Fiscal & Crisis Management Assistance Team

Compton Unified School District

Pupil Achievement

Comprehensive Review
February 1999

Administrative Agent
Larry E. Reider
Office of Kern County
Superintendent of Schools

Chief Executive Officer
Thomas E. Henry

INTRODUCTION

Background

In May, 1998, a formal curriculum management audit of the Compton Unified School District was conducted by a team of auditors from the California Curriculum Management Audit Center (CCMAC), an affiliate of the Association of California School Administrators (ACSA). This document reflects the findings and recommendations of the audit team related to the standards established by the Fiscal Crisis Management Assistance Team (FCMAT) as well as those standards used by the CCMAC to compare, verify, and comment upon the district's existing curricular management practices. The comprehensive CCMAC audit report under separate cover and attached to this report supplements and fully supports the findings and recommendations expressed below.

This document also reflects subsequent follow-up planning efforts conducted by an ACSA consultant in collaboration with the State Administrator for the Compton Unified School District and his assistant superintendents. The overarching purpose of this follow-up planning was to develop a workable scheme for rehabilitating the district's educational operations. The district must move ahead rapidly enough to demonstrate convincing progress, yet deliberately enough to assure authentic change and reform. The last thing the Compton district needs is another useless study of the district's deficiencies.

The State Administrator and the ACSA Consultant agreed upon the concept of a developmental implementation plan narrowly focusing on the district's highest priorities at first and gradually adding more components and greater sophistication. The Consultant and Administrator were also in agreement that the recommendations of the audit team could not be implemented in isolation. Rather, these were parts of a whole, integrated instructional delivery system. The result was the joint development of a sequenced, integrated Instructional Recovery Plan Outline. The Recovery Plan Outline is appended to this document, and because it serves to establish operational priorities and implementation timelines, it must be considered an integral component.

Several high priority objectives guided the planning process and describe the theoretical approach which produced the sequenced Instructional Recovery Plan Outline as well as the Instructional Management Assessment Document below. These were as follows:
- To ensure system coordination and integration, use a task force approach to curriculum management which includes the heads of the three divisions responsible for (1) curriculum development, (2) educational operations, and (3) assessment.
- Focus first on careful articulation of Language Arts, Math, and Science Curricula.
- Align curricula with SAT-9 and CAT-5 and district writing assessments.
- Implement methodically, beginning with Language Arts, then math.
- Involve "critical friends" at every step.
- Develop curriculum testing procedures concurrently with curriculum development.
- Focus staff development (both faculty and administration) on use of test data to improve instruction.
- Institutionalize the curriculum development and assessment processes through revised Table of Organization, policies, procedures.

In some cases, significant overlap exists between the combined CCMAC and FCMAT "Professional" Standards, and the "Legal" Standards. No attempt has been made to sort out the differences between these overlapping standards; consequently a few of the findings and/or recommendations are repetitive.

A Curriculum Management Audit is designed to reveal the extent to which officials and professional staff of a school district have developed and implemented a sound, valid, and operational system of curriculum management. Such a system, set within the framework of adopted board policies, enables the school district to make maximum use of its human and financial resources in the education of its students. When such a system is fully operational, it assures Compton taxpayers that their fiscal support is optimized under the conditions in which the school district functions.

The Study Team

The CCMAC study team was composed of ten trained curriculum auditors. These were as follows:

> Joseph R. Busch, M.S., P.D.
> Larry E. Frase, Ed.D. -lead Auditor
> Jacqueline K. Mitchell, Ph.D.
> Daniel R. Moirao, Ed.D.
> Carolyn Moshier, M.A.
> Eve Proffitt, Ed.D.
> Karen Romito, M.A.
> Carolyn S. Ross
> James A. Scott, Ph.D.
> Eustace G. Thompson, Ph.D.

Study Guidelines

The Models

The guidelines employed by the CCMAC for the study of the Compton Unified School District were those developed for the Curriculum Management Audit model widely published in the national professional literature and most recently in the American Association of School Administrators bestseller, Skills for Successful School Leaders (Second Edition, Hoyle, English, and Steffy, 1990).

General quality control assumes that at least three elements must be present in any organizational and work-related situation for it to be functional and capable of being improved over time. These are: (1) a work standard, goal/objective, or operational mission; (2) work directed toward attaining the mission, standard, goal/objective; and (3) feedback (work measurement), which is related to or aligned with the standard, goal/objective, or mission.

When activities are repeated, there is a "learning curve," i.e., more of the work objectives are achieved within the existing cost parameters. As a result, the organization, or a sub-unit of an organization, becomes more "productive" at its essential short- or long-range work tasks.

Within the context of an educational system and its governance and operational structure, curricular quality control requires: (1) a written curriculum in some clear and translatable form for application by teachers in classroom or related instructional settings, (2) a taught curriculum that is shaped by and interactive with the written one, and (3) a tested curriculum that includes the tasks, concepts, and skills

of pupil learning which are linked to both the taught and written curricula. This model is applicable in any kind of educational work structure typically found in mass public educational systems and is suitable for any kind of assessment strategy, from norm-referenced, standardized tests to more authentic approaches.

The Curriculum Management Audit assumes that an educational system, as one kind of human work organization, must be responsive to the context in which it functions and in which it receives support for its continuing existence. In the case of public educational systems, the support comes in the form of tax monies from three levels: local, state, and federal.

Principles and Guidelines for Auditors

The Curriculum Management Audit Center carefully trains and selects its auditors for each Curriculum Management Audit undertaken. While a Curriculum Management Audit is not a financial audit, it is governed by some of the same principles and guidelines as follows:

Technical Expertise

Curriculum Management Auditors must have actual experience in conducting the affairs of a school system at all levels audited. They must understand the tacit and contextual clues of sound curriculum management.

The Compton Unified School District's Curriculum Management Audit Team included auditors who have been school superintendents, assistant superintendents, directors, coordinators, principals and assistant principals, as well as elementary and secondary classroom teachers in public educational systems.

The Principle of Independence

None of the CCMAC/CMAC's Curriculum Management Audit Team members had any vested interest in the findings or recommendations of the Compton Unified School District's Curriculum Management Audit. None of the auditors know the individuals who occupy top or middle management positions in the Compton Unified School District, nor any of the past or current members of the Compton Unified School District's Board of Education.

The Principle of Objectivity

Events and situations that comprise the database for the Curriculum Management Audit are derived from documents, interviews, and site visits. This public database, and subsequent judgments made upon it, must be verifiable and grounded in it. Findings must be factually triangulated.

The Principle of Consistency

All CCMAC/CMAC Curriculum management Audits have used the same standards and basic methods since the initial audit many years ago. Audits are not normative in the sense that one school system is compared to another. School systems, as the units of analysis, are compared to a set of standards and positive/negative discrepancies cited.

The Principle of Materiality

The CCMAC/CMAC auditors have broad implied and discretionary power to focus on and select those findings which they consider most important to describing how the curriculum management system is

functioning in a school district and hwo that system must improve, expand, delete, or reconfigure various functions in order to attain an optimum level of performance.

The Principle of Full Disclosure
Auditors must reveal all relevant information to the users of the audit, except in cases where such disclosure would compromise the identity of employees or patrons of the system. Confidentiality is respected in audit interviews.

In reporting data derived from site interviews, some descriptive terms are used which lack a precise quantifiable definition. For example:
- "Some school principals said that.... "
- "Many teachers expressed concern that..."
- "There is widespread comment about..."

The basis for these terms is the number of persons in a group or class of persons who were interviewed, as opposed to the total potential number of persons in a category. This is a particularly salient point when not all persons within a category are interviewed. "many teachers said that..." represents only those interviewed by the auditors, or who may have responded to a survey, and not "many" of the total group whose views were not sampled and therefore could not be disclosed during an audit.

In general, these quantifications may be applied to the principle of full disclosure:

Descriptive Term	General Quantification Range
Some or a few	2-5 persons, depending upon group size. For example, "Some of the board" would not be more than two because three would be a majority.
Many	Less than a majority, more than 30 percent of a group or class of people interviewed.
A majority	More than 50 percent, less than 75 percent.
Most or widespread	75-89 percent of a group or class or persons interviewed.
Nearly all	90-99 percent of those interviewed in a specific class or group of persons.
All or everyone	100 percent of all persons interviewed within a similar group, job, or class.

It should be noted for purposes of full disclosure that some groups within a school district are almost always interviewed in toto. The reason is that the audit is focused on management and those people who have policy and managerial responsibilities for the overall performance of the system as a system. In all audits an attempt is made to interview every member of the Board of Education and all top administrative officers, all principals, and the executive board of the teachers' association or union. While teachers and parents are interviewed, they are considered in a status different from those who have system-wide responsibilities for a district's operations. Students are rarely interviewed unless the system has made a specific request in this regard.

The auditors interviewed three board members, all administrators, 100 teachers, 30 community members, and two news media representatives.

Data Sources of the Curriculum Management Audit
A Curriculum Management Audit uses a variety of data sources to determine if each of the three elements of curricular quality control is in place and connected one to the other. The audit process also seeks to find whether pupil learning has improved as the result of effective application of curricular

quality control.

The major sources of data for the Compton Unified School District's Curriculum Management Audit were as follows:

Documents
These sources consisted of written board policies, administrative regulations, curriculum guides, memoranda, budgets, state reports, accreditation documents, and any other source of information that would reveal elements of the written-taught-tested curricula and the linkages among these elements.

Interviews
Interviews were conducted by the CMAC auditors to shed light on the same elements often included in written documents or reports and to reveal interrelationships and contextual understanding. Interviews were held with all board members, top level administrative staff, building principals, some classroom teachers, and parents.

Site Visits
The CMAC audit team toured all building sites. Site visits reveal the actual context in which curriculum is designed and delivered in a school system. Contextual references are important as they indicate discrepancies in documents or unusual working conditions. The CMAC auditors visited all schools and the District Resource Center.

Summary of Findings and Recommendations

The paragraphs below summarize the findings and recommendations of the CCMAC study. They have been grouped into the following five general categories:

Control of Resources, Programs, and Personnel
Clear and Valid Objectives for Students
Internal Consistency and Rational Equity in Program Development and Implementation
Use of Assessments to Improve Programs
Improved Organizational Productivity

Control of Resources, Programs, and Personnel
Findings
The auditors found outdated and incomplete board policies. The district lacks adequate policies for staff to use in making informed and consistent curriculum decisions. Although outdated, many of the existing policies are not followed. The Table of Organization (T/O) contains technical errors and does not reflect the day-to-day organization of the school district. The span of control for some administrators is excessive, some functions are illogically grouped, line and staff relationships are not clearly separated in some instances, numerous scalar problems exist, and not all positions are presented on the T/O, including teachers.

Planning in the Compton Unified School District has been reactive rather than proactive, and formal planning processes lack critical components needed for effective planning. High staff turnover is a major problem. The Compton Unified School District has had five State Administrators since 1993 and seven superintendents from 1970 to 1993. Teacher turnover is above 40 percent. Further, the district has been unable to recruit adequate numbers of certified teachers. In 10 schools, more than 50 percent of the

teachers lack full certification. Salary schedules for Compton Unified School District's employees are below neighboring districts.

Recommendations
The auditors recommend the district develop, implement, and monitor the use of a comprehensive set of policies to direct curriculum management, design, and delivery. In addition, the organizational structure and responsibilities of the administrators should be revised to improve support for curriculum design and delivery.

Efforts should also be undertaken to refine and implement the district planning process to ensure focus and connectivity to increased student achievement.

Clear and Valid Objectives for Students
Findings
The auditors found the school district lacking in a comprehensive curriculum management system needed to provide a focused and consistent educational program. The district has in the past year developed written curriculum in the core content areas; however, overall written curriculum for all subject areas is lacking. The scope of the curriculum is inadequate.

The written curriculum guides were found to be inadequate to drive effective instruction in the classrooms. There are objectives developed for the core content areas and in some other subject areas, but the guides are inadequate in design. The auditors found course content outlines to be considered the curriculum guides for many of the high school subjects. The district lists the state standards for the core content areas but failed to develop curriculum guides to meet those standards.

The auditors did not find a curriculum management plan used to direct the development, implementation, evaluation, and revision of the curriculum. The district aligned district assessment to the written curriculum in the core content areas. A staff development program to support teachers in the delivery of the curriculum is missing.

Programmatic linkages are missing. There are no central procedures to direct program development and coordination with the curriculum and accountability measures. Instead, programs stand alone as independent entities with separate planning components and program objectives. Evaluation is lacking for the programs.

Monitoring of the curriculum is adequate; however, given the amount of documented monitoring, the system is ineffective in changing classroom instruction and improving student learning. The quality of instruction is uneven with the use of effective teaching practices varying among teachers.

Recommendations
The auditors recommend that the district develop and implement a written comprehensive curriculum management system with aligned guides that establish challenging student learnings. The district should also take steps to focus the role of principals and educational administrators on high quality curriculum and instruction and monitor to ensure effectiveness.

Internal Consistency and Rational Equity in Program Development and Implementation
Findings

The auditors found that staff development requirements are unusually heavy due to the district's inability to recruit and retain qualified teachers and support staff. Evaluation of the staff development program is unrelated to student achievement and, hence, inadequate and ineffective. There is no policy requiring articulation and coordination of the curriculum; no comprehensive, sequential listing of learning objectives; and no effective, system-wide efforts to achieve coordination and articulation. The lack of equitable access to the curriculum for all students has been repeatedly documented in this and other reports by state agencies and is still a serious problem. The district has persistent problems with providing equitable access to the curriculum for all bilingual and special education students. Auditors found similar problems in resource allocation, student participation, course offerings, discipline, and other areas. Where they exist, plans to correct these deficiencies are inadequate.

Recommendations
The auditors recommend that the district establish a staff development program to support the design and delivery of the curriculum. In addition, the district should establish procedures to overcome inequities in student outcomes and resource allocations. Finally, strategies must be developed to establish competitive salaries for teachers and administrators and to establish strict accountability for high quality job performance.

Use of Assessments to Improve Programs
Findings
The auditors found the Compton Unified School District weak in the design and use of feedback structures. A comprehensive student and program assessment plan does not exist. Assessment strategies on district and school levels lack a clear and uniform focus. The scope of assessment data is limited to reading, language, and mathematics, which are examined extensively. The database is restricted in content having limited use for program interpretation and improvement. Test scores are uniformly lower than national standards and have not shown improvement over time. There is variation in grade level and individual school scores from year to year with no discernible trends toward consistent incremental improvement of student achievement. Personnel evaluation is not constructive and does not provide constructive feedback for the improvement of job performance.

