



Enterprise Middle School

2008-2009 School Accountability Report Card

Principal

Dr. Teodor Brancov
tbrancov@compton.k12.ca.us

Executive Cabinet Members

Dr. Kaye E. Burnside, Superintendent

Karen Frison, Chief of Staff

Carlos Manrique

Associate Superintendent, Curriculum Design & Instructional Improvement

Dr. Abimbola Ajala

Associate Superintendent, Elementary Schools

Dr. Hazel Rojas

Associate Superintendent, Elementary Schools

Dr. Donald Evans

Associate Superintendent, Middle Schools

Dr. Gunn Marie Hansen

Associate Superintendent, Secondary Schools

Byron Isaac

Associate Superintendent, Human Resources

Deborah Willard

Associate Superintendent, Business & Administrative Services

Board of Education

Mae Thomas, President

Micah Ali, Vice President

Satra Zurita, Clerk

Margie Garrett,

Legislative Representative

Fred Easter, Member

Marjorie Shipp, Member

Emma Sharif, Member



www.compton.k12.ca.us

2600 W. Compton Blvd. • Compton, CA 90220 • (310) 898-6030 • (310) 632-4183 Fax

Principal's Message

During the 2008-09 school year, the Enterprise staff faced a tremendous challenge. Despite the fact that our school has characteristics of a low-achieving inner-city school, we remained dedicated to improving the academic achievement of our students. While our students made some academic improvement, we were most successful in achieving our mission to support their overall development as mature and productive citizens.

Our goal last year was to develop a learning environment focused on high expectations and rigorous standards. Although our students did not achieve the high academic level we'd hoped, our staff was able to help them overcome some of the other problems we faced as an inner-city school. The staff is not discouraged by these challenges and continues to work hard to improve students' academic skills. We also welcome the help of parents and invite them to continue volunteering at our school. Parents should contact the principal's office to find out more about our various volunteer needs.

Community & School Profile

Compton Unified School District serves grades pre-kindergarten through twelve in the Compton area as well as the neighboring communities of Carson, Enterprise, South Los Angeles and Willowbrook. The district is comprised of twenty-four elementary schools, eight middle schools and three comprehensive high schools, as well as one continuation high school, one pregnant minors program, one independent study program, two community day schools, an adult school and a Regional Occupation Program (ROP). Total enrollment for the district at the beginning of the 2008-09 school year was 27,369 students in grades kindergarten through twelve.

Located in central Compton, Enterprise Middle School provides students in grades six through eight with a balanced, comprehensive curriculum that emphasizes language arts and math, while meeting California Content Standards. Teachers and staff work together to make the curriculum culturally relevant to students.

During the 2008-09 school year, 624 students were enrolled on a traditional semester schedule. Student demographics are shown in the chart.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	37.0%
American Indian	0.0%
Asian	0.0%
Caucasian	0.5%
Filipino	0.0%
Hispanic or Latino	61.2%
Pacific Islander	0.3%
Multiple or No Response	1.0%

Discipline & Climate for Learning

Students at Enterprise Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school and demonstrates that good discipline is a solid foundation upon which to build an effective school.

The goal of Enterprise Middle School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards while being held accountable for their behavior.

Each teacher establishes classroom standards and expectations which also follow the district's discipline and behavior policies. Packets are sent home to parents to keep them updated on weekly assignments. Parents and students are informed of the discipline policies at the beginning of each school year through the Parent-Student Handbook, as well as monthly Enterprise Eagle newsletters and occasional notices and announcements.

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

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	192	122	173	5565	3077	4404
Suspension Rate	30.8%	18.5%	27.7%	19.5%	11.0%	16.1%
Expulsions	0	2	0	4	16	4
Expulsion Rate	0.0%	0.3%	0.0%	0.0%	0.1%	0.0%

Student Recognition

Enterprise Middle School's student recognition program contributes to the positive environment of the school, and includes classroom and schoolwide awards. Students are recognized quarterly for academic achievements, honor roll, and perfect attendance. Student of the Month, awards for citizenship, academic improvement and attendance are recognized at monthly assemblies. The student with the highest CST score receives a laptop computer. The Top 10 students with the highest CST scores receive MP4's.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities which are an integral part of the educational program. These schoolwide activities promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities include:

- Band
- Drama
- Drill Team
- Campus Beautification Club
- MESA/Sports
- Choir
- Computer Club
- Cheerleading
- Associated Student Body (ASB)
- Gifted & Talented Education (GATE)

Enterprise Middle School offers a California Standards Test (CST) Academic Achievement Club for the top 40% of its student population. Students and parents meet monthly to discuss and review strategies for motivating student achievement.

