Dr. Ralph Bunche Elementary School

2014-2015 School Accountability Report Card

Principal

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Dr. Abimbola Ajala-Williams
Associate Superintendent,
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Colleen Hawkins
Assistant Superintendent,
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Alejandro Alvarez
Chief Administrative Officer

Aubrey Craig
Senior Director of Fiscal Services

Board of Education

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at *http://www.cde.ca.gov/ta/ac/sa/*.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at *http://www.cde.ca.gov/fg/aa/lc/*.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

Ralph J. Bunche Elementary School is a wonderfully unique elementary school within the Compton Unified School District situated in the city of Carson. Located in a college community, we pride ourselves in providing a well-rounded education for students in transitional kindergarten through sixth grade with a focus on post high school education. At Bunche Elementary School, we know that "All students are College Bound" when we live the possibilities. In order to ensure academic success for all students our school vision is reflective of what we want a student to look like when exiting the school in the year 2015-2016. Our academic program includes English/language arts, English language development, math, science, social studies, visual and performing arts, and physical education. Ultimately, we are preparing students to compete in a global market, communicating with people in other countries and understanding the systems of those countries.

The school mission is "to build a community of productive life-long learners who critically think of ways to create a human and just society through excellence in thought and action, both personally and globally." Previously, we have worked to uphold our mission by donating money to schools in underdeveloped countries and we are planning future events that involve student service to others.

Please visit our school website at rbes-compton-ca.schoolloop.com or twitter @BuncheBears for more information about our school programs.

School Enrollment & Attendance (School Year 2014-15)

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.

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 makes 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 behavioral problems in school, and when the normal avenues of classroom, school and district counseling are not effective.

The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
K	88	62	32
1st	64	61	57
2nd	77	49	56
3rd	59	70	45
4th	84	48	72
5th	88	72	50
6th	16	55	58

Enrollment by Student Group

2014-15

	Percentage
Black or African American	52.0%
American Indian or Alaska Native	0.2%
Asian	0.7%
Filipino	0.5%
Hispanic or Latino	43.1%
Native Hawaiian or Pacific Islander	1.0%
White	0.7%
Two or More Races	1.7%
English Learners	20.3%
Socioeconomically Disadvantaged	85.3%
Students with Disabilities	4.2%
Foster Youth	3.4%

Community & School Profile (School Year 2015-16)

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-two elementary schools, nine middle schools and four 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).

Located in Northwest Carson, Bunche Elementary School provides students in grades kindergarten through five with a curriculum that emphasizes reading, writing and math skills while meeting California Content Standards. Teachers and staff work together to make the curriculum culturally relevant to students. In addition, each grade level is assigned a month in which to celebrate diversity through a school-wide performance.

In an effort to promote post-secondary education as an attainable goal for all students, each classroom is named for a university or college. The curriculum is designed to encourage students to continue their education past high school. "Goal Walls" allow students to set goals for the current year, their academic career, and adult life.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching
- Pupils have access to standards-aligned instructional materials
- School facilities are maintained in good repair

Highly Qualified Teachers (School Year 2014-15)

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." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: *http://www.cde.ca.gov/nclb/sr/tq/*.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	95.98%	4.02%
High-Poverty Schools in District	96.49%	3.51%
Low-Poverty Schools in District	0.0%	100.0%

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

Teacher Credential Status

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	16	18	16	955
Without Full Credentials	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. 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 semester or year.

Misassignments/Vacancies

	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	1	0	0

Instructional Materials (School Year 2015-16)

The Los Angeles County Office of Education inspected all school sites in the district at the start of the 2015-16 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 9, 2015.

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 October 2015 in regard to the textbooks in use at the school during the current school year (2015-16).

