



Compton High School

2009-2010 School Accountability Report Card

Principal

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Principal's Message

The Compton High School community is committed to fostering academic excellence that instills character development, life-long learning, respect, self-discipline, and collaboration skills. We are determined to prepare students for the rigors of high school life and beyond by delivering a quality, standards-based curriculum designed to strengthen academic skills combined with a discipline program that nurtures responsibility while challenging our students to become accountable for their own actions. It is Compton High's vision that all students graduate having undergone a personalized and challenging academic program that empowers them to be successful and productive citizens in society.

Compton High School continues to make significant progress toward the realization of our school reform effort with students demonstrating improved academic achievement and a significant change in student attitude toward school and themselves. The realization of our school-wide commitment to providing a quality education will be accomplished when 100% of our students meet school, district, state, and federal expectations. We believe that this can be accomplished by a school-home partnership and a focused standards-based instructional program.

The Compton High learning community is committed to continuous staff development and has worked hard to design and implement a comprehensive, standards-based instructional program derived from proven educational models. The staff remains focused, committed, and proactive thereby ensuring student exposure to engaging and meaningful instructional units, high behavioral expectations, and life experiences that will be the keystone for a foundation of informed decision-making relative to future educational, professional, and personal goals.

Compton High continues to promote a safe and secure learning environment through inclusive extracurricular and after school activities. We recognize that student daily attendance has a direct correlation with student achievement and have designed a comprehensive plan to improve student attendance. Compton High School offers a comprehensive academic curriculum with specialized programs designed to address the educational requirements of our special needs and English Language Learner student populations. This schoolwide network of student support programs ensures optimal student success at all levels. We are confident that our school action plan, combined with our efforts to reconfigure into professional learning communities, will prepare our students for the challenges and benefits of the 21st century.

As you read this report card for Compton High, I am convinced that a picture will emerge of a school dedicated to improvement; a qualified faculty that is both professionally and personally committed to addressing the learning needs of each student; and a student body that is motivated to perform.

Community & School Profile

Compton Unified School District serves grades pre-kindergarten through twelve in the Compton area as well as the neighboring communities of Carson, Enterprise, South Los Angeles and Willowbrook. The district is comprised of twenty-four elementary schools, eight middle schools and three comprehensive high schools, as well as one continuation high school, one pregnant minors program, one independent study program, two community day schools, an adult school and a Regional Occupation Program (ROP). Total enrollment for the district at the beginning of the 2009-10 school year was 26,221 students in grades kindergarten through twelve.

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Compton High School provides students in grades nine through twelve with a balanced, comprehensive curriculum that emphasizes reading and mastery of the California Content Standards. In addition to observing different cultural celebrations throughout the year, teachers and staff work together to make the curriculum culturally relevant to students through research and school-based projects.

During the 2009-10 school year, 2,469 students were enrolled on a traditional semester schedule. Student demographics are shown in the chart.

Student Enrollment by Ethnic Group	
2009-10	
	Percentage
African American	22.4%
Filipino	0.1%
Hispanic or Latino	75.5%
Pacific Islander	0.8%
White	0.3%
Two or More	0.1%
None Reported	0.9%

Discipline & Climate for Learning

Students at Compton High School are guided by specific rules and classroom expectations that promise respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation upon which to build an effective school. The goal of Compton High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of the discipline policies at the beginning of each school year through classroom orientation, assemblies, principal's newsletters, individual student handbooks, and the school website.

Compton High School provides an environment in which students can determine their own level of success. The staff, curriculum, and educational programs are in place to allow students to reach their highest potential. The high level of communication between students, staff, and parents helps facilitate a free-flow of information, while the richly diverse student population encourages a spirit of acceptance and inclusiveness.

A strict student accountability, attendance and tardy policy is having a positive impact in creating a suitable learning environment. Plans for the implementation of a conflict resolution program on campus, coupled with a leadership program supervised by local law enforcement, will provide a safety net for students displaying a need for enhanced support and guidance.

