroom visitations as part of the staff development evaluation process to provide evidence that strategies learned in the staff development training are being utilized in the classroom.
4. The certificated evaluation form has been newly revised and the process for utilizing constructive criticism to improve performance has been initiated. The district will need to assess whether administrators implement the process as a means to improve job performance and whether improvement in job performance actually results from the implementation.

## Standard Implemented: Partially Implemented

February 1999 Rating:	0
August 1999 Rating:	3
February 2000 Rating:	4
August 2000 Rating:	5
February 2001 Rating:	5
August 2001 Rating:	Not Reviewed
February 2002 Rating:	Not Reviewed
August 2002 Self Rating:	8
August 2002 New Rating:	6



## 1.10 Variety of Instructional Strategies – Student Diversity

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### Professional Standard

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

### Consent Decree Stipulation

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

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

### Progress on Recommendations and Recovery Steps

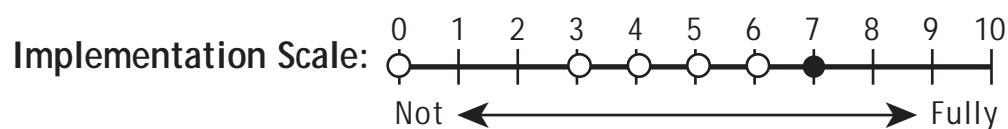
1. To address the Consent Decree stipulation the district has purchased instructional materials on the Latino experience and the African-American experience for use in the classroom. The district's desegregation funds have increased the availability of Spanish supplemental materials in the school libraries. The district offered an exploratory elective in Ethnic Studies during summer school, piloting the course for inclusion as an elective during the regular school year. The district plans to revise the History/Social Science curriculum to include further study of the various ethnic populations that are reflected in the student population. The district celebrated Cesar Chavez's birthday for the first time this school year with materials developed by the curriculum office for teacher use in the classroom.
2. Training for Gifted and Academically Talented Education (GATE) and Advanced Placement (AP) teachers was conducted during the summer and continued throughout the school year. The number of students participating in Advanced Placement courses has increased to approximately 350 students. A pre-AP program has been developed for students at the middle schools, grades 6-8. Students in AP classes are expected to take the AP subject test at the end of the course. Passing rates of students have increased. Students' AP test fees are paid by the district with AP Challenge grant or GATE funds.
3. As reported in the previous six-month progress report, the district provided 8 math coaches to support teachers at the middle schools and to develop demonstration model math classrooms. Two reading coaches, one for grades 1-6 and one for grades 6-12 also provided teacher support in reading.
4. Student data is the basis for determining the appropriate staff development activities for teachers. Teachers are expected to apply the strategies learned from the staff development activities to their teaching to better ensure they are meeting the needs of diverse students. Through classroom observations, principals provide feedback on the

instructional delivery strategies they observe being used in the classroom. Staff development activities help teachers to incorporate strategies such as SDAIE and lesson modifications for special needs students.

5. Both general and categorical funds are used to support all students, including those with special needs, in meeting their achievement goals. Staff development is intended to help teachers to provide quality instructional services for diverse students. Minimum day schedules and banked minutes have been built into school schedules to provide for faculty professional development. A staff development evaluation form has been developed for completion after each training activity to assess the effectiveness of the activity. For the last three years, test scores have improved in the schools, particularly at the elementary and middle schools where the greatest gains have been made.
6. The district reports that instructional teaching strategies in the classroom are changing. Teachers are placing greater emphasis on project-based instruction. District staff indicated that teachers are facilitating more and lecturing less.

### Standard Implemented: Partially Implemented

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 Self Rating:	8
August 2002 New Rating:	7



## 1.11 Students Engaged in Learning

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### Professional Standard

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

### Consent Decree Stipulation

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

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

### Progress on Recommendations and Recovery Steps

1. The district's Assessment Plan for 2001-2002 includes an overview list and schedule of the assessments for high schools, middle schools and elementary schools; detail on the Writing Assessment, the SAT-9, the California High School Exit Exam (CAHSEE), and the California English Language Development Test (CELDT); and copies of the revised report cards for grades K-5 which include the standards printed on the back of the form.

Four writing assessments continue to be administered during the school year. The writing assessments included various types of writing tested at appropriate grade levels (narrative, descriptive, persuasive, expository, report, reflective writing).

Data from the various assessment tools show that test scores are increasing. However, overall low student performance remains a concern for the district. Several schools have not met their 2001 API performance growth targets. Approximately 50% of the district's students are English language learners who need additional instructional support.

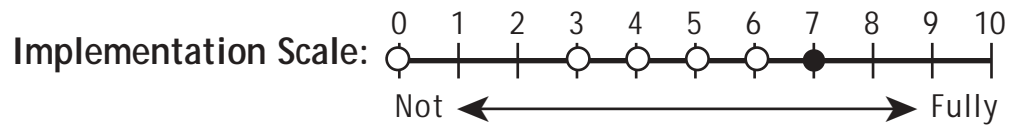
2. Students have several opportunities in which to demonstrate their accomplishments through family-oriented district sponsored exhibitions. The Literacy and Arts Festival (January 2002) featured student orators, artists and writers. The Math/Science Expo (June 2002) provided a combination of a science fair and mathematics field day with hands-on MESA activities. The Cesar Chavez Festival of the Children (March 2002) was patterned as a community street festival on the Compton High School campus honoring Cesar Chavez through service learning projects. This was a partnership event of the Compton Unified School District, the Volunteer Center of Los Angeles and Americorp. The GATE Festival featured exhibitions of student academic work and achievement. Displays of student work based on performance standards were a featured part of this family celebration.

Mathematics, Engineering and Science Achievement (MESA) exposed over 1,100 students to math and engineering concepts through hands on activities. MESA is an extra-curricular enrichment program in math and science that is offered to students at the middle and high schools. Over 700 students were involved on a regular basis, logging an average of 12 hours of extended studies per month. The first year of the Local Reading Initiative Grant involved eleven (11) schools in literacy improvement projects. Three schools were part of the Reading Project lead by the University of California, Irvine. The University of California, Irvine and California State University, Long Beach involved high schools in concentrated training through the California Subject Matter Projects.

3. The college-going rates for seniors has improved. The district has committed staff and resources to supporting the Going to College Culture within the district. As reported in the previous six-month progress report, fifty percent of the 2001 senior class applied to institutions of higher learning. Twenty-nine students who graduated in 2001 were accepted to UC-Irvine. This has increased from five students in 2000. Approximately 80 students went to the CSU system and approximately 300 students went to community colleges. Approximately 150 graduating seniors from the class of 2002 were accepted to four-year colleges and universities. More than \$250,000 in scholarships were awarded to these students. The scholarship students and their parents were recognized by the district at a Senior Banquet in their honor.
4. All three high schools participated in the LACOE Academic Decathlon program in the last year, the first time in many years. Student participants brought back ten medals for the various academic events.
5. The number of identified GATE students in district schools has increased to 777, from approximately 400 students a year and a half ago.
6. The district's homework policy continues to be included in the Parent Handbook distributed at the beginning of the year. School Operations K-8 and 9-12 have monitored the implementation of the Homework Policy through the issuance of a bulletin. Schools have complied with Homework Policy by sending notification home to parents twice per year. A monthly certification by site principals that a homework policy is being implemented continues to be a required submission to meet compliance with the Consent Decree stipulation. Parent acknowledgements of receipt of the homework policy are maintained at the site. Documentation of this process and paper trail should be provided at the next review to again verify the district's compliance.

## Standard Implemented: Partially Implemented

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 Self Rating: 8  
August 2002 New Rating: 7



## 1.12 California Standards for the Teaching Professional

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### Professional Standards

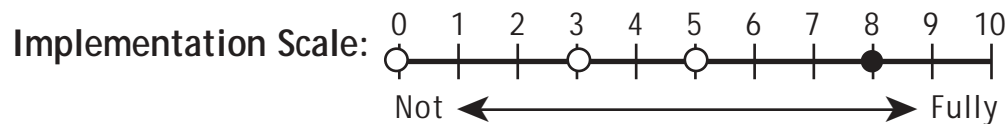
The standards developed by the California Standards for the Teaching Profession are present and supported (California Commission on Teacher Credentialing and California Department of Education, July 1997).

### Progress on Recommendations and Recovery Steps

1. The certificated evaluation form has been revised and is now aligned with the California Standards for the Teaching Profession. Principals have been trained in the use of the revised evaluation format.
2. The district has also taken the following steps to support the California Standards for the Teaching Profession: large posters of the standards have been printed and laminated for posting in classrooms; the standards have been the subject of teacher inservice training; and principals had been oriented to the standards even before they became a part of the formal teacher evaluation process.

