

# Compton Unified School District

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*AB52 Assessment and Recovery Plans  
February 2000*

*Submitted by*  
**Fiscal Crisis & Management Assistance Team**



# INTRODUCTION

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The purpose of the following report is to provide the Compton Unified School District (CUSD) and the Superintendent of Public Instruction with the findings and recommendations from FCMAT's second six-month progress review. In February 1999, FCMAT provided the district with the comprehensive assessment and recovery plans as required by Assembly Bill 52. That assessment was based on existing legal and professional standards applicable to all California school districts. These standards provide a clear path for recovery and a rational basis for the return of governing board legal rights, powers and duties.

FCMAT and the Compton Unified School District each selected standards in every major category to focus on during the first six-month period. This pre-selection assisted with clarity and focus as the district began the implementation phase. The pre-selection also provided for a prioritization regarding the standards needing attention. In August the district was presented with the first Six-month Progress Review. The review documented the progress made by the district in moving forward on the pre-selected standards. After the initial six-month review was completed, FCMAT and CUSD again selected standards in every major category to focus on during the second six-month period.

Professionals from both the private and public sectors assisted FCMAT with the measurement of progress during the last six months. FCMAT also interviewed numerous district staff members to determine the degree and quality of progress. Evidence shows that the process to increase the overall capabilities of the district is successful and student achievement is improving. The report also indicates that substantial progress still needs to occur, particularly in the area of pupil achievement.

## Historical Background

Through Assembly Bill 52/Washington (Statutes of 1997, Chapter 767), the legislature stated its intent to return the designated legal rights, duties, and powers of governance to the CUSD Board of Trustees. The bill requires improvement in five major areas of school district operation: Community Relations, Personnel Management, Pupil Achievement, Financial Management, and Facilities Management. Assembly Bill 52 directed FCMAT and the state-appointed administrator, in consultation with other specific entities, to conduct comprehensive assessments and to develop recovery plans in the five designated areas.

In addition to a systemic, districtwide assessment and the development of a recovery plan, FCMAT must determine whether the school district has made substantial and sustained progress in the five designated areas. Where there is substantial and sustained progress, FCMAT must recommend to the Superintendent of Public Instruction the functional areas of school operation that should be returned to the governing board of the CUSD. As a result of this requirement, an incremental return of the legal rights, powers, and duties to the governing board is anticipated.

The state legislature reinforced this charge during its hearings of AB 277/Washington. AB 277 proposed an immediate restoration of all legal rights, powers, and duties to the governing board and the Personnel Commission. After conducting hearings on the bill and taking testimony for and against the bill, the legislature voted against AB 277 and redirected the focus on the implementation of AB 52.



# PROGRESS SUMMARY

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FCMAT’s progress report for the second six-month period demonstrates continued signs of improvement on many of the pre-selected standards. The recovery plan, as required under AB 52, is working. One year ago, in an implementation scale FCMAT developed to measure the legal and professional standards in the five functional areas (with 10 being the highest and zero the lowest), Compton earned an overall rating of 3.99. After the first six-month progress period conducted in August, 1999, Compton earned an overall rating of 4.53. It was clear at that time that the Compton Unified School District was moving toward recovery. After the second six-month progress period conducted in February, 2000, Compton earned an overall rating of 5.19. The Compton Unified School District continues to move toward recovery. The six-month progress periods provide both focus and prioritization for the district.

When the average rating in a functional area reaches a level of 6.00 and no individual standard is below 4.00, FCMAT will begin to review the incremental process of returning legal rights, powers and duties to the Compton governing board. When the district has earned an average rating of 7.5 for the five functional areas, FCMAT will recommend the complete return of all legal rights, powers and duties to the governing board.

The Compton Unified School District has made progress in each of the major functional areas. The five areas of district operation and their previous and current overall scaled scores are:

1. Community Relations:	February 1999 Rating	4.19
	August 1999 Rating <i>(First Six Months)</i>	4.42
	February 2000 Rating <i>(Second Six Months)</i>	5.72
2. Personnel Management:	February 1999 Rating	2.31
	August 1999 Rating <i>(First Six Months)</i>	3.78
	February 2000 Rating <i>(Second Six Months)</i>	4.49
3. Pupil Achievement:	February 1999 Rating	2.45
	August 1999 Rating <i>(First Six Months)</i>	3.21
	February 2000 Rating <i>(Second Six Months)</i>	4.37
4. Financial Management:	February 1999 Rating	3.85
	August 1999 Rating <i>(First Six Months)</i>	4.43
	February 2000 Rating <i>(Second Six Months)</i>	4.89
5. Facilities Management:	February 1999 Rating	5.01
	August 1999 Rating <i>(First Six Months)</i>	5.83
	February 2000 Rating <i>(Second Six Months)</i>	6.12

The following indicates the number of standards in each of the major functional areas that remain below the scaled rating of 4.00.

1. Community Relations:	February 1999	27
	August 1999 ( <i>First Six Months</i> )	21
	February 2000 ( <i>Second Six Months</i> )	9
2. Personnel Management	February 1999	50
	August 1999 ( <i>First Six Months</i> )	48
	February 2000 ( <i>Second Six Months</i> )	37
3. Pupil Achievement:	February 1999	26
	August 1999 ( <i>First Six Months</i> )	23
	February 2000 ( <i>Second Six Months</i> )	14
4. Financial Management:	February 1999	36
	August 1999 ( <i>First Six Months</i> )	29
	February 2000 ( <i>Second Six Months</i> )	21
5. Facilities Management:	February 1999	34
	August 1999 ( <i>First Six Months</i> )	19
	February 2000 ( <i>Second Six Months</i> )	15

The recently enacted 1999 California Public School Accountability Act places an additional academic requirement on a number of schools in the Compton Unified School District (CUSD). In January 2000, the California Department of Education released the Academic Performance Index (API) Report, which ranked all California Schools on a scale of one to 10, with one being the lowest and 10 the highest. Of the district's 34 schools, 25 received a rank of one or two, and nine received a rank of three or four.