Recommendations
The auditors recommend that the district establish and implement a comprehensive district assessment program. Efforts should also be directed to establish programs that are data driven, integrated, and cohesive to ensure continuity and effectiveness in the delivery of the curriculum.

Improved Organizational Productivity
Findings
The auditors found that the Compton Unified School District has made progress in improving its financial condition. Spending in many areas has been reduced and the district has met the state of California's recommended level of available reserves for the past two years. However, district efforts to establish fiscal stability have been hampered by inadequate and ineffective financial procedures. Despite a reduction in the number of external audit report findings over the past two years, significant internal control problems persist.

The district uses a traditional process for the development of the unrestricted General Fund budget in which appropriations are based on per-pupil allocations and previous years' expenditures. Site-level teams make budgetary decisions regarding the use of categorical funds. There is no singular district model for the development of site budgets and no district-wide process to tie student achievement and

program performance feedback to budgetary decision. Linkages connecting resource allocations, program priorities, and district goals are inadequate.

The auditors found that many district facilities are inadequate to support quality instructional programming. Despite recent facilities improvement efforts, safety hazards, basic infrastructure problems, and inadequate maintenance continue to hamper the instructional process. No long-range plan exists to address facilities problems.

Technology planning is inadequate and does not ensure efficient and effective use of computers by students and staff. Much of the district's computer equipment is obsolete and very few classroom computers are networked. Opportunities for access to up-to-date technological equipment vary from school to school within the district.

Numerous and disjointed program interventions operate in the Compton Unified School District. No process was identified for the systematic development, implementation, monitoring, and evaluation of activities and programs to respond to critical needs.

Recommendations
The auditors recommend that the district restructure its personnel and financial procedures to more adequately meet the unique needs of the Compton Unified School District. To facilitate this restructuring process, the auditors recommend the use of outside contractors. In addition, the district should develop and implement a long-range plan to ensure infusion of technology into the curriculum.

RECOVERY PLAN

Presented below are the professional standards for school district instructional management along with the findings and recommendations of the auditors. Together they constitute goals and strategies for instructional recovery in the Compton Unified School District.

It is important to emphasize that no listing of standards, goals, and strategies comprise a workable plan. The developmental implementation plan outline developed jointly by the State Administrator and the CCMAC consultant establishes the critical operational priorities and timelines and must be considered an integral component of this recovery plan..

1.1 Curriculum Management – Policy

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

Sources and Documentation
1. Board Policies and Procedures
2. The official district Table of Organization and job descriptions
3. Various planning documents related to curriculum management
4. Testimony from teachers, principals, district administrators, board members, and citizens

Findings
1. The auditors found the Compton board policies and procedures to be inadequate with respect to curriculum management and did not adequately provide direction for clear and appropriate content objectives for students. Moreover, the auditors found the policies were not regularly observed, and, therefore, they were ineffective as a means for making rational decisions and guiding the school district (See CCMAC Report, Finding 1.1 through 1.4)
2. An analysis of the policies revealed that 21 of 22 characteristics of high quality board policies and procedures governing curriculum were missing in the Compton documents. (See CCMAC Report, Exhibit 1.1.2.)
3. The Table of Organization revealed organizational weaknesses in 5 of the 6 principles of sound organizational management. (See CCMAC Report, Exhibit 1.2.1.)
4. The auditors found that the district does not adhere to its policies concerning the preparation and maintenance of job descriptions for positions related to curriculum delivery. Many job descriptions were of poor quality and adoption dates could not be determined. In some instances, job vacancy notices served as job descriptions. Discrepancies between job descriptions and the Table of Organization were apparent. Several job descriptions were missing, although the positions were included on the Table of Organization. Sixty percent of the job descriptions for positions involved with the instructional program lacked statements regarding expectations related to the design and delivery of curriculum. (See CCMAC Report, Exhibits 1.2.4, 1.3.3, 1.3.4)
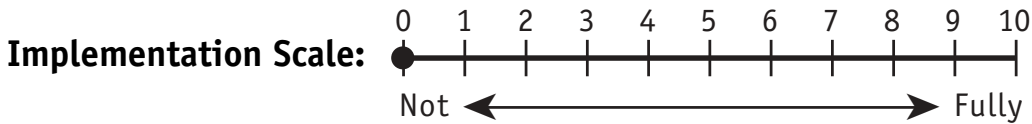
Recommendations and Recovery Steps
1. Adopt board policies and procedures to include the 22 CCMAC standards concerning curriculum development and revision, program assessment, budgeting, and staff development.
   a. Revise and update all policies.
   b. Include in policy explicit requirements for alignment of the written, taught, and tested curriculum; the periodic review of the curriculum; and the development and design of curriculum based on student and program assessment.
   c. Design and adopt a plan for reviewing board policies on a regular basis.
2. Develop a process for holding all staff accountable for strictly observing board policy.
   a. Design and implement an ongoing system for training administrators and other appropriate staff concerning board policy requirements and expectations.
   b. Revise the organizational structure and the responsibility of administrators to improve support for curriculum design and delivery.
   c. Revise job descriptions to conform with CCMAC standards. The job descriptions must be accurate, complete, linked to the curriculum, and properly related to the Table of Organiza-

tion. Moreover, they must adhere to Compton Unified School District policies requiring that job descriptions be kept in an orderly fashion, either in the policy manual or in a separate manual.

   d. Revise the Table of Organization to conform with the six CCMAC principles for organizational management.

   e. Develop T/Os for all other major departments and follow the CCMAC criteria.

   f. Reduce the span of control for principals' supervisors to the range of 7-12 employees.

   g. Revise job descriptions so that they are accurate, complete, and linked to curriculum. Follow the CCMAC criteria for assessing job descriptions.

   h. Adhere to Compton Unified School District's policies requiring that job descriptions be kept in an orderly fashion either in the policy manual or a separate manual.

   i. Structure organization relationships to avoid conflicts of interest, especially for the program evaluation staff component.

   j. Implement the proposed T/O and explain its significance to all Compton Unified School District employees and the Board of Trustees.

Standard Implemented: Not

Implementation Scale:

```
 0   1   2   3   4   5   6   7   8   9   10
 ●---+---+---+---+---+---+---+---+---+---+
 Not ◄─────────────────────────► Fully
```

1.2 Student Objectives – Core Curriculum Content

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

Sources and Documentation
1. All curriculum guides and course outline
2. Interviews with teachers, administrators, parents, board members
3. Planning documents related to curriculum planning
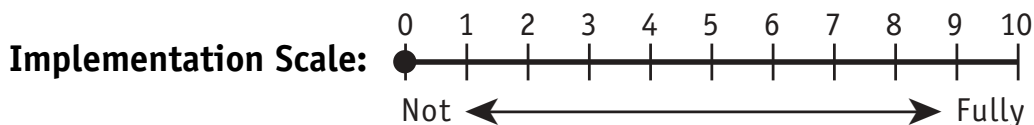
Findings
1. The auditors found the scope of the curriculum guides to be inadequate to guide instruction. (See CCMAC Report Finding 2.2). Moreover, the quality of the existing guides were found to be inadequate (See CCMAC Report Finding 2.3.)
2. Curriculum guides vary in quality and are inadequate to guide teaching. Of 57 curriculum guides and over 400 course outlines analyzed, only a few were adequate and none were strong. (See CCMAC Audit Report, Finding 2.3.)

Recommendations and Recovery Steps
1. Develop and implement a written comprehensive curriculum management system and aligned guides that establish challenging student learnings.
   a. Develop policy that clearly depicts expectations for curriculum management including the expectation that the approach to curriculum development includes a comprehensive needs assessment, a systemic review of each instructional program every four to six years, the development and revision of curriculum guides, and policies and procedures for formal reviews and adoption of all curriculum guides by the Board of Education.
   b. Develop a comprehensive curriculum management system, including a planning calendar. Such a calendar would establish development priorities based upon student needs, specify target dates for accomplishing those priorities based upon student needs, identify resources needed, and assign specific responsibilities.
   c. Develop a menu of curriculum documents to meet varying teacher needs including:
      - For each subject, K-12, develop a scope and sequence chart that will show major emphasis grade by grade, subject by subject.
      - For each subject area, K-12, develop curriculum guides that provide teachers with the information they need to plan and deliver effective instruction. The contents of those guides need to be determined by the needs and preferences of teachers and the recommendations of the subject-matter experts.
      - For each grade level, K-12, develop grade-level summaries for all subjects in the program of studies.
   d. Recommend time allocations that reflect district priorities. Those recommendations need to be presented as flexible guidelines, not as mandates. They need to be identified as Recommended Time Allocations.
   e. Align or develop curriculum to achieve desired student expectations. Once student learnings are identified, an alignment with existing curriculum development efforts will be necessary. These expectations will drive the curriculum and be the criteria for inclusion, exclusion, and modification decisions. Therefore, connectivity from one level to another is critical.
   f. Provide staff development for teachers and principals to inform them of the knowledge base.

2. Establish a curriculum revision cycle including a multi-step process as follows:
   a.   The first step in the process involves organizational preparation. During this step:
   - Select a uniform, district-wide format for curriculum guides that is functional, user friendly, and focused on the essential components described in state standards.
   - Establish a timetable for developing, evaluating, and revising all curriculum guides in the system.
   b. The second step in the process involves establishing or refining student outcomes. To determine student outcomes:
   - Review the latest research and expert thinking in the discipline.
   - Assess existing curriculum strengths and weaknesses.
   - Assess current and future expectations of students, community, and society.
   c.   The third step involves designing curriculum. During this step:
   - Establish goals and outcomes for each discipline and link them to the district's mission and goals and promote expectations that are linked to the graduation requirements.
   - Establish a complete set of student outcomes that are aligned to those of the State Department of Education and the National Standards but which extend beyond these expectations to better meet the needs of the students of the Compton Unified School District.
   - Align the student assessment plan with student outcomes.
   - Provide instructional tools/resources "matched" to student outcomes beyond district-adopted textbooks.
   - Provide suggested specific instructional strategies focused on achieving the student outcomes at high cognitive levels.
   d. The fourth step includes piloting the revised curriculum. During this step:
   - Pilot the resource materials, assessments, and strategies with a designated number of staff.
   - Evaluate procedures to determine the effectiveness of revisions.
   - Revise field-tested curriculum guides based on feedback prior to final adoption.

Standard Implemented: Not

Implementation Scale:

```
      0   1   2   3   4   5   6   7   8   9  10
      ●───┼───┼───┼───┼───┼───┼───┼───┼───┼───┤
      Not ◄─────────────────────► Fully
```

1.3 Allocation of Resources – Objectives

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

Sources and Documentation
1. Budget documents
2. Board policies on Affirmative Action, Instructional program, Philosophy – goals and general objectives
3. Business office procedures
4. District planning documents and financial audit reports
5. Interviews with board members, administrators, teachers, business office staff
6. Course catalogs
7. Master schedule of classes
8. Staffing documents
9. Student test performance results
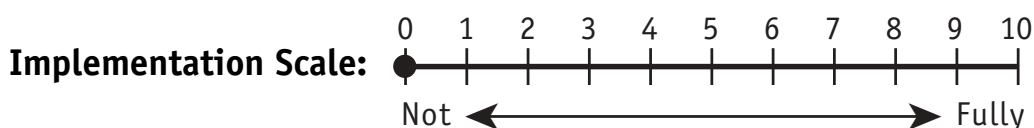10. Disciplinary data

Findings
1. The auditors found the Compton Unified School District budget development and allocation processes to be inadequately connected to curriculum. An analysis of the district's budgeting system revealed a traditional rollover process for the development of the unrestricted general fund budget. There is no consistent formal process linking student achievement or program performance feedback to budgetary decisions at the district or school site levels. (See CCMAC Report, Finding 5.2.)
2. An evaluation of the 1997-98 budget process using six criteria of curriculum driven budgeting revealed that the district was adequate in none of the criteria. (See CCMAC Report, Exhibit 5.2.1.)
3. A comparison of school needs to resource allocations revealed inequitable distribution of equipment, staff, and money. (See CCMAC Report, Exhibit 3.3.1.)
4. Student participation in gifted and talented programs was inequitable. From a review of the records, auditors determined that some groups were over-represented while others were under-represented. (See CCMAC Report, Exhibit 3.3.2.)
5. Considerable differences in curricular offerings among various schools in different neighborhoods created additional inequitable access to the curriculum. (See CCMAC Report, Exhibits 3.3.3, 3.3.4, and 3.3.5.)
6. Additional inequities were discovered among dropouts (See CCMAC Report, Exhibit 3.3.6) and college preparatory program membership (CCMAC Report, Exhibit 3.3.)
7. Bilingual education membership. (CCMAC Report, Exhibit 3.3)
8. Special education program placements (CCMAC Report, Finding 3.3)

Recommendations and Recovery Steps
1. By January 1999, prepare curriculum, assessment, and staff development budget for 1999-00 school year.
   a. Include summer curriculum development projects.
   b. Conform to the sequenced Instructional Program Recovery Plan
2. Focus all categorical programs on the district's safety nets.

a. Emphasize staff development in core curriculum (especially language arts) interventions.

b. Review categorical programs for congruence with district curriculum and intervention efforts.

c. Eliminate altogether extraneous and/or unrelated programs.

d. Refocus categorical funding to support district emphasis on core academics.

e. Develop and implement special education and bilingual education policies to reflect current legal requirements and provide definitive guidance to the staff.

3. Establish procedures to overcome inequities in resource allocations.

a. Direct the research office to develop a periodic consolidated equity report covering all areas identified in the CCMAC report as well as state audits.

b. Adjust personnel allocation formulas and all other allocation formulas that perpetuate inequities.

c. Implement policy revisions to direct the flow of personnel and funds to areas of greatest need.

d. Hold the staff and leadership accountable for equity through personnel evaluations.

4. Contract with a financial services firm to perform training in all payroll and financial services.

a. Include employee time keeping, processing requisitions and purchase orders, budget control at school sites and central office, Medi-Cal reimbursements, and comprehensive accounting policies and procedures until the district has an effective in-house capability.

b. Require the contracted firm to work with staff to develop job descriptions specifying primary job responsibilities and levels of acceptable performance for each financial services personnel position.