### Standard Implemented: Fully Implemented – Substantial

February 1999 Rating:	0
August 1999 Rating:	Not Reviewed
February 2000 Rating:	3
August 2000 Rating:	5
February 2001 Rating:	5
August 2001 Rating:	5
February 2002 Rating:	Not Reviewed
August 2002 Self Rating:	8
August 2002 New Rating:	8



## 1.13 Instructional Plans – Modification and Adjustment

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### Professional Standards

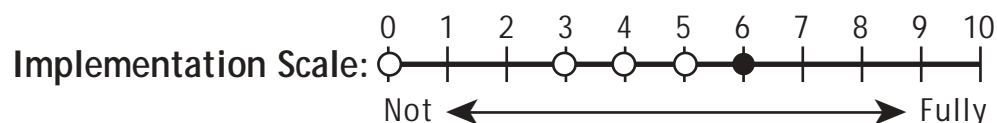
Teachers modify and adjust instructional plans according to student needs and success.

### Progress on Recommendations and Recovery Steps

1. The weekly lesson plan format that teachers are encouraged to use allows for an evaluation of students' performance on the weekly objectives. Based on student performance data, teachers determine whether lessons need to be modified to better assist students to reach the learning objectives and standards or whether they are ready to move to the next "level." Helping teachers to be responsive to students' needs and making instructional adjustments can be a slow process. The district's focus on staff development for content and strategies will be helpful in this process.
2. Weekly or bi-weekly articulation meetings at the school sites, either by grade level or subject matter, are used to further assist teachers in modifying or adjusting instructional plans. The special education department provides training to both special education and regular education teachers in the strategies appropriate to modify the curriculum for special needs students. The district is providing staff development on English redesignation requirements. Identifying ELL students' language readiness and increasing teachers' knowledge of the redesignation process will take some time.
3. School site councils meet regularly to determine if budget allocations are prioritized appropriately for meeting school site student needs in literacy and mathematics.

### Standard Implemented: Partially Implemented

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:	Not Reviewed
August 2002 Self Rating:	6
August 2002 New Rating:	6



## 1.14 Learning Goals and Instructional Goals

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### Professional Standards

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

### Progress on Recommendations and Recovery Steps

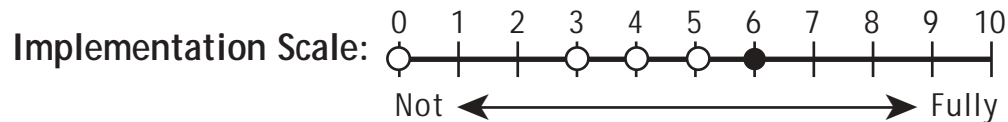
1. As reported in previous six-month progress reports, the district appears to be well on its way to having a functional curriculum management system. Several documents have been developed to establish planning and procedural processes for all program and site administrators. District level managers of regular and categorical programs appear to be working collaboratively together in support of the regular instructional program. School sites no longer need to develop several improvement plans to meet different program requirements. One site action plan for school improvement will meet several program requirements.
  - a. All district board policies have been updated and adopted. The instructional series, 6000, provides a curriculum framework for the district. A Parent Handbook has been developed and distributed to inform parents of the expected student performance standards for each grade level, and the grading criteria by which these standards will be assessed.
  - b. A textbook adoption process is in place and being implemented as scheduled. Technology is being used to support the instructional program. All schools and most classrooms are wired for internet connectivity.
  - c. A menu of standards-based curriculum documents has been developed or revised and disseminated to the schools. K-12 Scope and Sequence charts and Curriculum Guides have been developed for the core subject areas. Many of these documents continue to undergo periodic revisions. A team of teachers will be working during summer 2002 on the latest revision of district curriculum, course descriptions and course outlines to align with state standards.
  - d. Descriptions of the district's coursework are submitted to the University of California on an on-going basis and include all "Honors" coursework. The high schools are scheduled for WASC (Western Association of Schools and Colleges) review according to the length of their previous accreditation term awards. Compton High School received a term of three years, Centennial High School a term of two years, and Dominguez High School a term of six-years with a mid-term review. Dominguez High was visited during the spring but the term of accreditation has not yet been announced.
  - e. A proposal to increase the High School graduation course requirements is being considered. The changes include reducing the number of elective course requirements from 50 credits to 25 credits, and increasing credit requirements to two years of a foreign language and one year of visual and performing arts,

and requiring 45 hours for community service and 45 hours for a senior portfolio with a research project. The high school is working to align course offerings to A-G college entry requirements.

- f. Academic intervention programs are provided to students. The Sylvan Learning Center provides after school programs at various sites. A Saturday Academy is offered at both middle and high school campuses. A new district focus will be on the preparation of students for the High School Exit Exam.
- g. Fourteen schools are slated to receive High Priority School Program grants. School reform is continuing. Lincoln Elementary School is moving towards development of a magnet program with Drew University. Centennial High School is designing an academy program for students.

### Standard Implemented: Partially Implemented

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: Not Reviewed  
August 2002 Self Rating: 6  
August 2002 New Rating: 6



## 1.15 Utilization of Assessment Information

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### Professional Standards

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

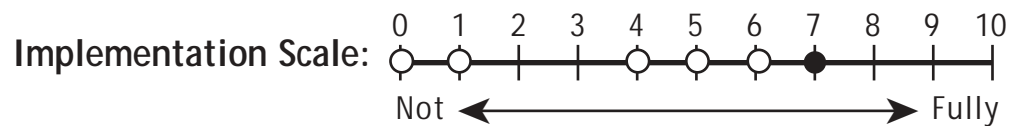
### Progress on Recommendations and Recovery Steps

1. A District Assessment Plan is in place. Funds have been allocated to provide the testing and assessment program with appropriate technology to provide more immediate data feedback to teachers and administrators. The Office of Research and Evaluation provides information regarding the interpretation and use of data analysis to be used for school improvement. Meetings were held with principals to assist them with using assessment data in writing the High Priority School Program Grant.
2. Both the K-5 Standards Based report card and the AIMS web assessment are web based programs. Both of these programs provide teachers and administrators with immediate access and feedback on student achievement. Quarterly report card grades provide an assessment tool to support students with failing grades with intervention assistance.
3. Data has been collected and is being used to evaluate instructional programs such as the Extended School Year program (ESY), the Accelerated Learning Program (ALP), and various grants. The district's Promotion/Retention program is supported by the Extended School Year program and the Accelerated Learning Program. Students who do not meet grade level standards may be retained at grades 3, 5, or 8. Extended School Year programs provide opportunities for students to catch up or make up work if they are in danger of being retained. Students who are retained at grade 5 will be accepted at the middle school campus and placed in an Accelerated Learning Program class (ALP). These special classes are staffed at a ratio of one teacher to 20-25 students with an instructional aide. Students retained at grade 8 must remain at the middle school in an ALP class.
4. Training has been provided to administrators regarding interpretation of SAT9, CELDT and CAHSEE test results. Item analysis has been the strategy used to disaggregate data into learning clusters so that schools can identify the gaps in student learning and develop strategies to remediate them. All program services and improvement activities are included in the school site plans. Assessment data has been key to assisting principals in working with their staffs in developing their school action plans.
5. All middle and high school principals and site testing coordinators have been provided with California High School Exit Exam (CAHSEE) sample test questions to assist in preparing students for passing the CAHSEE.

6. The district has provided extensive staff development in the area of test data analysis to focus the staff development efforts initiated at the school sites on improving student performance of the students at that site. The district still must move from data recovery to data utilization linked to improved learning.

### Standard Implemented: Partially Implemented

February 1999 Rating:	0
August 1999 Rating:	1
February 2000 Rating:	4
August 2000 Rating:	5
February 2001 Rating:	6
August 2001 Rating:	Not Reviewed
February 2002 Rating:	Not Reviewed
August 2002 Self Rating:	8
August 2002 New Rating:	7



## 1.16 Common Vision – Practice

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### Professional Standard

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

### Consent Decree Stipulation

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

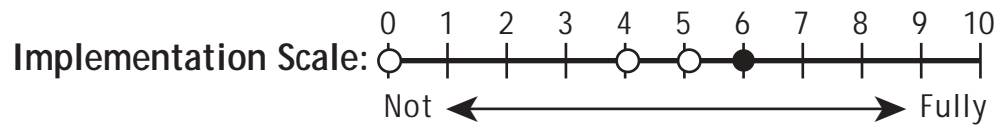
Additional related stipulations (Section 19) include the development of a district policy on student promotion and conducting parent meetings to obtain input to the policy.

### Progress on Recommendations and Recovery Steps

1. As reported in earlier progress reports, 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 Parent Handbook, Guidelines for Parents. If a student is in danger of being retained, parents are notified early about the possibility and about summer school options that are available to the student. A process is in place to review new and proposed revised board policies on an ongoing basis. The instructional series, 6000, provides a curriculum framework for the district.
2. Each school incorporates an instructional vision of what all students should know and be able to do in their school site plan. Staff development training in the curricular standards for each core subject focuses teachers on what they are expected to do in teaching the content. The new governing board and leadership team anticipate developing a district vision and plan for the future. Until this common district vision is articulated and made part of the district culture, this standard cannot be fully implemented.
3. The district continues work to align instruction to curriculum and assessment. Report cards for grades K-5 were revised to reflect content and performance standards. High School graduation requirements are clearly defined in the Parent Handbook. Work will be conducted in school year 2002-03 to develop standards-based report cards for grades 6-12.