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-7	English Language Development	Hampton Brown	2001	Yes	0.0%
K-7	English/ Language Arts	SRA/McGraw-Hill	2002	Yes	0.0%
K-7	Health	MacMillan/ McGraw Hill	2006	Yes	0.0%
K-7	Mathematics	Houghton Mifflin/ Harcourt	2015	Yes	0.0%
K-7	Science	Scott Foresman	2008	Yes	0.0%
K-7	Social Science/ History	Scott Foresman	2006	Yes	0.0%
K-7	Visual and Performing Arts	MacMillan/ McGraw Hill	2008	Yes	0.0%
K-7	Visual and Performing Arts	SRA/McGraw-Hill	2007	Yes	0.0%

School Facilities (School Year 2015-16)

Bunche Elementary School, originally constructed in 1956, and is currently comprised of 20 classrooms, a cafeteria, two libraries, one staff lounge, a parent center, and two playgrounds.

School Facility Conditions				
Date of Last Inspection: 12/02/2015				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	**Facility Component System Status**			**Deficiency & Remedial Actions Taken or Planned**
	Good	**Fair**	**Poor**	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			C-1, C-2, C-3, D-9, E-5, E-6, G-10, G-11, L-18: Stained ceiling tiles.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			D-8: Cleaning items
Electrical	X			L-16: Data/computer wiring need organizing
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			L-15: West door hard to open

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. The chart displays the results of the most recent facilities inspection at the school.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program)
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through six.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	25	23	44
Mathematics (Grades 3-8 and 11)	14	15	33

California Assessment of Student Performance and Progress - Grade 3

		English-Language Arts						Mathematics					
				Percent Achievement Level						Percent Achievement Level			
Student Groups	Total Enrollment	Number Tested	Percent Tested	One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	50	48	96	54	29	15	2	48	96	42	35	23	0
Male	50	22	44	68	23	9	0	22	44	50	27	23	0
Female	50	26	52	42	35	19	4	26	52	35	42	23	0
Black or African American	50	24	48	50	29	17	4	24	48	42	25	33	0
Asian	50	1	2	--	--	--	--	1	2	--	--	--	--
Hispanic or Latino	50	22	44	59	32	9	0	22	44	45	50	5	0
White	50	1	2	--	--	--	--	1	2	--	--	--	--
Socioeconomically Disadvantaged	50	37	74	59	27	11	3	37	74	41	41	19	0
English Learners	50	12	24	50	42	8	0	12	24	33	58	8	0

California Assessment of Student Performance and Progress - Grade 4

		English-Language Arts						Mathematics					
				Percent Achievement Level						Percent Achievement Level			
Student Groups	Total Enrollment	Number Tested	Percent Tested	One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	73	72	98.6	63	19	15	3	72	98.6	56	39	6	0
Male	73	37	50.7	70	11	19	0	37	50.7	59	35	5	0
Female	73	35	47.9	54	29	11	6	35	47.9	51	43	6	0
Black or African American	73	35	47.9	66	23	11	0	35	47.9	66	31	3	0
Filipino	73	1	1.4	--	--	--	--	1	1.4	--	--	--	--
Hispanic or Latino	73	32	43.8	59	19	16	6	32	43.8	53	41	6	0
Native Hawaiian or Pacific Islander	73	1	1.4	--	--	--	--	1	1.4	--	--	--	--
White	73	1	1.4	--	--	--	--	1	1.4	--	--	--	--
Two or More Races	73	2	2.7	--	--	--	--	2	2.7	--	--	--	--
Socioeconomically Disadvantaged	73	63	86.3	63	17	16	3	63	86.3	56	38	6	0
English Learners	73	15	20.5	80	13	7	0	15	20.5	73	20	7	0
Students with Disabilities	73	3	4.1	--	--	--	--	3	4.1	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5