The suspensions and expulsions table illustrates total cases for the school and district, as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions and expulsions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	31	312	1247	3077	4404	7835
Suspension Rate	1.2%	12.3%	50.5%	11.0%	16.1%	29.9%
Expulsions	0	0	0	16	4	4
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.01%	0.02%

Student Recognition

A healthy student recognition program encourages positive student behavior and academic excellence. This program includes a system of classroom, departmental, and schoolwide awards and recognition events. Students are honored for citizenship as well as academic achievements during quarterly grade level assemblies. Students are also recognized for consistent academic performance and for improved GPAs at the end-of-the-year Principal's Banquet. Additionally, students receive Most Improved Student, Perfect Attendance, Student-of-the-Month, and Honor Roll Awards. Student athletes are also recognized for their participation at annual sports banquets.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Activities, sports, and clubs at Compton High School include:

- 15 Interscholastic Sports
- Leadership & Government
- Academic Decathlon
- Black Student Union
- Entrepreneurial Club
- Musical Performance
- Visual Arts & Design
- Speech & Debate Club
- National Honor Society
- California Scholarship Federation (CSF)
- Advancement Via Individual Determination (AVID)
- Mathematical Engineering Science Achievement (MESA)
- Fishers of Men
- Dance Ensemble
- Drill & Cheer
- Art & Mural Club
- Mariachi Band
- Polynesian Club
- Peer Counselors
- Green Crew
- Choir
- Chess Club
- Folkloric
- Pep Squad
- Yearbook
- Link Crew
- Teen Court
- Tailgaters

Homework

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas.

Homework assignments may take the form of daily, short-term, and/or long-term assignments. All courses offered at Compton High School are departmentally aligned with common unit assessments and/or assignments. Homework is an extension of the instructional program and is assigned for all classes. Individual teachers may supplement the unit proficiency benchmarks. Parents are encouraged to refer to course-specific outlines/syllabi for specific homework policies. Parents are also encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The chart illustrates the trend in enrollment for the last three years.

Enrollment Trend by Grade Level			
	2007-08	2008-09	2009-10
9th	788	828	703
10th	739	692	724
11th	538	573	548
12th	432	437	485

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. An automated system contacts the home of an absent student. The attendance clerk and the school's counselor make phone calls to the homes of students to verify excessive absences and encourage parents to see that their children are in attendance each day.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and/or behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective.

Dropout & Graduation Rates

Several programs, such as SARB, are utilized in an effort to reduce the dropout rate. Additional programs to help reduce the dropout rate include: drug awareness programs, attendance counseling, AVID (Advancement Via Individual Determination) and Community and Continuation School. The chart reflects the graduation and dropout rates at the school over the most recent three year period for which data is available. At the time of publication, data for the 2009-10 school year had not been released.

Graduation & Dropout Rates			
	06-07	07-08	08-09
Dropout Rate	8.00%	8.00%	6.50%
Graduation Rate	63.00%	52.00%	52.10%

Class Size

The table indicates the average class size by subject area, as well as the number of classes offered in reference to their enrollments.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	08	09	10	08	09	10	08	09	10	08	09	10
English	27	28	26	38	27	16	34	47	58	26	37	8
Mathematics	32	31	25	9	15	25	30	25	61	33	40	6
Science	33	28	33	9	8	14	3	38	23	32	5	1
Social Science	29	30	27	9	8	20	35	23	36	16	22	15

Curriculum Improvement

All curriculum development in Compton Unified School District revolves around the California State Content Standards and Frameworks. Curriculum is reviewed through a careful analysis of assessment data to ensure that it is aligned with the state standards. The district's curriculum guides are updated regularly to align them with the state standards, district goals, and the statewide assessment program.

School Leadership

Leadership at Compton High School is a responsibility shared between district administration, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Jesse Jones for the past seven years. Mr. Jones' previous experience includes numerous years in administration at community college and high school levels.

Staff members participate on teams that ensure that the instructional programs are consistent with students' needs and comply with district goals. Opportunities for involvement include:

- Department Chairperson
- Curriculum Council
- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- School Advisory Committee (SAC)
- WASC Committee
- Professional Learning Communities

Counseling & Support Staff

In addition to academics, the staff at Compton High School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students.

The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. *The counselor-to-pupil ratio is 1:274.* The chart displays a list of support services that are offered to students at the school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Intervention Coach	1	1.0
Adaptive PE Specialist	1	As Needed
Bilingual Aide	6	6.0
Campus Security Officers	7	7.0
Categorical Programs Facilitator	1	1.0
Community Liason	2	2.0
Counselor	9	9.0
English Learner (EL) Coach	1	1.0
Freshman Academic Studies Teacher	2	2.0
Health Assistant	1	1.0
Instructional Aides	6	6.0
Librarian	1	1.0
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	3	3.0
RSP Aide	3	3.0
SDC Assistant	9	9.0
Special Day Class (SDC) Teacher	7	7.0
Speech/Language Specialist	1	As Needed

At-Risk Interventions

Tutoring by volunteers is available after school, Monday through Thursday. Students may also receive individual tutoring from teachers before-and-after school, and during lunch. Supplemental tutorial programs are made available through site-based categorical programs.

