

COMPTON UNIFIED SCHOOL DISTRICT

Call and Notice of BOARD STUDY SESSION
of the
Board of Trustees

June 8, 2010

A G E N D A

BOARD AGENDA PACKETS AND INFORMATION:

Complete Board meeting packets are available for review at the Front Lobby Reception Counter.

*Complete Board agendas and packets are available online at:
<http://www.compton.k12.ca.us>*

REVIEWING AND LISTENING TO THE BOARD MEETINGS:

Television: Regular Board meetings are broadcast by Time Warner Cable to subscribers within the City of Compton on CUSD TV Channel 26.

The Board of Trustees would like to acknowledge Time Warner Cable for their generosity in helping to televise CUSD Board of Trustee meetings.

ATTENDING BOARD MEETINGS:

The public is warmly invited to attend and participate in all CUSD Board of Trustees meetings.

Location: Education Service Center Board Room
501 South Santa Fe Avenue
Compton, CA 90221

Time: **The Board of Trustees' Study Session meeting will begin at 6:30 p.m.** The Board will convene at 5:00 p.m. in the Education Service Center Board Room to receive comments from anyone wishing to address the Board regarding closed session items (see Exhibit B). The Board will then adjourn to closed session in Room 109 and reconvene in open session to address the regular agenda at 6:30 p.m.

COMPTON UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES **NORMS & PROTOCOLS FOR GOOD GOVERNANCE**

SHARED GOALS

- **Maximum academic achievement for all students**
- **Safe and orderly environment for all students and employees**
- **Efficient and effective support operations for all students, families, teachers and administrators**
- **Efficient and equitable distribution of resources to address the needs of all students, to the maximum extent feasible**
- **Improved public confidence and strong parent/community engagement.**

CORE BELIEFS

- **We will maximize academic achievement of all students**
- **We want a safe and orderly environment for all students and employees**
- **We want efficient and effective support of operations for all students, families, teachers and administrators**
- **We want efficient and equitable distribution of resources to address the needs of all students, to the maximum extent feasible**
- **We want public confidence and strong parent/community engagement**

CODE OF CONDUCT & PROTOCOLS

- **Our first and greatest concern is the educational welfare of all students in the city of Compton**
- **Our second concern is our fiduciary responsibility to our constituents and the tax payers of the City of Compton, making our role that of a policy maker not an administrator.**
- **Abide by the California School Boards Association Code of Conduct, as adopted and State Ethics code.**
- **Superintendent should consider input from the Board on District related matters.**
- **Respect staff and Board Members**
- **Prepare ourselves for all meetings so our comments and questions are clear, concise, and allow timely conversation.**
- **Listen carefully and with courtesy to other members' comments, respond only when appropriate.**
- **We shall recognize that a Board Member has no legal authority as an individual and that decisions can be made only by a majority vote at a Board meeting.**
- **Board Members should respect and support the majority decision of the Board.**
- **We shall abide by majority decisions of the Board while retaining the right to seek changes in such decisions through ethical and constructive channels.**
- **We shall take no private action that may compromise the Board or administration and shall respect the confidentiality of privileged information.**
- **Board members shall recognize that the Superintendent has administrative authority in accordance with school board policy and state law, and that Superintendent shall take into account any Board input prior to acting on personnel matters.**
- **Complaints and problems from parents, community members or employees should be discussed with the Superintendent to seek positive solutions before airing matters publicly.**

COMPTON UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES
DECLARATION OF BELIEFS AND VISIONS

Acknowledging the long existing need to improve student achievement in the Compton Unified School District, and the current Program Improvement status of the district; the Board of Trustees establishes the following mission statement, state of the district declaration, core beliefs, and expectations for accountability:

To improve the performance of Compton students significantly, the trustees of the Compton Unified School District (CUSD) commit to an essential restructuring and reform of the district.

We acknowledge the effective work of thousands of talented, dedicated teachers, administrators, and other educators. We believe, however, that the district's performance can and must be improved.

We realize also that the serious urban problems that characterize most of America's largest cities also exist in Compton and spill into the schools. We realize that CUSD is a district comprised of diverse groups. We also know that even our best schools are not performing at world-class levels. We realize that CUSD students represent great diversity in terms of culture, ethnicity, language, and economic status. We believe that this rich cultural diversity requires flexibility and focused attention on the individual needs of students to achieve improved learning.