## Standard Implemented: Partially Implemented

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 Self Rating:	8
August 2002 New Rating:	6



## 1.17 Goals and Grade-Level Performance Standards

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### Professional Standards

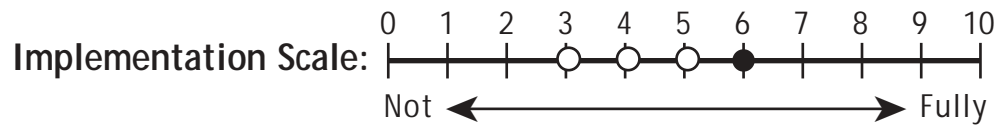
Goals and grade level performance standards based on a common vision are present.

### Progress on Recommendations and Recovery Steps

1. An expectation exists among district staff that there should be clear linkages among the district's vision, the board goals, the district goals, and program goals.
2. All district board policies have been updated and adopted. The instructional series, 6000, provides a curriculum framework for the district. A Parent Handbook has been developed and distributed to inform parents of the expected student performance standards for each grade level, and the grading criteria by which these standards will be assessed.
3. A textbook adoption process is in place and being implemented as scheduled. Technology is being used to support the instructional program. All schools and most classrooms are wired for internet connectivity.
4. A menu of standards-based curriculum documents has been developed or revised and disseminated to the schools. K-12 Scope and Sequence charts and Curriculum Guides have been developed for the core subject areas. Many of these documents continue to undergo periodic revisions. A team of teachers will be working during summer 2002 on the latest revision of district curriculum, course descriptions and course outlines to align with state standards.
5. Grade level performance standards have been developed and articulated for grades K-5 and are being developed for subject courses. Target Teach focuses on the standards tested in the California High School Exit Exam. All mathematics teachers in grades 6 through high school Geometry are being trained and coached through the program. Writing prompts are aligned with the grade level standards. During the 2002-2003 school year a common writing prompt will be used for each grade level for the first and last performance-based writing assessments.
6. The new governing board and leadership team anticipate developing a district vision and plan for the future. Until this common district vision is articulated and made part of the district culture, this standard cannot be fully implemented.

## Standard Implemented: Partially Implemented

February 1999 Rating: 3  
August 1999 Rating: Not Reviewed  
February 2000 Rating: 4  
August 2000 Rating: 5  
February 2001 Rating: 5  
August 2001 Rating: 5  
February 2002 Rating: Not Reviewed  
August 2002 Self Rating: 7  
August 2002 New Rating: 6



## 1.18 California School Recognition Program Standards

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### Professional Standards

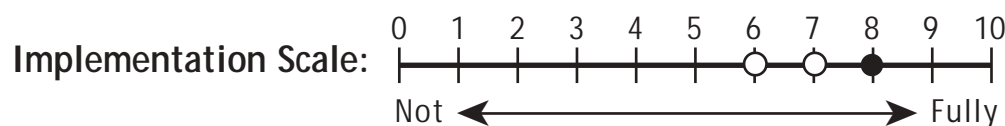
Every elementary school has embraced the 1997 California School Recognition Program Standards.

### Progress on Recommendations and Recovery Steps

1. All board policies and administrative regulations, including attention to the California School Recognition Program Standards, have been updated and adopted in the 1999-2000 school year, substantially meeting this standard.
2. Some district schools such as Vanguard, Laurel, Davis, Mayo, and Lincoln may have an opportunity in the future to receive recognition through this program. However, many of the district schools still need to meet the 50% API criteria.

### Standard Implemented: Fully Implemented – Substantial

February 1999 Rating:	6
August 1999 Rating:	Not Reviewed
February 2000 Rating:	6
August 2000 Rating:	7
February 2001 Rating:	8
August 2001 Rating:	Not Reviewed
February 2002 Rating:	Not Reviewed
August 2002 Self Rating:	8
August 2002 New Rating:	8



## 1.19 Partnerships – State Colleges and Universities

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### Professional Standards

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

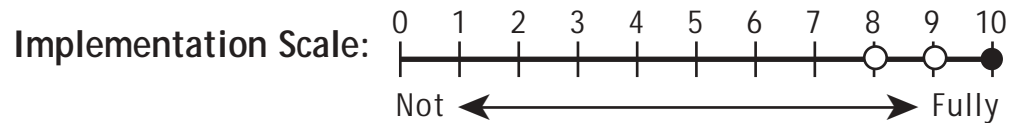
### Progress on Recommendations and Recovery Steps

1. The district has maintained and expanded its collaboration with local state colleges and universities. In addition to the teacher training collaboratives reported in previous six-month progress reports, the district has embarked on an extensive Pre-Intern and Intern teacher credentialing program with the Los Angeles County Office of Education and the California State University – Dominguez Hills (CSU-DH) to reduce the number of new teachers on emergency permits by engaging them in a credential preparation program as a pre-intern or intern teacher.
  - a. The district implemented a Single Subject Pre-Intern Program in Fall 2001 that served 31 teachers. The number of teachers served in 2002/2003 will increase to 60. The District Intern Program is tuition-free in exchange for a commitment to teach in the district for two years after receipt of a Professional Clear Credential. The district increased the number of Multiple Subject Pre-Interns participating in the CSU-DH Pre-Intern Consortium to 135 for the 2001/2002 school year. The program is offered without charge, and reimburses MSAT registration fees.
  - b. The district continued its partnership with CSU-Long Beach and CSU-Dominguez Hills to accept Interns in the district and added a partnership with CalState TEACH to accept Pre-Interns and Interns from their program. The district hosts a Compton cohort satellite teacher credential program offered by CSU-DH, with classes held at Compton High School.
  - c. The district increased the number of beginning teachers participating in the CSU-DH B.T.S.A. Consortium to 81 teachers for the 2001/2002 school year, and is expected to have approximately the same number participating in the 2002/2003 school year.
  - d. The district offered every Pre-Intern, Intern and BTSA Beginning Teacher the opportunity to participate in the STELLAR (Supporting Teachers of English Learners in Language Arts and Reading) pilot program offered through the Los Angeles County Office of Education. Forty teachers applied and several were accepted.
2. Incentives for faculty to participate in professional development collaboratives include additional hourly pay for participation and college level credit for attendance at some of the post-graduate course offerings.

3. The district was visited by the California Commission on Teacher Credentialing (CCTC) during spring 2002 for an accreditation revisit. The district was found to be fully compliant in the certificated credentialing area.

### Standard Implemented: Fully Implemented – Sustained

February 1999 Rating: 8  
August 1999 Rating: Not Reviewed  
February 2000 Rating: 8  
August 2000 Rating: 9  
February 2001 Rating: 10  
August 2001 Rating: Not Reviewed  
February 2002 Rating: Not Reviewed  
August 2002 Self Rating: 10  
August 2002 New Rating: 10



## 1.20 Administrative Support and Coaching – Teachers

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### Professional Standard

Administrative support and coaching are provided to all teachers.

### Consent Decree Stipulation

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

### Progress on Recommendations and Recovery Steps

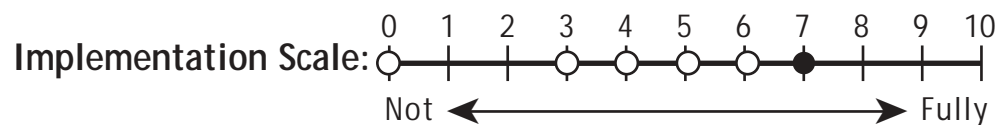
1. Coaching of teachers is provided by site administrators, curriculum specialists, UC subject matter consultants, and outside consultants. Principals have been trained in coaching strategies. Coaching and classroom support is expected to be consistent and frequent, especially for newly hired teachers and those with emergency credentials. All new district programs implemented will include coaching as one major strategy to be provided by contracted service providers.
2. School schedules were modified during the school year to include “banked time” for staff development. All high schools had 20 minimum days for professional development built into their schedule. Each faculty and staff member was expected to develop an individualized professional development plan. Nine of the 20 minimum days were district-directed to concentrate on course content and instructional strategies, as well as training in cultural diversity, crisis management, and conflict resolution. The other eleven days were site-directed based on site-determined student needs. Late entry Mondays and adjusted Mondays provided a block period of time for staff development and instructional support. The Research and Evaluation department continues to assist the district and school sites in providing relevant student information to assist in directing staff development.
3. The district’s staff development plan is again being modified. The district is redoing much of what it has done before. The review team recommended two years ago that the district needed to focus its staff development efforts and develop a cohesive plan for what the district wants to accomplish through its training programs. Progress was being made in this area. However, the extensive staff training being undertaken by the district, both district and site-initiated, again diffuses and confuses the district’s focus. Everything appears equally important. Many new curricular programs being implemented under new instructional leadership require staff development for successful implementation. The district will need to assess the effectiveness of the training programs being implemented in terms of improvement in student performance, and prepare a cost analysis report of the various training programs being conducted.
4. The certificated evaluation form has been recently revised to include the California Standards for the Teaching Profession as desired teaching outcomes. Principals are familiar with the standards and are expected to observe classrooms and establish goals with teachers with these standards in mind. Principals are still required to be in the

classrooms or engaged in instructional activities for 50% of the day to address instructional improvement. Principals are receiving more training so that they can support the teacher's subject matter expertise rather than only lesson formats. Principals themselves are being evaluated, and in some cases are being removed or reassigned.