English Learners

The California English Language Development Test (CELDT) is administered annually to all English Learners (EL) determine fluency level ("Beginning" to "Advanced"). EL students are placed with appropriately credentialed teachers and grouped in class based on proficiency level. All teachers use Specifically Designed Academic Instruction in English (SDAIE) methods to instruct EL students. English Language Development (ELD) is also provided for all EL students during a specific block of time each day.

Special Education

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. An Individual Education Plan (IEP) is developed for any student with emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a special needs student will receive, which may include placement in a Special Day Class, the Resource Specialist Program, and/or sessions with other members of the support staff.



Parent & Community Involvement

Parents play an important role at Compton High School through active participation and involvement. Opportunities for participation include, but are not limited to: WASC Committee, various governance committees, booster clubs, advisory groups, classroom "adoption" program, and Parent Teacher Student Association (PTSA).

Compton High School provides an on-site Parent Center, offering a number of resources, services, and volunteer opportunities. The Center employs two full-time bilingual Community Liaisons who are responsible for coordinating an extensive adult education program.

Workforce Preparation

It is the goal of Compton High School to help students understand the importance of Career Technical Education and experience how employees apply career technical and academic learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts.

Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and workforce-readiness. Compton High School students may participate in the school's Regional Occupational Program (ROP) and Career Technical Education courses. The school addresses the needs of all students in career preparation, through the following:

- Counseling & Guidance
- Partnerships with youth and economic development resources
- Supplemental student support services
- Professional development for teachers
- 2+2 Articulation Agreements with community colleges and universities

Cosmetology and Avionics are offered to students at off-site locations within the community. The following Career/Technical Education (CTE) program courses are offered to all students on-site:

- ROP Building Remodeling
- ROP Intensified Office Occupations
- ROP Computer Applications
- ROP Fashion/Clothing Occupations
- ROP Architectural Drafting Occupations
- ROP Desktop Publishing
- ROP Cosmetology
- Computer Literacy
- Wood Technology I & II
- Introduction to Home Economics
- Clothing I & II
- Work Experience Education
- ROP Office Occupations
- ROP CNA/Home Health Aide Program
- ROP Restaurant Occupations
- ROP Banking Occupations
- ROP Graphic Communications/Animation
- ROP T.V. Production
- Basic Business Operations
- Food & Nutrition I & II
- Introduction to Industrial & Technology Careers
- Medical Terminology
- Drafting I & II

All of the above-listed courses incorporate state-adopted CTE model curriculum standards, meet district graduation requirements, and/or satisfy A-G entrance requirements of the CSU/UC systems. All courses are evaluated through a combination of 1) mastery of employment readiness standards; 2) results of career/technical skills assessments; 3) participation in career/technical student organizations; and/or 4) placement of program completers in employment, post-secondary education, or the military. For more information about Career/Technical Education and/or ROP, please contact Reena K. Singh at (310) 898-6000.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

College Preparation

Compton High School encourages students to continue their education past high school by hosting college nights and financial aide night for parents and students. Students are encouraged to visit the College & Career Center located in the Guidance Office to research opportunities for post-secondary education. Compton High School has partnerships with Compton College, California State University (Dominguez Hills and Long Beach campuses) and the University of California, Irvine.

California high school students have two options for attending public universities in the state: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. The minimum GPA required for admission to a UC is 3.15, and the minimum GPA for admission to a CSU is 2.0. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements." All courses must be completed with a grade of "C" or better.

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (4 recommended for UC)
- D: Two years of laboratory science (3 recommended for UC)
- E: Two years of a single language other than English (3 recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

For more information, please visit the website for University of California application information (www.ucop.edu/pathways), or the California State University Mentor (www.csumentor.edu) site.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	1,204
What percent of the school's pupils complete a CTE program and earn a high school diploma?	10.5
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	51.7

Advanced Placement Classes

Advanced Placement (AP) courses are offered for those students seeking to qualify for college credit. During the 2009-10 school year, college-level courses included English Language & Composition, English Literature & Composition, Art, Spanish Language, Spanish Literature, Statistics, Biology, Environmental Science, and U.S. History.

