Dr. Ralph Bunche Elementary School

2015-2016 School Accountability Report Card

Principal

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Colleen Hawkins
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Chief Administrative Officer

Aubrey Craig
Senior Director of Fiscal Services

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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.

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).

Community & School Profile (School Year 2016-17)

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.

School Enrollment & Attendance (School Year 2015-16)

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.

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 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 student group and grade level..

ï»¿Subgroup|Percentage|SortOrder|Format
Enrollment by Student Group||0.0|colspan=3,class=TableHeader
2015-16||0.5|colspan=3,class=TableHeader
|Percentage|0.6|class=TableSubHeader1
Black or African American|47.4%|1.0|
American Indian or Alaska Native|-|2.0|
Asian|0.8%|3.0|
Filipino|0.3%|4.0|
Hispanic or Latino|49.6%|5.0|
Native Hawaiian or Pacific Islander|0.3%|6.0|
White|0.5%|7.0|
Two or More Races|1.1%|8.0|
EL Students|25.7%|10.0|
Socioeconomically Disadvantaged|81.3%|11.0|
Students with Disabilities|7.0%|12.0|
Foster Youth|4.1%|13.0|

Enrollment Trend by Grade Level

	2013-14	2014-15	2015-16
K	62	32	58
1st	61	57	31
2nd	49	56	45
3rd	70	45	54
4th	48	72	42
5th	72	50	68
6th	55	58	26
7th		38	27

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 2015-16)

Federal law 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.

Highly Qualified Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	93.8%	6.3%
All Schools in District	94.6%	5.4%
High-Poverty Schools in District	94.6%	5.4%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs 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			**Distr**
	14-15	15-16	16-17	16-1
Fully Credentialed	18	16	14	96:
Without Full Credentials	0	0	0	0
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			
	14-15	15-16	16-1
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	0	1	0

Instructional Materials (School Year 2016-17)

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 September 27, 2016.

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 2016 in regard to the textbooks in use at the school during the current school year (2016-17).

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English Language Development	Hampton Brown	1997	Yes	0.0%
K-5	English/Language Arts	SRA/McGraw-Hill	2002	Yes	0.0%
K-5	Health	MacMillan/ McGraw Hill	2006	Yes	0.0%
K-5	Mathematics	MacMillan/ McGraw Hill	2015	Yes	0.0%
K-5	Science	Scott Foresman	2008	Yes	0.0%
K-5	Social Science/History	Scott Foresman	2006	Yes	0.0%
K-5	Visual and Performing Arts	MacMillan/ McGraw Hill	2008	Yes	0.0%
K-5	Visual and Performing Arts	SRA/McGraw-Hill	2007	Yes	0.0%

School Facilities (School Year 2016-17)

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. The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in December 2016.

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 ti
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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven, and Science for grades five, eight, and ten.

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

California Assessment of Student Performance and Progress								
Percent of Students Meeting or Exceeding the State Standards								
Subject	**School**			**District**			**State**		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	25	32	--	23	29	--	44	48
Mathematics (Grades 3-8 and 11)	--	14	16	--	16	20	--	34	36
Science (Grades 5, 8, and 10)	35	37	41	35	37	38	60	56	54

California Assessment of Student Performance and Progress - Science				
Science				
Student Groups	**Total Enrollment**	**Number Tested**	**Percent Tested**	**% Met or Exceeded CA Standard**
All Students	89	88	98.88	40.91
Male	47	46	97.87	36.96
Female	42	42	100	45.24
Black or African American	39	38	97.44	39.47
Hispanic or Latino	45	45	100	37.78
Socioeconomically Disadvantaged	80	79	98.75	40.51
English Learners	14	14	100	7.14

California Assessment of Student Performance and Progress - Grade 3

Student Groups	Total Enrollment	English-Language Arts			Mathematics		
		Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	57	55	96.49	25.45	55	96.49	30.91
Male	25	23	92	17.39	23	92	34.78
Female	32	32	100	31.25	32	100	28.13
Black or African American	26	25	96.15	24	25	96.15	36
Hispanic or Latino	30	29	96.67	27.59	29	96.67	24.14
Socioeconomically Disadvantaged	50	48	96	25	48	96	31.25
English Learners	13	13	100	15.38	13	100	7.69

