George Washington Carver Elementary School

2014-2015 School Accountability Report Card

Principal

Damian Kessler, Ed.D.
dkessler@compton.k12.ca.us

CDS: *19-73437-6023758*

District Office

501 S. Santa Fe
Compton, CA 90221
(310) 639-4321

Executive Cabinet Members

Darin Brawley
Superintendent

Dr. Abimbola Ajala-Williams
Associate Superintendent,
Human Resources

Colleen Hawkins
Assistant Superintendent,
Education Services

Alejandro Alvarez
Chief Administrative Officer

Aubrey Craig
Senior Director of Fiscal Services

Board of Education

Satra D. Zurita, **President**
Micah Ali, Vice **President**
Margie Garrett, **Clerk**
Sandra Moss, **Legislative Rep.**
Charles Davis, **Member**
Mae Thomas, **Member**
Niccolette Portillo,
Student Board Member

www.compton.k12.ca.us

1425 E. 120th St. • Los Angeles, CA 90059 • (310) 898-6150 • (323) 569-7133 Fax

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

We at Carver are pleased to welcome you to the 2015-16 school year and to present the accountability report card for the 2014-15 school year. At Carver we honor learning and have high standards and expectations for all our scholars. We work hard to ensure that each scholar will become not just academically outstanding, but also a socially responsible citizen of the school community and society.

The rigorous academic program at Carver is guided by teachers and staff who are continuously evaluating their practice as they address the academic and social needs of each scholar. Carver recently received the Apple ConnectED grant which will allow us to provide out students a 1:1 ratio of students to iPads. Our academic program is supported by a number of extracurricular activities and clubs.

Our parents are active partners in the achievement of our scholars. They work tirelessly at the parent center to support teachers with instruction and actively participate in student goal setting and monitoring from week to week. We want to express our gratitude to our parents and to invite those who have not yet joined this school-home partnership to do so as we continue to forge a child friendly and empowering environment for all our scholars. We are grateful to our school community and all partners for their support. We look forward to another successful school year for our school and scholars. After all, "Success Begins at Carver!"

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).

George Washington Carver Elementary School

Carver Elementary School provides students in grades kindergarten through seven with a curriculum that strives for the development of each child's abilities based on project-based instruction while meeting Common Core State Standards. The school was recently awardedthe Connect Ed Apple Grant.

Carver Elementary observes many cultural celebrations, which occasionally includes a school-wide assembly.

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.

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 by Student Group	
2014-15	
	Percentage
Black or African American	26.1%
American Indian or Alaska Native	0.5%
Filipino	0.3%
Hispanic or Latino	72.6%
Two or More Races	0.5%
English Learners	34.3%
Socioeconomically Disadvantaged	87.1%
Students with Disabilities	7.4%
Foster Youth	2.6%

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
K	74	32	42
1st	59	51	62
2nd	55	54	51
3rd	50	58	57
4th	55	51	63
5th	54	49	55
6th	2	23	28
7th			21

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 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	20	20	16	955
Without Full Credentials	0	0	1	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	0	0	2

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).

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

School Facilities (School Year 2015-16)

Carver Elementary School is currently comprised of 26 classrooms (including portables), a library, two computer labs, one staff lounge, one playground, a parent center, a professional development center, tennis court and the main office. The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in December 2015.

School Facility Conditions				
Date of Last Inspection: 12/01/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Room 4: Faucet is broken and needs to be replaced
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Room 1, 2, 7: Leaky roof and stained ceiling tiles.
External (Grounds, Windows, Doors, Gates, Fences)	X			Room 18: Door on south side of room needs to be replaced

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.

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); and
- 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 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 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.

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)	42	56	46	34	35	37	59	60	56

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

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.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	37
School	46
African American/Black	33
Hispanic or Latino	50
Males	47
Females	45
Socioeconomically Disadvantaged	45

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

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 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).

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)	28	23	44
Mathematics (Grades 3-8 and 11)	18	15	33

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 eight and eleven.

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 - 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	56	54	96.4	37	30	19	15	54	96.4	33	39	26	2
Male	56	19	33.9	47	37	0	16	19	33.9	32	37	26	5
Female	56	35	62.5	31	26	29	14	35	62.5	34	40	26	0
Black or African American	56	10	17.9	--	--	--	--	10	17.9	--	--	--	--
Hispanic or Latino	56	44	78.6	36	27	20	16	44	78.6	25	43	30	2
Socioeconomically Disadvantaged	56	45	80.4	40	31	16	13	45	80.4	31	42	24	2
English Learners	56	13	23.2	69	23	8	0	13	23.2	54	31	15	0
Students with Disabilities	56	3	5.4	--	--	--	--	3	5.4	--	--	--	--

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	67	61	91	66	18	10	7	62	92.5	68	26	6	0
Male	67	25	37.3	68	24	8	0	26	38.8	77	23	0	0
Female	67	36	53.7	64	14	11	11	36	53.7	61	28	11	0
Black or African American	67	15	22.4	80	13	7	0	15	22.4	73	27	0	0
American Indian or Alaska Native	67	1	1.5	--	--	--	--	1	1.5	--	--	--	--
Hispanic or Latino	67	45	67.2	60	20	11	9	46	68.7	65	26	9	0
Socioeconomically Disadvantaged	67	55	82.1	62	20	11	7	55	82.1	69	24	7	0
English Learners	67	14	20.9	93	0	7	0	14	20.9	93	7	0	0
Students with Disabilities	67	13	19.4	77	23	0	0	13	19.4	92	8	0	0