District Graduation Requirements

In order to receive a high school diploma from a Compton Unified School District comprehensive high school, all students must display satisfactory citizenship and complete the required prerequisites for graduation. In addition to a passing score on both components of the CAHSEE exam, seniors must submit portfolios with research projects, complete a minimum of 45 community service hours, and complete both 20 credits of a foreign language and 10 credits of visual/performing arts. For more detailed information about high school graduation and credit requirements, please contact the school office, or visit the district's website at www.compton.k12.ca.us.

UC/CSU Course Completion

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.



Completion of High School Graduation Requirements

Students in California public schools must pass both the English/language arts and Mathematics sections of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2009-10 school year in the twelfth grade, the table displays the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

Student Achievement & Testing

Compton Unified School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, weekly authentic assessments, and quarterly benchmark tests are used to determine whether each student is performing below, at, or above grade level standards. In addition, the California English Language Development Test (CELDT) and APRENDA are used to assess the skills of English Learner (EL) students.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/Language Arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Advanced Placement Classes

	# of Courses	Enrollment
Fine and Performing Arts	2	27
English	2	107
Foreign Language	2	80
Mathematics	2	24
Science	2	37
Social Science	2	68
Totals	12	343
Percent of Students in AP Courses		11.6%

UC/CSU Course Enrollment

	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	100.0%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	13.7%

* Duplicated Count (one student can be enrolled in several courses).

Completion of High School Graduation Requirements

	School	District	State
All Students	85.2%	70.9%	*
Socioeconomically Disadvantaged	82.3%	68.2%	*
African American	76.3%	63.8%	*
Hispanic or Latino	88.4%	73.6%	*
Pacific Islander	100.0%	100.0%	*
White	0.0%	80.0%	*
English Learners	89.1%	74.1%	*
Students with Disabilities	79.3%	67.2%	*

* Data was not available at the time of publication.

Adequate Yearly Progress (AYP)

	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	No	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	No		No	

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

2010 Growth API			
	School	District	State
All Students	567	679	729
African American	514	655	638
Hispanic or Latino	581	686	672
Socioeconomically Disadvantaged	578	684	669
English Learners	546	670	626

API School Results

	07-08	08-09	09-10
Statewide Rank	1	1	1
Similar Schools Rank	4	4	2
All Students			
Actual API Change	10	-3	12
African American			
Actual API Change	12	-26	15
Hispanic or Latino			
Actual API Change	13	-5	11
Students with Disabilities			
Actual API Change	29	-52	23
Socioeconomically Disadvantaged			
Actual API Change	11	63	11
English Learners			
Actual API Change	22	-4	13

* Statewide and similar schools ranks are based on the first year listed. (Example the 07-08 rank is consistent with the 2007 school year.)

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	16	15	19	24	27	32	46	50	52
Mathematics	3	3	5	27	31	38	43	46	48
Science	9	22	20	22	25	33	46	50	54
History/Social Science	7	13	18	9	14	20	36	41	44

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	32	38	33	20
School	19	5	20	18
African American	13	2	14	12
Hispanic or Latino	20	6	22	20
Males	18	5	25	24
Females	20	4	16	13
Socioeconomically Disadvantaged	20	5	21	19
English Learners	3	2	4	4
Students with Disabilities	27	28	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Physical Fitness

In the spring of each year, the school is required by the state to administer a physical fitness test to all ninth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). **Scores for the 2009-10 school year were not provided by the CDE at time of publication.**

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English Language/Arts section and a Math section with three performance levels: "Advanced," "Proficient," and "Not Proficient." The score a student must achieve to be considered "Proficient" is different than the passing score for the graduation requirement.

The table displays the percent of students achieving "Proficient" or "Advanced" levels.

	CAHSEE By Subject								
	2007-08			2008-09			2009-10		
	School	District	State	School	District	State	School	District	State
English	24.4	26.0	52.9	29.0	26.1	52.0	26.0	27.0	54.0
Mathematics	23.5	23.9	51.3	24.1	25.7	53.3	22.0	26.0	53.0

The table displays the percent of students, by group, achieving at each performance level in English Language/Arts and Math for the most recent testing period.

