

# Compton Unified School District

2009



REPORT TO OUR COMMUNITY



*Ensuring Equity, High Quality Instruction and Accountability*



# Progress

Dear Valued Community Members:

Great things are occurring in the Compton Unified School District to improve the quality of educational opportunities for our students. Many of our schools and departments are making significant strides. We are excited to report several accomplishments from both the 2008-2009 and 2009-2010 academic school years. Thanks to your support and involvement, we are continuing this great momentum to improve our schools and district departments.

This year, we are striving to better meet the needs of our students and families. To that end, we have engaged in a strategic planning initiative that will allow us to develop a five-year strategy to increase achievement for every student in our district. We will set goals, targets and high expectations for our students and will support our teachers and school-leaders to ensure that every student succeeds. We will ensure that our students graduate from our schools with college and career-ready skills by giving them access to rigorous instruction and advanced learning opportunities. As a crucial stakeholder, you will have an active voice in this process.

Given the challenging economic times, we must all work in partnership so that our resources are utilized in an efficient and effective manner. These resources must be directed toward programs and practices that will make our schools stronger and that will support the success, safety and wellbeing of every student in our district.

I am confident that by working together, our community will celebrate the bright future and success of our students and each student will graduate from our schools ready to succeed in college, career and in life.

Thank you for your commitment to our students.

Dr. Kaye E. Burnside  
Superintendent

# WHO WE ARE

## Our Students

## Our Staff

## Our Schools



**26,173** STUDENTS

**85%** OF STUDENTS  
ELIGIBLE FOR FREE  
OR REDUCED  
LUNCH

**62%** OF STUDENTS  
HAVE A NON-  
ENGLISH SPEAKING  
BACKGROUND

**8%** OF STUDENTS  
RECEIVE SPECIAL  
EDUCATION  
SERVICES

**3189** TOTAL STAFF

**1600** CERTIFICATED

**1589** CLASSIFIED

**\$276** MILLION 2009-  
2010 TOTAL BUDGET

**40** TOTAL SCHOOLS

**24** ELEMENTARY  
SCHOOLS

**8** MIDDLE SCHOOLS

**3** HIGH SCHOOLS

**5** ALTERNATIVE  
PROGRAMS

### Did you know?

- We offer Art and Music in every school.
- We offer Advanced Placement (**AP**) courses at every high school.
- We offer Gifted and Talented Education (**GATE**) at every school Grades 3-12.
- We offer numerous afterschool and enrichment programs at our schools.
- We offer Advancement Via Individual Determination (**AVID**) at every middle and high school.
- Our fully-accredited, premier Adult Education Program offers a wide array of courses all year long.
- We have Math, Engineering, Science Achievement (**MESA**) and **Debate Teams** at every middle and high school.
- Our Career Technical Education/Regional Occupational Program (**CTE/ROP**) offers incredible pathways to careers in business technology, home economics, industrial technology and health care.