		English-Language Arts						Mathematics					
				Percent Achievement Level						Percent Achievement Level			
Student Groups	Total Enrollment	Number Tested	Percent Tested	One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	50	50	100	58	18	14	8	49	98	76	18	6	0
Male	50	28	56	64	25	4	7	28	56	82	11	7	0
Female	50	22	44	50	9	27	9	21	42	67	29	5	0
Black or African American	50	28	56	61	11	18	11	28	56	75	18	7	0
Asian	50	1	2	--	--	--	--	1	2	--	--	--	--
Hispanic or Latino	50	18	36	67	22	6	6	18	36	83	11	6	0
White	50	1	2	--	--	--	--	--	--	--	--	--	--
Two or More Races	50	2	4	--	--	--	--	2	4	--	--	--	--
Socioeconomically Disadvantaged	50	40	80	68	18	10	3	39	78	79	18	3	0
English Learners	50	8	16	--	--	--	--	8	16	--	--	--	--
Students with Disabilities	50	4	8	--	--	--	--	4	8	--	--	--	--

California Assessment of Student Performance and Progress - Grade 6

		English-Language Arts						Mathematics					
				Percent Achievement Level						Percent Achievement Level			
Student Groups	Total Enrollment	Number Tested	Percent Tested	One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	59	58	98.3	36	31	28	5	58	98.3	45	31	19	5
Male	59	33	55.9	42	30	24	3	33	55.9	48	30	15	6
Female	59	25	42.4	28	32	32	8	25	42.4	40	32	24	4
Black or African American	59	30	50.8	33	23	37	7	30	50.8	43	37	17	3
Hispanic or Latino	59	27	45.8	41	41	15	4	27	45.8	48	26	22	4
Native Hawaiian or Pacific Islander	59	1	1.7	--	--	--	--	1	1.7	--	--	--	--
Socioeconomically Disadvantaged	59	50	84.7	38	32	26	4	50	84.7	44	32	20	4
English Learners	59	9	15.3	--	--	--	--	9	15.3	--	--	--	--
Students with Disabilities	59	1	1.7	--	--	--	--	1	1.7	--	--	--	--

California Standards Test - Science

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 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 detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at *http://caaspp.cde.ca.gov/caaspp2015/Index.aspx.*

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	39	35	37	34	35	37	59	60	56

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

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subgroups

Subject	Science
District	37
School	37
African American/Black	32
Hispanic or Latino	31
Males	39
Females	36
Socioeconomically Disadvantaged	37

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

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

• Pupil outcomes in the subject areas of English, mathematics, and physical education

Physical Fitness (School Year 2014-15)

In the spring of each year, the schools of Compton Unified School District are required by the state to administer a physical fitness test to all students in grades five, seven and nine. 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).

Percentage of Students in Healthy Fitness Zone

2014-15

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	40.4%	27.7%	8.5%

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Parent & Community Involvement (School Year 2015-16)

Parents and the community are very supportive of the educational programs at Bunche Elementary School. Parents are active volunteers in the classroom and donate their time to serve on committees such as the English Language Advisory Committee (ELAC), Leadership Team, School Advisory Council, and School Site Council. We have a core group of parents who volunteer during the day assisting teachers in classrooms and/or preparing materials for instruction.

The school also benefits from partnerships with local businesses including: Joe's Crab Shack, Shakey's, and Reading is Fundamental (RIF), One World Literacy, Pizza Studio, United Way Club Connect.

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 school's main office. The district website (www.compton.k12.ca.us) also provides a variety of resources and helpful information for parents, students, and the community.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension and expulsion rates
• Other local measures on the sense of safety

Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	3.7%	3.9%	4.4%	0.0%	0.0%	0.0%
District	4.8%	4.7%	2.6%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

School Safety (School Year 2015-16)

The safety of students and staff is a primary concern of all Compton Unified schools and staff. All visitors to the campus must sign in at the school 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 is annually updated in the fall; the last review was performed in October 2015. 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 lock-down, are held on a rotating basis throughout the year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress (School Year 2014-15)

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). 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.
- 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, district and state performance are displayed in the table.

Adequate Yearly Progress (AYP)

	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

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 (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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: *http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp*.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2012-2013	2004-2005
Year in PI (2015-16)	Year 2	Year 3
# of Title I Schools Currently In PI	-	28
% of Title I Schools Currently In PI	-	75.7%

School Leadership

Leadership at Bunche Elementary School is a responsibility shared among district administration, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal LaRonda Ortega. She has 13 years of experience in education.