Ten of the underperforming CUSD schools are participating in the Immediate Intervention / Underperforming Schools Program (II/USP), which is part of the Public School Accountability Act. The II/USP program requires schools to work with an External Evaluator to assess the barriers that are obstructing student performance and to develop an action plan to remove the barriers and improve student performance. Four additional CUSD schools are participating as implementation schools in the federal Comprehensive School Reform Demonstration Program (CSRDP), and have contracted with the New American Schools consulting agency.

Eight of the district's 10 II/USP schools have contracted with Performance Fact, Inc., a consultant based in Washington, D.C. Two of the 10 II/USP schools have contracted with Tolbert and Associates, a consultant located in Oakland, CA. Schools are expected to implement their action plans during the 2000-2001 school year to meet performance growth targets on the SAT-9 in the spring of 2001. Sanctions may be imposed on the schools which fail to meet their growth targets for improvement.

FCMAT is pleased to acknowledge the work of the Compton Unified School District. If continued progress is sustained during the next six-month review period, incremental return of the legal rights, powers, and duties to the governing board is anticipated.

# RETURN OF LEGAL RIGHTS, POWERS AND DUTIES TO GOVERNING BOARD

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

The above mentioned legislation requires the loan to be repaid and the academic performance of the district to improve prior to the board being restored its legal rights, powers, and duties. The current repayment schedule reflects the complete loan repayment by the end of July 2001.

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

In addition to a systemic, external assessment and development of a recovery plan, FCMAT was required to determine whether the school district has made substantial and sustained progress in the five designated areas. This six month progress report reflects the progress made and reflects a district moving toward recovery.





# SIX-MONTH PROGRESS REVIEW RATINGS

Community Relations		As Implemented		
		February 1999 Rating	August 1999 Rating	February 2000 Rating
Standard to be addressed				
1.1	Decisions and other information are effectively communicated throughout the system in a timely manner.	3	5	7
1.2	Staff input into school and district operations is encouraged.	3	3	6
1.3	The board has a proactive communications and media relations plan.	3	4	6
1.4	News releases are prepared and made available simultaneously to all appropriate news media.	3	3	6
1.5	Media contacts and spokespersons who have the authority to speak on behalf of the district have been identified.	3	3	6
2.4	Charges or complaints against any employee will be addressed in a timely manner.	3	3	5
2.7	Parents and community members are encouraged to be involved in the schools.	2	4	6
2.9	Board members are actively involved in building community relations.	2	2	4
3.1	The board supports partnerships with community groups, local agencies and businesses.	3	4	5
3.4	The district encourages and provides the necessary training for collaborative and advisory council members to understand the basic administrative structure, program processes and goals of all district partners.	4	4	5
3.11	The school site council annually reviews the school plan and the board annually approves or disapproves all site councils' plans.	6	6	7
4.2	Policies and administrative regulations are up to date and reflect current law and local needs.	0	1	7
4.3	The board has adopted all policies mandated by state and federal law.	4	4	7

<b>Community Relations (continued)</b>		<b>As Implemented</b>		
		February 1999 Rating	August 1999 Rating	February 2000 Rating
<b>Standard to be addressed</b>				
<b>4.4</b>	The board annually reviews its policies on intradistrict open enrollment and extracurricular/co-curricular activities.	0	5	7
<b>4.5</b>	Existing Board policies are regularly reviewed with the involvement of the staff.	0	0	5
<b>5.2</b>	Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations.	2	3	5
<b>5.3</b>	Pertinent literature, statutes, legal counsel and recognized authorities are available to and utilized by the board to understand duties, functions, authority and responsibilities of members.	2	3	5
<b>5.4</b>	Functional working relations are maintained among board members.	0	1	5
<b>5.7</b>	The board publicly demonstrates respect and support for district staff.	3	3	4
<b>6.1</b>	An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting.	0	6	8
<b>6.2</b>	Agendas, minutes and other pertinent data are available to the public during regular working hours.	5	7	8
<b>6.4</b>	Board meetings are conducted according to a set of bylaws adopted by the board.	0	1	6

<b>Personnel Management</b>				
<b>Standard to be addressed</b>		<b>As Implemented</b>		
		February 1999 Rating	August 1999 Rating	February 2000 Rating
<b>1.1</b>	An updated/detailed policy and procedures manual exists which delineates the responsibilities and operational aspects of the personnel office.	0	2	6
<b>1.5</b>	The division has established goals and objectives directly related to the district's goals that are reviewed and updated annually.	8	8	9
<b>1.7</b>	The division has monthly activities and calendars and accompanying lists of ongoing Human Relations and Employee Development Division activities to be reviewed by staff at planning meetings.	5	5	7
<b>2.2</b>	The Personnel and Business Divisions have developed and distributed a menu of services which includes the activities performed, the individual responsible, and phone numbers where they may be contacted.	0	0	7
<b>2.6</b>	Various publications are provided on a number of subjects to orient and inform its various clients.		7	7
<b>3.1</b>	The Governing Board will provide equal opportunities for all persons without regard to race, color, creed, sex, religion, ancestry, national origin, age, or disability.	4	5	8
<b>3.4</b>	The Personnel Division recruitment plan includes a training component for the district recruitment team.	0	0	6
<b>3.5</b>	The recruitment plan identifies placement centers, colleges and publications where there are significant numbers of candidates to meet the district's diverse needs.	1	1	5
<b>3.6</b>	The recruitment plan provides a cost estimate (included in the division budget) for the recruitment program.	4	4	7
<b>3.7</b>	A summary or evaluation of the results of the year's recruitment efforts is provided in written form.	9	9	9
<b>3.8</b>	Selection procedures are uniformly applied.	0	3	3
<b>4.1</b>	The Governing Board will provide equal employment opportunities without regard to race, color, creed, sex, religion, ancestry, national origin, age or disability.	4	4	7
<b>4.4</b>	The job applicant form requests information which is legal, useful, pertinent, and easily understood.	0	3	3
<b>4.5</b>	The Personnel Commission shall prepare an eligibility list of qualified candidates for each classified position which is open, indicating the top three candidates.	0	2	2
<b>4.6</b>	The district systematically initiates and follows up on all applicants being considered for employment.	0	0	4
<b>4.7</b>	Appropriateness of required tests for a specific position is evident.	3	3	3