5. Require job incumbents to successfully complete training by the contracted personnel services firm as a condition of continued employment.

a. Require the contractor to evaluate employees for four months after training.

b. Contract with the financial services firm to monitor performance monthly and report to the State Administrator and Board of Trustees.

Standard Implemented: Not

Implementation Scale:

```
      0   1   2   3   4   5   6   7   8   9   10
  ●———|———|———|———|———|———|———|———|———|———|
      Not ←—————————————————————→ Fully
```

1.4 Multiple Assessment Tools – Program Adjustment

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

Sources and Documentation
1. Board Policies regarding School Improvement Programs, School-site Councils, Examination/ Grading/Rating, Concepts and Roles in Instruction, Research/Standardized Testing, Evaluation of the Instructional Program
2. Various linkage documents
3. Interviews with teachers, administrators, and board members
4. County Audit: Assembly Bill #52, Chapter 767 (19970)
5. Management Review and Recovery Plan/Standard
6. The California State Department of Education Progress Report on the Compton Unified School District, February 18, 1997, Section 2: Student Achievement
7. Memorandum from Office of the Deputy Superintendent, September 29, 1997, update of district instructional guidelines and policies
8. Memorandum from the Office of Curricular Support regarding staff development offerings, November 10, 1997
9. Strategic Alignment Plan, 1996-1998, Priority 1
10. District Summary Compliance Report for Fiscal Year 1997-98
11. Mid-year Status and End-of-Year Report, 1994-95, priority corrective actions for Unified School District, August 1995
12. School Level Plan

Findings
1. The auditors found that no written comprehensive student and program assessment plan to improve programs exists in the Compton Unified School District. Moreover, the policies and documents presented indicate the district is deficient in all 20 characteristics of a comprehensive program and student assessment plan. (See CCMAC Report Findings 4.1 and 4.2)
2. The scope of student assessment in the Compton district is inadequate. Only 25 percent of the total curriculum is being assessed. (See CCMAC Report Exhibit 4.2.1, 4.2.2, and 4.2.3.)
3. The auditors found limited evidence that the Compton Unified School District has engaged in performance based assessments as part of its formal assessment program. The assessment strategies are confined mostly to multiple choice items to measure student progress. The present scope of the assessed curriculum seriously limits the ability of the district to gain a full view of the breadth and depth of student potential and multiple intelligences.

Recommendations and Recovery Steps
1. Create and develop a set of policies that establishes a framework for a comprehensive program assessment that sets forth a purpose, scope and direction for assessment for all grade levels and subject areas.
   a. Include in the policy a statement that requires the use of qualitative and quantitative data in developing and implementing school improvement plans, designing and delivering instruc-

tion, and providing staff development at all levels.

b. Include a policy that contains a schedule for the State Administrator and Board of Trustees to receive and review all program and curriculum effectiveness data, specifically student productivity data.

c. Allocate funds to permit employment of the full range of valid and reliable assessment strategies required to support a comprehensive student and program evaluation system.

d. Ensure alignment of assessment goals with classroom practices.

2. Develop a plan for a comprehensive student assessment program to include all courses at each grade level incorporating all existing state and local requirements for assessment. Provide a variety of assessment measures to determine if:

- The curriculum meets district and state standards.
- Student achievement of curriculum objectives meets or exceeds district expectations.
- The instructional program is effective in meeting the curriculum goals and objectives.
- Proposed student exit outcomes can be achieved based on the curriculum.

a. Include the following components in the measurement plan;

- The specification of other assessment tools, i.e., standardized tests, criterion referenced tests, student portfolios and performance assessments, in addition to the state required assessment.
- The specification of equity issues and data resources.
- The specification of controls for bias and culture.
- A timetable of formal testing and program evaluation.
- Procedures for program development evaluation with specifications for data to be collected and its use.

b. Include guidelines for how administrators and teachers are to use data.

3. Create a staff development plan for administrators and teachers to:

- Understand and use best practices in assessment.
- Align evaluation criteria to learning goals and objectives.
- Monitor and catalog teacher and administrator in-service activities.

a. Administer follow-up studies of Compton Unified School District graduates concerning the quality and utility of curricular offerings as well as the effectiveness of instructional techniques.

b. Direct the division of Research and Evaluation Services to develop a comprehensive student assessment program that collects and analyzes data which defines both academic performance and social growth. Productivity should be measured using tools above and beyond test data, i.e., climate surveys, teacher evaluations, observations, audit reports, and program evaluation data. The resulting data should be used for planning, organizing, and implementing strategies for classroom instruction.

c. Provide training in program assessment for administrators.

Standard Implemented: Not

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← → Fully
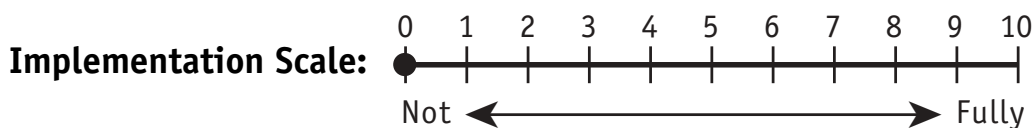
1.5 Preparation of Students – Expectations and Practices

Professional Standard

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

Sources and Documentation

1. Summary reports on CAT-E, SABE-2 achievement tests
2. Elementary, middle, and high school improvements plans
3. Interviews with teachers, students, and administrators
4. In-service plans linked to the use of data in decision making
5. Board policies

Findings

1. Administrators received little feedback with regard to the effectiveness of classroom instruction and consequently had little data upon which to base improvement efforts.
2. The existing student performance database is not used to modify programs to ameliorate the gap between groups or to engage in equity analysis.
3. The district has no comprehensive program of in-service to support administrative and teacher understanding of data driven instruction on the school structures to improve the preparation of students.
4. The school improvement plans do not set high expectations, nor do they provide a uniform and systematic approach to the utilization of assessment data.
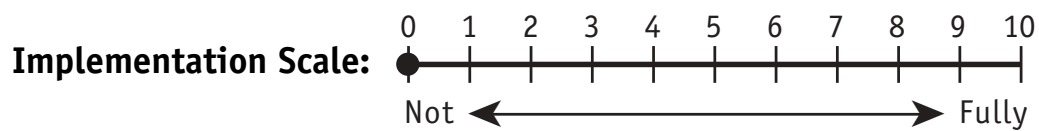
Recommendations and Recovery Steps

1. Focus the role of principals and educational administrators on high quality curriculum and instruction, and monitor to ensure effectiveness.
    a. Require principals to spend 40 percent of the school day in classrooms or working with teachers on instructional improvement.
    b. Reduce principals' administrative duties, e.g., attending meetings and completing paperwork, to provide time for devoting 40 percent of the day to classrooms.
    c. Refocus educational administrator and teacher training on improvement of instruction and student achievement.
    d. Communicate widely within the school district and the Compton community that only high quality curriculum and instruction are acceptable from teachers and educational administrators.
2. Develop and implement a policy designed to improve the effectiveness of instructional supervision and curriculum monitoring with intensive and long-term training and classroom presence of the principals and educational administrators being the primary approaches.
    a. Allocate funds for training educational administrators in development of high quality curriculum, curriculum monitoring, effective instructional practices, instructional supervision and assessment. Training should be focused on these topics for three years with frequent supervision and follow-up.
    b. Direct principals and central office instructional administrators to help teachers accept constructive criticism regarding instruction by conducting demonstration lessons in classrooms

while teachers observe.

c. Invite teachers to foster constructive criticism focused on instructional improvement.

Standard Implemented: Not

Implementation Scale:

```
   0   1   2   3   4   5   6   7   8   9   10
   ●———|———|———|———|———|———|———|———|———|———|
   Not ←——————————————————————→ Fully
```

1.6 Assessment Tools – Direction for Improvement

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

Sources and Documentation
1. Test data reports and data compilations provided by the Compton district
2. Interviews with administrators and teachers regarding the selection, collection, analysis, and use of student achievement test data
3. Various assessment data including California Achievement Tests (CAT), Spanish Assessment of Basic Education (SABE), Stanford Achievement Tests (SAT-9), and Scholastic Aptitude Tests (SAT)

Findings
1. A review of testing reports revealed that Compton formal students test scores have been uniformly low since 1983. Moreover, there was relatively limited total improvement in student performance on all standardized assessments.
2. No effective structures exist to provide feedback in the form of test data to support the district and school efforts to engage in program review, analysis, evaluation, and improvement. (See Std. 1.4)

Recommendations and Recovery Steps
1. Carefully coordinate the development of district assessment tools which are clearly aligned with the written and taught curriculum.
   a. Conduct assessment development concurrently with curriculum guide development.
   b. Allocate funds to permit employment of the full range of valid and reliable assessment strategies required to support a comprehensive student and program evaluation system.
2. Develop guidelines for administrator and teacher use of the data.
   a. Conduct faculty orientation to guides and testing procedures.
   b. Add "the knowledgeable use of test data, test guides, and curriculum guides" to the criteria for teacher supervision as well as principal evaluation.

Standard Implemented: Not

Implementation Scale:

```
     0  1  2  3  4  5  6  7  8  9  10
  ●——+——+——+——+——+——+——+——+——+——+——|
     Not ←——————————————————→ Fully
```
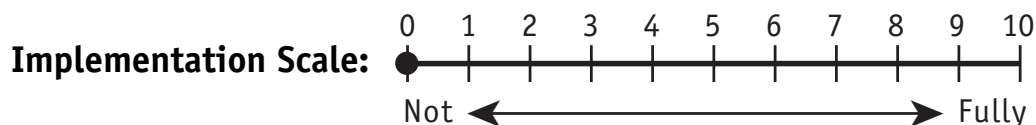
1.7 Staff Development – Improved Instruction/Curriculum

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

Sources and Documentation
1. Board policies
2. Staff development plans
3. Program evaluations
4. Interviews with board members, instructional leaders, and staff at all levels
5. Management Review and Recovery Plan (November 1997)
6. Technology Staff Development Proposal (May 1998)
7. Professional Development Offerings (Fall 1997)
8. Instructional Staff Development Master Plan (1997-98)
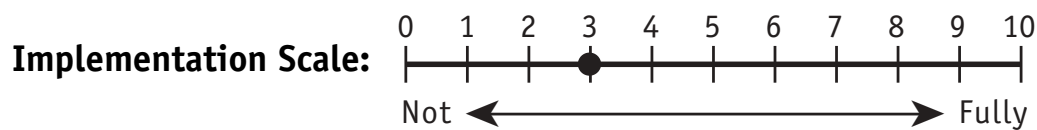9. Strategic Alignment Plan (1996-98)

Findings
1. The auditors found staff development in the Compton Unified School District to be inadequate, lacking focus on student achievement, and failing to meet policy requirements. (See CCMAC Report, Finding 3.1, Board Policies 4131a and 4131.31a)
2. The function of staff development at the district is understaffed. The function is currently an add-on duty for the assistant superintendent for curriculum and instruction, in spite of an overwhelming amount of staff development efforts planned for the elimination of long-standing program deficiencies.
3. Staff development plans developed by the district generally lacked measurable student achievement goals.
4. Several plans focused on different priorities and targets, leaving staff without clear direction.
5. Staff development budgeting and programming are fragmented and lack focus. The auditors found no link between staff development and improved teaching and learning. (See CCMAC Report, Finding 3.1.)

Recommendations and Recovery Steps
1. Develop and adopt policies that clearly define the purposes and processes of the staff development program.
   a. Define the purpose of staff development as promoting student achievement.
   b. Require that curricular objectives, budgetary priorities, and staff development priorities be aligned.
   c. Require evaluation of staff development activities in terms of demonstrated teacher competence in the classroom and improved student performance.
   d. Clarify staff development responsibilities, resources, and accountability procedures at the various organizational levels, e.g., advisory board, State Administrator, principals, professional and other staff.
   e. Require that staff development objectives be quantified and measured.
   f. Require cost calculations for staff development so that cost-benefit analyses can be conducted.

g. Consolidate staff development policies into one document and provide appropriate cross-references to program and other human resource management policies.
2. Revise policies to link professional development programs and funding with continuing and new initiatives so that they are properly prioritized, planned, and timed.
   a. Assign all staff development coordination and compliance responsibilities to one individual and monitor progress.
   b. Develop a carefully prioritized list of staff development activities, giving first priority to those that bring the district into legal and regulatory compliance. Other candidates for high priority include activities which promote sound financial and personnel management, as well as minimal classroom competency for teachers. Announce those priorities as guidance for district-wide staff development offerings.
   c. Identify competencies and support staff development requirements in job descriptions for all district positions. The top three recommenced priorities for all teachers and administrators legal compliance, fundamental teaching skills, and supervision of teaching.
   d. Make provision for follow-up activities and support in the classroom so that teachers can internalize skills gained through staff development activities.

Standard Implemented: Partially

Implementation Scale:

```
     0   1   2   3   4   5   6   7   8   9  10
     |———+———+———●———+———+———+———+———+———+———|
     Not  ←——————————————————————→  Fully
```

(Although the staff development program was inadequate, attempts were made, resulting in a number of worthwhile professional growth activities.)

1.8 Staff Development – Purpose, Goals, Evaluation

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

Sources and Documentation
1. School visitation observations
2. Key monitoring documents
3. Interviews of principals, teachers, parents, and central office staff
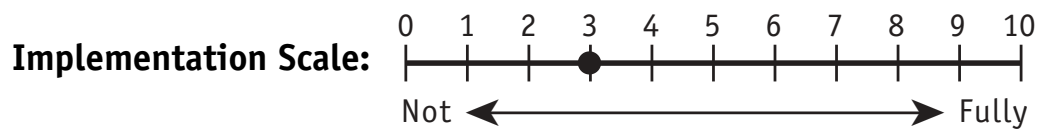4. Review of board policy

Findings
1. Staff development plans focused on different priorities and targets, leaving faculty without clear direction or understanding of purpose. (See CCMAC Report, Finding 3.1.)
2. Staff development plans generally lacked measurable student achievement goals or appropriate evaluation.
3. Auditors observed that effective teaching practices and strategies varied considerably from school to school and from classroom to classroom.
4. The auditors found few classrooms where stimulating and motivational strategies were used and students were actively engaged in learning.
5. Efforts to integrate instruction across the curriculum and provide connections to life experiences were not evident.
6. Traditional lesson strategies were observed in many classrooms. Teaching was primarily composed of reading the textbook and doing chapter tests. Questions asked of students were mostly recall.
7. The use of computers was infrequent. When in use, they were often used for drill and practice activities. In these classrooms students were on task, however the instruction was not challenging.
8. Parents, principals, and central office staff alike expressed concerns about the inconsistencies in the implementation of the district curriculum and state standards.
9. Teaching practices called for in guides and practiced in classrooms are inconsistent with state standards and do not support high student achievement. (See CCMAC Report, Finding 2.5.)