5. Principals at II/USP and CSRD schools continue to work with school site councils and parent associations to implement steps and site level plans to remove barriers to learning for all students.

### Standard Implemented: Partially Implemented

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 Self Rating:	8
August 2002 New Rating:	7



## 1.21 Professional Development – Personnel Evaluation

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### Professional Standard

Professional development is linked to personnel evaluation.

### Consent Decree Stipulation

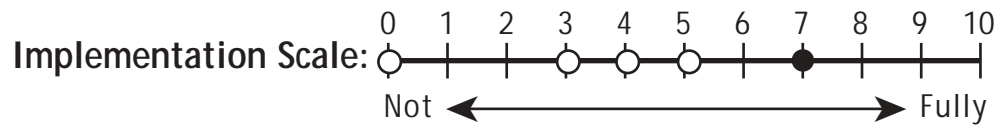
This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

### Progress on Recommendations and Recovery Steps

1. The certificated evaluation form has been revised and is now aligned with the California Standards for the Teaching Profession. The six standards are:
  1. Engaging and supporting all students in learning.
  2. Creating and maintaining effective environments for student learning.
  3. Understanding and organizing subject matter for student learning.
  4. Planning instruction and designing learning experiences for all students.
  5. Assessing student learning.
  6. Developing as a professional educator related duties and responsibilities. Standard six indicates a direct relationship between staff development and personnel evaluation.
2. Principals have been trained to use the revised evaluation format and base classroom observations on these standards.
3. The district's Peer Assistance and Review Program (PAR) provides a link between professional development and individual teacher performance. The PAR program provides a plan of assistance to teachers who are performing at a less than satisfactory level, and provides coaching support to probationary teachers. The district has assigned three teachers as full-time consultants to support teachers who need assistance.
4. Principals are still expected to spend fifty percent of their day in the classroom or in related instructional activities. Principals assess whether strategies learned in staff development are being implemented in the classroom. Principals' evaluations include their effectiveness in supervising faculty and staff, and monitoring curriculum.
5. The numerous staff development efforts undertaken by the district, and described elsewhere in this report, are provided to improve the skills and performance of the instructional staff, and therefore the achievement and performance of the district's students. Teachers needing assistance can receive appropriate staff development training. Although professional development is provided, the link with personnel evaluations is not made clear.

## Standard Implemented: Partially Implemented

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 Self Rating: 8  
August 2002 New Rating: 7



## 1.22 Collaborations

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### Professional Standards

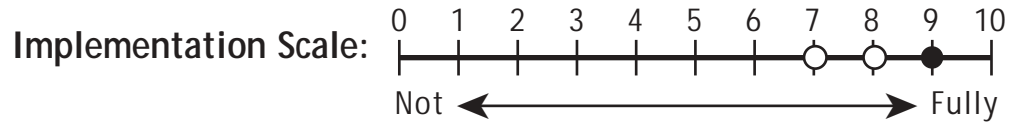
Collaboration exists between higher education, district, professional associations and community in providing professional development.

### Progress on Recommendations and Recovery Steps

1. The district continues to maintain and expand its collaboration with local state colleges and universities to provide professional development opportunities for staff. The University of California at Irvine, the California State Universities at Long Beach and Dominguez Hills, Compton Community College and the Los Angeles County Office of Education continue to provide outstanding professional development programs and career links for the adults and students of Compton USD. Many professional development activities provided by the local state colleges and universities are held at the high schools within the district.
2. A few of the programs that have been initiated during the year include: consultants provided by CSU Long Beach to elementary and middle school music teachers via the UH-1/AT & T Broadband program; the start of the AVID program at one of the district's high schools in collaboration with the Los Angeles County Office of Education; the Early Academic Outreach Program (EAOP) at UC Irvine which has provided training in college bound counseling and guidance and college admissions to the district's counselors; SERA Learning, a conflict resolution and anger management program, that was provided to campus security assistants and high school faculty and staff; and a new partnership developed with the Los Angeles County Bar Association to provide peer mediation and conflict resolution programs to CUSD students in Fall 2002. The MESA program through UC Irvine continues to provide staff and students with math and science enrichment activities.
3. Greater numbers of Compton USD administrators have joined the Association of California School Administrators (ACSA) and participate in the various professional growth academies and principal center programs.

## Standard Implemented: Fully Implemented – Substantial

February 1999 Rating: 7  
August 1999 Rating: Not Reviewed  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 8  
February 2001 Rating: 9  
August 2001 Rating: Not Reviewed  
February 2002 Rating: Not Reviewed  
August 2002 Self Rating: 10  
August 2002 New Rating: 9



## 1.23 Initial Student Placement – Procedures

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### Professional Standard

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

### Consent Decree Stipulation

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

### Progress on Recommendations and Recovery Steps

#### Special Education:

1. Initial placement procedures have been approved for English language learners and special education students to ensure proper placement of these special needs students. Staff have verified that the process is being implemented. Monitoring the paper trail continues to be an on-going district focus. Staff reports fewer errors being detected.
2. Training has been provided for site administrators on the process and procedures of initial placement of students. Site administrators continue to assist in making sure master schedules in the middle and high schools reflect course offerings for special needs students. Increasing staff awareness of special needs students and procedures for providing services remains a district priority. Training is also being provided to Student Study Teams (SSTs) at the sites as they consider new applicants for special education services.
3. Intervention programs and regular education alternatives have been established as academic safety nets for students who do not qualify for special education services. At the elementary level, an alternative school is available at Caldwell Elementary. Accelerated Learning Programs (ALPs) are available for students who are being retained at grade level. This program provides small class sizes and remedial assistance for students retained at grades 5 and 8. Intervention programs include after school tutorials, additional class periods or an extension of the student's day, and mandatory summer school attendance.
4. A Special Education Handbook of Policies and Procedures to meet compliance protocols and procedures has been developed. The "Special Education Compliance Protocols and Procedures 2000-2001," summarizes the administrative responsibilities of site administrators in the SST, IEP, and 504 processes. Reorganization of the staff and their functional responsibilities in the Office of Special Education is planned.
5. The district is able to monitor, by site, any overdue triennial or IEP on a monthly basis to take timely action. As reported in earlier six-month progress reports, the district has cleared its backlog of overdue IEPs and Triennials and attempts to remain current with timelines. The district's technology department provides data reports covering IEP's, Triennials, and Student Suspensions to support regular monitoring. The last CDE review of the district was conducted in 2000.

6. A referral tracking system for special needs health assessments continues to be monitored. An updated student list is provided to nurses by early October for students needing triennial assessments.
7. The district has approximately 1500 special education students identified. Last year, 559 elementary, 545 middle school, and 415 high school students were enrolled in special education classes. The district employs approximately 100 special education teachers. Each school has at least one full-time resource specialist teacher position. The district psychologists have been assigned to individual school sites to provide services and assessments to students.
8. The curriculum for special education is enhanced by 270 lessons in the Language! Program for use with ELD and special education students in grades 6-12. A workability program resource center has been established at Willowbrook Middle School. The center is designed to meet the instructional and career education needs of students in middle school special education classes.

**English Language Learners:**

9. As reported in earlier six-month progress reports, Board Policy No. 6174 Education for English Language Learners was revised.
10. The district has long struggled to meet compliance in its English Language Learners program. The district has attempted to resolve all non-compliant issues identified by CDE in its most recent Consolidated Application compliance review. However, the district recently had its EIA funds impounded and released in allotments upon completion of the OCR requirements. The district developed its Accountability Plan for English Language Learners and developed a manual of procedures and forms titled "Registration to Redesignation" to serve English language learners. The district developed ELL district benchmarks, and ELL checklists for both elementary and secondary principals to monitor the ELL programs at their sites.
11. The district has recently undergone a Comité review in spring 2002. The district's R-30 indicated 14,600 ELL students in the district. However ELL designation has increased to approximately 19,000 students after a clean up of student records. The district is still noncompliant in the following areas: redesignation and placement, catch-up plan, shortage of qualified teachers, and training. The state is still withholding a percentage of the district's allocation for 2001-02.
12. Earlier this school year, the district assessed all English language learners using the California English Language Development Test (CELDT) to meet an October 24, 2001 deadline from the CDE. The district completed CELDT testing of more than 18,000 ELL students in the district to meet the deadline. 139 teachers and 190 instructional aides were trained in May and June, 2001 in the proper administration of the CELDT. All students were assessed using the SAT-9, CORE Assessment Procedures, and CELDT.