## Personnel Management (continued)

Standard to be addressed		As Implemented		
		February 1999 Rating	August 1999 Rating	February 2000 Rating
5.1	Initial orientation is provided for all new staff.	2	2	7
5.2	The Personnel Division provides orientation handbooks for new employee orientation in all classifications: substitutes, teachers and classified employees.	2	4	4
6.2	Personnel Division non-management staff members have individual desk manuals for all the personnel functions for which they are held responsible.	0	3	3
6.9	Personnel staff members attend training sessions/workshops to keep abreast of the most current acceptable practices and requirements facing personnel administrators.	1	1	6
7.1	Policies and regulations exist regarding the implementation of AB 1610 and AB 1612 (fingerprinting).	0	3	7
7.2	All fingerprinting requirements are met before a potential employee reports for employment.	5	6	6
7.3	The district shall obtain a criminal record summary from the Dept. of Justice before employing an individual and shall not employ anyone who has been convicted of a violent or serious felony.	0	3	3
7.4	The governing board requires every employee to present evidence of freedom from tuberculosis as required by state law.	4	5	5
7.5	No person shall be employed as a teacher's aide unless that person has passed the basic reading, writing, and mathematic skills proficiency required for graduation from high school.	7	7	7
7.7	All certificated persons hold one or more valid certificates, credentials or life diplomas which allow the holder to engage in school services designed in the document.	3	3	4
7.8	Duties to be performed by all persons in the classified service and other positions not requiring certification are fixed and prescribed by the Governing Board.	3	3	5
7.11	The district has established a process by which all required notices/in-service training has been performed and documented, i.e., child abuse reporting, blood-borne pathogens, Hepatitis B vaccinations, etc.	3	4	4
7.12	The district is in compliance with Title IX policies on discrimination and Government Code 1290(a) posting requirements concerning harassment or discrimination.	0	3	3
7.14	The district is in compliance with the Family Medical Leave Act (FMLA) including posting the proper notifications.	0	3	3

<b>Personnel Management (continued)</b>				
<b>Standard to be addressed</b>		<b>As Implemented</b>		
		<b>February 1999 Rating</b>	<b>August 1999 Rating</b>	<b>February 2000 Rating</b>
<b>8.2</b>	The Personnel Division provides an automated substitute calling system. The system should have ability to input and receive data. Data should be distributed to site and program managers.	4	4	6
<b>9.1</b>	The district has developed a systematic program for identifying areas of need for in-service training.	2	3	3
<b>9.2</b>	The Superintendent shall make provisions for HRED-directed staff development activities.	6	6	7
<b>11.3</b>	The Personnel Division has available to its employees various referral agencies to assist employees in need.	6	6	8
<b>11.4</b>	Benefit packages provide employee assistance programs.	10	10	10
<b>11.5</b>	Employee benefits are understood by employees through periodic printed communications provided by HRED personnel.	8	8	8
<b>12.1</b>	Salary schedules and benefits are competitive.	0	0	5

<b>Pupil Achievement</b>				
<b>Standard to be addressed</b>		<b>As Implemented</b>		
		<b>February 1999 Rating</b>	<b>August 1999 Rating</b>	<b>February 2000 Rating</b>
<b>1.1</b>	The district through its adopted policy provides a clear operational framework for management of the curriculum.	0	3	5
<b>1.2</b>	The district has clear and valid objectives for students, including the core curriculum content.	0	2	3
<b>1.3</b>	The district directs its resources fairly and consistently to accomplish its objectives.	0	2	4
<b>1.4</b>	The district has adopted multiple assessment tools, including diagnostic assessments, to evaluate, improve, or adjust programs and resources.	0	2	4
<b>1.5</b>	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	3
<b>1.7</b>	Staff development provides staff with the knowledge and the skills to improve instruction and the curriculum.	3	4	5
<b>1.8</b>	Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.	3	5	6
<b>1.9</b>	Evaluations provide constructive feedback for improving job performance.	0	3	4
<b>1.10</b>	Teachers use a variety of instructional strategies and resources that address their students' diverse needs.	0	0	3
<b>1.11</b>	Students are engaged in learning and they are able to demonstrate and apply their knowledge and skills.	0	0	3
<b>1.12</b>	The standards developed by the California Standards for the Teaching Profession are present and supported.	0	0	3
<b>1.13</b>	Teachers modify and adjust instructional plans according to student needs and success.	0	0	3
<b>1.14</b>	Challenging learning goals and instructional plans and programs for all students are evident.	0	0	3
<b>1.15</b>	The administration and staff utilize assessment information to improve learning opportunities for all students.	0	1	4
<b>1.16</b>	A common vision of what all students should know and be able to do exists and is put into practice.	0	0	4
<b>1.17</b>	Goals and grade level performance standards based on a common vision are present.	3	3	4
<b>1.18</b>	Every elementary school has embraced the 1997 California School Recognition Program Standards.	6	6	6