California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	English-Language Arts			Mathematics		
		Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	41	40	97.56	27.5	40	97.56	15
Male	20	19	95	5.26	19	95	--
Female	21	21	100	47.62	21	100	28.57
Black or African American	22	21	95.45	33.33	21	95.45	23.81
Hispanic or Latino	18	18	100	22.22	18	100	5.56
Socioeconomically Disadvantaged	32	32	100	18.75	32	100	15.63

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	English-Language Arts			Mathematics		
		Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	69	69	100	30.43	69	100	2.9
Male	36	36	100	27.78	36	100	--
Female	33	33	100	33.33	33	100	6.06
Black or African American	30	30	100	30	30	100	3.33
Hispanic or Latino	34	34	100	26.47	34	100	2.94
Socioeconomically Disadvantaged	61	61	100	29.51	61	100	3.28
English Learners	14	14	100	7.14	14	100	--

California Assessment of Student Performance and Progress - Grade 6

Student Groups	Total Enrollment	English-Language Arts			Mathematics		
		Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	27	27	100	29.63	27	100	7.41
Male	14	14	100	14.29	14	100	7.14
Female	13	13	100	46.15	13	100	7.69
Black or African American	13	13	100	38.46	13	100	7.69
Hispanic or Latino	12	12	100	16.67	12	100	8.33
Socioeconomically Disadvantaged	20	20	100	20	20	100	5

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

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 2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	36.9%	16.9%	6.2%
7	33.3%	21.2%	9.1%

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 2016-17)

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;and
• 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		
	13-14	14-15	15-16	13-14	14-15	15-16
School	3.94	4.44	6.26	0.00	0.00	0.00
District	4.66	2.63	3.45	0.03	0.00	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

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 September, 2016. 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.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. 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	Year 2	Year 3
# of Title I Schools Currently In PI	-	28
% of Title I Schools Currently In PI	-	75.7%

Counseling and Support Staff (School Year 2015-16)

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.

Class Size

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

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	14	15	16	14	15	16	14	15	16	14	15	16
By Grade Level												
K	26	25	28	-	-	-	3	2	2	-	-	-
1	28	30	-	-	-	-	2	2	-	-	-	-
2	26	28	24	-	-	-	2	2	2	-	-	-
3	25	23	18	-	-	-	3	2	3	-	-	-
4	28	32	38	-	-	-	1	2	1	-	-	-
5	33	30	22	-	-	-	1	2	3	1	-	-
6	28	29	27	-	-	-	2	1	1	-	-	-
7	-	-	34	-	-	-	-	-	-	-	-	1
8	-	-	19	-	-	1	-	-	-	-	-	-
K-3	-	-	-	-	-	-	-	-	7	-	-	-
3-4	-	-	-	-	-	-	-	-	4	-	-	-
4-8	-	-	-	-	-	1	-	-	5	-	-	1
Other	29	-	-	-	-	-	1	-	-	-	-	-
By Subject Area												
English	-	-	-	-	-	1	-	-	12	-	-	1
Mathematics	-	-	-	-	-	1	-	-	12	-	-	1
Science	-	-	-	-	-	1	-	-	12	-	-	1
Social Science	-	-	-	-	-	1	-	-	12	-	-	1

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the last three school years, there were two district-wide staff development days. Teachers also participate in staff development during minimum days. Topics have included: 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.

District Revenue Sources (Fiscal Year 2015-16)

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

Published: January 2017

District Expenditures (Fiscal Year 2014-15)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2014-15 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	$4,665
From Supplemental/Restricted Sources	$322
From Basic/Unrestricted Sources	$4,344
District	
From Basic/Unrestricted Sources	
Percentage of Variation between School & District	-98.5%
State	
From Basic/Unrestricted Sources	$5,677
Percentage of Variation between School & State	-23.5%

Teacher & Administrative Salaries (Fiscal Year 2014-15)

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 2014-15	District	State
Beginning Teachers	$40,552	$45,092
Mid-Range Teachers	$69,870	$71,627
Highest Teachers	$91,379	$93,288
Elementary School Principals	$112,884	$115,631
Middle School Principals	$122,550	$120,915
High School Principals	$129,776	$132,029
Superintendent	$245,000	$249,537
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.0%	37.0%
Administrative Salaries	6.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2014-15)

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	$74,602
District	$76,161
Percentage of Variation	-2%
School & State	
All Unified School Districts	$75,837
Percentage of Variation	-1.6%