# Compton Students Soar

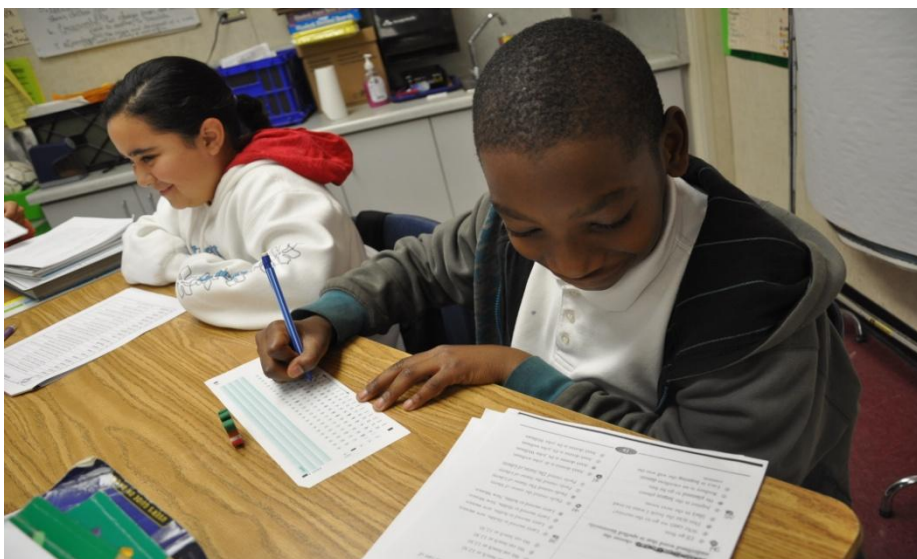
## ELEMENTARY SCHOOLS

*We know that the key to sustainable and continuous student achievement is quality classroom instruction. To which end, we at the Elementary level are focused on increasing rigor and expectations in all curricular areas, supported by powerful instructional strategies that are informed by formative assessments.*

*--Dr. Abimbola Ajala  
Associate Superintendent  
Elementary Schools*

*As we visit schools, the most permeating factor is that our teachers are very focused on delivering instruction in such a way that will make it most comprehensible to students. The use of effective student engagement strategies has become commonplace.*

*--Dr. Hazel Rojas  
Associate Superintendent  
Elementary Schools*



## ACCOMPLISHMENTS

We are very proud of the accomplishments of our Elementary Schools. Our students, principals, teachers, school staff, and parents are working hard to increase achievement. We are operating under the premise that all students will learn when provided the appropriate teaching.

- Our Preschool program is providing our students with strong foundational skills. We now have 42 preschool classes and we are looking forward to adding more.
- Our Kindergarteners will begin the first grade program during the second semester. This will increase the number of children reading at the end of Kindergarten instead of at the end of first grade.
- For our English Language Learners, we have increased the number of minutes that they are taught English Language Development leading to learning English faster.
- As a part of their core work as instructional leaders, our principals are in classrooms daily to ensure that high quality teaching and learning take place.
- Some students who speak only English also need language development. Teachers have received specialized training to increase students' Standard English Proficiency.
- We provide rigorous, high quality standards -based instruction. Teachers are coached by experts in order to improve their instructional practices in English Language Development and Math. For example, our new *SWUN* math program is building students' math skills.
- Many of our school libraries have been redecorated and have added many books through partnerships with non-profit organizations. We will continue to seek partnerships to allow us to restore additional libraries.

# Compton Students Soar

## MIDDLE SCHOOLS

*We are very proud of the work that the teachers and principals are doing to improve our middle schools. In order to build on the work started in the elementary schools, there has been tremendous teamwork occurring. Our principals are forming Professional Learning Communities (PLCs) that will allow them to share best practices and successful strategies that are working at their respective schools. This is resulting in greater alignment across our middle schools.*

*--Dr. Donald Evans,  
Associate Superintendent  
Middle Schools*



## ACCOMPLISHMENTS

Our Middle Schools are on the move! We have embarked upon several innovative initiatives of which we are extremely proud.

- *Project SEED*, our pre-Algebra Socratic seminar class for 6<sup>th</sup> graders, can be found in all Middle Schools. It employs highly trained mathematicians and master teachers who challenge students with rigorous questions that require high level thinking skills.
- Math, Engineering, Science Achievement (*MESA*) and Advancement Via Individual Determination (*AVID*) are available in all Middle Schools. Both programs are rigorous and help our students prepare for and succeed in colleges and universities in the areas of math and science.
- We have launched an Instructional Council which boasts 40 teachers representing all of our schools. This group of educators is the governing body responsible for instructional achievement.
- To prepare our students for high school Advanced Placement (AP), we are offering pre-AP classes. Vanguard Learning Center and Enterprise Middle School now offer these classes beginning in 6<sup>th</sup> grade. We are looking forward to adding more at other Middle Schools.