## Pupil Achievement (continued)

Standard to be addressed		As Implemented		
		February 1999 Rating	August 1999 Rating	February 2000 Rating
<b>1.19</b>	Efforts will be made by the district to partnership with state colleges and universities to provide appropriate courses accessible to all teachers.	8	8	8
<b>1.20</b>	Administrative support and coaching are provided to all teachers.	0	3	4
<b>1.21</b>	Professional development is linked to personnel evaluation.	0	3	4
<b>1.23</b>	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
<b>1.26</b>	The district has adopted a plan for integrating technology into the curriculum.	0	4	5
<b>2.1</b>	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	8	8
<b>2.4</b>	Categorical and compensatory program funds supplement, and do not supplant services and materials to be provided by the district.	0	3	4
<b>2.6</b>	The general instruction program adheres to all requirements set forth in (EC 51000-52950)	5	6	6

<b>Financial Management</b>		<b>As Implemented</b>		
		February 1999 Rating	August 1999 Rating	February 2000 Rating
<b>Standard to be addressed</b>				
<b>1.2</b>	Compton should have an audit committee to: (1) help prevent internal controls from being overridden by management; (2) help ensure ongoing state and federal compliance; (3) provide assurance to management that the internal control system is sound; and, (4) help identify and correct inefficient processes.	0	0	7
<b>1.4</b>	The organizational structure should clearly identify key areas of authority and responsibility. Reporting lines should be clearly identified and logical within each area.	1	6	6
<b>3.1</b>	Develop and use a professional development plan, i.e., training business staff. The development of the plan should include the input of business office supervisors and managers. The staff development plan should at a minimum identify appropriate programs office-wide. At best, each individual staff and management employee should have a plan designed to meet their individual professional development needs.	0	5	5
<b>3.2</b>	Develop and use a professional development plan for the in-service training of schoolsite/department staff by business staff on relevant business procedures and internal controls. The development of the plan should include the input of the business office and the schoolsites/departments and be updated annually.	3	3	3
<b>4.1</b>	The governing board should adopt policies establishing an internal audit function that reports directly to the superintendent/state administrator and the audit committee or governing board.	0	3	3
<b>4.2</b>	Internal audit functions should be designed into the organizational structure of Compton. These functions should include periodic internal audits of areas at high risk for non-compliance with laws and regulations and/or at high risk for monetary loss.	0	0	7
<b>4.3</b>	Qualified staff should be assigned to conduct internal audits and be supervised by an independent body, such as an audit committee.	0	0	6
<b>4.4</b>	Internal audit findings should be reported on a timely basis to the audit committee, governing board and administration, as appropriate. Management should then take timely action to follow up and resolve audit findings.	0	0	5
<b>5.2</b>	The budget development process includes input from staff, administrators, board and community.	3	3	5
<b>5.4</b>	The district should have a clear process to analyze resources and allocations to ensure that they are aligned with strategic planning objectives and that the budget reflects the priorities of the district.	3	3	5
<b>5.5</b>	The district should have policies in place to facilitate development of a budget that is understandable, meaningful, reflective of district priorities, and balanced in terms of revenues and expenditures.	2	6	6



<b>Financial Management (continued)</b>		<b>As Implemented</b>		
		February 1999 Rating	August 1999 Rating	February 1999 Rating
<b>Standard to be addressed</b>				
<b>6.1</b>	The budget office should have a technical process to build the preliminary budget amounts that includes: the forecast of revenues, the verification and projection of expenditures, the identification of known carryovers and accruals. and the inclusion of concluded expenditure plans. The process should clearly identify one-time sources and uses of funds. Reasonable ADA and COLA estimates should be used when planning and budgeting. This process should be applied to all funds.	2	2	5
<b>6.3</b>	Standardized budget worksheets should be used in order to communicate budget requests, budget allocations, formulas applied and guidelines.	4	4	5
<b>7.3</b>	The district should have procedures that provide for the development and submission of a district budget that adheres to criteria and standards and will be approved by the Los Angeles County Office of Education.	0	5	5
<b>7.7</b>	The district should include in its audit report, but not later than March 15, a corrective action for all findings disclosed as required by Education Code Section 41020.	4	5	5
<b>8.1</b>	All purchase orders are properly encumbered against the budget until payment.	5	7	7
<b>8.4</b>	The district uses an effective position control system, which tracks personnel allocations and expenditures. The position control system effectively establishes checks and balances between personnel decisions and budgeted appropriations.	4	4	5
<b>11.1</b>	An accurate record of daily enrollment and attendance is maintained at the site and reconciled monthly.	5	5	5
<b>11.2</b>	Policies and regulations exist for Independent Study, Home Study, inter/intradistrict agreements and districts of choice and should address fiscal impact.	7	7	7
<b>11.3</b>	Students should be enrolled by staff and entered into the attendance system in an efficient, accurate and timely manner.	8	8	8
<b>11.4</b>	At least annually, the school district should verify that each school bell schedule meets instructional time requirements for minimum day, year and annual minute requirements.	8	8	8
<b>11.5</b>	Procedures should be in place to ensure that attendance accounting and reporting requirements are met for alternative programs such as ROC/P and adult education.	8	8	8
<b>11.6</b>	The district should have standardized and mandatory programs to improve the attendance rate of pupils. Absences should be aggressively followed-up by district staff.	5	6	6