Homework

Homework is a fundamental part of the learning process which helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Students are assigned homework on a daily basis, for all grade levels and all subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their abilities. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

School Enrollment & Attendance

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

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

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

Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
6th	207	229	178
7th	215	220	229
8th	201	211	217

The chart illustrates the trend in enrollment for the last three years.

Class Size

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

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
07	08	09	07	08	09	07	08	09	07	08	09	
English	32	29	25	1	6	6	8	18	24	10	10	2
Mathematics	33	27	25	-	9	6	10	17	23	9	6	5
Science	33	30	28	1	2	-	5	14	18	9	10	3
Social Science	35	31	30	-	3	3	4	9	7	11	10	10

Curriculum Improvement

All curriculum development in Compton Unified School District revolves around the California State Content Standards and Frameworks. All curriculum is reviewed through an analysis of assessment data to ensure that it is aligned with the state standards. The district's curriculum guides are updated regularly to align them with the state standards, district goals, and the statewide assessment program. Teachers align the classroom curriculum to ensure that all students meet or exceed state proficiency levels.

At-Risk Interventions

Students who are achieving below average and far below average scores in reading on district and state tests are referred to the after-school tutoring program and Saturday Academy. Enterprise Middle School also offers the After-School Education & Safety (ASES) program, which provides homework help and enrichment activities for all students between the hours of 3 p.m. and 6 p.m.

School Leadership

Leadership at Enterprise Middle School is a responsibility shared among district administration, instructional staff, students, and parents. Primary leadership duties are shared by Principal Teodor Brancov and Assistant Principal Kim Gaston. Dr. Brancov has been principal for the past eight years. He has 21 years experience as an administrator in addition to his experience as a foreign language teacher.

Staff members participate on teams that ensure 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
- English Language Advisory Committee (ELAC)

Counseling & Support Staff

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 counselor-to-pupil ratio is 1:312.* The chart displays a list of support services that are offered to students at the school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Aide	3	3.0
Campus Security Officers	2	2.0
Categorical Programs Facilitator	1	1.0
Computer Aide	2	1.0
Counselor	2	2.0
Health Assistant	1	1.0
Instructional Assistants	3	3.0
Library Aide	1	1.0
Resource Specialist Program (RSP) Teacher	2	1.5
RSP Aide	2	1.5
SDC Assistant	6	3.0
Special Day Class (SDC) Teacher	6	3.0
Speech/Language Specialist	1	0.2

GATE, AVID, & MESA

Students qualifying for the Gifted and Talented Education (GATE) program are encouraged to enroll in the GATE elective class. The focus of the GATE program is to develop academic and leadership skills.

The Achievement Via Individual Determination (AVID) and Math, Engineering and Science Achievement (MESA) programs provide all students with opportunities to explore possible college or career paths.

English Learners

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

Special Education

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

Data Sources

Data within the SARC was provided by Compton Unified School District, retrieved from the 2008-09 SARC template, and/or located on DataQuest (<http://data1.cde.ca.gov/dataquest>). DataQuest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners.

Parent & Community Involvement

Parents play an important role at Enterprise Middle School through active participation and involvement in the PTA, volunteering in the classroom, and supervising students on campus and during special events. Back-to-School Night and Open House events are well-attended.

Parents of English Learner students may receive English language instruction at the Parent University on Wednesdays and Saturdays from 8 a.m. to 12 p.m.

Contact Information

Parents or community members who wish to participate in the school's leadership teams, committees, activities, or become a volunteer may contact the main office at (310) 898-6030. The district website (www.compton.k12.ca.us) also provides a variety of resources and helpful information for parents, students, and the community.

Student Achievement & Testing

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

Physical Fitness

In the spring of each year, the school is required by the state to administer a physical fitness test to all seventh grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2008-09 school year, 9.0% of the school's seventh grade students met or exceeded State fitness standards.