# Compton Students Soar

## HIGH SCHOOLS

*We are ratcheting up the rigor at our high schools. Teachers and school leaders are receiving professional development on high leverage instructional strategies that will yield increased student engagement and enhanced academic success. Response to Intervention (RtI), advanced learning and enrichment opportunities will further assist us in accomplishing our goals.*

*-Dr. GunnMarie Hansen,  
Associate Superintendent  
High Schools*



## ACCOMPLISHMENTS

Our High Schools are working hard to prepare our students for college, career and life!

- To foster high level instruction in all classes, teacher leaders from all high schools have completed academically challenging lesson plans for all major subjects including English (I, II, III), Algebra, Geometry, Algebra II, US History, World History, Earth Science, Biology and Chemistry. They have aligned quarterly assessments to standards to review student progress and provide individual student support.
- We hired 10 Reading Intervention teachers to serve students who require additional support in Reading at the high schools. Each high school is serving approximately 350-400 students through the research-based Reading Program, *Scholastic Read 180*.
- Compton high schools have affiliation agreements with Compton Center El Camino College and California State University, Dominguez Hills. The *Compton Commitment to Education* guarantees admissions for all students who meet qualifications and awards them scholarships. This provides all students with access to higher education.
- To ensure passage of the California High School Exit Exam (CAHSEE) which is required for graduation, Kaplan and Princeton Review CAHSEE intervention courses are offered at each high school.
- We secured a \$3.5 million, five-year 21<sup>st</sup> Century Community Learning Centers ASSETS Grant for after school credit recovery and enrichment.

# KUDOS TO OUR SCHOOLS!

Elementary Schools	Middle Schools	High Schools
<ul style="list-style-type: none"> <li>● Bursch and Bunche Elementary Schools are California Distinguished Schools.</li> <li>● Rosecrans Elementary is eligible to apply for the California Distinguished School honor.</li> <li>● Bursch Elementary received national recognition from the National Center for Urban School Transformation.</li> <li>● Bursch, Laurel and Rosecrans Elementary Schools have an API above 800, meeting or exceeding the California State target.</li> <li>● Bunche, Clinton, McKinley, McNair, Roosevelt, Willard Elementary schools have a MESA team.</li> <li>● Out of the 481 Quality Education Investment Act (QEIA) schools in the state of California, Washington Elementary ranked 12<sup>th</sup> in the state and Longfellow ranked 13<sup>th</sup> for making significant academic gains.</li> </ul>	<ul style="list-style-type: none"> <li>● Roosevelt Middle School won 2<sup>nd</sup> place in the <i>MESA</i> State Finals for the Southern California region.</li> <li>● Walton Middle School won 9<sup>th</sup> place in National Debate Team Finals.</li> <li>● Walton Middle School won 5<sup>th</sup> place for Mock Trials in the Los Angeles County Regional Debate Team Competition.</li> <li>● Each summer, Enterprise Middle School hosts the <i>Geek Squad Academy</i> which is sponsored by Magic Johnson and Best Buy. This is open to all middle school students, and they have the opportunity to learn everything about technology from building computers to designing web pages.</li> </ul>	<ul style="list-style-type: none"> <li>● There was a 51% increase in the number scholarship recipients for seniors planning to attend university.</li> <li>● Fully accredited Chavez/ Tubman Alternative Schools received the maximum accreditation term by the Western Association of Schools and Colleges.</li> <li>● <i>College Bound Program</i> is supporting 100 families at Cal State University, Long Beach in preparing for college and successful careers. Students are guaranteed scholarships to their choice university.</li> <li>● Compton High School is exceeding statewide attendance records in credit recovery.</li> <li>● There was a 13% increase in the number of students accepted to a 4-year university.</li> <li>● We have a 98% passage rate in Advanced Placement Spanish exams.</li> <li>● Seniors in 2009 were awarded over \$1 million in college scholarships.</li> <li>● Dominguez High now offers Academic Decathlon.</li> </ul>