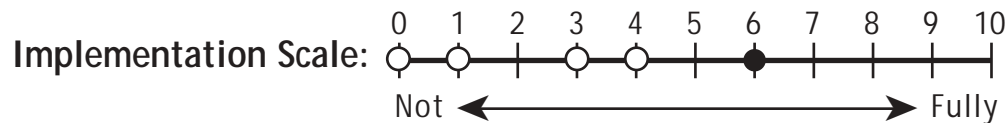
13. The district is developing a centralized, new student In-Take Center to ensure timely and appropriate placement of English Language Learning students. It is expected that the intake center will ensure accurate and appropriate placement of all students new to the district. The center is expected to be operational in fall 2002. An Initial Student Placement Procedures handbook and a Tracking Form have been developed.
14. The district has developed new program descriptions for program placement. The district provides Structured English Immersion classes and two Spanish immersion programs at Emerson and Tibby Elementary Schools. 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 English language development classes.
15. Additional training has been provided to school site administrators and personnel on the importance of the Home Language Survey and intake assessment procedures for proper placement of ELL students. Although new Language Assessment files and forms to accurately document ELL program data were developed and reported on in the fourth six-month progress report, student files which were randomly reviewed by district staff last year were still incomplete and needed to be corrected. Staff reported that maintaining these files accurately at the sites is still a problem.
16. The district continues to conduct extensive staff development for its teachers in ELL and Open Court/ELL. As reported in summer 2001, 851 teachers of the 1277 teachers in the district, were on emergency permits. The instructional staff reported that the Office for Civil Rights wanted all 1277 teachers included in the ELL training. The district tracked teacher participation in ELL training by school.
17. The Staff Development schedule for the 2002-03 school year is being developed to provide continuous training for teachers, para-educators, and administrators in both special education and general education. The Director of the ELL Program attended a Training of Trainers workshop on the most recent changes in the CELDT in March 2002. All Language Assessors attended the LACOE CELDT training in May 2002. Site CELDT test administrators for elementary schools were provided a one-day training in May 2002 and test administrators for middle and high schools, in June 2002.
18. The CELDT is scored by the CUSD Language Assessors to generate a preliminary assessment of students' English language proficiency level to insure the timely placement of students. The LAS II-Spanish version is used to assess Spanish-bilingual students' primary language proficiency level.
19. ELL Intensive Literacy Program funds were accepted by the board for fiscal year 2000-01, and eight schools were involved in the summer literacy program in 2001. Tibby and Emerson elementary schools are Title VII Dual Language schools. Both receive funds to build capacity through staff development and use of resources and instructional materials to improve instruction in the classroom. Materials have been

purchased for all levels. Grades K-5 have available: Hampton-Browne, Into English, SRA, and Open Court; Grades 6-12 have available: Heinle-Heinle, Voices in Literature, Glencoe, and Language!

20. The district continues to implement a Voluntary Resolution Plan (VRP) to address issues raised by the Office for Civil Rights. The district hired a Compliance Officer to respond to complaints or issues. As reported in the fourth six-month progress report, the district contracted with WestEd for technical assistance in meeting the requirements of the VRP. WestEd, in its January 15, 2001 status report to the district, reported that the district was making satisfactory progress in meeting the requirements of the VRP.
21. The district must continually monitor its services to special needs students in the district and work to achieve program compliance. Extensive work has been undertaken to test and place students appropriately, train staff, and to update all student files. These efforts need to be maintained and continued.

### Standard Implemented: Partially Implemented

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 Self Rating:	8
August 2002 New Rating:	6



## 1.24 Discipline and Practices – Established/Communicated

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### Professional Standards

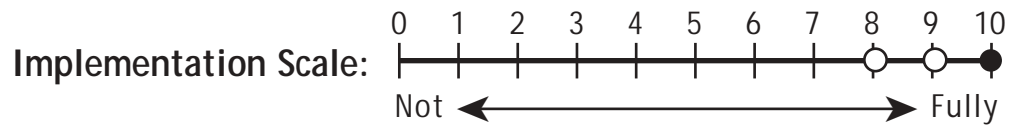
Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.

### Progress on Recommendations and Recovery Steps

1. The district continues to define and enforce student discipline practices. The Pupil Services Department annually publishes the “Student and Parent/Guardian Handbook” which includes the rights and responsibilities of students and parents, attendance expectations and consequences, behavior expectations and consequences, and parental notifications. Included in the handbook is a tear-off page to be signed by the parents/guardians to acknowledge that they have received and reviewed the Student and Parent/Guardian Handbook. The Handbook is distributed to parents at the beginning of each school year. The Student and Parent/Guardian Handbook is translated into Spanish. The Spanish version of the handbook was designed to insure that the content and pagination corresponded to the English version.
2. The task of revising the handbook for the 2002-2003 publication will involve the participation of representative stakeholders.
3. Intervention efforts aimed at at-risk students continue and have expanded to include a new community collaborative program that provides counseling for misbehaving special education students, an Extended School Year program which provides opportunities for students to make up work or remediate basic skills, and an Accelerated Learning Program (ALP) to assist students who have been retained.
4. The Pupil Services Department and School Operations Divisions have opened a District Counseling Center, “Team Builders,” designed to serve students in grades 2-12 who are suspended from school for three or more days. While at the Center, the students continue to work on their academic coursework as assigned by the school, receive counseling, and receive a course on character development. The district counseling center is located at the Alondra curriculum and instruction office and is staffed with a full-time counselor, a part-time counselor, and one part-time mental health worker. 75 students were expelled from schools in the district in the 2001-02 school year. The district reports an increase in gang activity in the community in the last few months, which has affected the schools. The district continues to work on prevention of student misbehavior.

## 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: Not Reviewed  
February 2002 Rating: Not Reviewed  
August 2002 Self Rating: 9  
August 2002 New Rating: 10



## 1.25 Instructional Materials – Student Accessibility

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### Professional Standard

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

### Consent Decree Stipulation

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

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

### Progress on Recommendations and Recovery Steps

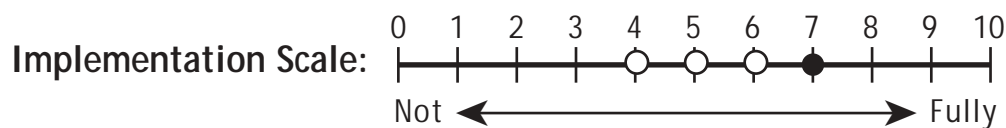
1. As reported in earlier six-month progress reports, each classroom has a complete set of textbooks. In addition, individual textbooks for students to take home are available in core subject areas. The district reports a 1:1 ratio for textbooks in English Language Arts, Mathematics, History Social Science and Science courses. Students may be using textbooks from a previous adoption cycle in some subject areas.
2. The district has a textbook replacement plan in place. Written procedures for the textbook procurement process are available, and all principals have been trained on the process. The CUSD Textbook Policy is documented in the Textbook Policy Handbook. All information related to purchasing, distribution and monitoring of textbooks is clearly delineated.
3. Teachers participate in the selection of textbooks for adoption. Textbooks are recommended to the board for approval. All textbooks selected are standards based. In the 1999-2000 school year, the district adopted textbooks in Language Arts and mathematics. In the 2000-2001 school year, the district adopted textbooks in Science, History/Social Science and Advanced Placement. During the 2001-2002 school year, the adopted social science textbook purchases were completed. Students in grades 9-12 have individual textbooks assigned in Language Arts, mathematics and social science in addition to the class sets. The class set enables students to leave their assigned copy at home. The district's textbook acquisition focus for the 2002-2003 school year is either to purchase the newly adopted science texts, or the new adoption cycle of Language Arts texts because of OCR compliance issues. However, textbooks for upper level science classes have already been purchased.
4. The district continues to expend a large part of its budget on instructional materials for students. Textbooks are purchased annually with district funds allocated for this purpose. In the 2001-2002 school year, \$1.3 million in Schiff-Bustamante instructional materials funds was allocated to the sites at \$41.86 per enrolled student based on October CBEDS counts. Additional textbook funds of \$747,542 in K-8 state instructional materials funds was allocated to the elementary and middle school sites

at \$33.08 per student based on the P2 ADA, and \$105,359 in 9-12 state instructional materials funds was allocated to the three high school sites at \$20.74 per student based on the P2 ADA. Supplemental instructional materials are purchased with EIA-LEP funds for English Language Learners. One million dollars was spent to provide additional texts for the past year's summer school program for Saxon math texts and Open Court texts and materials. The district has expended a minimum of \$3 million total for textbooks in the 2001-2002 school year.

5. The district has established a library book volume goal of a minimum of 13 books per student. Site librarians and library assistants are also responsible for preparing textbooks for student use and distributing them expeditiously to the classrooms. Library staff is responsible for collecting texts at the end of the year, notifying students of lost book charges and ordering replacement books for the following year. Efforts are being made at the school sites to retrieve textbooks from students at the end of the school year. Lost textbook monies are collected from students if textbooks are not returned. All librarians, library assistants and textbook coordinators meet regularly to discuss the process of maintaining books.
  
6. 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. As reported in the fourth six-month progress report, a teacher on special assignment monitors the lost book tracking system. Teachers conduct a textbook "check day" in October, January, March and May to determine that students still have their assigned book. Teachers collect assigned books at the end of the school year. The district places orders for replacement texts for the new school year. Students are assessed for the cost of any lost book. A Gateway System software program is being used for textbook inventory. Textbook accountability reports are generated and circulated regularly. Textbook inventories are conducted three times each year.
  
7. Textbooks for the fall semester 2003 have been ordered and will be delivered in July. Schools are expected to open with textbooks ready for distribution during the first week of school.