<b>Financial Management (continued)</b>		<b>As Implemented</b>		
		February 1999 Rating	August 1999 Rating	February 2000 Rating
<b>Standard to be addressed</b>				
<b>12.3</b>	The district should forecast its revenue and expenditures and verify those projections on a monthly basis in order to adequately manage its cash. In addition, the district should reconcile its cash to bank statements and reports from the county treasurer reports on a monthly basis. Standard accounting practice dictates that, in order to ensure that all cash receipts are deposited timely and recorded properly, cash be reconciled to bank statements on a monthly basis.	5	6	6
<b>12.5</b>	Standard accounting practice dictates that the accounting work should be properly supervised and work reviewed in order to ensure that transactions are recorded in a timely and accurate manner, and allow the preparation of periodic financial statements.	0	3	3
<b>13.1</b>	The governing board adopts policies and procedures to ensure compliance regarding how student body organizations deposit, invest, spend, raise and audit student body funds.	4	4	4
<b>13.4</b>	In order to provide adequate oversight of student funds and to ensure the proper handling and reporting, the California Department of Education recommends that internal audits be performed. Such audits should review the operation of student body funds at both district and site levels.	0	0	0
<b>14.3</b>	Multi-year financial projections should be prepared for use in the decision-making process, especially whenever a significant multi-year expenditure commitment is contemplated.	0	6	6
<b>17.1</b>	There should be a process in place for fiscal input and planning of the district technology plan. The goals and objectives of the technology plan should be clearly defined. The plan should include both the administrative and instructional technology systems. There should be a summary of the costs of each objective, and a financing plan should be in place.	2	2	2
<b>17.2</b>	Management information systems must support users with relevant, timely, and accurate information. Needs assessments should involve users in the definition of needs, development of system specifications, and selection of appropriate systems. District standards should be imposed to ensure the various systems are compatible and can be maintained and supported. The district must ensure all systems comply with the new Standardized Account Code Structure and year 2000 requirements and are compatible with the county systems with which they interface.	1	4	4

<b>Financial Management (continued)</b>		<b>As Implemented</b>		
<b>Standard to be addressed</b>		February 1999 Rating	August 1999 Rating	February 2000 Rating
<b>17.3</b>	Automated systems should be used to improve accuracy, timeliness, and efficiency of financial and reporting systems. Needs assessments should be performed to determine what systems are candidates for automation, whether standard hardware and software systems are available to meet the need, and whether or not the district would benefit. Automated financial systems should provide accurate, timely, relevant information and should conform to all accounting standards. The systems should also be designed to serve all of the various users inside and outside the district. Employees should receive appropriate training and supervision in the operation of the systems. Appropriate internal controls should be instituted and reviewed periodically.	4	4	4
<b>17.4</b>	Cost/benefit analyses provide an important basis upon which to determine which systems should be automated, which systems best meet defined needs, and whether internally generated savings can provide funding for the proposed system. Cost/benefit analyses should be complete, accurate, and include all relevant factors.	0	0	0
<b>17.6</b>	Major technology systems should be supported by implementation and training plans. The cost of implementation and training should be included with other support costs in the cost/benefit analyses and financing plans supporting the acquisition.	0	2	2
<b>18.2</b>	The district should have a work order system that tracks all maintenance requests, the worker assigned, dates of completion, labor time spent and the cost of materials.	6	6	6
<b>19.1</b>	In order to accurately record transactions and to ensure the accuracy of financial statements for the cafeteria fund in accordance with generally accepted accounting principles, the district should have adequate purchasing and warehousing procedures to ensure that: 1. Only properly authorized purchases are made consistent with district policies, federal guidelines and management direction. 2. Adequate physical security measures are in place to prevent the loss/theft of food inventories. 3. Revenues, expenditures, inventories and cash are recorded timely and accurately.	4	7	7
<b>19.2</b>	The district should operate the food services program in accordance with applicable laws and regulations.	0	6	6

<b>Facilities Management</b>		<b>As Implemented</b>		
		February 1999 Rating	August 1999 Rating	February 2000 Rating
<b>Standard to be addressed</b>				
<b>1.2</b>	The district includes the appropriate security devices in the design of new buildings as well as in modernized buildings.	8	8	8
<b>1.3</b>	Demonstrate that a plan of security has been developed which includes adequate measures of safety and protection of people and property.	5	6	7
<b>1.4</b>	To ensure that the custodial and maintenance staff are regularly informed of restrictions pertaining to the storage and disposal of flammable or toxic materials.	4	6	6
<b>1.5</b>	The district has a documented process for the issuance of master and sub-master keys. A district-wide standardized process for the issuance of keys to employees must be followed by all district administrators.	0	6	6
<b>1.6</b>	Bus Loading and unloading areas, delivery areas, and parking and parent loading/unloading areas are monitored on a regular basis to ensure the safety of the students, staff and community. Students, employees and the public should feel safe at all times on school premises.	0	6	6
<b>1.7</b>	Outside lighting is properly placed and monitored on a regular basis to ensure the operability/adequacy of such lighting to ensure safety while activities are in progress in the evening hours. Outside lighting should provide sufficient illumination to allow for the safe passage of students and the public during after-hours activities. Lighting should also provide security personnel with sufficient illumination to observe any illegal activities on campus.	0	4	4
<b>1.8</b>	The district has a graffiti and vandalism plan. The district should have a written graffiti and abatement plan that is followed by all district employees. The district provides district employees with sufficient resources to meet the requirements of the abatement plan.	6	6	6
<b>1.9</b>	Each public agency is required to have on file a written plan describing procedures to be employed in case of emergency.	3	3	3
<b>1.11</b>	Maintenance/custodial personnel have knowledge of chemical compounds used in school programs that include potential hazards and shelf life.	0	5	5
<b>1.12</b>	Building examinations are performed, and required actions are taken by the governing board upon report of unsafe conditions.	6	6	6
<b>1.14</b>	Sanitary, neat and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard.	0	4	4
<b>1.15</b>	The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions.	9	9	9