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	59	57	96.6	65	12	19	2	57	96.6	65	21	9	4
Male	59	29	49.2	76	10	14	0	29	49.2	72	17	7	3
Female	59	28	47.5	54	14	25	4	28	47.5	57	25	11	4
Black or African American	59	20	33.9	80	5	10	0	20	33.9	85	5	0	5
American Indian or Alaska Native	59	1	1.7	--	--	--	--	1	1.7	--	--	--	--
Hispanic or Latino	59	36	61	58	14	25	3	36	61	56	28	14	3
Socioeconomically Disadvantaged	59	50	84.7	62	12	22	2	50	84.7	64	22	10	2
English Learners	59	12	20.3	100	0	0	0	12	20.3	92	8	0	0
Students with Disabilities	59	13	22	92	0	0	0	13	22	92	0	0	0

| | | 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	27	27	100	44	19	30	7	27	100	30	41	22	7
Male	27	10	37	--	--	--	--	10	37	--	--	--	--
Female	27	17	63	35	24	29	12	17	63	29	35	29	6
Black or African American	27	9	33.3	--	--	--	--	9	33.3	--	--	--	--
Hispanic or Latino	27	18	66.7	39	17	33	11	18	66.7	22	39	28	11
Socioeconomically Disadvantaged	27	20	74.1	40	25	25	10	20	74.1	25	45	20	10
English Learners	27	2	7.4	--	--	--	--	2	7.4	--	--	--	--
Students with Disabilities	27	2	7.4	--	--	--	--	2	7.4	--	--	--	--

| | | California Assessment of Student Performance and Progress - Grade 7 | | | | | | | | | | | |

| | | | 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	28	24	85.7	25	21	54	0	25	89.3	16	56	16	12
Male	28	14	50	36	21	43	0	15	53.6	20	67	7	7
Female	28	10	35.7	--	--	--	--	10	35.7	--	--	--	--
Black or African American	28	9	32.1	--	--	--	--	9	32.1	--	--	--	--
Hispanic or Latino	28	15	53.6	27	13	60	0	16	57.1	0	69	13	19
Socioeconomically Disadvantaged	28	21	75	29	19	52	0	21	75	19	48	19	14
English Learners	28	2	7.1	--	--	--	--	2	7.1	--	--	--	--
Students with Disabilities	28	1	3.6	--	--	--	--	1	3.6	--	--	--	--

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	27.3%	9.1%	-
7	12.0%	8.0%	-

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 Carver Elementary. The Parent Teacher Association (PTA) plays an active role through fundraising and involvement in special activities. Parents are also active as volunteers in the classroom and donate their time to serve on committees such as the English Language Advisory Committee (ELAC), School Advisory Council, and the School Site Council. The school also offers ESL classes for parents.

Carver Elementary School also benefits from partnerships with local businesses, service organizations, and private donors, including Watts/Willowbrook Boys' and Girls' Club, Colburn School of Performing Arts, Charles Drew Magnet School, LACOE, African American Parent Advisory Committee, Omega Psi Phi, and MLK Community Hospital.

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**		
12-13	13-14	14-15	12-13	13-14	14-15
School	1.8%	1.8%	1.6%	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	Not in PI	In PI
First Year in PI	-	2004-2005
Year in PI (2015-16)	-	Year 3
# of Title I Schools Currently In PI	-	28
% of Title I Schools Currently In PI	-	75.7%

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												
				Classrooms Containing:								
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	20	19	20	4	4	3	-	-	-	-	-	-
1	19	18	20	3	3	3	-	-	-	-	-	-
2	18	19	18	3	-	-	-	-	-	-	-	-
3	16	20	19	3	-	3	-	-	-	-	-	-
4	19	17	19	-	-	-	-	-	-	-	-	-
5	23	20	25	1	1	-	2	2	1	-	-	-
6	-	24	25	-	-	-	-	1	2	-	-	-
Other	-	-	14	-	-	1	-	-	-	-	-	-

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).

School Leadership

Leadership at Carver Elementary School is a responsibility shared among district administration, instructional staff, students, and parents. Principal Damian Kessler joined the school in the fall of 2012. Dr. Kessler brings to the school more than 15 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 Association (PTA)
- School Site Council (SSC)
- Leadership Team
- Student Study Team
- Safety Committee
- English Language Advisory Committee (ELAC)
- School Advisory Committee
- African American Parent Advisory Committee

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
Community Liaison	1	1.0
Counselor	1	As Needed
ELA Curriculum Specialist	1	1.0
21st Century Specialist	1	1.0
Health Aide	1	0.5
Library Aide	1	1.0
Psychologist	1	As Needed
Resource Specialist Program Teacher	1	1.0
Resource Specialist Program Aide	1	0.5
Speech and Language Specialist	1	As Needed

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 on Saturdays 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.

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
- Tobacco Use Prevention Education (TUPE)
- Title II, Parts A & D: Teacher Quality & Technology
- Title V, Part A: Innovative Programs

- Economic Impact Aid (EIA)
- Title I, Part A: Basic Grant
- Title IV, Part A: Safe & Drug Free Schools & Communities

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	$6,057
From Supplemental/Restricted Sources	$1,463
From Basic/Unrestricted Sources	$4,594
District	
From Basic/Unrestricted Sources	$669
Percentage of Variation between School & District	586.7%
State	
From Basic/Unrestricted Sources	$5,348
Percentage of Variation between School & State	-14.1%

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	$68,009
District	$72,229
Percentage of Variation	-5.8%
School & State	
All Unified School Districts	$72,971
Percentage of Variation	-6.8%