### Standard Implemented: Partially Implemented

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 Self Rating:	8
August 2002 New Rating:	7



## 1.26 Technology – Integrated into Curriculum

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### Professional Standards

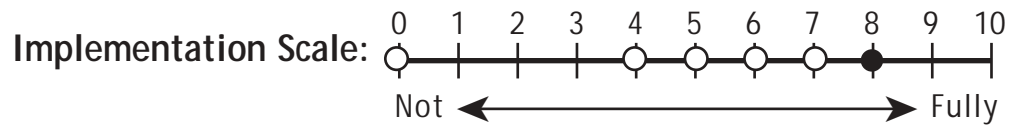
The district has adopted a plan for integrating technology into the curriculum.

### Progress on Recommendations and Recovery Steps

1. The district recently increased its technology support staff by hiring an information technology coordinator, a network engineer, a senior systems analyst, a programmer/analyst, and three additional tech positions. The staff completed in early July 2000, an infrastructure project to provide internet connectivity to all school sites with five ports to each regular classroom. The project was completed with E-RATE funds. Network standards have been adopted. The first two phases of the E-RATE project were implemented as of July 1, 2000. Round three of E-RATE funds were implemented beginning August 1, 2000.
2. A technology focus group was established to revise the district's Technology Plan. The plan is a comprehensive, curriculum-based plan for implementing technological approaches to teaching and learning. The state has approved the district's technology plan for 2003-05.
3. There has been instructional technology and information technology staff development for both certificated and classified staff members. Certification is required for teachers to be able to gain access to the internet for instructional and professional use. Certification includes six hours of training, agreeing to the district's acceptable use policies, and a technology assessment.
4. Several training modules have been developed, at basic and instructional levels. Training on the use of the district's student information system is conducted for counselors, attendance clerks and administrators. Training on the use of technology for grading, scheduling and other administrative tasks is provided to district staff. Other staff development workshops for instructional staff focus on using technology as a tool for teaching literacy.
5. Using the Digital High School and Education Technology Grant, the high schools have incorporated technology in the classrooms. High school teachers participated in the training as stipulated in the grants. Some training sessions were offered on late entry Mondays. School sites also provide technology training for their own staff members.
6. The district has some security levels for its systems in place: Web Sense to filter out internet sites, Virtual land and a second firewall.

## Standard Implemented: Fully Implemented – Substantial

February 1999 Rating: 0  
August 1999 Rating: 4  
February 2000 Rating: 5  
August 2000 Rating: 6  
February 2001 Rating: 7  
August 2001 Rating: Not Reviewed  
February 2002 Rating: Not Reviewed  
August 2002 Self Rating: 10  
August 2002 New Rating: 8



## 1.27 Planning Process – Focus and Connectivity

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### Professional Standards

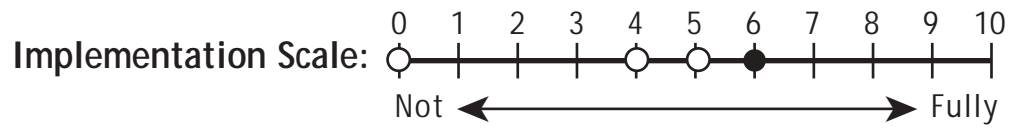
The district's planning process ensures focus and connectivity to increase student productivity.

### Progress on Recommendations and Recovery Steps

1. The district has continued to develop and improve its planning processes, requiring adequate information and study prior to making decisions or implementing programs. The Board of Trustees, elected in November 2001 and granted the return of powers on December 11, 2001, has attended several retreats and CSBA planning sessions to develop a new district vision and mission statement.
2. The Superintendent, appointed in August 2001, has been working on a different organizational structure with his Executive Cabinet in order to streamline all planning activities and products. A Coordinating Council, which includes some cabinet administrators and some principals, has been established to advise the superintendent. The district is focused on continuous improvement of student achievement and high expectations for all.
3. Administrators and key instructional staff have been involved in a planning system to improve student learning and school district operations as part of the district's recovery efforts. Curriculum has been revised to reflect the state standards, new textbooks adopted, and supplemental curricular programs implemented. The district is attempting to develop a culture of involvement and participation, involving all stakeholders in decision making. Parents are involved as often as possible in planning efforts. A committee of parents, for example, assisted in the development of the ELL Master Plan.
4. Twenty-two district schools participating in the Immediate Intervention/Underperforming Schools Program (II/USP) and four schools participating in the Comprehensive School Reform Demonstration Program (CSRDP) have developed long-term Action Plans to address the low performance of their students.
5. The district administration and staff have been engaged in planning processes focused on improving student performance. The governing board, however, is new to the process. The board is expected to engage in strategic planning activities with district staff and the community in the near future.

## Standard Implemented: Partially Implemented

February 1999 Rating: 0  
August 1999 Rating: Not Reviewed  
February 2000 Rating: Not Reviewed  
August 2000 Rating: 4  
February 2001 Rating: 5  
August 2001 Rating: 5  
February 2002 Rating: Not Reviewed  
August 2002 Self Rating: 7  
August 2002 New Rating: 6



# 1.28 Human Resources Practices

## Professional Standards

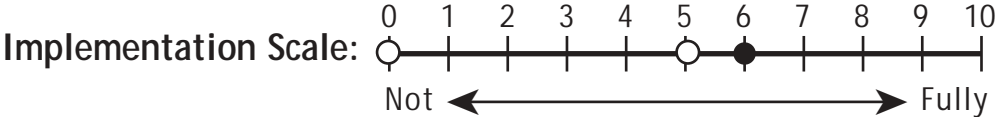
Human Resources practices support the delivery of sound educational programs.

### Progress on Recommendations and Recovery Steps

1. The Human Resources Division continually attempts to recruit qualified, credentialed teachers to support the district’s curricular programs. Recruitment, the establishment of new positions, the elimination of positions, the hiring process, and new hires are routinely discussed at the Cabinet level.
2. The district is currently conducting contract negotiations for the 2001-02 and 02-03 school year. Using cohort districts’ data, the district reports that its offer will exceed its cohorts in an attempt to establish a more competitive salary base for teachers and administrators.
3. The district’s salary schedule differentiates between a credentialed and a non-credentialed teacher, providing a strong incentive for teachers to acquire their credentials as soon as possible. The district negotiated an 11% increase in salary and benefits in the 2000-01 school year.
4. Human Resources has added an additional position of Director of Employee Relations to investigate all district employee grievances and to prepare a report of findings and recommendations to the Associate Superintendent of Human Resources Employee Development. This Director will also participate in the negotiations process with employee organizations and provide services to resolve personnel problems through established grievance procedures.
5. As reported in earlier six-month progress reports, the district has developed the in-house capability to conduct its own personnel office functions and does not need to contract an external personnel firm as first recommended in the recovery plan.

### Standard Implemented: Partially Implemented

February 1999 Rating:	0
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:	Not Reviewed
August 2002 Self Rating:	8
August 2002 New Rating:	6



## 2.1 AIDS Prevention Instruction – CDE Requirements

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### Legal Standard

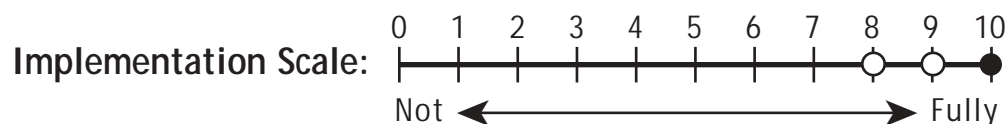
AIDS prevention instruction occurs at least once in junior high or middle school and once in high school and is consistent with the CDE's 1994 Health Framework. (EC 51201.5)

### Progress on Recommendations and Recovery Steps

1. Aids prevention curriculum continues to be delivered in the appropriate grade levels as directed by Education Code. Health Education is a required course in the 9<sup>th</sup> grade and includes HIV/AIDS information.
2. In partnership with the Los Angeles County Department of Health Services (LACDHS), through its Center for Health Education, the district reports that it will implement the following HIV/AIDS Project activities for 2002-03:
  - a. HIV/AIDS Decision Makers' Conference
  - b. Staff Development Training for Teachers
  - c. Administration and Policy-Makers Orientation Meeting
  - d. Individual District Technical Assistance provided by LACDHS' Center for Health Education.
  - e. Creating a Monitoring System for the implementation of HIV prevention programs.
  - f. Strengthening and utilizing connections to resources.
  - g. Development of a program of Parent Awareness
  - h. Development of programs and services particularly relevant to high-risk students.