<b>Facilities Management (continued)</b>		<b>As Implemented</b>		
		February 1999 Rating	August 1999 Rating	February 2000 Rating
<b>Standard to be addressed</b>				
<b>1.16</b>	Appropriate fire extinguishers exist in each building and current inspection information is available.	6	6	6
<b>1.17</b>	All exits are free of obstructions.	5	5	5
<b>1.19</b>	An emergency plan exists.	8	8	8
<b>1.20</b>	Requirements are followed pertaining to underground storage tanks.	3	6	6
<b>1.21</b>	All asbestos inspection and asbestos work completed in the US is performed by Asbestos Hazard Emergency Response Act (AHERA) accredited individuals.	3	4	4
<b>1.25</b>	The district maintains a comprehensive employee safety program. Employees should be aware of the district safety program and the district provides in-service training to employees on the requirements of the safety program.	3	3	3
<b>1.26</b>	The district conducts periodic safety training for employees. District employees should receive periodic training on the safety procedures of the district.	3	3	3
<b>1.27</b>	The district should conduct periodic first aid training for employees assigned to school sites.	0	5	5
<b>2.1</b>	Compton Unified School District should have a long-range school facilities master plan.	0	5	6
<b>2.2</b>	Compton Unified School District should possess a California State Department of Education Facilities Planning and Construction Guide (dated 1991).	0	7	7
<b>2.3</b>	Compton Unified School District should seek state and local funds.	5	6	7
<b>2.4</b>	Compton Unified School District should have a facility planning committee.	0	2	4
<b>2.5</b>	Compton Unified School District should have a properly staffed and funded facility planning department.	4	5	5
<b>2.6</b>	Compton Unified School District should develop and implement an annual capital planning budget.	5	6	7
<b>2.7</b>	Compton Unified School District should have standards for real property acquisition and disposal.	0	5	6
<b>2.14</b>	Compton Unified School District should collect statutory school fees.	3	7	8
<b>2.15</b>	Compton Unified School District should consider developing an asset management plan.	0	0	2

<b>Facilities Management (continued)</b>		<b>As Implemented</b>		
		February 1999 Rating	August 1999 Rating	February 2000 Rating
<b>Standard to be addressed</b>				
<b>3.1</b>	The district has a restricted deferred maintenance fund and those funds are expended for maintenance purposes only. The deferred maintenance fund should be a stand-alone fund reflecting the revenues and expenses for the major maintenance projects accomplished during the year.	8	8	8
<b>3.3</b>	The CUSD applies to the State Allocation Board for facilities funding for all applicable projects.	8	8	9
<b>3.4</b>	The district consistently reviews and monitors its eligibility for state funding so as to capitalize upon maximal funding opportunities.	4	7	8
<b>3.5</b>	The CUSD establishes and implements interim housing plans for use during the construction phase of modernization projects and/or additions to existing facilities.	6	7	7
<b>3.8</b>	The CUSD obtains approval of plans and specifications from the Division of the State Architect and the Office of Public School Construction (when required) prior to the award of a contract to the lowest, responsible bidder.	0	0	3
<b>3.14</b>	Staff within the CUSD is knowledgeable of procedures within the Division of the State Architect.	5	5	5
<b>4.1</b>	The CUSD maintains an appropriate structure for the effective management of its construction projects.	3	3	4
<b>4.3</b>	The district maintains appropriate project records and drawings.	6	6	7
<b>5.4</b>	The CUSD ensures that biddable plans and specifications are developed through its licensed architects/engineers for respective construction projects.	6	7	7
<b>6.1</b>	The district complies with California Department of Education (CDE) requirements relative to the provision of Special Education Facilities.	10	10	10
<b>6.3</b>	The district provides facilities for its Special Education programs which provide appropriate learning environments in relation to educational program needs.	4	4	4
<b>7.3</b>	The district has complied with CDE suggested space requirements relative to the provision of educational environments for the implementation of Class Size Reduction (CSR).	0	0	4
<b>8.1</b>	The district should have an adopted policy for energy conservation and should take steps to implement an effective energy conservation program.	3	3	4
<b>8.2</b>	The district should have a comprehensive analysis of its utility bills (all sites) as it relates to its energy consumption.	0	5	5
<b>8.3</b>	The district should have identified all eligible sites for state funding and should have filed an application for each eligible site with the Office of Public School Construction.	9	9	9

<b>Facilities Management (continued)</b>		<b>As Implemented</b>		
		February 1999 Rating	August 1999 Rating	February 2000 Rating
<b>Standard to be addressed</b>				
<b>8.5</b>	Adequate maintenance records and reports are kept, including a complete inventory of supplies, materials, tools and equipment. All employees required to perform maintenance on school sites should be provided with adequate supplies, equipment and training to perform maintenance tasks in a timely and professional manner. Included in the training is how to inventory supplies and equipment and when to order or replenish them.	0	6	6
<b>8.6</b>	Procedures are in place for evaluating the work quality of maintenance and operations staff. The quality of the work performed by the maintenance and operations staff should be evaluated on a regular basis using a board-adopted procedure which delineates the areas of evaluation and the types of work to be evaluated.	5	5	5
<b>8.7</b>	Major areas of custodial and maintenance responsibilities and specific jobs to be performed have been identified. Custodial and maintenance personnel should have written job descriptions that delineate the major areas of responsibilities that they will be expected to perform and will be evaluated on.	6	6	6
<b>8.9</b>	The district has an effective preventive maintenance program. The district should have a written preventive maintenance program that is scheduled and followed by the maintenance staff. This program should include verification of the completion of work by the supervisor of the maintenance staff.	5	5	5
<b>8.11</b>	Toilet facilities are adequate and maintained. All buildings and grounds are maintained.	0	5	5
<b>8.12</b>	The district has implemented a planned program maintenance system. The district should have a written planned program maintenance system that includes an inventory of all facilities and equipment that will require maintenance and replacement. This program should include purchase prices, anticipated life expectancies, anticipated replacement timelines and budgetary resources necessary to maintain the facilities.	0	2	2
<b>9.6</b>	The CUSD has developed and maintains a plan to ensure equality and equity of its facilities throughout the district.	0	0	2
<b>9.7</b>	All schools shall have adequate heating and ventilation.	0	2	2
<b>9.8</b>	All schools shall have adequate lighting and electrical service.	0	0	2
<b>9.11</b>	Facilities within CUSD reflect the standards and expectations established by the community.	0	0	2