Recommendations and Recovery Steps
1. Concentrate teacher professional development on acquisition of basic teaching skills and on providing quality instruction to all students regardless of their ethnicity, gender, or socioeconomic status.
   a. Focus principals' staff development on coaching, evaluating and monitoring teacher performance, analyzing classroom instruction and collaborating with teachers to identify strengths and areas of improvement.
   b. Require a written evaluation of the effectiveness of staff development activities to determine if the programs are having the intended effect on student achievement. Evaluation of the staff development programs should include an examination of classroom changes that have a positive impact on student achievement.
2. Provide guidance to principals clarifying how district-wide and school-based staff development efforts will be integrated to support curricular, technological, organizational, and instructional initiatives.

a. Publish budgets for all staff development programs in all departments.
b. Reconcile the inconsistencies between practices in the district guides and state standards during the curriculum guide development process.

Standard Implemented: Partially

Implementation Scale:

```
0   1   2   3   4   5   6   7   8   9   10
|---+---+---●---+---+---+---+---+---+---|
   Not ←──────────────────────→ Fully
```

1.9 Evaluations – Improving Job Performance

Professional Standard
Evaluations provide constructive feedback for improving job performance.

Sources and Documentation
1. Agreement between the Compton Unified School District and the Compton Education Association certificated units (July 1, 1997-June 30, 2000)
2. Compton Unified School District certificated evaluation report form
3. Compton Unified School District school administrator evaluation
4. Memorandum, frequency of evaluations for teachers
5. A ten percent, random sample of certificated and non-certificated teachers
6. Evaluation reports and evaluation instruments
7. Board policies concerning employee evaluation
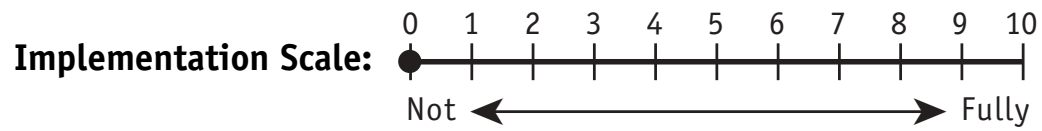8. Interviews with employees and supervisors

Findings
1. The consistently high evaluator ratings reflected in ratings of satisfactory performance and satisfactory performance exceeded over a period of ten years are not consistent with the level of student performance. (See CCMAC Report, Finding 4.3 and 4.5.)
2. The teacher evaluation system is not aligned to the student assessment system. The form has not been altered to reflect the district's goals for significant improvement in the area of reading.
3. Student achievement objectives agreed upon between teacher and supervisor are not student achievement data driven.
4. A lack of congruence exists between certificated teacher evaluation criteria contained in the teacher contract and the evaluation practices observed in the schools.
5. The teacher appraisal practices of administrators are not effective for the improvement of instruction and do not fulfill the teacher's contract. The practices do not focus on strong instructional leadership necessary to guide the process for quality instruction. Weak and inappropriately focused practices inhibit professional growth among both teachers and administrators.

Recommendations and Recovery Steps
1. Align the teacher evaluation system with the student assessment system so that teachers' efforts are evaluated in light of their performance in the district's curriculum.
   a. Train principals to conduct faculty orientations to the use of test data, test guides, and curriculum guides.
   b. Add "the knowledgeable use of test data, test guides, and curriculum guides" to the criteria for teacher supervision as well as principal evaluation.
2. Hold principals responsible for high quality curriculum monitoring, instructional supervision, and assessment.
   a. Require principals to spend 40 percent of the school day in classrooms or working with teachers on instructional improvement.
   b. Require principals to provide regular constructive feedback to teachers.

Standard Implemented: Not

Implementation Scale:

```
  0   1   2   3   4   5   6   7   8   9   10
  ●───┼───┼───┼───┼───┼───┼───┼───┼───┼───┤
  Not ◄─────────────────────────►  Fully
```

1.10 Variety of Instruction Strategies – Student Diversity

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

Sources and Documentation
1. Board Policies
2. Instructional plans
3. Budget documents
4. Enrollment data
5. Course catalogs and master schedules of classes
6. Staffing documents
7. Student test performance results
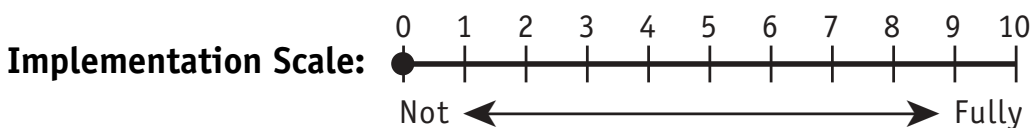8. Interviews with central office staff and site staff

Findings
1. Auditors found evidence that most teachers failed to use a variety of instructional strategies to address diverse student needs.
2. Questions asked of students were mostly recall. Transitions were long while doing whole group activities. In many classrooms, round-robin reading and worksheets or student exercises typified instruction.
3. Efforts to integrate instruction across the curriculum and provide connections to life experiences were not in evidence.
4. Teaching was primarily composed of reading the textbook and doing chapter tests.

Recommendations and Recovery Steps
1. Fully implement the staff development plan elements laid out in Std. 1.7 and Std. 1.8.
    a. Incorporate strategies for meeting the needs of diverse students.
    b. Focus on testing feedback discrepancies in implementation of Std. 14 and Std. 16.
    c. Budget instructional resources to address the diverse needs of a unique student population. (See Std. 1.3 and Std. 1.23.)

Standard Implemented: Not

Implementation Scale:

```
     0   1   2   3   4   5   6   7   8   9   10
●────┼───┼───┼───┼───┼───┼───┼───┼───┼───┼
     Not ←─────────────────────→ Fully
```

1.11 Students Engaged in Learning

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

Sources and Documentation
1. All test data provided
2. Interviews with faculty administrators, board members, parents
3. Board policies related to student assessments

Findings
1. The auditors found limited evidence that the Compton Unified School District engaged in performance based assessment as part of its formal assessment program. The assessment strategies are confined mostly to multiple choice items to measure student progress.
2. The present scope of the assessed curriculum seriously limits the ability of the district to determine whether students are gainfully engaged in learning.
3. The student assessment program of the district does not provide students an opportunity to demonstrate and apply their knowledge and skills. (See CCMAC Report, Findings 4.1, 4.2, and 4.3.)

Recommendations and Recovery Steps
1. Design and implement a comprehensive district assessment program which allows students to demonstrate and apply their knowledge and skills.
   a. Develop and distribute K-12 learning objectives aligned with the district testing program in conformance with the CCMAC standards.
   b. Conduct faculty orientation and staff development activities to train teachers in the appropriate use of aligned curriculum guides.
   c. Incorporate the new aligned curriculum and assessment program in school-site plans, focusing on the use of curriculum guides and test data. (See Std. 1.4)
   d. Develop, publish, and distribute a comprehensive curriculum management plan which clearly explains the student assessment-feedback-revision processes to all faculty and staff.
   e. Include assessment of student performance in evaluation criteria for teachers and administrators.

Standard Implemented: Not

Implementation Scale:

```
      0  1  2  3  4  5  6  7  8  9  10
      |--+--+--+--+--+--+--+--+--+--|
      Not <————————————————> Fully
```
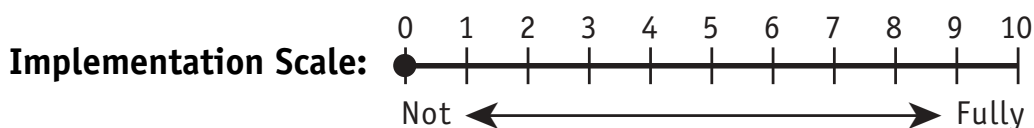
1.12 California Standards for the Teaching Professional

Professional Standard

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).

Sources and Documentation

1. California Standards for the Teaching Profession
2. Board policies and procedures concerning classroom instruction
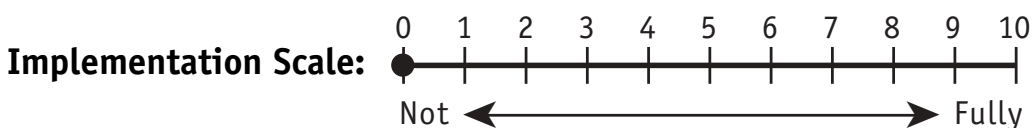3. Interviews with principals, teachers, parents, and central office staff

Findings

1. Teaching practices called for in guides and practiced in classroom are inconsistent with state standards and do not support high student achievement. (See CCMAC Report, Finding 2.5.)
2. California Standards for the Teaching Profession developed by the California Commission on Teacher Credentialing (CTC) and the California Department of Education (CDE), July 1997, are not present nor supported in district procedures and practices.

Recommendations and Recovery Steps

1. Develop and adopt policy supporting the California standards for the teaching profession developed by the CTC and the CDE.
   a. Include California Standards for the Teaching Profession developed by the CTC and the CDE in staff development programs.
   b. Orient principals to the California standards for the teaching profession and require principals to include these standards in the teacher supervision processes.

Standard Implemented: Not

Implementation Scale:

```
      0   1   2   3   4   5   6   7   8   9   10
●─────┼───┼───┼───┼───┼───┼───┼───┼───┼───┼
      Not ◄─────────────────────► Fully
```

1.13 Instructional Plans – Modification and Adjustment

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

Sources and Documentation
1. Policies and plans
2. Budget documents
3. Enrollment data
4. Course catalogs and master schedules of classes
5. Staffing documents
6. Student test performance results
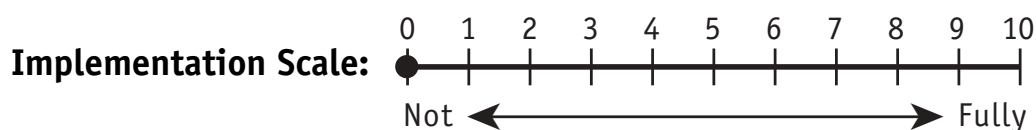7. Interviews with central office staff and site staff

Findings
1. Auditors found evidence that most teachers failed to use a variety of instructional strategies to address diverse student needs. (SEE CCMAC Report, Findings 3.3 and 3.4.)
2. Efforts to integrate instruction across the curriculum and provide connections to life experiences were not in evidence.
3. Teaching was primarily composed of reading the textbook and doing chapter tests.
4. Questions asked of students were mostly recall. Transitions were long while doing whole group activities. Round robin reading with students completing worksheets or exercises at the end of chapters typified instruction.

Recommendations and Recovery Steps
1. Develop and adopt policy that includes a definition of equity and specifies data required by the board to monitor performance.
   a. Incorporate strategies for meeting the needs of diverse students while focusing on testing feedback discrepancies.
   b. Budget instructional resources to address the diverse needs of a unique student population.
   c. Identify roles and responsibilities among faculty and administrators pertaining to equity and codify these in regulations.

Standard Implemented: Not

Implementation Scale:

```
        0   1   2   3   4   5   6   7   8   9   10
        ●───┼───┼───┼───┼───┼───┼───┼───┼───┼───┤
        Not ◄──────────────────────────► Fully
```

1.14 Learning Goals and Instructional Goals

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

Sources and Documentation
1. Board policies
2. Curriculum documents
3. Interviews with board members, central office staff, principals, teachers, and community members.
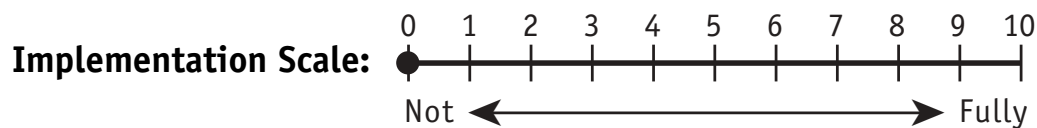
Findings
1. The auditors found no document nor collection of documents that contain a curriculum management plan. Furthermore, no consistent management structure for curriculum is in place. (See CCMAC Report, Findings 2.1, 2.2, 2.3, and 2.4.)
2. Some components of a curriculum management plan were found in various documents. These were assembled and used to assess Compton's curriculum management planning. Only three of the CCMAC characteristics of sound curriculum planning were evident. (See CCMAC Report, Exhibit 2.1.1.)
3. Several board policies and regulations address curriculum. However, they were too general to provide direction for the design and delivery of the curriculum. (See CCMAC Report, Findings 1.1 and 2.1.)
4. Although California standards emphasize integration across disciplines, there was little evidence of a district effort in that direction.
5. The district has a District Curriculum Committee with specific functions. These include developing and updating curriculum guides, reviewing and advising the district regarding curriculum matters, reviewing and updating the text textbook cycle, and reviewing and approving programs and new course development. Interviews revealed, however, that this committee was not functioning and had not met for over two years, even though the district developed core content curriculum guides in 1997.
6. The auditors found no district staff development plan to support the delivery of curriculum. (See CCMAC Report, Findings 1.3, 3.1, and 2.1.)
7. No systemic plan was found for the infusion of technology into the curriculum. (See CCMAC Report, Findings 1.3, 2.1, and 5.4.)