### Standard Implemented: Fully Implemented – Sustained

February 1999 Rating:	8
August 1999 Rating:	Not Reviewed
February 2000 Rating:	8
August 2000 Rating:	8
February 2001 Rating:	9
August 2001 Rating:	Not Reviewed
February 2002 Rating:	Not Reviewed
August 2002 Self Rating:	9
August 2002 New Rating:	10



## 2.2 California High School Proficiency Exam

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### Legal Standard

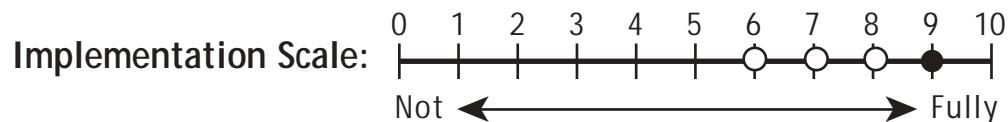
On a yearly basis, the district notifies all 11<sup>th</sup> and 12<sup>th</sup> grade students regarding the California High School Proficiency Examination. (Title 5, 11523, EC 48412)

### Progress on Recommendations and Recovery Steps

1. Updated board policy and the Education Code stipulate the requirements regarding the California High School Exit Exam. Students are notified twice a year about the requirement, once in the fall, and once in the spring. The school administration sends reminders home at the beginning of the semester and weeks before the tests.
2. The Student and Parent/Guardian Handbook that is annually published and disseminated to students and parents, has for two successive years contained information on the required California High School Exit Exam.
3. The district has hired a new director for the Department of Research and Evaluation Services to insure greater uniformity in student notification.
4. Presentations by the High School Operations Division are regularly made at Parent Meetings on the proficiency examination, including the newly required California High School Exit Examination. This was the last year the Hart law requiring a high school proficiency examination was in effect. The CAHSEE goes into effect next year.

### Standard Implemented: Fully Implemented – Substantial

February 1999 Rating:	6
August 1999 Rating:	Not Reviewed
February 2000 Rating:	Not Reviewed
August 2000 Rating:	7
February 2001 Rating:	8
August 2001 Rating:	Not Reviewed
February 2002 Rating:	Not Reviewed
August 2002 Self Rating:	10
August 2002 New Rating:	9



## 2.3 Class Time – Protected for Student Learning

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### Legal Standard

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

### Consent Decree Stipulation

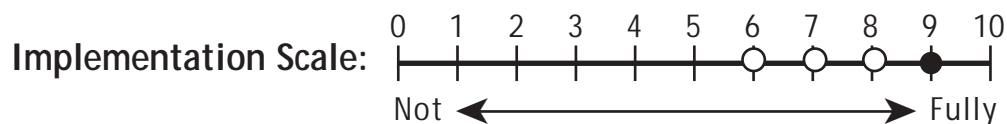
This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

### Progress on Recommendations and Recovery Steps

1. The district has a board policy that addresses student learning time which is sent to the schools each year. The policy is distributed for posting at principals' meetings. The updated board policies and administrative regulations have institutionalized the practice of protecting class time for student learning.
2. 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. Guidelines for the school PIE improvement plans (Planning, Implementing and Evaluating) have been developed.
3. The district reports that high schools have significantly reduced the number of public announcements made during class time. Schools use homeroom period for announcements. Schools also use white boards and bulletin boards in the main office for reminders and announcements.
4. 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. Summer school was made mandatory this past summer for several grade levels of students.

### Standard Implemented: Fully Implemented – Substantial

February 1999 Rating:	6
August 1999 Rating:	Not Reviewed
February 2000 Rating:	Not Reviewed
August 2000 Rating:	7
February 2001 Rating:	8
August 2001 Rating:	8
February 2002 Rating:	9
August 2002 Self Rating:	9
August 2002 New Rating:	9



## 2.4 Categorical and Compensatory Programs – Supplement

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### Professional Standard

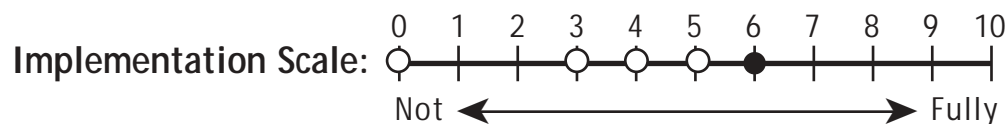
Categorical and compensatory program funds supplement and do not supplant services and materials to be provided by the district. (Title 5, 3940)

### Progress on Recommendations and Recovery Steps

1. The district utilizes a time accounting procedure for all categorically funded personnel to ensure that categorical program funds do not supplant funds that are to be provided by the district. When sites develop their site improvement plans the budget must be consistent with categorical program rules and regulations.
2. School site councils approve and monitor the site categorical budgets and their use to supplement site programs. The Financial Services department and district program directors monitor the use of categorical funds.
3. There is a Voluntary Resolution Plan in place to ensure that the special education program is compliant with state and federal guidelines.
4. As discussed in Standard 1.23, the district is attempting to address several noncompliant issues in its categorically funded ELL program. Part of the district's categorical fund allocation has been withheld by the state.

### Standard Implemented: Partially Implemented

February 1999 Rating:	0
August 1999 Rating:	3
February 2000 Rating:	4
August 2000 Rating:	5
February 2001 Rating:	6
August 2001 Rating:	Not Reviewed
February 2002 Rating:	Not Reviewed
August 2002 Self Rating:	8
August 2002 New Rating:	6



## 2.5 Basic Skills Proficiency Exam – Instructional Aides

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### Legal Standard

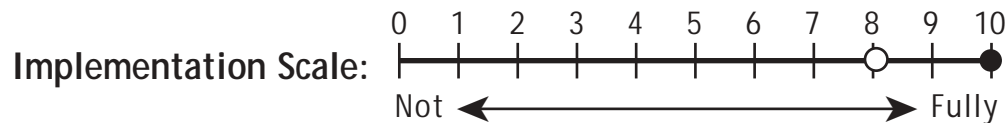
A requirement is in place for passing of a basic skills proficiency examination by instructional aides. (EC 45344.5, EC 545361.5)

### Progress on Recommendations and Recovery Steps

1. The district continues to administer and require a passing grade on a basic skills proficiency examination for instructional aides before employment. The district is using the state form to comply with the “No Child Left Behind” law and is further modifying job descriptions and vacancy notices in this job category to specify that a proficiency examination is a prerequisite for employment as an aide in the district.
2. The district is dialoguing with other districts in the area about developing a common basic skills proficiency test instrument for all of the area districts to use.

### 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:	10
August 2001 Rating:	Not Reviewed
February 2002 Rating:	Not Reviewed
August 2002 Self Rating:	10
August 2002 New Rating:	10



## 2.6 General Instructional Programs

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### Legal Standard

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

### Consent Decree Stipulation

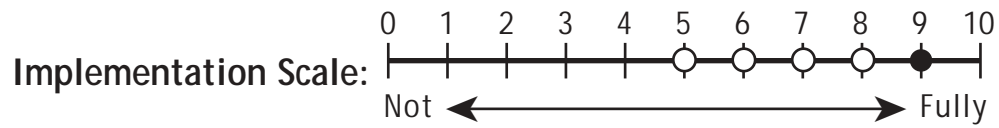
This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

### Progress on Recommendations and Recovery Steps

1. The district complies with the mandates of the Education Code 51000 through 52950. As reported in earlier six-month progress reports, the district has implemented the recommendation to adopt updated board policies and has established procedures for reviewing board policies on a regular basis. New or proposed revised board policies are submitted for review at a board meeting, and acted upon at a subsequent board meeting.
2. The district is making progress in bringing special programs into compliance. The district is not in compliance on all requirements of the English Language Learner program, and has been referred as a Comité district. The district is currently revising the Master Plan for the English Language Learners program. The CDE and OCR are working closely with the district on the content and implementation of the plan.
3. 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 are being further revised during summer 2002. The state curriculum standards are reflected on the revised report cards, K-5. An Open Court/English Language Learner Notebook has been developed for teachers to assist ELL students in using the Open Court texts and materials. All textbooks and library materials are fully aligned with the California Content Standards. Adoption of textbooks is done district-wide to insure comparability of instruction across the district. Student mobility makes this a necessity.

## Standard Implemented: Fully Implemented – Substantial

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 Self Rating: 9  
August 2002 New Rating: 9



## 2.7 Incoming Kindergarten Students – Admittance

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### Legal Standard

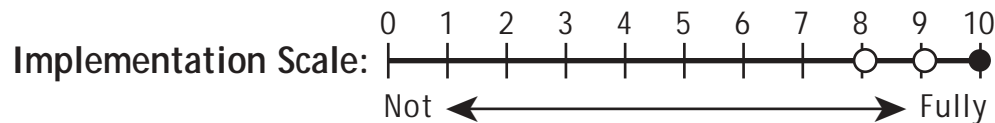
All incoming kindergarten students will be admitted following board-approved policies and administrative regulations. (Ed Code 48000-48002, 48010, 48011)

### Progress on Recommendations and Recovery Steps

1. Incoming kindergarten students are admitted following board-approved policies and administrative regulations. The district provides the schools with the Education Code guidelines for kindergarten enrollment. Local newspapers are notified. Letters, flyers and forms are distributed to parents.
2. The district implemented a full-day kindergarten program beginning in the 2001-02 school year. The district reports that the community is appreciative of the full-day program.