# INCREASING SCORES

*Academic Performance Index (API) is the state measure that examines growth in school performance. Adequate Yearly Progress (AYP) is the state measure that looks at the percentage of students that have met the proficient or advanced benchmark. Our schools are making progress on both measures.*

## **Elementary Schools: State Assessment Highlights**

- Twenty elementary schools met AYP in Math
- Twenty-one of Twenty-Four elementary schools or 88% posted a positive API gain
- Among elementary schools, Washington showed the highest 4-year API Average Growth Gain (AGG) (+47.3) followed by Laurel (+42.0) and Rosecrans (+39.8)
- Among elementary schools, Caldwell showed the highest 1-year API score gain (+93) followed by Washington (+75) and Longfellow (+72)

## **Middle Schools: State Assessment Highlights**

- Among middle schools, Davis Middle School showed the highest 1-yr API score gain (+31) followed by Enterprise Middle School (+26) and Vanguard Learning Center (+23)
- Six of eight or 75% of middle schools posted a positive API score gain
- Among middle schools, Enterprise showed the highest 4-yr API AGG (+26.0) followed by Bunche (+20.5) and Willowbrook (+16.0)

## **High Schools: State Assessment Highlights**

- Centennial High School posted a 7% AYP gain in English Language Arts; Compton High School posted a 14% AYP gain in English Language Arts; and Dominguez High School posted a 11% AYP gain in Math
- Among high schools, Dominguez High School had the highest API score followed by Compton High School then Centennial High School
- Among high schools, Centennial showed the highest 4-yr API AGG (+7.25)

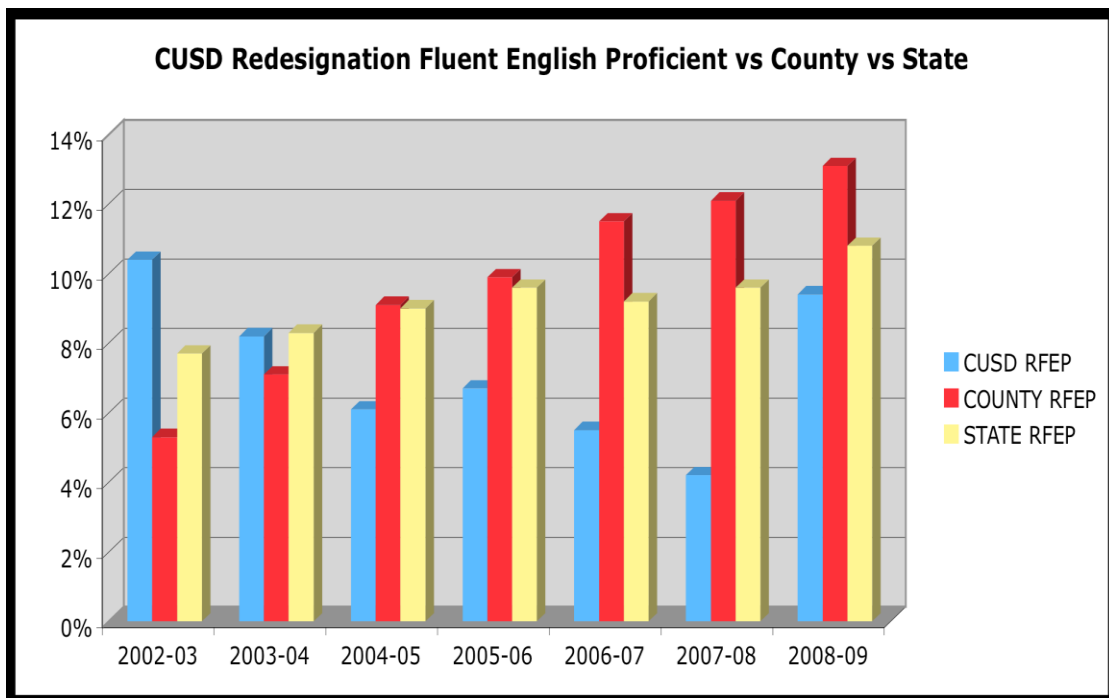
**Point of Pride:** *All 14 of CUSD's Quality Education Investment Act (QEIA) elementary and middle schools achieved high state test results and exceeded 2008-2009 API target scores!*