# STANDARDS TO BE INCLUDED IN FOCUS FOR NEXT SIX-MONTHS

<b>Community Relations</b>		<b>As Implemented</b>		
<b>Standard to be addressed</b>		Previous Rating	Self Evaluation	New Rating
<b>1.6</b>	Board spokespersons are skilled at public speaking and communications and are knowledgeable about district programs and issues.	2		
<b>2.5</b>	Board members refer informal public concerns to the appropriate staff for attention and response.	4		
<b>2.8</b>	The board provides access to schools for parents and community members while addressing safety issues related to visitors and volunteers.	3		
<b>2.9</b>	Board members are actively involved in building community relations.	4		
<b>3.1</b>	The board supports partnerships with community groups, local agencies and businesses.	5		
<b>3.3</b>	The membership of community collaboratives and advisory councils led by the district reflects the full cultural, ethnic, gender and socioeconomic diversity of the student population.	4		
<b>4.1</b>	Policies are written, organized and readily available to all members of the staff and to the public.	5		
<b>4.7</b>	The board supports and follows its own policies once they are adopted.	3		
<b>5.5</b>	Individual board members respect the decisions of the board majority and support the board's actions in public.	1		
<b>5.6</b>	Functional working relationships are maintained between the board and administrative team.	2		
<b>5.10</b>	The board restricts itself to a policy-making role and does not attempt to administer policies.	3		

<b>Personnel Management</b>				
<b>Standard to be addressed</b>		<b>As Implemented</b>		
		<b>Previous Rating</b>	<b>Self Evaluation</b>	<b>New Rating</b>
<b>2.3</b>	The Personnel Division provides an annual report of activities and services provided during the year.	0		
<b>5.3</b>	The Personnel Division has developed a video of the district activities and expectations for new employee orientation.	0		
<b>6.3</b>	The Personnel Division has an operation procedures manual for internal department use in order to establish consistent application of personnel actions.	0		
<b>6.4</b>	The Personnel Division has a process in place to systematically review and update job descriptions. These job descriptions shall be in compliance with the Americans With Disabilities Act (ADA) requirements.	0		
<b>6.7</b>	Wage and salary determination and ongoing implementation are handled, without delays and conflicts (substitutes, temporary employees, stipends, shift differential, etc.)	0		
<b>6.8</b>	Regulations or agreements covering various types of leaves are fairly implemented.	0		
<b>7.6</b>	A clear implemented policy exists on the prohibition of discrimination.	3		
<b>7.10</b>	Current position descriptions are established for each type of work performed by certificated and classified employees.	2		
<b>8.6</b>	The Personnel Division has computerized its employee database system including, but not limited to: Credentials Seniority Lists Evaluations, Personnel by funding source, program, location, Workers' Compensation Benefits.	0		
<b>9.3</b>	Teachers and other professional school services personnel are provided diversity training.	2		
<b>10.1</b>	The evaluation process is a regular function related to each employee involving criteria related to the position.	2		
<b>10.6</b>	The Personnel Division has developed an evaluation handbook for management and supervisory training.	0		
<b>10.8</b>	The Personnel Division has developed a process for providing assistance to marginal employees (remediation).	0		
<b>11.2</b>	The Personnel Division has developed recognition programs for all employee groups.	2		

<b>Pupil Achievement</b>				
<b>Standard to be addressed</b>		<b>As Implemented</b>		
		<b>Previous Rating</b>	<b>Self Evaluation</b>	<b>New Rating</b>
<b>1.2</b>	The district has clear and valid objectives for students, including the core curriculum content.	3		
<b>1.5</b>	Expectations and a practice exist to improve the preparation of students and to build a school structure with the capacity to serve all students.	3		
<b>1.6</b>	The assessment tools are clear measures of what is being taught and provide direction for improvement.	0		
<b>1.10</b>	Teachers use a variety of instructional strategies and resources that address their students' diverse needs.	3		
<b>1.11</b>	Students are engaged in learning and they are able to demonstrate and apply their knowledge and skills.	3		
<b>1.12</b>	The standards developed by the California Standards for the Teaching Profession are present and supported .	3		
<b>1.13</b>	Teachers modify and adjust instructional plans according to student needs and success.	3		
<b>1.14</b>	Challenging learning goals and instructional plans and programs for all students are evident.	3		
<b>1.22</b>	Collaboration exists between higher education, district, professional associations and community in providing professional development.	7		
<b>1.23</b>	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.	3		
<b>1.24</b>	Clearly defined discipline practices have been established and communicated among the students, staff, board and community.	8		
<b>1.25</b>	The district will ensure that all instructional materials are accessible to all students.	4		
<b>2.2</b>	On a yearly basis, the district notifies all 11th and 12th grade students regarding the California High School Proficiency Examination.	6		
<b>2.3</b>	Class time is protected for student learning.	6		
<b>2.7</b>	All incoming kindergarten students will be admitted following board-approved policies and administrative regulations.	8		

## Pupil Achievement

Standard to be addressed		As Implemented		
		Previous Rating	Self Evaluation	New Rating
2.8	The district shall inform parents of the test scores of their children, and provide general explanation of these scores.	8		
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		
2.10	Student achievement will be measured using the standardized achievement tests and a variety of measurement tools, i.e., portfolios, projects, oral reports, etc.	0		