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all second through eleventh grade 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 combined percentage of students scoring at the "Proficient" and "Advanced" levels in English/language arts, math, social science, and science for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	17	27	33	20	24	27	43	46	50
Mathematics	28	26	33	24	27	31	40	43	46
Science	8	22	24	15	22	25	38	46	50
History/Social Science	4	9	11	8	9	14	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	31	31	15	6
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	34	34	29	14
Pacific Islander	*	*	*	*
Caucasian	*	*	*	*
Males	27	34	21	11
Females	39	32	27	11
Socioeconomically Disadvantaged	26	30	23	8
English Learners	17	25	6	4
Students with Disabilities	8	15	*	6
Migrant Education	*	*	*	*

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

Academic Performance Index

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

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

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

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	1	2	2	
Similar Schools Rank	4	7	9	
All Students				
Actual Growth	54	42	26	697
Socioeconomically Disadvantaged				
Actual Growth	54	42	6	677
African American				
Actual Growth	73	38	26	681
Hispanic or Latino				
Actual Growth	40	42	24	706
English Learners				
Actual Growth	37	35	41	690

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

Federal Intervention Program

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	1997-1998	2004-2005
Year in PI (2009-10)	Year 5	Year 3
# of Schools Currently in PI	-	27
% of Schools Identified for PI	-	65.85%

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history.

Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English Language Learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Textbooks & Instructional Materials

The Los Angeles County Office of Education inspected all school sites in the district at the start of the 2009-10 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 November 13, 2009.

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 2009 in regard to the textbooks in use at the school during the current school year (2009-10).

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English Language Development	Hampton Brown	2001	Yes	0.0%
6th-8th	English/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
6th-8th	Foreign Language	Prentice Hall	2004	Yes	0.0%
6th-8th	Health	MacMillan/ McGraw Hill	2006	Yes	0.0%
6th-8th	Mathematics	Glencoe/ McGraw Hill	2008	Yes	0.0%
6th-8th	Science	McDougal Littell	2007	Yes	0.0%
6th-8th	Social Science/ History	Holt, Rinehart & Winston	2006	Yes	0.0%
6th-8th	Visual and Performing Arts	Glencoe/ McGraw Hill	2007	Yes	0.0%
6th-8th	Visual and Performing Arts	Pearson Scott Foresman	2008	Yes	0.0%

Science Laboratory Equipment

Enterprise Middle School stocks an adequate supply of laboratory equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners. For a complete listing of inventory, please contact the school office at (310) 898-6030.

Library Information

Enterprise Middle School's library, staffed by a full-time library assistant, is stocked with hundreds of books that are available for students to check out during weekly visits. Students are encouraged to visit the library during after-school hours. Computer resources within the library are connected to the Internet, allowing students to access information online.

Computer Resources

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Each classroom contains computers for student and teacher use. Students also have weekly access to four computer labs, staffed by a computer coordinator and three aides, containing a combined total of 230 Internet-accessible workstations. Additionally, two mobile labs with 20 wireless laptops each are available for classroom use. Students have been trained to use Read 180, Ed-Performance, GoMyAccess, Math Matrix, Skill Connections, and various software programs that help to develop critical thinking, technological skills, and reading proficiency.

Computer Resources	Computer Resources		
	06-07	07-08	08-09
Computers	135	246	248
Students per computer	4.6	2.7	2.5
Classrooms connected to Internet	135	246	32

Additional Internet Access/Public Libraries

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

Teacher Evaluation & Professional Development

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

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria include: Engaging and Supporting all Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for all Students, Developing as a Professional Educator, and Teaching the California State Standards.

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

Teacher Assignment

Compton Unified School District recruits and employs only the most qualified credentialed teachers. During the 2008-09 school year, Enterprise Middle School staffed 21 fully certificated teachers who met all credential requirements in accordance with the state guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	18	21	21	1141
Without Full Credentials	9	9	10	110
Working Outside Subject	2	1	0	0

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

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	1	1
Misassignments of Teachers (other)	16	0	0
Total Misassignments of Teachers	16	1	0
Vacant Teacher Positions	1	0	0

Highly Qualified Teachers

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

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	75.8%	24.2%
District	85.7%	14.3%
High-Poverty Schools in District	88.4%	11.6%
Low-Poverty Schools in District	100.0%	0.0%

School Facilities & Safety

Enterprise Middle School, originally constructed in 1920, is comprised of 23 classrooms, a library, four computer labs, a gym, one staff lounge, and a cafeteria. The chart displays the results of the most recent school facilities inspection, provided by the district in November 2009.