Recommendations and Recovery Steps
1. Develop a curriculum management system that provides for challenging learning goals and instructional plans for all students.
   a. Develop policy that clearly depicts expectations for curriculum management including the expectation that the approach to curriculum development includes a comprehensive needs assessment, a systemic review of each instructional program every four to six years, the development and revision of curriculum guides, and the adoption of all curriculum guides by the Board of Education. (See Std. 1.2, Recommendations and Recovery Steps.)
   b. Develop a comprehensive curriculum management system, including a planning calendar. Such a calendar would establish development priorities based upon student needs, would specify target dates for accomplishing those priorities, identify resources needed, and assign

specific responsibilities.

c. Develop a menu of curriculum documents to meet varying teacher needs including:
  - For each subject, K-12, a scope and sequence chart that will show major emphasis grade by grade, subject by subject.
  - For each subject area, K-12, curriculum guides that provide teachers with the information they need to plan and deliver effective instruction. The contents of those guides need to be determined by the needs and preferences of teachers and the recommendations of the experts.
  - For each grade level, K-12, develop grade level summaries for all subjects in the program of studies.

d. Recommend time allocations that reflect district priorities. Those recommendations need to be presented as flexible guidelines, not as mandates. They need to be identified as recommended time allocations.

e. Align or develop curriculum to achieve desired student expectations. Once student outcomes are identified, an alignment with existing curriculum development efforts will be necessary. These expectations will drive the curriculum and be the criteria for inclusion, exclusion, and modification decisions. Therefore, connectivity from one level to another is critical. The development and revision of the local curriculum is a critical responsibility for any school system attempting to upgrade standards and focus on curriculum continuity between individual schools and programs. These recommendations should be addressed within the next two school years as provided in the Instructional Recovery Plan Outline.

Standard Implemented: Not

Implementation Scale:

```
       0   1   2   3   4   5   6   7   8   9   10
   ●───┼───┼───┼───┼───┼───┼───┼───┼───┼───┼
     Not  ◄───────────────────────►  Fully
```

1.15 Utilization of Assessment Information

Professional Standard
The administration and staff utilizes assessment information to improve learning opportunities for all students.

Sources and Documentation
1. Summary reports on CAT-E SABE-2
2. Achievement tests
3. Elementary, middle, and high school improvements plans
4. Interviews with teachers, students, and administrators
5. In-service plan linked to the use of data in decision making
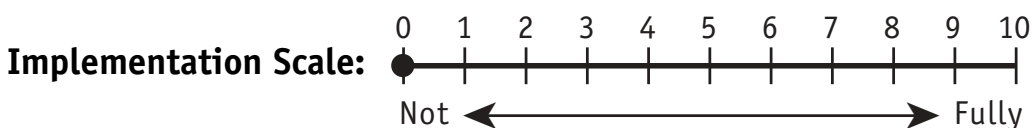6. Board policies

Findings
1. The auditors found that assessment data is not used effectively for program improvement. (See CCMAC Report, Finding 4.4.)
2. The auditors found no board policies to ensure that student results will reach the classroom and provide sufficient means for improving the delivery of instruction.
3. The linkages between the tested and taught curriculum have not been analyzed or clarified in policy or regulations.
4. The CAT-E and SABE assessments are not aligned, causing Spanish speaking students to be significantly below grade level on the CAT-E after achieving satisfactorily on the SABE-2.
5. The district has no comprehensive program of in-service to support administrative and teacher understanding of data driven instruction.
6. The school improvement plans do not provide a uniform and systematic approach to the utilization of assessment data.

Recommendations and Recovery Steps
1. Develop policies that establish a framework for a comprehensive program of assessment that sets forth a purpose, scope, and direction for assessment for all grade levels and subject areas. (See Std.1.4.)
   a. Allocate funds to permit employment of the full range of valid and reliable assessment strategies required to support a comprehensive student and program evaluation system.
   b. Develop a staff development plan to help teachers to understand and use best practices in assessment and align evaluation criteria to learning goals and objectives.
   c. Provide training for administrators in using assessment data to improve learning opportunities for students.

Standard Implemented: Not

Implementation Scale:

```
        0   1   2   3   4   5   6   7   8   9   10
        ●───┼───┼───┼───┼───┼───┼───┼───┼───┼───┤
          Not ◄─────────────────────► Fully
```

1.16 Common Vision – Practice

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

Sources and Documentation
1. Board policies
2. Curriculum guides
3. Various intra-district curriculum documents
4. Interviews with staff, parents, and community members
5. Site visits and observations

Findings
1. The CCMAC auditors concluded that the curriculum was not sufficiently articulated or coordinated across the district to support a common vision. The district lacked policies, scope and sequence charts, and a comprehensive curriculum development process requiring or supporting articulation and coordination.
2. There were no provisions for monitoring of articulation and coordination between grade levels and among schools. High schools, as a result of the current accreditation process, had included middle and elementary school administrators on their focus teams for the self-study. However, there was no formal, district-wide requirement or plan for this activity. (See CCMAC Report, Finding 3.2.)
3. The scope of the curriculum guides is inadequate to direct instruction. (See CCMAC Report, Finding 2.2.)
4. Curriculum guides in the Compton Unified School District vary in quality and are generally inadequate to guide teaching. (See CCMAC Report, Finding 2.3.)
5. Of 57 curriculum guides and over 400 course outlines submitted in response to a request for curriculum guides used by the district, none were judged to be "strong," and only a few were adequate. (See CCMAC Report, Exhibit 2.3.1.)

Recommendations and Recovery Steps
1. Develop and implement a comprehensive curriculum management system with aligned and articulated curriculum guides that establish challenging student learning and a vision of excellence for the district.
   a. Implement the planning described in the recommendations for Std. 1.14 utilizing "critical friends" at each step to assure high quality design.
   b. Hire "mentor administrators" at every key position to assist the district in developing critical curriculum management capacity. Use exemplary retired administrators in the greater Los Angeles area. Hire them on a long-term basis consistent with their STRS pension constraints.

Standard Implemented: Not

Implementation Scale:

```
       0  1  2  3  4  5  6  7  8  9  10
       |--+--+--+--+--+--+--+--+--+--|
      Not  <------------------->  Fully
```
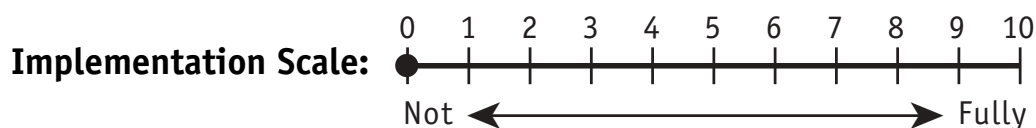
1.17 Goals and Grade-Level Performance Standards

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

Sources and Documentation
1. Board policies
2. Curriculum documents
3. Interviews with board members, central office staff, principals, teachers, and community members

Findings
1. A review of alignment among state standards and curriculum guides submitted showed them to be consistent in their stated objectives. The guides presented modified versions directly drawn from the state standards. However, the Performance Indicators in the curriculum guides (the objectives) do not support the attainment of goals.
2. The majority of the objectives in the curriculum guides asked students to identify, recognize, complete, and distinguish. These objectives are not consistent with the state standards holding students accountable for higher order thinking skills in organizing, strategizing, creating, and analyzing.
3. The stated strategies and methods of assessment do not effectively teach or measure each objective to which they are matched. This is inadequate to direct teaching successfully and will not achieve progress toward the state standards. None of the course outlines included specific attempts to clarify emphasis, strategies, or assessment techniques tied to particular objectives.
4. The inadequacy of the curriculum guides hinder interactivity with other similar programs and grade levels as well as articulation from one program or grade level to another. A common vision is not present. (See CCMAC Report, Standard 2)

Recommendations and Recovery Steps
1. Establish an expectation that there will be clear linkages among the district's vision, the board goals, the district goals, and program goals.
   a. Allocate funding to effectively design, implement, and assess program.
   b. Create criteria for the selection of new programs to recommend for adoption. The criteria should include such questions as the following:
   - Does the program or initiative align with the district's vision and mission and does the program or initiative address instructional needs not currently addressed (based on the results of a comprehensive needs assessment)?
   - Is there an evaluation design that will yield objective and reliable program effectiveness data?
   - Is there program budget data based on a cost study accounting for materials, staff training, staff salary costs, indirect administrative costs, technology, and other equipment needs, and space requirements?
   - Is there documentation on the impact of the program on student learning?
   - Has a gap in the instructional program been identified that this program is intended to fill?
   - Is there a linkage with current programs so redundancy and inconsistency can be avoided and cohesiveness can be maximized?
   - Is the program likely to strengthen the overall programmatic effort of the district?

c. Design a common evaluation and reporting format that includes as major components costs analysis, program integration, evaluation cycle timeline, and program effectiveness data. A common format used across programs allows for more meaningful comparison among those programs.

d. Review, with the Board of Trustees, evaluations for each program annually, including a cost analysis, a description of how particular programs interact with other programs, and data on program effectiveness.

e. Create a database of supplemental programs, including:
- the name of the program,
- purpose and the district goals it supports,
- number of students directly served,
- funding source,
- funds available,
- allocation of funds within program,
- costs of program per student,
- expected stability of funding,
- degree of learning achieved (or not achieved), and
- resulting action for improvement, including program termination, if appropriate. Use of a consistent data protocol across programs will allow for more meaningful comparisons.

f. Set clear expectations and provide the necessary resources to the designated supplemental program coordinators so they can be successful in the day-to-day implementation of this recommendation.

Standard Implemented: Partially

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← → Fully
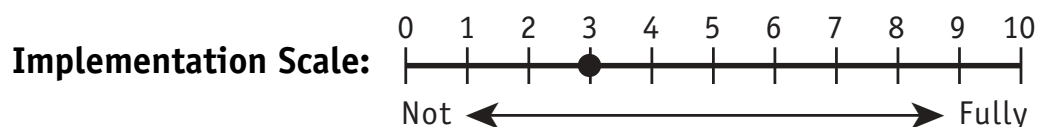
1.18 California School Recognition Program Standards

Professional Standard

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

Sources and Documentation

1. Compliance Standards Status Report
2. Charles Bursch Elementary School's application for California School Recognition Program
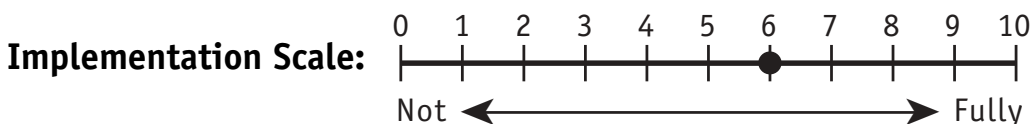3. Testimony from district personnel

Findings

1. According to the Compton Unified School District's Compliance Standards Report, "Four elementary schools, Bursch, Foster, Laurel, King and Rosecrans and one middle school, Enterprise have demonstrated interest in applying for the California Distinguished Schools Recognition. District personnel indicated that these site staffs are working towards meeting the criteria and when more of the criteria are met they will enter applications for recognition.
2. Bursch Elementary School submitted a 1998 application for the California School Recognition Program. This indicates that Bursch is making efforts in working toward the School Recognition Standards.
3. The auditors found limited evidence that the remaining schools in the district are making efforts toward embracing the standards of the California School Recognition Program.

Recommendations and Recovery Steps

1. Develop and adopt board policy requiring administrative attention to the California School Recognition Program Standards.
   a. Include implementation of California School Recognition Program Standards in the criteria for site administrator evaluation.
   b. Include California School Recognition Program criteria in the planning for staff development.

Standard Implemented: Partially

Implementation Scale:

```
     0   1   2   3   4   5   6   7   8   9   10
     |---|---|---|---|---|---|-●-|---|---|---|
     Not  ←─────────────────────→  Fully
```

1.19 Partnerships – State Colleges and Universities

Professional Standards

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

Sources and Documentation

1. Compliance Standards Status Report
2. Memorandum to Principals and Teachers regarding California State University, Long Beach Clad Courses
3. Flyer for University of California, Los Angeles Extension Program's Online Teaching Program Spring 1998 Course Schedule
4. Flyer for University of California, Los Angeles Extension Program's Online Technology Courses for K-12 and Adult Educators
5. Flyer for University of California, Los Angeles Extension Program's CLAD Spring 1998 Online Course Schedule
6. Student Enrollment Information for the California State University, Long Beach MESA Engineering Program
7. Flyer for the California State University, Long Beach Emergency Permit Induction Program (EPIP)
8. List of Compton Unified School District employees currently enrolled in the California State University, Long Beach EPIP Program
9. Partnership letter from California State University, Long Beach
10. Letter from Chair for the Department of Teacher Education California State University, Long Beach, regarding off campus EDEL 472 course at Roosevelt Elementary School
11. Std. 1.18 Collaboration Survey
12. Memorandum Administrative Liaison to principals and teachers regarding BTSA

Findings

1. A partnership has been formed between Compton Unified School District and the Department of Teacher Education at California State University, Long Beach to hold an off-campus methods course entitled "Teaching Social Studies in Culturally and Linguistically Diverse Classrooms" to be held at Roosevelt Elementary School.
2. A partnership has been formed between Compton Unified School District and the Department of Teacher Education at California State University, Long Beach in which CSULB students may complete field work and student teaching requirements at Mayo Elementary, Roosevelt Elementary, Bunche Elementary and Enterprise Middle School.
3. Non-credentialed teachers seeking employment with Compton Unified School District may enroll in the Emergency Permit Induction Program (EPIP) through California State University, Long Beach. Currently, four teachers are enrolled in the EPIP Program.
4. CLAD and BCLAD coursework is offered for employees of the Compton Unified School District through the California State University, Long Beach. Employees have two options for tuition payment - they can pay in full at the time of registration or the district will pay the course fee and the employee will be required to reimburse the district through monthly installment payments. These participants will be provided with and must complete a Payroll Deduction Agreement.
5. The University of California, Los Angeles offers Online Programs for Teachers which the district distributes to school sites. Courses in the Online Teaching Program are offered entirely online and
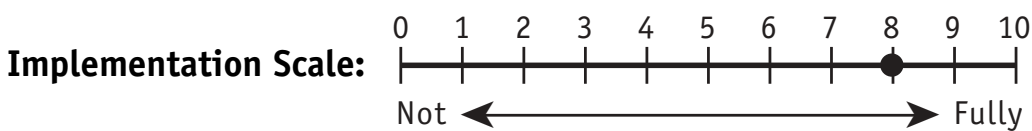
are designed to prepare educators for the virtual classroom environment. Coursework is available in CLAD as well as Online Technology Courses for K-12 and Adult Educators.

6. According to testimony from district personnel, the University of California, Dominguez Hills offers teachers the opportunity to work toward their credentials within the district on the elementary and secondary levels. The district provides the location and arranges for pre-service preparation and university professors teach the courses.

7. According to testimony from district personnel, the University of California, Dominguez Hills offers aspiring administrators the opportunity to work toward the administration/supervision credential at locations within the district. Again, the district provides the location and arranges for pre-service preparation and university professors teach the courses.