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:

- Parent Teacher Organization (PTO)
- School Advisory Committee (SAC)
- Data Team
- Writing Committee
- School Site Council (SSC)
- Leadership Team
- Safety Committee
- English Language Advisory Committee (ELAC)

Class Size

The table indicates the average class size by grade level, as well as the number of classrooms that fall into each size category.

Class Size Distribution

	Average Class Size			Classrooms Containing: 1-20 Students			21-32 Students			33+ Students		
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	27	26	25	1	-	-	3	3	2	-	-	-
1	28	28	30	-	-	-	2	2	2	-	-	-
2	25	26	28	1	-	-	2	2	2	-	-	-
3	27	25	23	-	-	-	2	3	2	-	-	-
4	26	28	32	-	-	-	3	1	2	-	-	-
5	25	33	30	1	-	-	3	1	2	-	1	-
6	-	28	29	-	-	-	-	2	1	-	-	-
Other	-	29	-	-	-	-	-	-	-	-	-	-

Counseling and Support Staff (School Year 2014-15)

In addition to academics, the staff 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 school does not have an academic counselor. The chart displays a list of support services that are offered to students at the school. *Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.*

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.2
Bilingual Instructional Aide	1	1.0
Campus Security Assistant	1	0.8
Curriculum Specialist	1	1.0
Health Assistant	1	0.5
Library Assistant	1	1.0
Occupational Therapist	1	As Needed
Program Specialist	1	0.2
Resource Specialist Program Teacher	1	1.0
Resource Specialist Program Aide		
School Psychologist	1	0.2
Speech and Language Specialist	1	0.4

GATE

Students in grades two through five are tested and placement begins in third grade. The focus of the GATE program is to accelerate the curriculum based on students' abilities. Instruction is differentiated for students who qualify for the GATE program.

At-Risk Interventions

Several programs are available in which students can receive academic assistance. Students who need additional instruction may receive tutoring after school from grade level teachers. In addition, the school offers several after-school programs to assist students who are struggling in reading and math.

English Learners

The California English Language Development Test (CELDT) is administered annually to all English Learners (EL) to 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) and Universal Access 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 the Resource Specialist Program and/or sessions with other members of the support staff.

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. In the 2012-13 school year, the district did not sponsor any staff development days. In the 2013-14 and 2014-15 school year, there were two district-wide staff development days.

Teachers participate in staff development during minimum days. Topics include: Common Core Shifts, Asking and Creating Text Dependent Questions, Academic Vocabulary, Guided reading, Close Reading, Academic Conversations, Writing Articulations, Cooperative Learning, Explicit Direct Instruction, RACER to tackle Constructive responses.

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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

District Revenue Sources (Fiscal Year 2014-15)

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

District Expenditures (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at *http://www.cde.ca.gov/ds/fd/ec/*. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at *http://www.cde.ca.gov/ds/fd/cs/*. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: *http://www.ed-data.org*.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$4,360
From Supplemental/Restricted Sources	$283
From Basic/Unrestricted Sources	$4,077
District	
From Basic/Unrestricted Sources	$669
Percentage of Variation between School & District	509.4%
State	
From Basic/Unrestricted Sources	$5,348
Percentage of Variation between School & State	-23.8%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

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 2013-14		
	District	State
Beginning Teachers	$38,621	$43,165
Mid-Range Teachers	$66,543	$68,574
Highest Teachers	$87,028	$89,146
Elementary School Principals	$106,610	$111,129
Middle School Principals	$111,582	$116,569
High School Principals	$152,028	$127,448
Superintendent	$232,500	$234,382
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	38.0%
Administrative Salaries	7.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$66,614
District	$72,229
Percentage of Variation	-7.8%
School & State	
All Unified School Districts	$72,971
Percentage of Variation	-8.7%