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	72.6	15.6	12.2	73.2	20.8	5.9
All Students School	74.0	15.0	12.0	79.0	16.0	5.0
Male	74.0	13.0	13.0	77.0	17.0	6.0
Female	73.0	17.0	10.0	80.0	16.0	4.0
African American	77.1	17.1	5.7	88.3	8.7	2.9
Hispanic or Latino	73.0	14.0	13.0	76.0	18.0	6.0
English Learners	82.0	12.0	6.0	83.0	14.0	3.0
Socioeconomically Disadvantaged	74.0	15.0	12.0	78.0	16.0	5.0
Students with Disabilities	97.2	2.8	-	97.5	-	2.5

Library & Computer Resources

Compton High School's library, staffed by a full-time librarian, is stocked with thousands of books that are available for students to check out. Students visit the library on a weekly basis with their classes and are encouraged to visit before-and-after school. Computer resources within the library are connected to the Internet so students are able to access information online to improve their research skills.

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Each classroom has at least one computer for student and teacher use. All classrooms, as well as the school's four computer labs and six mobile computer carts, have Internet access. Students receive computer-assisted instruction on a regular basis from the computer literacy teacher. Software includes programs to develop critical thinking and technological skills, and reading proficiency.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	1997-1998	2004-2005
Year in PI (2010-11)	Year 5	Year 3
# of Schools Currently in PI	-	25
% of Schools Identified for PI	-	62.50%

Textbooks & Instructional Materials

The Los Angeles County Office of Education inspected all school sites in the district at the start of the 2010-11 school year, pursuant to the settlement of *Williams vs. the State of California*. This thorough investigation was conducted to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution on the sufficiency of textbooks is October 12, 2010.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The chart displays data collected in November 2010 in regard to the textbooks in use at the school during the current school year (2010-11).

Science Laboratory Equipment

Compton High School stocks an adequate supply of laboratory equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners. For a complete listing of inventory, please contact the school office at (310) 635-3881.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Compton Public Library, which contains numerous computer workstations.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated once every other year.

Evaluation criteria include: Engaging and Supporting all Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for all Students, Developing as a Professional Educator, and Teaching the California State Standards.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored four staff development days annually, where teachers are offered a variety of growth opportunities.

Teacher Assignment

Compton Unified School District recruits and employs only the most qualified credentialed teachers. During the 2009-10 school year, Compton High School staffed 96 fully certificated teachers who met all credential requirements in accordance with the state guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English Language Development	Hampton Brown	2008	Yes	0.0%
9th-12th	English/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
9th-12th	Foreign Language	Holt, Rinehart & Winston	2000	Yes	0.0%
9th-12th	Health	Holt, Rinehart & Winston	2004	Yes	0.0%
9th-12th	Mathematics	Holt, Rinehart & Winston	2007	Yes	0.0%
9th-12th	Mathematics	Pearson/ Prentice Hall	2007	Yes	0.0%
9th-12th	Mathematics	Pearson/ Prentice Hall	2009	Yes	0.0%
9th-12th	Science	Glencoe/ McGraw Hill	2007	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	2006	Yes	0.0%
9th-12th	Science	McDougal Littell	2008	Yes	0.0%
9th-12th	Social Science/ History	McDougal Littell	2006	Yes	0.0%
9th-12th	Social Science/ History	Prentice Hall	2007	Yes	0.0%
9th-12th	Visual and Performing Arts	Davis Publications	2007	Yes	0.0%
9th-12th	Visual and Performing Arts	Glencoe/ McGraw Hill	2006	Yes	0.0%

Teacher Credential Status

	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	59	69	96	1287
Without Full Credentials	26	17	0	0
Working Outside Subject	1	0	6	26

Misassignments/Vacancies

	08-09	09-10	10-11
Misassignments of Teachers of English Learners	6	6	2
Misassignments of Teachers (other)	2	0	5
Total Misassignments of Teachers	8	6	7
Vacant Teacher Positions	6	0	3

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: Possession of a Bachelor's Degree, Possession of an appropriate California teaching credential, and Demonstrated competence in core academic subjects.

School Facilities & Safety

Compton High School, originally constructed in 1896, has recently renovated the Science building. The Compton High School campus is currently comprised of 90 classrooms, one multi-purpose room, a library, three computer labs, one staff lounge, a Parent Center, and one gymnasium. The chart displays the results of the most recent school facilities inspection, provided by the district in November 2010.