8. Through a collaborative with the University of California, Dominguez Hills, and two surrounding districts, Compton Unified School District has developed a beginner support program. (BTSA) Currently the district is serving 170 new teachers with 42 support providers who are located at the new teachers' school sites. Beginning teachers are first or second year teachers. According to district personnel this program is so popular that many teachers are on a waiting list to participate.

Recommendations and Recovery Steps

1. Expand efforts with the local state colleges and universities to provide support for each element of the district recovery plan.
2. Provide incentives for faculty to participate in the collaborations.

Standard Implemented: Fully – Substantial

Implementation Scale:

```
    0   1   2   3   4   5   6   7   8   9   10
    |———|———|———|———|———|———|———|———●———|———|
    Not ◄————————————————————————► Fully
```

1.20 Administrative Support and Coaching – Teachers

Professional Standard
Administrative support and coaching is provided to all teachers.

Sources and Documentation
1. Board policies
2. Staff development plans
3. Program evaluations
4. Interviews with board members, instructional leaders, and staff at all levels
5. Management Review and Recovery Plan (November 1997)
6. Technology Staff Development Proposal (May 1998)
7. Professional Development Offerings (Fall 1997)
8. Instructional Staff Development Master Plan (1997-98)
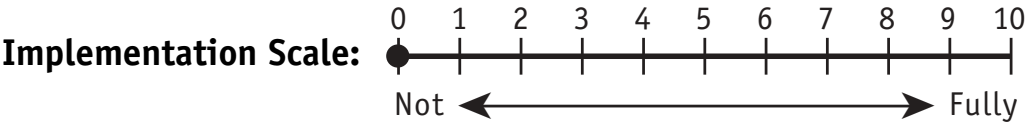9. Strategic Alignment Plan (1996-98)

Findings
1. The auditors found administrative support for instruction in the Compton Unified School District to be inadequate, lacking focus on student achievement, failing to set high expectations for students and teachers, and failing to meet policy requirements. (See CCMAC Report, Finding 3.1, Board Policies 4131a and 4131.31a. See also Std. 1.7.)
2. The auditors found that teacher supervision in the Compton Unified School District lacked specific objectives with clearly defined evaluative criteria, rendering constructive feedback virtually impossible. (See CCMAC Report, Finding 4.5.1)
3. Auditors observed generally low quality of instruction, although teacher evaluations were consistently high. (See analysis of teacher evaluations in CCMAC Report, Exhibit 4.5.1.)
4. Staff development budgeting and programming were fragmented and lacked focus. The auditors found no link between staff development and improved teaching and learning. (See CCMAC Report, Finding 3.1.)

Recommendations and Recovery Steps
1. Develop and implement administrative procedures which focus the roles of principals and administrators on high quality curriculum and instruction. Monitor performance in these roles to ensure effectiveness.
   a. Identify instructional support competencies and support staff development requirements by job description for all district positions.
   b. Make provision for follow-up activities and support in the classroom so that teachers can internalize skills gained through staff development activities to success.
   c. Issue guidance to principals clarifying how district-wide and school-based staff development efforts will be integrated to support curricular, technological, organizational, and instructional initiatives.
   d. Focus principals' staff development on coaching, evaluating and monitoring teacher performance, analyzing classroom instruction, and collaborating with teachers to identify strengths and areas of improvement.
   e. Concentrate teacher professional development on acquisition of basic teaching skills and providing quality instruction to all students regardless of their ethnicity, gender, or socioeconomic status.

Standard Implemented: Not

Implementation Scale:

```
      0   1   2   3   4   5   6   7   8   9   10
  ●———|———|———|———|———|———|———|———|———|———|
      Not ←—————————————————————→ Fully
```

1.21 Professional Development – Personnel Evaluation

Professional Standard
Professional development is linked to personnel evaluation.

Sources and Documentation
1. Agreement between the Compton Unified School District and the Compton Education Association certificated units (July 1, 1997-June 30, 2000)
2. Compton Unified School District certificated evaluation report form
3. Compton Unified school administrator evaluation
4. Memorandum from Director of Employer/Employee Relations, frequency of evaluations for teachers (October 2, 1997)
5. A ten percent, random sample of certificated teacher and ten, percent random sample of non-certificated teachers
6. Evaluation reports and evaluation instruments
7. Board policies concerning employee evaluation
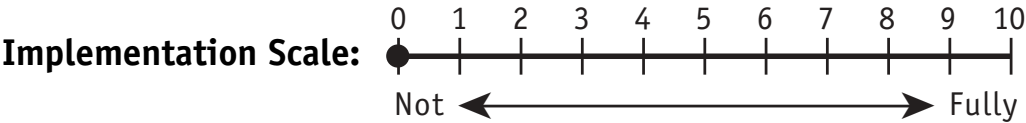8. Interviews with employees and supervisors

Findings
1. None of the teacher supervision from the auditors reviewed was linked to strategies learned through the district's staff development programs.
2. None of the objectives in lesson plan books reviewed by the auditors indicate attention to strategies learned through staff development programs.
3. The auditors found no link between staff development and improved teaching and learning. (See CCMAC Report Findings 3.1 and 4.5.)
4. A lack of congruence exists between certificated teacher evaluation criteria contained in the teacher contract and the evaluation practices observed in the schools.
5. The teacher appraisal practices of administrators are not effective for the improvement of instruction and do not fulfill the teacher's contract. The practices do not focus on strong instructional leadership necessary to guide the process for quality instruction.

Recommendations and Recovery Steps
1. Align the teacher evaluation system with the aligned staff development programs and the student assessment system so that teachers' efforts are evaluated in light of their performance in the district's curriculum and preferred pedagogy.
   a. Train principals to follow up district staff development.
   b. Train principals to orient faculty to the use of test data, test guides, and curriculum guides.
   c. Add "the knowledgeable use of test data, test guides, and curriculum guides" to the criteria for teacher supervision as well as principal evaluation.
   d. Train principals in high quality curriculum monitoring, instructional supervision, and assessment.
   e. Require principals to spend 40 percent of the school day in classrooms or working with teachers on instructional improvement.
   f. Require principals to add "competence in preferred district strategies" to the criteria for teacher supervision.

Standard Implemented: Not

Implementation Scale:

```
        0   1   2   3   4   5   6   7   8   9   10
        ●───┼───┼───┼───┼───┼───┼───┼───┼───┼───┤
        Not  ◄─────────────────────►  Fully
```

1.22 Colloborations

Professional Standard

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

Sources and Documentation

1. Compton Unified School District Compliance Standards Status Report
2. Community Partnership Newsletter
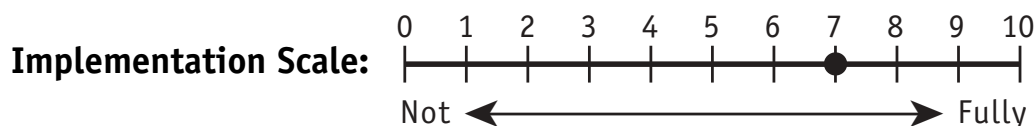3. Rolling Readers Volunteer List

Findings

1. The Community Partnership Newsletter, Initiated in 1997, indicates that the goal of the Partnership Program is to form alliances between the private sector or a community organization and the Compton Unified School District.
2. Collaborations supporting professional development have been forged with local state colleges and universities. (See Findings for Std. 1.18)
3. The Community Partnership Newsletter welcomed the following community businesses as partners in education with Compton Unified School District Schools: Continental Forge (Willard Elementary School,) Progressive Marketing (Walton Middle School,) Golden State Mutual Life Insurance (Washington Elementary School,) Belkin Computer Components (Dominguez Hills High School,) United States Postal Service (Bunche Middle School,) Merit Abrasive Products (Caldwell Elementary School,) and Chem Tran (McKinley Elementary School.)
4. Compton Unified School District received a $10,000 grant from the Boeing Commercial Airplane Group in Long Beach. The grant will fund the establishment of math and science academies at Roosevelt Elementary, Vanguard Learning Center, Walton and Bunche Middle Schools.
5. A Rolling Readers Volunteer Roster indicates that there are twenty community volunteers participating at 18 schools in the Rolling Readers Program.

Recommendations and Recovery Steps

1. Continue and expand current collaboration efforts with local colleges and professional organizations to provide professional development.
2. Identify and exploit additional opportunities for professional development with private sector organizations in the community.

Standard Implemented : Partially

Implementation Scale:

```
        0   1   2   3   4   5   6   7   8   9   10
        |---|---|---|---|---|---|---|-●-|---|---|
        Not  ←——————————————————→  Fully
```

1.23 Initial Student Placement – Procedures

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

Sources and Documentation
1. Policies and plans
2. Budget documents
3. Enrollment data
4. Course catalogs and master schedules of classes
5. Staffing documents
6. Student test performance results
7. Interviews with central office staff and site staff

Findings
1. The district lacks sufficient teachers to address the special placement needs of non-English speaking students. (See CCMAC Report, Exhibit 3.3.10.)
2. The district's special education program suffers from inadequate policy guidance, resources, and lack of training to ensure timely and appropriate placement of student with special needs. (See CCMAC Report, Finding 3.3.)
3. The district's leadership fails to hold instructional personnel accountable for corrective actions called for in citations by oversight agencies for service deficiencies.
4. The district has failed to provide sufficient human and monetary resources to support the corrective action plans and placements called for in special education by external agencies.
5. The district does not comply with its own policies concerning special education resulting in placement delays and inappropriate services. (See CCMAC Report, Finding 3.3.)

Recommendations and Recovery Steps
1. Develop and implement special education and bilingual education policies to reflect current legal requirements and provide definitive guidance to the staff.
   a. Include provisions for periodic oversight by the State Administrator and the Board.
   b. Give priority to recruiting quality staff for the elimination of inequities, particularly in the bilingual and special education programs.
   c. Support the draft proposal of the Office of Special Needs for additional funds and personnel to reduce the special education backlog.
2. Revise and adopt bilingual education policies to reflect current legal requirements and provide definitive guidance to the staff.
   a. Include provisions for periodic oversight by the State Administrator and Board of Trustees.
   b. Specify the data required by the Board to monitor performance.
   c. Consolidate bilingual program guidance into one policy for ease of use.
3. Develop and adopt a policy that includes an agreed upon definition of equity and indicators of equity for Compton Unified School District.
   a. Allocate funds equitably to the areas of greatest need.
   b. Specify the data required by the State Administrator and Board to monitor performance.
   c. Identify roles and responsibilities among administrators and staff members for monitoring

and contributing to the achievement of equity, and codify these in regulations.
    d. Revise resource allocation formulas which perpetuate inequities.
4. Establish firm dates for the district to be in compliance with requirements for the bilingual and special education.
    a. Allocate personnel and funds to achieve compliance objectives by the deadlines.
    b. Direct the Research Office to develop a periodic, consolidated equity report covering areas identified in this report as well as state audits.
    c. Employ CBEDS database, supplemented as necessary, to identify equity performance and participation indicators.
    d. Use those indicators to support decision processes.
5. Adjust personnel allocation formulas and all other allocation formulas that perpetuate inequities.
    a. Implement policy revisions to direct the flow of personnel and funds to areas of greatest need.
    b. Hold the staff and leadership accountable for equity through personnel evaluations.
    c. Conduct periodic program equity reviews to monitor student access, participation, and outcomes.

Standard Implemented: Not

Implementation Scale:

0	1	2	3	4	5	6	7	8	9	10

Not ←   → Fully
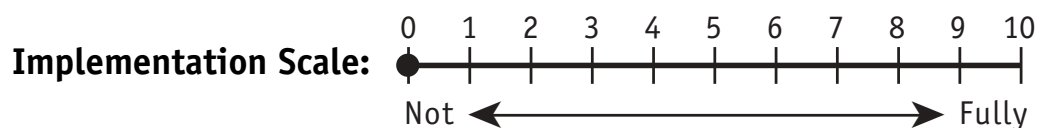
1.24 Discipline and Practices – Established/Communicated

Professional Standard

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

Sources and Documentation

1. Board Policy 5136
2. District Dress Code
3. Guidelines for Parents
4. Board adopted Code of Conduct
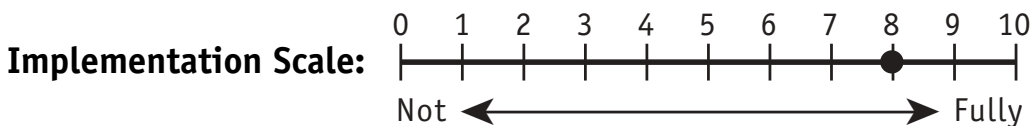5. Interviews with school administrators

Findings

1. The Division of Educational Services provides the school, students, parents, and community with information regarding school uniforms and district dress code policy.
2. The Department of Child Welfare and Attendance provides a district booklet titled Guidelines for Parents to all Compton USD parents.
3. School sites are provided with copies of the Code of Conduct and a Student Intervention Plan.
4. Parents and students sign contracts acknowledging that they have read, and they agree to abide by the "Standards and Expectations of Student Behavior.

Recommendations and Recovery Steps

1. Continue to define and enforce student discipline and communicate discipline standards to all stakeholders.
2. Continue and expand intervention efforts aimed at at-risk students.

Standard Implemented: Fully – Substantial

Implementation Scale:

```
      0   1   2   3   4   5   6   7   8   9   10
      |---|---|---|---|---|---|---|---|---|---|
     Not  <------------------------>  Fully
```

1.25 Instructional Materials – Student Accessibility

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

Sources and Documentation
1. Board policies
2. Visitations to classrooms
3. Budget documents
4. Interviews with board members, central office staff, principals, teachers, and community
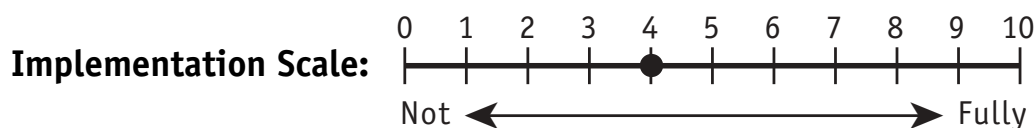
Findings
1. The Compton Unified School District provides every classroom with a set of textbooks for student use. At the secondary level, where students move from class to class and a teacher usually teaches 5 or 6 classes, books are often not available for students to take home. Administrators claim that because of constant high turnover of students, large numbers of books are not returned each year.
2. A computerized inventory of books has been developed and is monitored by the Operations Office. A large book order was placed in March, 1998, to remedy the shortage of books for students to take home. A $1. 2 million order is scheduled to arrive in September; another $800,000 will arrive in November. Because of the impending adoption of new social studies and science textbooks by the state, all textbook purchases were focused on reading, language arts, and math.
3. The district provides Spanish language materials for Spanish-speaking students and families and accommodations are made for other limited or non-English speaking students and families.
4. Auditors found limited accessibility to the instructional program in special education; however, these limitations were not related to accessibility of instructional materials.