We make the following declaration relative to our current state:

- 1. *The overall achievement level of our students must be improved***
- 2. *The dropout rate is unacceptably high***
- 3. *The district and its schools are overly regulated by compliance issues***
- 4. *School safety must be improved***
- 5. *We must develop family-friends schools, focused on increasing engagement of parents.***
- 6. *The District is not responsive to the fundamental needs of our Community.***

We, the Board of Education, hold the following beliefs:

- 1. *We believe all children will learn at higher levels.***
The Compton Unified School District has the responsibility to provide the quality of education and a safe environment that allows every child to learn at higher levels. The capacity to learn is not determined or limited by race, family income, native language, gender or area of residence.
- 2. *We believe all children will reach their learning potential and that the achievement gap can be eliminated.***
The Compton Unified School District must provide equal access to quality education regardless of race, family income, gender, native language, special needs or area of residence. Providing equal access to high quality education for every child may require the investment of unequal resources to ensure an equitable outcome.
- 3. *We believe schools have an enormous impact on children's lives.***
To improve educational outcomes for all students, a highly qualified and effective teacher must be in every classroom, and every school must have a highly qualified and effective principal who is an instructional leader. Improving the educational outcomes for our students will require support from all segments of our community including parents, caregivers, businesses, elected and appointed officials, civic and faith-based organizations, along with the District's leaders, staff and students. Parents and caregivers are responsible for sending their children to school ready to learn, but the School District is responsible for educating all children regardless of family support or involvement. Children have an obligation to come to school ready to learn, but the District cannot abandon those who do not and must ensure that these students learn as well.
- 4. *We believe the Compton Unified School District will become a high performing organization.***
Sustainable reforms are possible only if parents have meaningful choices. The Compton Unified School District must develop effective partnerships with parents and caregivers - based upon trust and respect - that engage the District and the parents/caregiver in a plan of action to promote the "best interest" of the child.

All District activities will be measured by their ability to increase the academic achievement of students across the District in the most efficient and effective manner.

The District will launch, continue or expand only those efforts proven to raise student achievement here or demonstrated elsewhere. There are no "sacred cows."

To be sustainable, any reform must conform to realistic, strategic and financial plans.

COMPTON UNIFIED SCHOOL DISTRICT
DECLARATION OF BELIEFS AND VISIONS (cont.)

5. We believe that all children *shall* be educated in a safe and orderly environment.

In order to maintain such an environment in all schools of the District, high standards with regard to dress, behavior and attendance will be promulgated and enforced in all schools. In addition, violations of the established code of student conduct in the areas of drugs, weapon, and assaults on students or staff will result in severe consequences.

Success on this area is our only option, and we, as leaders of the school system, declare that safe schools, along with improved student achievement are our highest priorities.

The time has come for dramatic restructuring and reform. A new educational structure is required that:

1. *Is built on the relationship between the teacher and the student;*
2. *Features shared decision-making, and decentralized as academic progress is made and where it continues to flourish;*
3. *Is focused on performance, not compliance;*
4. *Requires a common core of academic subjects for all students;*
5. *Allows for the uniqueness of each school community*

As a Board, we have developed the following outline of our vision for an improved CUSD:

CUSD ACCOUNTABILITY: Effectiveness requires accountability at all levels of the organization (certificated and classified). We believe that our schools must be held accountable for student performance, and central office must be held accountable for direction, support and overall improved student achievement within the district. We believe that principal and teacher input is central and must be evidenced in all major decisions. We further believe that the best interest of our students must be at the center of all decisions, and that principals must be the leaders of that decision making-process. We further acknowledge that:

- ❖ The Board of Trustees must provide guidance and support to local schools by establishing clear goals, high standards, and effective systems of evaluation, while at the same time giving schools the opportunity to develop and implement methods that best achieve those goals as evidenced by student performance.
- ❖ The central office must become an enabler with a powerful focus on achievement especially in low performing schools. Its role must be training, consulting, providing resources, and evaluating. Evaluation is based in improved student achievement and professional growth.
- ❖ Schools must be responsive to their communities, providing parents and members of the community (and where appropriate, students) with formal, structured input into decision-making.
- ❖ Schools must bring a sense of urgency to using tools that result in improved achievement, using the California Standards as their goal.
- ❖ Schools will:
 - Be led by a strong and effective principal
Outstanding leadership will be the norm and not evidenced in only a few of our schools.
 - Function as teams
 - Collaboratively develop a vision for improved student achievement and a plan to achieve that vision
 - Establish a plan of accountability for all employees

Order of Business

A. OPENING

A.1 CALL TO ORDER

**Mrs. Mae P. Thomas
Board President**

A.2 ROLL CALL

Micah Ali	()
Fred Easter	()
Margie Garrett	()
Emma Sharif	()
Marjorie Shipp	()
Mae Thomas	()
Satra Zurita	()
Karen E. Frison	()
Oseas Chavaque	()
<i>Student Board Member</i>	()