# INCREASING SCORES

## English Learner Highlights

*When a student who does not speak English enrolls in a school in California, a Home Language Survey determines whether or not he or she classifies as an English Learner (EL). Each EL student is given the California English Language Development Test (CELDT) which measures his or her level of English proficiency. The student continues taking the English test until he or she reaches level 4 or 5, scores Basic on the California State Test and passes the district writing test. Once the student achieves these benchmarks, he or she is reclassified as Fluent English Proficient (RFEP). The chart below shows the success that the Compton Unified School District has achieved in getting students to become RFEP.*



**Point of Pride:** *At the high school level, 50% more of the English Language Learner students reclassified into mainstream English in 2009 than in the previous year!*

# DISTRICT OFFICE

*We believe that the District Office exists to support the success of our academic programs. We are extremely proud of the progress being made in our efforts to make this support and success happen.*

## ACCOMPLISHMENTS

- We have launched *Operation Kids in Class (KIC)* to increase our student attendance rates in our schools.
- We now have “*Watch them Learn,*” a new television program that gives viewers an “Inside Look” at our most innovative teachers and the secrets behind their educational methods.
- The Chief Facilities Officer coordinated the Facilities Master Plan. We conducted 12 Community Outreach Meetings at all the High Schools and Middle School and invited all the feeder schools to participate. We received input from teachers, staff and parents regarding the condition of the Facilities in order to make improvements.
- Through the diligent efforts of the School Nutrition Services Director and staff, the Free & Reduced Lunch program has been reinstated and the district will regain its Provision 2 Status which means that for the next 3 years, all CUSD students will be eligible for Free & Reduced Meals.
- To encourage employees to create a healthier lifestyle which improves wellbeing, reduces doctor visits or hospital stays, and reduces medical premiums, we started the *50 Million Pound Weight Loss Challenge*.
- The Transportation Department researched, identified and acquired a new program that will allow the district to track all transportation of students.
- Our primary goal is to provide a safe and secure environment to promote the optimal education experience for students, staff and parents. Overall District safety and security have increased significantly, especially at our school sites. This is due to enhanced staff training, communications, proactive preventive measures and cooperation.
- Implementation of intervention programs such as Teen Court, Young Scholars, Truancy Center Attendance Support and social intervention programs focusing on life skills, peer mediation and safety such as Know Barriers, Youth Peace Promoters, California Conference for Equality and Justice and National Family Life are improving the life skills of our students.



# HUMAN RESOURCES

*In the Compton Unified School District, the employees who serve our students are very important. We will continue to work hard to ensure that every school and every office is staffed with committed, competent employees that will help us achieve our goal which is to provide a quality, standards-based education for all students in our district.*