School Safety

The safety of students and staff is a primary concern of Compton High School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among volunteers, teachers, and administrators.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in fall 2010; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Disaster procedures/routine & emergency drills
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Sexual harassment policy
- Safe ingress & egress of pupils, parents/guardians, & school employees

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and lockdown, are held on a rotating basis throughout the year.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district's Board of Education has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Compton Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	91.7%	8.3%
District	95.1%	4.9%
High-Poverty Schools in District	97.9%	2.1%
Low-Poverty Schools in District	N/A	N/A

School Facility Conditions

Date of Last Inspection: 09/24/2009

Overall Summary of School Facility Conditions: Fair

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			13 - A/C not working. E4 - A/C not working.
Interior		X		H8 - Stained ceiling tile/ possible mold. B15 - Damaged ceiling tiles. B14 - Stained ceiling tiles. W3 - Floor excessively dirty. Gym - Damage to floor and ceiling. 8 - Damage to floor. E3 - Damage to floor - hall.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			H1 - Items stored too high. H7 - Items stored too high.
Electrical			X	206A - Light out. F06 - Light out. G105 - Light out. G102 - Light out. H1 - Improper use of extension. J3 - Light out. R102 - Improper use of extension. S102 - Light out. W3 - Light out. X5 - Light out and exposed wires on heater - hot. Corrected 11/4/09. Y11A - Hanging outlet - exposed wires - hot. Corrected 11/4/09. 12 - Improper use of extension. C7 - Improper use of extension. C3 - Improper use of extension. C2 - Improper use of extension.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			B15 - Emergency exit not labeled. B14 - Emergency exit not labeled. B11 - Emergency exit not labeled. 24 - Emergency exit not labeled. 26 - Emergency exit not labeled. 23 - Emergency exit not labeled. Gym - Exit blocked. K1 - Extinguisher missing. S102 - Ant poison out. Y9A - Hazardous chemicals out. K2 - Extinguisher missing.
Structural (Structural Damage, Roofs)	X			B11 - Ramp has trip hazard. Yards - Breeze way damaged.
External (Grounds, Windows, Doors, Gates, Fences)	X			Yards - Several areas muddy/ standing water.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following:

- Roofing
- Plumbing
- Heating & Air Conditioning
- Electrical Systems
- Interior/Exterior Painting
- Flooring

For the 2010-11 school year, Compton Unified School District has budgeted \$1.8 million for the deferred maintenance program. The district's Board of Education has approved deferred maintenance projects for the school that will result in new roofing, bleacher replacement, paving, new playfields and grass areas, flooring in the basement, and painting.

Data Sources

Data within the SARC was provided by Compton Unified School District, retrieved from the 2009-10 SARC template, and/or located on DataQuest (<http://data1.cde.ca.gov/dataquest>). DataQuest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners.

Contact Information

Parents or community members who wish to participate in the school's leadership teams, committees, activities, or become a volunteer may contact the main office at (310) 635-3881. The district website (www.compton.k12.ca.us) also provides a variety of resources and helpful information for parents, students, and the community.

Teacher & Administrative Salaries

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2008-09		
	District	State
Beginning Teachers	\$38,621	\$42,377
Mid-Range Teachers	\$66,543	\$67,667
Highest Teachers	\$87,028	\$87,102
Elementary School Principals	\$107,849	\$108,894
Middle School Principals	\$114,506	\$113,713
High School Principals	\$129,084	\$124,531
Superintendent	\$220,000	\$223,323
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.6%	40.3%
Administrative Salaries	6.6%	5.5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2008-09 financial statements).

Average Teacher Salaries	
School & District	
School	\$55,887
District	\$64,469
Percentage of Variation	13.32%
School & State	
All Unified School Districts	\$68,179
Percentage of Variation	18.03%

District Expenditures & Revenue Sources

The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,185
From Restricted Sources	\$1,774
From Unrestricted Sources	\$3,411
District	
From Unrestricted Sources	\$4,022
Percentage of Variation between School & District	15.19%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	39.96%

In addition to general state funding, Compton Unified School District received state and federal funding for the following categorical, special education, and support programs:

- Peer Assistance & Review
- Economic Impact Aid (EIA)
- Tobacco Use Prevention Education (TUPE)
- Title I, Part A: Basic Grant
- Title II, Parts A & D: Teacher Quality & Technology
- Title IV, Part A: Safe & Drug Free Schools & Communities
- Title V, Part A: Innovative Programs