A.3 PLEDGE OF ALLEGIANCE

A.4 INVOCATION

A.5 PUBLIC COMMENTS - CLOSED SESSION ITEMS

HEAR SPECIFIC CHARGES AGAINST EMPLOYEE(S) IF EMPLOYEE(S) REQUESTS THAT CHARGES BE HEARD IN OPEN SESSION
--

09/10-114a B. CLOSED SESSION

● ***PUBLIC EMPLOYEE APPOINTMENTS***

(Pursuant to Government Code Section 54957)

- Associate Superintendents
- Senior Directors
- Directors
- Chief Facilities Officer
- Administrators
- Deputy Superintendent
- Communications Coordinator
- Program Manager
- Teachers
- Assistant Superintendents
- Executive Directors
- Principals
- Assistant Principals
- Intervention Support Coordinator
- Program Coordinator of Recruiting Services
- Special Education-Transition Coordinator
- Principal - Special Assignment
- Instructional Support Administrators
- Interim Principal
- Interim Senior Director
- Director of Accounting & Budgeting

● ***PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/SUSPENSION/RELEASE/
NONREELECTION/NONREEMPLOYMENT/LEAVE/RESIGNATION***

(Pursuant to Government Code Section 54957)

● ***CONFERENCE WITH LEGAL COUNSEL - (Existing Litigation)***

(Pursuant to Government Code Section 54956.9(a))

- Compton Unified School District v. South Santa Fe Limited Partnership, et al. (LASC Case No. BC 297833)
(Case names unspecified: Disclosure would jeopardize service OF process or existing settlement negotiations)
- SEHO Case No. SN05-00684; OAH Case Nos. N2005110837 and N2005120325; and Federal District Court - Case Nos. CV05-8860 R and CV06-0555R (VBKx)
- Case No. TC019060 - (Case Name unspecified: Disclosure would jeopardize service of process or existing settlement negotiations)
- Case No. LASC Case No. TCO20906 - (Case Name unspecified: Disclosure would jeopardize service of process or existing settlement negotiations)
- GKK Works v. Compton Unified School District (LASC Case No. BC372955)
- Compton Unified School District v. GKK Works (LASC Case No. BC 415131)
- Williams v. Compton Unified School District, Case No. 07K18595
- USDC Case No. CV08-02819; OAH Case No. N2007070980
- Case No. TS 011754
- Case No. 2010-030317
- LITIGATION REPORT:
 - 1) LASC BC 363613; LASC BC 363711; USDC CV-06-4717 AHM; OAH Case No. N2005110596; OAH Case No. N2005090626; OAH Case No. N2007070013; LASC Case No. CK 14016; OAH Case No. N2007070980; OAH Case No. N2007070980; OAH Case No. N2007070285; Employee Nos. 4901065; 4900547; 4900714; 4800005; 4800513; 4901288
 - 2) VC07-5476; BC 368843; TC19128; BC362696; TC018829; TC01932; BC355746; TS008862; BC376304; BC374540; TC020906; TC021281; 07C01470; TC020599; BC306593; BC308127; TC019377
- In the Matter of the Personnel Commission Appeal - Employee/Client Number 007665.1085
- 3) Legal Matters Update - Michael Declues - Declues, Burkett & Thompson
- 4) Superior Court Case No. 0753134JW

(CONTINUED ON NEXT PAGE)

09/10-114a B. CLOSED SESSION

(CONTINUED)

- **CONFERENCE WITH LEGAL COUNSEL - (Anticipated Litigation)**
(Significant exposure to litigation pursuant to Government Code Section 54956.9(b))
 - 4 Potential Cases(Initiation of litigation pursuant to Government Code Section 54956.9(c))
 - 4 Potential Cases
 - 6 Potential Defendants

- **STUDENT EXPULSION**
 - **None Scheduled**

- **CONFERENCE WITH LABOR NEGOTIATORS**
(Pursuant to Government Code Section 54957.6)
 - Agency Designated Representatives: *Mr. Barrett K. Green*
Alejandro Flores

 - Employee Organizations: *California School Employees Association*
American Federation of Teachers
Police Officers' Association
Service Employees International Union
Compton Education Association

 - Agency Designated Representatives: *Mr. Barrett K. Green*
Alejandro Flores

 - Unrepresented Employee(s): *Certificated/Classified Management*
Nonrepresented Classified
Deputy Superintendent
Associate Superintendents
Superintendent
Chief Facilities Officer