## ACCOMPLISHMENTS

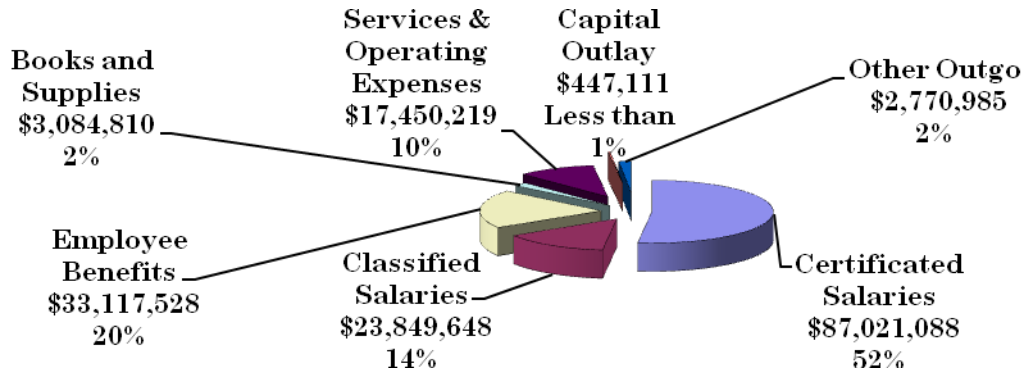
- In the 2009-10 school year, 100% of the teachers hired by Human Resources (HR) were Highly Qualified to teach our students.
- In October of 2009, HR was notified by the Los Angeles County office that several of our schools would no longer be required to be monitored for English Learner (EL) teaching authorization requirement. This was a result of the HR department closely monitoring and providing resources to lower the number of teachers out of compliance for not having EL authorizations.
- In spring of 2009, the HR department and the Cal State, Dominguez Hills School of Education received a transition to teaching grant by the US Department of Education. In the next five years, this \$3.2 million grant will recruit and train recent graduates who majored in math, science and English to become middle and high school teachers.
- The State of California has a renewed focus on the requirement that all teachers with English Learner students in K-12 public school settings must hold an appropriate English Learner authorization. From the 2008 to 2009 school year, CUSD dropped from 11 percent to 3 percent for being compliant with EL authorization requirements.
- Human Resources has improved the computer software system called HRTS, Human Resources Tracking System, by creating new information fields in the system. In addition to these new software upgrades, HR has made great efforts to review and validate information in the system. With both software and information updates, the district is able to generate new reports for a multitude of applications like compliance monitoring and staff development training to better serve our students and staff.



# BUDGET & FISCAL RESPONSIBILITY

*Compton Unified School District is committed to fiscal stewardship. We will continue to use our resources in the most efficient way in order to support high quality instruction in every classroom so that each student excels. We are improving our processes to ensure that we strengthen our schools and improve student performance. Given the economic downturn, we are working hard to maintain our district's fiscal health for a solvent future.*

## CUSD Expenditures 2009-2010



Classified Salaries Object Categories			Certificated Salaries Object Categories		
2100 Instructional Aides	less than	1% (.45)	1100 Teachers		46%
2200 Support		6%	1200 Pupil Support		1%
2300 Supervisors & Administrators		4%	1300 Supervisors & Administrators		5%
2400 Clerical, Technical & Office Staff		4%	<b>Total</b>		<b>52%</b>
2900 Other	less than	1% (.19)			
<b>Total</b>		<b>14%</b>			

**Salaries and Benefits make up 86% of CUSD's expenditures**

## ACCOMPLISHMENTS

- We have restructured the business services departments to increase efficiency and level of support provided to the educational and operational programs of the District. This generated a savings of approximately \$90,000.
- The District is faced with financial challenges and needs to reduce expenditures by \$40 Million over the next two years. In an effort to produce a balanced budget in 2010-11, during the work day, all District employees were given an opportunity to give suggestions on budget reductions and enhancements.
- Several district wide budget forums were held and the meeting dates and outcomes are posted on the CUSD website. In addition, all of the financial presentations that have been presented to the Board of Trustees have been posted on the website for transparency. The employees and community can also send their suggestions, questions and inquiries via the *Budget Survey* on the website.

# GOVERNANCE

*The Board of Trustees, the governing body of Compton Unified School District, is devoted to setting policy that moves the academic and operational aspects of the District forward.*

## ***Our Mission***

We will ensure that every student has an equitable, high quality elementary and secondary education in a safe environment.

## ***Our Core Beliefs***

- We believe all children *will* learn at higher levels.
- We believe schools have an enormous impact on children's lives.
- We believe that all children *shall* be educated in a safe and orderly environment.
- We believe all children *will* reach their learning potential and that the achievement gap can be eliminated.
- We believe the Compton Unified School District *will* become a high performing organization.