<b>Financial Management</b>		<b>As Implemented</b>		
<b>Standard to be addressed</b>		<b>Previous Rating</b>	<b>Self Evaluation</b>	<b>New Rating</b>
<b>5.1</b>	The budget development process requires a policy-oriented focus by the governing board to develop an expenditure plan which fulfills the district's goals and objectives. The governing board should focus on expenditure standards and formulas that meet the district goals. The governing board should avoid specific line item focus but direct staff to design an entire expenditure plan focusing on student and district needs.	0		
<b>9.1</b>	The district budget should be a clear manifestation of district policies and should be presented in a manner that facilitates communication of those policies.	3		
<b>10.1</b>	The governing board must review and approve, at a public meeting and on a quarterly basis, the district's investment policy.	0		
<b>12.1</b>	The district should adhere to the California School Accounting Manual (CSAM) and Generally Accepted Accounting Principles (GAAP) as required by Education Code Section 41010. Furthermore, adherence to CSAM and GAAP helps to ensure that transactions are accurately recorded and financial statements are fairly presented.	2		
<b>12.2</b>	The district should timely and accurately record all information regarding financial activity regarding income and expenditures (unrestricted and restricted) for all programs. Generally Accepted Accounting Principles (GAAP) require that in order for financial reporting to serve the needs of the users, it must be reliable and timely. Therefore, the timely and accurate recording of the underlying transactions (revenue and expenditures) is an essential function of the district's financial management.	3		
<b>12.7</b>	Generally accepted accounting practices dictate that in order to ensure accurate recording of transactions, the district should have standard procedures for closing its books at fiscal year-end. The district's year-end closing procedures should be in compliance with the procedures and requirements established by the County Office of Education.	0		
<b>13.2</b>	Proper supervision of all student body funds shall be provided by the board. [EC 48937] This supervision includes establishing responsibilities for managing and overseeing the activities and funds of student organizations, including providing procedures for the proper handling, recording and reporting of revenues and expenditures.	0		
<b>13.3</b>	In order to provide for oversight and control, the California Department of Education recommends that periodic financial reports be prepared by sites, and then summarized by the district office.	0		

<b>Financial Management (continued)</b>		<b>As Implemented</b>		
<b>Standard to be addressed</b>		<b>Previous Rating</b>	<b>Self Evaluation</b>	<b>New Rating</b>
<b>13.4</b>	In order to provide adequate oversight of student funds and to ensure the proper handling and reporting, the California Department of Education recommends that internal audits be performed. Such audits should review the operation of student body funds at both district and site levels.	0		
<b>15.2</b>	When authorized, the district should only use non-voter approved, long-term financing such as certificates of participation (COPS), revenue bonds, and lease-purchase agreements (capital leases) to address capital needs, and not operations. Further, the general fund should be used to finance current school operations, and in general should not be used to pay for these types of long-term commitments.	0		
<b>16.1</b>	The governing board is the final signature of a collective bargaining agreement and they must, consequently, work closely with the superintendent and the district's chief negotiator to ensure that the bargaining agreement effectively reflects the policy interests of the district. The governing board must be able to develop, with the district administrative team, parameters and guidelines for the collective bargaining negotiation; district board guidelines must represent the public interest and avoid, throughout the negotiating debate, representation of special interests or selected district employees. The board must ensure that the agreement enhances the instructional delivery while at the same time maintaining fiscal solvency for the district. Governing board parameters must be provided in a confidential environment reflective of the obligations of an closed executive board session.	2		
<b>16.2</b>	A collective bargaining decision can dramatically change the most well thought out and committed goals and objectives of a district. A collective bargaining agreement, both fiscally and organizationally, can dramatically change the nature of a district's ability to be able to maintain multi-year fiscal solvency. District administration and the governing board should consider and have available multi-year projections at all times when they are concluding substantive fiscal decisions of the collective bargaining agreement.	2		
<b>17.4</b>	Cost/benefit analyses provide an important basis upon which to determine which systems should be automated, which systems best meet defined needs, and whether internally generated savings can provide funding for the proposed system. Cost/benefit analyses should be complete, accurate, and include all relevant factors.	0		

<b>Facilities Management</b>		<b>As Implemented</b>		
<b>Standard to be addressed</b>		Previous Rating	Self Evaluation	New Rating
<b>1.25</b>	The district maintains a comprehensive employee safety program. Employees should be aware of the district safety program and the district provides inservice training to employees on the requirements of the safety program.	3		
<b>1.26</b>	The district conducts periodic safety training for employees. District employees should receive periodic training on the safety procedures of the district.	3		
<b>2.14</b>	Compton Unified School District should collect statutory school fees.	8		
<b>3.6</b>	The CUSD has established and maintains a system for tracking the progress of individual projects.	4		
<b>3.8</b>	The CUSD obtains approval of plans and specifications from the Division of the State Architect and the Office of Public School Construction (when required) prior to the award of a contract to the lowest, responsible bidder.	3		
<b>3.10</b>	The CUSD maintains a plan for the maintenance and modernization of its facilities. [EC 17366]	0		
<b>7.3</b>	The CUSD has complied with CDE suggested space requirements relative to the provision of educational environments for the implementation of Class Size Reduction (CSR).	4		
<b>8.1</b>	The district should have an adopted policy for energy conservation and should take steps to implement an effective energy conservation program.	4		
<b>8.2</b>	The district should have a comprehensive analysis of their utility bills (all sites) as it relates to their energy consumption.	5		
<b>8.12</b>	The district has implemented a planned program maintenance system. The district should have a written planned program maintenance system that includes an inventory of all facilities and equipment that will require maintenance and replacement. This program should include purchase prices, anticipated life expectancies, anticipated replacement timelines, and budgetary resources necessary to maintain the facilities.	2		
<b>9.1</b>	The CUSD has developed a plan for attractively landscaped facilities.	2		
<b>9.7</b>	All schools shall have adequate heating and ventilation.	2		
<b>9.8</b>	All schools shall have adequate lighting and electrical service.	2		
<b>9.11</b>	Facilities within the CUSD reflect the standards and expectations established by the community.	2		