- **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
(Pursuant to Government Code Section 54957)
 - *Superintendent*
 - *Deputy Superintendent*
 - *Associate Superintendents*

- **PUBLIC EMPLOYEE COMPLAINTS**

09/10-114b B. OPEN SESSION

- **Report Out of Closed Session**
(Pursuant to Govt. Code Section 54957.1)

C. **COMMUNICATIONS**

C.1 **SUPERINTENDENT'S REPORT**
- None Scheduled

C.2 **RECOGNITION**
1) *2010 Teacher of the Year - Dr. Abimbola Ajala, Associate Superintendent, Elementary Education*
2) *National Board Certified Teachers:*
Ms. Deborah Graham, Willard Elementary School
Ms. Ruby Martinez, McKinley Elementary School
Mr. Jeffrey Yock, Foster Elementary School

C.3 **INFORMATION ITEMS**
- None Scheduled

D. **SPECIAL SESSION**

D.1 **Public Hearings - 7:00 p.m.**
1) *CUSD Becoming a Single-District SELPA (Special Education Local Plan Area)*
2) *2010/2011 Tier III Flexibility Funds*

E. **PUBLIC COMMENTS - AGENDA & NON AGENDA ITEMS**

(Education Code 35145.5; Government Code 54950 et seq.)

All persons wishing to speak on Agenda & Non-Agenda items may do so at this point in the agenda. To be recognized to speak, the speaker must sign the sign-in sheet on the back table. Comments will be limited to 3 minutes per individual.

All persons who wish to speak during meetings of the Board of Trustees of the Compton Unified School District are expected to be courteous and respectful to other people and abide by the directions of the President of the Board in terms of when and how long they may speak. Further, no individual is to engage in making remarks demeaning or related to attacks on personnel. Failure to abide by the directions of the Board President may be disruptive to the meeting and may result in the person being ejected from the meeting. Disruption of a school board meeting is also unlawful and may result in criminal prosecution. (See Education Code Section 32210; Penal Code Sections 403, 415, and 416).

Members of the Board of Trustees, staff and community who participate in Board meetings are requested to discuss only matters directly related to District business and, thus, to focus their statements on the general subject matter of the issues.

Any criticism, comment, evaluation or observation regarding staff, including members of this administration, should be addressed exclusively in Closed Session. Anyone who makes defamatory remarks or makes personal attacks does so without the knowledge, authority, or approval of the District's Board of Trustees as a whole, the Administration, or the Superintendent.

If you wish to ask questions, please address them to the President and not to individual members of the Board of Trustees or to the staff. The Board and employees will listen to your questions and concerns, and the superintendent will direct follow-up as appropriate. Public comment is not intended for dialogue with Board Members or the superintendent. No disrespect is intended as this is a matter of protocol only.

F. COMMENTS OF THE STUDENT BOARD MEMBER

G. DISCUSSION ITEMS

**Presentation Proposed Adopted Budget FY 2010/2011 (*First Submission*)
(*Business and Administrative Services*)**

Comment: In compliance with the provisions of Education Code (EC) 42126, the District's governing Board is required to adopt a budget and file with the County Superintendent. A "first submission" of the budget has been prepared to allow the Board time to review the Proposed Adopted Budget for Fiscal Year 2010/2011 prior to approval by July 1.

Recommendation: No action required

Fiscal Impact: *None.*

**Presentation Rescission & Reclassification of Operations Division Positions
(*Facilities & Operations*)**

Comment: On March 23, 2010 a recommendation was made to abolish three Director level positions in the Operations Division as the result of a proposed reorganization/restructuring in anticipation of a budgetary shortfall. Those positions were the Director of Maintenance, Director of Facilities/Planning and Director of Transportation. The District was advised that the final determination of how the remaining work would be classified and compensated rested with the Personnel Commission. On May 6, 2010, the Personnel Commission approved the reclassification of the duties and responsibilities which the District proposed would remain as a result of the restructuring/reorganization. The Commission recommends that the Director of Maintenance position be rescinded as there was no significant change in the proposed duties and responsibilities. The Commission further recommends that both the Director of Facilities/Planning and Director of Transportation be downgraded one salary range only based on the duties and responsibilities removed from the existing positions.

Recommendation: Information only.

Fiscal Impact: *General Fund, in the amount of \$313,296.*

G. DISCUSSION ITEMS (cont.)

Presentation Strategic Plan - James Randle

Comment: The Strategic Plan will allow the district to effectively meet the needs of students while also providing the structures necessary for more efficiently utilizing existing human and financial resources. The plan charts the district's course for increasing student achievement because initiatives are more aligned and progress can be more successfully monitored.