## **ACCOMPLISHMENTS**

- The Board has revised and adopted By-Laws (0000 and 9000 sections).
- A calendar has been adopted for the review and adoption of remaining policies through the lens of equity and rigor. Instruction will be the next section addressed.
- Norms and protocols have been developed and adopted.
- The Board held 6 work sessions to discuss and agree upon vision, mission and core values that include a strong commitment to meeting the needs of all students. These were vetted with community groups.
- The LEA plan was adopted in October 2008. The California Department of Education's recommended revisions were acted upon in December 2008. Administration has presented several reports to the Board on the status of implementation.

# MOVING FORWARD

Over the next several months, Compton USD will engage in the strategic planning process. Once completed, the strategic plan will allow CUSD to measure its goals and implement its prioritized strategic initiatives. This will assist the district as it continues to improve its overall performance and to ensure that every student has access to high quality instruction and educational opportunities. To accomplish this, the Board, the Superintendent, students, teachers, district and school site staff, families and community members will participate in a process to examine current practices district wide and will be instrumental in shaping the District's future.

A strategic plan will provide the structures, goals and targets that will aid in launching and taking to scale the initiatives that yield the greatest gains in student achievement. Additionally, the plan will allow the district to promote effective decision making, to engage stakeholders, to strengthen alliances, to secure funds from current and prospective philanthropic partners, and to hold everyone accountable for increased student performance. The plan will serve as a tool for the Board and community to monitor district progress and to provide ongoing direction and input.

Development of a comprehensive framework that includes the district's vision, mission, goals, targets and efforts to support the academic progress of all students is in direct alignment with Board directives, recommendations proposed by the state's District Assistance Intervention Team as well as recommendations found in national research for school reform and improvement.

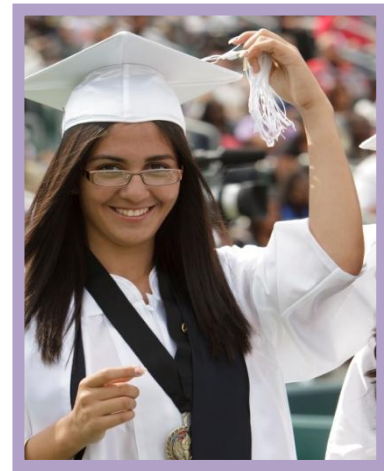
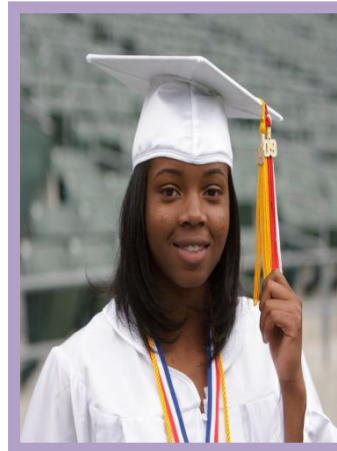
Our Strategic Plan will allow the district to effectively meet the needs of students while also providing the structures necessary for more efficiently utilizing existing human and financial resources. Because the plan will chart the district's course for increasing student achievement, district initiatives will be more aligned and progress will be more successfully monitored. The plan will allow the district to implement congruent programs aligned with accountability targets. It will also provide assurances that the district has considered its forward movement in a calculated manner and has determined how all of its resources, both financial and human, are best used to improve student achievement and to achieve a world class school district wherein all systems are aligned and working as one. High performing districts engage in this practice on an ongoing basis as it keeps the entire district focused, involved, and accountable. Our City's rebirth requires high functioning schools that produce high achieving scholars and citizens. We are excited that the City of Compton is committed to supporting our forward movement.

A successfully developed plan requires extensive outreach and input from all internal and external stakeholders. Your participation is a vital part of our success.

# We Need You!

Working as partners, we will accomplish even greater things for our students. We are committed to providing you with up-to-date information on our progress and our direction.

We will frequently ask for your input and feedback as we continue to improve all schools, programs, supports, and services.



## Superintendent

Dr. Kaye E. Burnside

## Board of Trustees

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