Recommendations and Recovery Steps
1. Provide every student access to textbooks to take home when appropriate.
2. Continue district efforts to provide special educational materials for students with limited English speaking capabilities.
3. Continue district efforts to ensure that all instructional materials are accessible to all students.

Standard Implemented: Partially

Implementation Scale:

```
      0   1   2   3   4   5   6   7   8   9   10
      |---|---|---|---|-●-|---|---|---|---|---|
      Not  ◄─────────────────────►  Fully
```

(The district has initiated efforts to remedy the problems of textbook access.)

1.26 Technology – Integrated into Curriculum

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

Sources and Documentation
1. District technology plan (draft)
2. District desegregation program documents
3. Classroom visitations and observations
4. Interviews with students, teachers, administrators, other staff, and board members
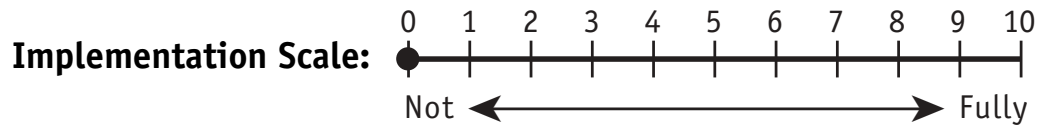
Findings
1. The auditors found no district-wide consistency in the application of technological approaches in the teaching and learning process. Planning for use of technology was found to be inadequate and disjointed. (See CCMAC Report, Finding 5.4.)
2. A review of curriculum guides revealed there has been no consistent effort to integrate the use of technological approaches into the written curriculum.
3. Current efforts to use technology in the district are hampered by lack of necessary district support in providing adequate equipment, networking, maintenance, and staff development.

Recommendations and Recovery Steps
1. Using the Draft Technology Plan (1997-98) as a starting point, develop a comprehensive plan for implementing technological approaches to teaching and learning.
   a. The following components should be included in the plan:
   - A review of the research to identify best practice as it relates to the integration of technology in educational settings.
   - A vision statement for the use of technology that is congruent with the school district's "Statement of Core Values, Vision, and Mission."
   - Identification of instructional goals that will be served and supported through the use of technology and implementation plans that address how teachers will be supported as they integrate technology into the curriculum and assume new roles in creating learning opportunities.
   - A description and assessment of current technological initiatives.
   - A plan for the configuration of technology that will facilitate the attainment of the identified instructional goals.
   - A software selection process to ensure the consistent selection of software that is linked to the district's curricular goals.
   - A hardware selection process to ensure the acquisition of equipment that supports the previously identified software.
   - A process for establishing and maintaining a detailed inventory of hardware and software.
   - A comprehensive staff development plan that not only focuses on helping teachers to master sophisticated technologies but also empowers teachers to utilize more effective models of teaching and learning.
   - A process for evaluation of technology initiatives including the utilization of student achievement data as feedback.
   - Identification of human and financial resources needed to support and maintain the technology program.

- Identification of specific individuals who will be responsible for coordinating implementation of all aspects of the comprehensive technology plan.
- Estimates of expenditures for technology over a three- to five-year period.

b. Develop procedures to ensure ongoing monitoring and evaluation of technology plan implementation. At a minimum, these procedures should include regular meetings of a task force/committee and ongoing, periodic reports to the Board of Education and/or State Administrator.

Standard Implemented: Not

Implementation Scale:

```
        0   1   2   3   4   5   6   7   8   9   10
        ●───┼───┼───┼───┼───┼───┼───┼───┼───┼───┤
        Not ←─────────────────────────→ Fully
```

1.27 Planning Process – Focus and Connectivity

Professional Standard
The district's planning process ensures focus and connectivity to increased student productivity.

Sources and Documentation
1. Various planning documents (See CCMAC Report, Exhibit 1.3.1.)
2. District policies
3. Interviews with board members, administrators, teachers, other staff, community members, and parents
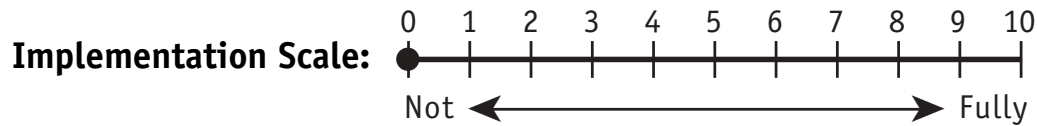
Findings
1. Since the state takeover, planning has been crisis oriented rather than deliberate planning designed to improve the design and delivery of curriculum.
2. District planning, since 1993, has responded to LACOE's reports on the Compton District.
3. A critical analysis of 8 major district plans found them defective on average in 6 of 10 CCMAC criteria for sound planning. (See CCMAC Report, Exhibits 1.3.2 and 1.3.3.)
4. School site plans were similarly defective and met only 3 of the district's own guidelines.
5. School district plan activities were seldom measurable and did not include monitoring processes.

Recommendations and Recovery Steps
1. Develop and update all policy statements to require long-range planning and program development for the school system.
   a. Ensure that policies clearly state the requirements for all planning activities and products.
   b. Products should be the result of planning actions rather than process reports.
   c. Define the plan for ensuring improvement of student academic and social growth. Set the attainment of the school system's mission as an absolute priority.
2. Develop a planning process requiring adequate information and study prior to implementing programs to ensure that the most important needs are being addressed and that the program will be successful.
   a. Require that the process follow a data-driven approach to the implementation and evaluation of all programs. (See Finding 5.6.)
   b. Set clear expectations for quality planning. Insist that the primary purposes of planning are to increase student productivity and to meet state mandates.
   c. Create mechanisms and training activities to assist staff in making necessary connections with the strategic plan, the curriculum management audit, and other district planning efforts.
   d. Review the current strategic plan to ensure that objectives are stated in measurable terms; evaluation measures are used to determine the accomplishment of the objectives; action plans include responsibility assignments and timelines; integration of strategies, strategic results and actions; and a monitoring process to ensure that the plan is followed.
   e. Require contingency planning for unforeseen factors and that communication of changes to affected stakeholders takes place.
   f. Determine a timeline for the budgeting process that permits adequate time to analyze budget implications from all plans—district, campus, operations, and programs.
   g. Design a communication plan that will report to all stakeholders the course the district's plan and progress.

h. Monitor the plan quarterly.
3. Provide training for all administrators and key instructional staff members.
   a. Include the critical components of an effective planning system.
   b. Include building their capacity to address effectively the components of planning as they assess the needs in their individual units and the district.
   c. Include setting realistic goals and performance-based objectives.

Standard Implemented: Not

Implementation Scale:

```
    0   1   2   3   4   5   6   7   8   9   10
    ●———|———|———|———|———|———|———|———|———|———|
    Not ←——————————————————————→ Fully
```

1.28 Human Resources Practices

Professional Standard
Human Resources practices support the delivery of sound educational programs.

Sources and Documentation
1. Board policies
2. Negotiated contracts
3. Interviews with administrators, teachers, parents
4. Salary and Benefit Report (SABRE)
5. Progress Report on the CUSD
6. LACOE Salary and Benefit Survey

Findings
1. The auditors found that over the years, the human resources management system had been largely ineffective in performing all major personnel functions.
2. An insufficient number of qualified personnel has resulted in a poor educational environment in the district.
3. The district lacks a recruiting and hiring process which will provide qualified staff.
4. Large numbers of new and temporarily credentialed teachers staff the schools. Only about one-half of the faculty are fully credentialed.
5. The district lacks sufficient numbers of well qualified administrators to lead the schools.
6. The salary schedule is not competitive, resulting in a large turnover of teachers.

Recommendations and Recovery Steps
1. Establish competitive salaries for teachers and administrators.
   a. Explore bonuses and other incentives to promote teacher retention.
   b. Develop strategies which include consideration of program realignment and reduction, student loading, and precision budgeting to produce additional funding for salaries and bonuses.
2. Contract with an external personnel services firm to perform all personnel and payroll functions.
   a. Retain the firm for at least one year to establish personnel policies and procedures for all personnel office functions (position control, personnel recruitment, pay procedures, personnel accounting, and related functions).
   b. Maintain this service until the district has developed adequate in-house capability.
   c. Require the firm to develop job descriptions which meet CCMAC quality criteria.
   d. Require incumbents in the personnel office to successfully complete training by the contracted personnel firm as a condition of continued employment.
   e. After completing the training, require the personnel contractor to evaluate these employees for four months and certify that they are competent to perform the required duties.
   f. Discharge unsuccessful employees or reassign them to jobs which they can perform satisfactorily.
   g. Contract with the personnel services firm to monitor performance monthly and report to the State Administrator and Board.
   h. Maintain this service until the district has adequate in-house capability.

Standard Implemented: Not

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ⟵——————————————⟶ Fully
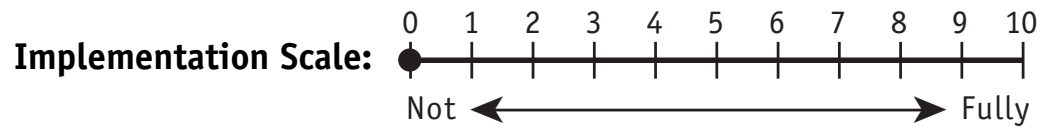
2.1 AIDS Prevention Instruction – CDE Requirements

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)

Sources and Documentation

1. Health Curriculum Guide, Compton USD
2. AIDS Prevention Course Outline, grade 9
3. Interviews with Assistant Superintendent for Curriculum and site administrators
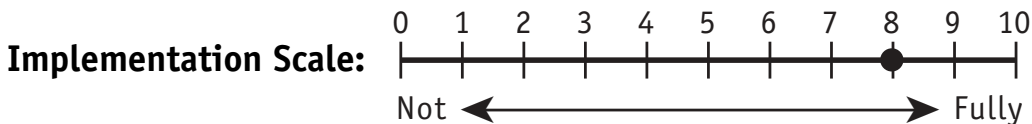4. EC 51201. 5

Findings

1. The auditors found AIDS prevention curriculum in the current health course outline for 7th grade and high school students. According to district administrators, the AIDS curriculum is taught by teachers as directed by the curriculum guides; however, no district-wide effort is made to assess the results of this program of instruction.

Recommendations and Recovery Steps

1. Continue to deliver AIDS prevention curriculum as directed by EC 51201. 5.
2. Design and implement program assessment instruments to assess the effectiveness of the program.
   a. Use a variety of feedback devices.
   b. Include in district-wide CRT program.

Standard Implemented: Fully – Substantial

Implementation Scale:

```
        0   1   2   3   4   5   6   7   8   9   10
        ├───┼───┼───┼───┼───┼───┼───┼───●───┼───┤
        Not ◄───────────────────────►  Fully
```

2.2 California High School Proficiency Exam

Legal Standard

On a yearly basis, the district notifies all 11th and 12th grade students regarding the California High School Proficiency Examination. (Title 5, 11523, EC48412)

Sources and Documentation

1. Central Office memoranda concerning district-wide testing
2. High school parent letters
3. Testing analysis memoranda
4. Interviews with district personnel
5. High school Parent Notification Letter
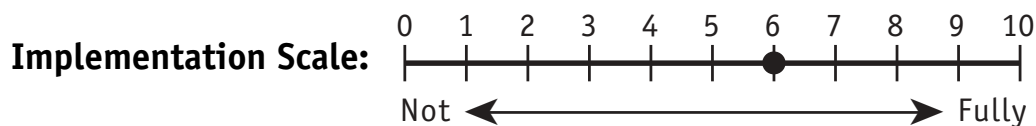6. Counseling office flyer
7. Title 5 ,11523; EC 48412

Findings

1. The high schools in the Compton Unified School District use a variety of methods to notify their pupils of the opportunity to take the California High School Proficiency Examination each year. Two of the comprehensive high schools advertise the exam with flyers which are posted in the counseling office. One high school uses counselors to transmit the information to the students verbally.
2. The district administration does not coordinate efforts to notify students; consequently, the degree of student awareness varies from school to school.

Recommendations and Recovery Steps

1. Design and implement a uniform notification system.
   a. Assign responsibility for compliance with Title 5, 11523 and EC 48412 to the Department of Research and Evaluation Services to assure greater uniformity in student notification.
   b. Codify the procedures in board policy and administrative procedure.

Standard Implemented: Partially

Implementation Scale:

```
        0   1   2   3   4   5   6   7   8   9   10
        |---|---|---|---|---|---|---●---|---|---|
        Not  ◄─────────────────────►  Fully
```

(Level of compliance varies from school to school)

2.3 Class Time – Protected for Student Learning

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

Sources and Documentation
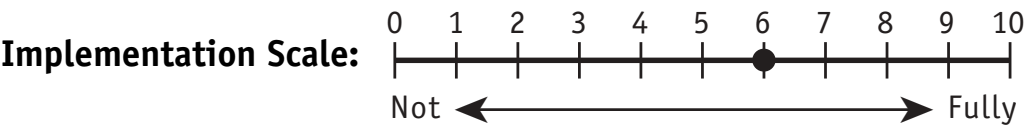1. Testimony from district personnel
2. EC 32212

Findings
1. According to district personnel, "Classroom interruptions are kept to a minimum as outlined in guidelines and procedures."
2. When requested, no documents were produced as evidence supporting the practice.
3. Auditors reported no undue class interruptions.

Recommendations and Recovery Steps
1. Develop board policies to institutionalize the practices which protect class time for student learning.
   a. Develop strategies to exclude class interruptions, inconvenient pull-outs and other elements that intrude upon class time for learning.
   b. Distribute administrative procedures requiring protection of learning time.
   c. Orient all staff to learning time procedures.