### Standard Implemented: Fully Implemented – Sustained

February 1999 Rating:	8
August 1999 Rating:	Not Reviewed
February 2000 Rating:	Not Reviewed
August 2000 Rating:	9
February 2001 Rating:	10
August 2001 Rating:	Not Reviewed
February 2002 Rating:	Not Reviewed
August 2002 Self Rating:	10
August 2002 New Rating:	10



## 2.8 Parent Information/Clarity – Student Test Scores

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### Legal Standard

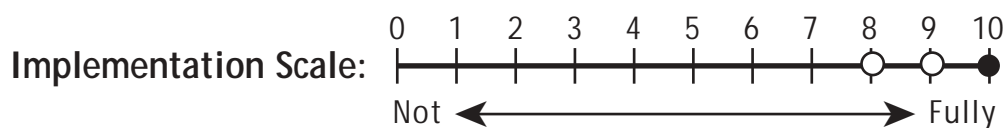
The district shall inform parents of the test scores of their children, and provide general explanation of these scores. (EC 60720 and 60722)

### Progress on Recommendations and Recovery Steps

1. Test data for each student is shared with the sites by the testing office and schools inform each student and his/her parents. The Parent Handbook informs parents of the district's testing requirements. The district is in compliance with the Education Code.
2. Schools receive SAT-9, CELDT and CAHSEE test results within two days after the district receives them, with instructions on how to disseminate test results to parents. Schools receive a sample letter to send to parents that is written in English and Spanish, and receive directions for ordering labels from the Instructional Technology department to mail the letters home.
3. Principals receive a timeline for when Report Cards are to be issued and reminder memos prior to each grading period.
4. District and school SAT-9 scores are included in the School Accountability Report Cards. Annual School Accountability Report Cards are published in English and Spanish and located at the school sites for public review and dissemination. Schools hold informational meetings with parents regarding the SAT-9, CELDT and CAHSEE testing requirements and what they measure.
5. Grades K-5 send standards-based report cards to all parents communicating their child's proficiency at meeting the California State Standards.

### Standard Implemented: Fully Implemented – Sustained

February 1999 Rating:	8
August 1999 Rating:	Not Reviewed
February 2000 Rating:	Not Reviewed
August 2000 Rating:	9
February 2001 Rating:	10
August 2001 Rating:	Not Reviewed
February 2002 Rating:	Not Reviewed
August 2002 Self Rating:	10
August 2002 New Rating:	10



## 2.9 Accountability – Maximum Educational Opportunity

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### Legal Standard

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

### Consent Decree Stipulation

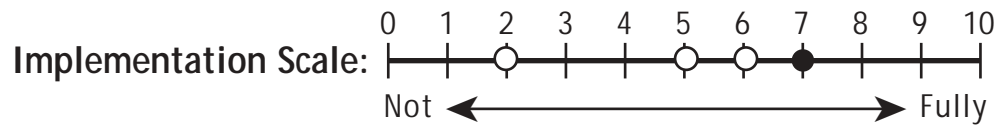
This standard was identified in the Consent Decree in the action *Serna v Eastin*, Case No. BC 174282, as needing to reach a rating of 8 to be deemed compliant.

### Progress on Recommendations and Recovery Steps

1. The district's Assessment Plan for 2001-2002 includes an overview list and schedule of the assessments for high schools, middle schools and elementary schools; detail on the Writing Assessment, the SAT-9, the California High School Exit Exam (CAHSEE), and the California English Language Development Test (CELDT); and copies of the revised report cards for grades K-5 which includes the standards printed on the back.
2. The district's multiple assessment tools include the district coordinated writing assessments administered four times a year, and the high school proficiency test. Other assessment tools are discussed in further detail in Standard 1.4. Most of the schools have a Curriculum Specialist or Resource Teacher who serves as the site testing coordinator. Testing Coordinators meet quarterly with Senior Director of Accountability; principals are invited to attend these meetings.
3. Schools have been provided with 4-year comparative data of SAT-9 test results for all sub groups of students, to monitor student progress and plan for student improvement. Schools receive SAT-9, CELDT and CAHSEE test results within two days after the district receives them, with instructions on how to disseminate test results to parents. Each school has analyzed assessment results and developed a test preparation program for their students.
4. High school staff is meeting to address ways to prepare students to pass the high school exit exam (CAHSEE). The district is initiating a process of "backward mapping" using the successful passage of the CAHSEE as the end result and determining what needs to occur in earlier grades and courses to ensure that this happens.
5. District curriculum administrators have attended level one of the Curriculum Management Audit Training, and plan to attend levels two and three.
6. All assessments will be entered into the Special Projects Database in order to generate reports for all students. The Office of Research and Evaluation has adequate funds to support district assessments.

## Standard Implemented: Partially Implemented

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 Self Rating: 9  
August 2002 New Rating: 7



## 2.10 Measurement of Student Achievement

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### Legal Standard

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

### Consent Decree Stipulation

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

### Progress on Recommendations and Recovery Steps

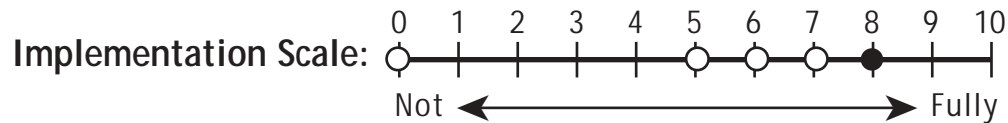
1. This standard also is discussed in Standards 1.4 and 2.9. The district's Assessment Plan for 2001-2002 included an overview list and schedule of the assessments for high schools, middle schools and elementary schools; detail on the Writing Assessment, the SAT-9, the California High School Exit Exam (CAHSEE), and the California English Language Development Test (CELDT); and copies of the revised report cards for grades K-5.
2. The district's multiple assessment tools continue to include the district coordinated writing assessments administered four times a year, and the high school proficiency test. Other assessment tools are discussed in further detail in Standard 1.4. Most of the schools have a Curriculum Specialist or Resource Teacher who serves as the site testing coordinator. Testing Coordinators meet quarterly with the Senior Director of Accountability; principals are invited to attend these meetings.
3. The district reports that the following assessments are aligned to instruction: AIMSweb (grades 1-3), Degrees of Reading Power (grades 4-8), the district's Writing Assessments, CAHSEE, SAT-9 and the California Standards Tests. Assessments that are imbedded in the curriculum include Open Court, Saxon, Language, and teacher generated tests.
4. The Director of Research and Evaluation provides an overview of the STAR program test results in August to administrators and district staff, and meets with school staffs when requested by the principal. Test results are available in a variety of formats for school use. Meetings with individual principals are held to increase their understanding and interpretation of test scores. Principals meet with their staffs at the beginning of the school year to review test scores and identify areas of focus. Assessment results were prepared for all principals to use in completing their school action plans as required by the district and the High Priority Schools application process. Multiple assessments are used to evaluate school wide improvement required for district, CSRD and II/USP schools. Multiple assessments are also used for academic placement, Student Study Team Reviews and re-designation of special needs students.
5. Training workshops on the district's assessment tools continue to be provided to administrators and teachers. Principals have participated in writing rubric training during summer 2001, and participate in CORE training. Principals also participated in

training regarding the Academic Performance Index (API) during summer 2001. Teachers have participated in AIMS web training. AIMSweb training is again scheduled for July 2002. K-5 teachers and administrators participated in Standards Based Report Card training. Extensive training on administering the CELDT test was provided to teachers and test examiners. All schools have a team of assessors who will administer the CELDT test beginning July 1, 2002.

6. The district is utilizing all pertinent tests that are required, as well as additional tests, e.g. course “challenge” tests, to assess student performance.

### Standard Implemented: Fully Implemented – Substantial

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 Self Rating:	9
August 2002 New Rating:	8





# Chart of Pupil Achievement Standards



*Progress Ratings Toward Implementation of the Recovery Plan*



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 Focus	Timeline/ Goal
1.1	The district through its adopted policy provides a clear operational framework for management of the curriculum.	0	3	5	7	8	NR	NR	9		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	<input type="checkbox"/>	Implemented
1.3	The district directs its resources fairly and consistently to accomplish its objectives.	0	2	4	5	6	NR	NR	7		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	<input type="checkbox"/>	June 2003
1.5*	Expectations and a practice exist to improve the preparation of students and to build school structure with the capacity to serve all students.	0	3	NR	5	5	5	6	6	<input type="checkbox"/>	June 2003
1.6	The assessment tools are clear measures of what is being taught and provide clear direction for improvement.	0	NR	NR	4	6	NR	NR	7		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		June 2002
1.8	Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.	3	5	6	7	7	NR	NR	7		June 2002
1.9	Evaluations provide constructive feedback for improving job performance.	0	3	4	5	5	NR	NR	6		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	<input type="checkbox"/>	June 2003

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

## Pupil Achievement (continued)

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

Pupil Achievement (continued)											
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 Focus	Timeline/ Goal
2.6*	The general instruction program adheres to all requirements set forth in (EC 51000-52950).	5	6	6	7	7	7	8	9	<input type="checkbox"/>	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		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		Implemented
2.9*	The district shall be accountable for student results by using evaluative information regarding the various levels of proficiency and allocating educational resources to assure the maximum educational opportunity for all students.	2	NR	NR	5	6	6	7	7	<input type="checkbox"/>	June 2004
2.10*	Student achievement will be measured using standardized achievement tests and a variety of measurement tools, ie., portfolios, projects, oral reports, etc.	0	NR	NR	5	6	6	7	8	<input type="checkbox"/>	Implemented