Recommendation: Information only

Fiscal Impact: *No Cost to the District.*

Presentation Implementation of Secondary Programs for 2010/2011

Comment: A power point presentation summarizing the Secondary Programs that will be implemented for the 2010/2011 school academic year to include: Theory of Action, High School Academics, Middle School Magnets, Instructional Programs to Support Student Achievement, Professional Development and Reward and Incentives.

Recommendation: Information only

Fiscal Impact:

<i>(AVID)</i>	<i>Title I, Professional Development Budget, in the amount of \$10,000</i>
<i>(College Board)</i>	<i>Title I, Professional Development Budget, in the amount of \$315,000</i>
<i>(College Bound)</i>	<i>Title I, Professional Development Budget, in the amount of \$225,000</i>
<i>(Debate)</i>	<i>Title I, Professional Development Budget, in the amount of \$50,000</i>
<i>(Education 20/20)</i>	<i>Title I, Professional Development Budget, in the amount of \$120,000</i>
<i>(MESA)</i>	<i>Title I, Professional Development Budget, in the amount of \$90,000</i>
<i>(Project SEED)</i>	<i>Title I, Professional Development Budget, in the amount of \$300,000</i>
<i>(Read 180)</i>	<i>Title I Budget, in the amount of \$500,000</i>

G. DISCUSSION ITEMS (cont.)

Presentation Elementary Programs (Coaching Alongside, Swun Math, Noma LeMoine, Michael L. Vanderwood)

Comment: The Compton Unified School District's Instructional Coherence Plan begins with the Elementary programs which sets a strong foundation of early childhood development and readiness for school. Our elementary program consists of The Kindergarten Initiative, SWUN Math, ELD/Universal Access/SDAIE, RTI and Academic English Mastery Proficiency (AEMP). **Coaching Alongside:** This presentation outlines the type of training that will be provided to 36 schools (K-12). The training will provide an effective model to deliver classroom lessons in English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE) and Content Based ELD (CBELD) to teachers, administrators and site lead coaches. In addition, they will provide all necessary materials. **Swun Math:** Consultant will provide a Swun Math Model that analyzed district, school and classroom data to provide concise and effective lessons for students to achieve mastery in mathematics content standards; provide grade level specific professional development; demonstration lessons, co-plans, and co-teach as well as provide all materials necessary for full implementation; develop pacing guides, assessments and instructional strategies for effective instruction in mathematics. **Noma LeMoine:** This Instructional Initiative for Standard English Learners has a primary objective, eliminating disparities in achievement outcomes for African American Standard English Learners (SEL) and other underachieving students in the Compton Unified School District. The MELD instructional framework provides benchmarks for facilitating Standard English Language acquisition in SELs and increased access to and success with core curricula. **Michael L. Vanderwood:** The Response to Intervention (RTI) training model directly supports the on-going reform strategy for organizing and systematizing the process for student support in all schools. It clearly lays the groundwork for bringing a new focus on enhancing the performance of all students including those with disabilities through a common system in which classroom teachers, special education teachers and other specialists can work together.

Recommendation: Information only

Fiscal Impact:

(Coaching Alongside)

A total amount of \$980,000 to be funded as follows:

ELAP Fund in the amount of \$452,308

Title III LEP, Professional Development in the amount of \$527,692.

(Swun Math)

Title I, Professional Development Budget, in the amount of \$800,000.

(Noma LeMoine)

Title I, Professional Development Budget, in the amount of \$110,000.

(Michael L. Vanderwood)

Title I, Professional Development Budget, in the amount of \$81,850.79.

H. ACTION ITEMS (Non-Consent)

09/10-115 CONSIDERATION/ACTION - Salary Adjustment for Acting Superintendent

I. BUSINESS/CONSENT ITEMS

Consent Calendar Items designated by "CI" are considered routine and will be enacted, approved, adopted by one motion, unless a request for removal, discussion or explanation is received from any Board member or member of the public in attendance.

- None Scheduled

J. COMMENTS OF THE BOARD OF TRUSTEES AND SUPERINTENDENT

K. THE NEXT SCHEDULED BOARD STUDY SESSION

Education Service Center Board Room - July 13, 2010

09/10-9025 ADJOURNMENT

The meeting will adjourn at 10:30 p.m. The meeting may be extended by a majority vote of the Board of Trustees.

Approved:

*Karen E. Frison
Acting Superintendent*