Standard Implemented: Partially

Implementation Scale:

```
        0   1   2   3   4   5   6   7   8   9   10
        |---+---+---+---+---+---+---+---+---+---|
                                  ●
        Not  ◄─────────────────────►  Fully
```

(Reported practices are not institutionalized through policy and procedure)

2.4 Categorical and Compensatory Programs – Supplement

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

Sources and Documentation
1. Memorandum to the State Administrator dated October 29, 1998, regarding Categorical programs and supplanting local effort
2. Memorandum to Principals, Project Facilitators, Division Heads and Curriculum Specialists regarding Time Accounting for Federal Programs
3. Letter from the State Department of Education consolidated compliance review officer releasing Compton Unified School District from review items 37a (supplanting) and 37b (time accounting)
4. Testimony from district administrators
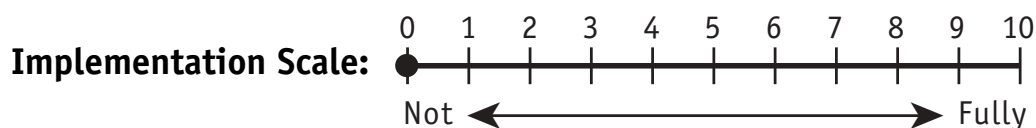5. Title 5, 3940, 4424; Fed Law 20 USC 6322

Findings
1. The auditors found that the Compton Unified School District coordinates with all divisions to assure that no supplanting of services or materials takes place.
2. A time accounting procedure has been developed and is ready for implementation.
3. The State Department of Education has released Compton Unified School District from Review Findings Con 37a and 37b in both Title I and Title VI.
4. In response to CLERN, a resolution has been drafted.
5. Special Education and LEP remain out of compliance with supplanting regulations as well as other rules. Special Education is backlogged by approximately 800 students.
6. Site administrators are reported to be uncooperative with procedures. According to one district administrator, "Teachers are not doing their job, and the principals (allow it)."
7. The English Language Development Program was promised a report from OCR (Office of Civil Rights) last March. The document has not yet been received. The OCR Report will drive the recovery efforts in this area.

Recommendations and Recovery Steps
1. Implement the categorical program time accounting procedures recently developed.
2. Develop and launch a major effort to bring the special education program into compliance with state guidelines as soon as possible.
   a. As soon as the OCR report is received, develop and implement a plan to address the discrepancies cited.
   b. Implement the plan outlined in Std. 1.23.

Standard Implemented: Not

Implementation Scale:

```
      0  1  2  3  4  5  6  7  8  9  10
      |--|--|--|--|--|--|--|--|--|--|
     Not  <---------------------->  Fully
```

2.5 Basic Skills Proficiency Exam – Instructional Aides

Legal Standard
A requirement is in place for passing of a basic skills proficiency examination by instructional aides. (EC45344.5, EC545361.5)

Sources and Documentation
1. Compton Unified School District Job Posting
2. District Instructional Assistant Examination
3. Board Policy
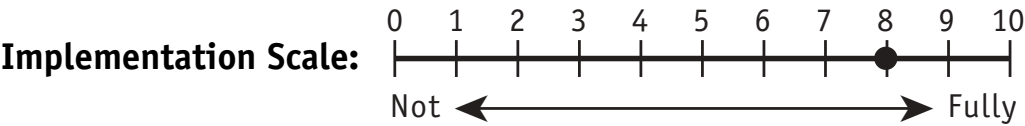4. District Application for Employment
5. EC 45344. 5.45361. 5

Findings
1. According to job postings reviewed for the Compton Unified School District, "Applicants will be tested for knowledge and abilities directly related to the position." The district requires a minimum passing score on all portions of the examination of 70 percent. Compton Unified School District uses an 'in house' examination covering the areas of English Usage, Reading and Math.
2. The Compton Unified School District Application for Employment includes an area for the Human Resources Department to record the exam dates in which applicants attempted the proficiency examination as well an indicator for whether or not the candidate qualifies for employment.
3. Review of the Board Policies does not indicate clear specifications that a proficiency examination is required as a prerequisite for employment as an instructional aide.

Recommendations and Recovery Steps
1. Continue the basic skills proficiency examinations and screening procedures now in place.
2. Revise board policy to specify that a proficiency examination is required as a prerequisite for employment as an aide in the district.

Standard Implemented: Fully – Substantial

Implementation Scale:

```
    0   1   2   3   4   5   6   7   8   9   10
    ├───┼───┼───┼───┼───┼───┼───┼───●───┼───┤
    Not ◄─────────────────────────► Fully
```

2.6 General Instructional Programs

Legal Standard
The general instructional program adheres to all requirements put forth in (EC 51000-52950)

Sources and Documentation
1. Course outlines and curriculum guides
2. Memoranda to the State Administrator Categorical programs
3. Memorandum to Principals, Project Facilitators, Division Heads and Curriculum Specialists regarding Time Accounting for Federal Programs
4. Letters from the State Department of Education consolidated compliance review office
5. Interviews with Assistant Superintendent for Curriculum and site administrators
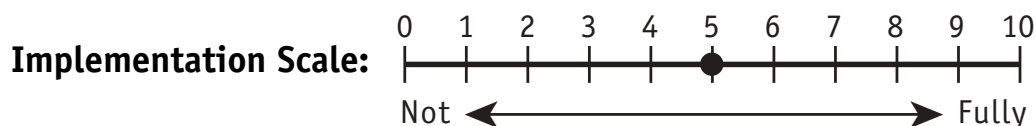6. EC 51000-52950

Findings
1. The Compton Unified School District's compliance with the provisions of the Ed Code varies from code section to code section. Non-compliance has been noted throughout the formal CCMAC Audit Report as well as this document. Special Education and LEP remain seriously out of compliance with supplanting regulations as well as other rules. Generally, the curricular mandates of Ed Code sections 51000 through 51950 are observed, as are the code sections concerning diplomas, class size, patriotic exercises, and such.
2. The School-Based Program Coordination Act is supported by the district's site-based management philosophy.
3. The OCR is due to deliver a report to the district concerning the English Language Development Program.

Recommendations and Recovery Steps
1. Continue efforts to comply with the mandates of EC 51000 through 52950.
   a. Implement the categorical program time accounting procedures recently developed.
   b. Support the efforts to bring all district educational programs into compliance with state guidelines as soon as possible.
   c. As soon as the OCR report is received, develop and implement a plan to address the discrepancies cited.
   d. Implement the plan outlined in Std. 1.23.

Standard Implemented: Partially

Implementation Scale:

```
        0   1   2   3   4   5   6   7   8   9   10
        |---+---+---+---+---+---●---+---+---+---+---|
          Not  ◄─────────────────────►  Fully
```

2.7 Incoming Kindergarten Students – Admittance

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

Sources and Documentation
1. Letter from Child Welfare and Attendance Office regarding entrance age for kindergarten
2. Elementary school packet
3. Flyer for "Kindergarten Round-up"
4. Board policies and regulations
5. Ed Code 48000-48002, 48010, 48011
6. Testimony from district administrators

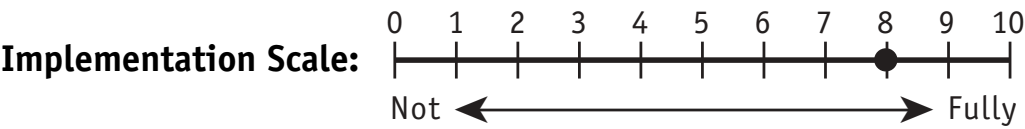### Findings
1. The district provides the schools with Ed Code Guidelines for kindergarten enrollment.
2. Local newspapers are notified.
3. Letters, flyers and forms are distributed to parents.

Recommendations and Recovery Steps
 No additional action is necessary

Standard Implemented: Fully - Substantial

Implementation Scale:

```
      0   1   2   3   4   5   6   7   8   9   10
      |---|---|---|---|---|---|---|---|-●-|---|
      Not ←                           → Fully
```

2.8 Parent Information/Clarity – Student Test Scores

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)

Sources and Documentation
1. Central Office memoranda concerning district-wide testing
2. High school parent letters
3. Testing analysis memoranda
4. Interviews with district administrators
5. High school Parent Notification Letter
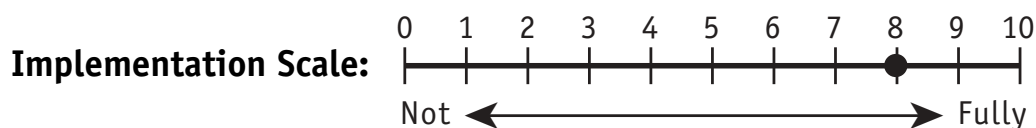6. EC 60720, 60722

Findings
1. Test data for each student regarding meeting district proficiency standards is shared with the sites by the Research and Evaluation Office, and the schools inform each student and his/her parents.
2. District-wide writing assessment scores are shared with parents during parent conferences.
3. The district is in compliance with EC 60720 and 60722.

Recommendations and Recovery Steps
No additional action is necessary.

Standard Implemented: Fully - Substantial

Implementation Scale:

```
        0  1  2  3  4  5  6  7  8  9  10
        ├──┼──┼──┼──┼──┼──┼──┼──●──┼──┤
        Not ◄───────────────────► Fully
```

2.9 Accountability – Maximum Educational Opportunity

Legal Standard

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

Sources and Documentation

1. Summary reports on CAT-E, SABE-2 achievement tests
2. Elementary, middle, and high school improvements plans
3. Interviews with teachers, students, and administrators
4. In-service plans linked to the use of data in decision making
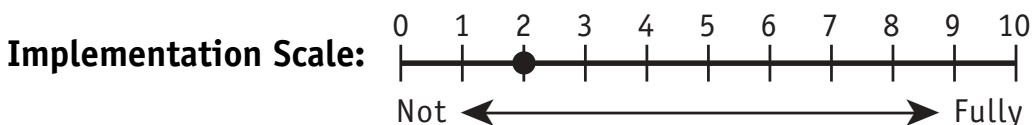5. Board policies
6. EC 60609

Findings

1. The auditors found that assessment data is not used effectively for program improvement. (See CCMAC Report, Finding 4.4.)
2. Administrators receive little feedback with regard to the effectiveness of classroom instruction and consequently have little data upon which to base improvement efforts.
3. The auditors found no board policies to ensure that student results will reach the classroom and provide sufficient means for improving the delivery of instruction.
4. The linkages between the tested and taught curriculum have not been analyzed or clarified in policy or regulations.
5. The CAT-E and SABE assessments are not aligned, causing Spanish speaking students to be significantly below grade level on the CAT-E after achieving satisfactorily on the SABE-2.
6. The existing database is not used to modify programs to ameliorate the gap between groups or to engage in equity analysis.
7. The district has no comprehensive program of in-service to support administrative and teacher understanding of data driven instruction.
8. The Department of Research and Evaluation Services does not demonstrate control of the database and is ineffective for providing quality feedback to the school system.
9. The school improvement plans do not provide a uniform and systematic approach to the utilization of assessment data.

Recommendations and Recovery Steps

1. Implement the plan outlined in Std. 1.4.
   a. Place a high priority on the development of a comprehensive assessment program.
   b. Allocate funds to properly support this priority.

Standard Implemented: Partially

Implementation Scale:

```
        0   1   2   3   4   5   6   7   8   9   10
        |---|---•---|---|---|---|---|---|---|---|
        Not  ←----------------------→  Fully
```

(Though inadequate, parts of a comprehensive assessment program have been installed.)

2.10 Measurement of Student Achievement

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

Sources and Documentation
1. Board Policy 0420(d)
2. School improvement program—school-site councils: Policy 5121: The Examination/Grading/ Rating Policy 6000: Concepts and Roles in Instruction Policy 6162. 5(a): Research/Standardized Testing Policy 6180(a): Evaluation of the Instructional Program
3. Various linkage documents
4. Interviews with teachers, administrators, and board members
5. County Audit: Assembly Bill #52, Chapter 767 (1997)
6. Management Review and Recovery Plan/Standard
7. The California State Department of Education Progress Report on the Compton Unified School District, February 18, 1997, Section 2: Student Achievement
8. Memorandum from Office of the Deputy Superintendent, September 29, 1997, update of district instructional guidelines and policies
9. Memorandum from the Office of Curricular Support regarding staff development offerings, November 10, 1997
10. Strategic Alignment Plan, 1996-1998, Priority 1
11. District Summary Compliance Report for Fiscal Year 1997-98
12. Mid-year Status and End-of-Year Report, 1994-95, priority corrective actions for Unified School District, August 1995
13. School Level Plans
14. EC 60602, 60605

Findings
1. The auditors found that no written comprehensive student assessment plan exists in the Compton Unified School District. Moreover, the policies and documents presented indicate the district is deficient in all 20 characteristics of a comprehensive program and student assessment plan. (See CCMAC Report Findings 4.1 and 4.2)
2. The scope of student assessment in the Compton district is inadequate. Only 25 percent of the total curriculum are being assessed. (See CCMAC Report Exhibit 4.2.1 , 4.2.2, and 4. 2.3.)
3. The auditors found limited evidence that the Compton Unified School District has engaged in performance based assessments as part of its formal assessment program. The assessment strategies are confined mostly to multiple choice items to measure student progress. The present scope of the assessed curriculum seriously limits the ability of the district to gain a full view of the breadth and depth of student potential and multiple intelligence.

Recommendations and Recovery Steps
1. Develop and implement a set of policies that establishes a framework for student assessment that sets forth a purpose, scope and direction for assessment for all grade levels and subject areas.
   a. Include in the policy a statement that requires the use of qualitative and quantitative data in developing and implementing school improvement plans, designing and delivering instruction, and providing staff development at all levels.

b. Allocate funds to permit employment of the full range of valid and reliable assessment strategies required to support a comprehensive student and program evaluation system.

c. Ensure alignment of assessment goals with classroom practices.

d. Ensure that proposed student exit outcomes can be achieved based on the curriculum

e. Create a staff development plan for administrators and teachers to:
- Understand and use best practices in assessment.
- Align evaluation criteria to learning goals and objectives.
- Monitor and catalog teacher and administrator in-service activities.

f. Provide training in student assessment for administrators.

g. Implement full assessment plan outlined in Std. 1.4.

Standard Implemented: Not

Implementation Scale:

```
     0   1   2   3   4   5   6   7   8   9   10
  ●——+———+———+———+———+———+———+———+———+———+——
     Not ←———————————————————→ Fully
```