School Facility Conditions				
Date of Last Inspection: 03/23/2009				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			L3 - Loose gas line on ceiling beam.
Interior			X	Boys Locker (not in use) - Interior wall & ceiling damage. P5 - Damaged, loose carpet, damaged ceiling tile. P4 - Stained ceiling tile. Gym - Paint - ceiling damage. Girls Locker (not in use) - Damaged walls/ceiling. Staff RR A - Missing ceiling tiles, wall damage. L3 - Damaged floor. L2 - Stained ceiling tile. Auditorium - Peeling paint. Kitchen - Stained ceiling tiles. Girls RR I - Damaged wall. I4 - Damaged, loose ceiling tiles. G3 - Missing ceiling tiles (open ceiling). Loose, damaged ceiling tiles. G2 - Missing ceiling tiles (exposed insulation). G1 - Missing ceiling tiles. Boys RR I - Damaged wall paint. Girls RR G - Damaged ceiling. Boys RR G - Damaged metal trash/towel dispenser. Damaged wall. F2 - Missing ceiling tiles. Offices - Stained ceiling tiles - nurse.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)		X		Boys Locker (not in use) - Graffiti. Gym - Graffiti. Girls Locker (not in use) - Graffiti. 4 Comp Lab - Unsecured overhead storage. Kitchen - Graffiti - exterior wall. Boys RR Lunch Area - Graffiti through out. Girls RR Lunch Area - Graffiti. Girls RR I - Graffiti. Boys RR I - Graffiti. Girls RR G - Graffiti. Boys RR G - Graffiti. P4 - Roaches.
Electrical			X	2 Comp Lab - Loose wires, trip and pull hazards. 1 Comp Lab - Extension Cords - Permanent use. L3 - Loose electrical wires on ceiling beam. Library - Three lights not working. K4 - Exposed electrical wires in hallway lights. Kitchen - Missing light covers. Missing outlet cover. I1 - Lights not working. I2 - Lights not working. I4 - Lights not working. Broken/missing light covers, missing bulbs. G3 - Lights not working. G2 - Broken light in hall, missing light covers. G1 - Missing light covers. F2 - Plus strips linked.
Restrooms/Fountains	X			Boys Locker (not in use) - Damaged exterior fountains. 2 Comp Lab - Exterior fountain button missing. Boys Locker (not in use) - Panel or partition - broken, missing.
Safety (Fire Safety, Hazardous Materials)	X			P5 - Fire extinguisher expired. 2 Comp Lab - Aerosols.
Structural (Structural Damage, Roofs)	X			Gym - Hole in roof. L3 - Plants growing in downspout. P1 - Damaged subfloor (under carpet). Gym - Damaged wood or ceiling. L3 - Ceiling beams damaged (from heaters). Boys RR I - Damaged, cracked exterior roof beam.
External (Grounds, Windows, Doors, Gates, Fences)	X			Boys Locker (not in use) - Asphalt damaged - mud, water, loose asphalt, cracks. Gym - Damaged asphalt - cut, broken, loose soil & gravel. Boys Locker (not in use) - Door closer broken - RR. P1 - Damaged fence - cut, hole. Damaged fencing around A/C unit. Girls Locker (not in use) - Attic access door missing. Boys RR Lunch Area - Damaged door.

School Safety

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

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in September 2009; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

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

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

Cleaning Process

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

Maintenance & Repair

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

Deferred Maintenance Budget

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

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

For the 2009-10 school year, Compton Unified School District has budgeted \$2,708,021 for the deferred maintenance program, which represents 3.0% of the district's general fund budget. The district's Board of Education has approved deferred maintenance projects for the school that will result in new flooring, painting, and refurbishing the restrooms.

Teacher & Administrative Salaries

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed.

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2007-08 school year. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having above 5,000 average daily attendance statewide. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$65,412
District	\$61,789
Percentage of Variation	5.86%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	2.45%

Average Salary Information Teachers - Principal - Superintendent 2007-08

	District	State
Beginning Teachers	\$38,239	\$42,065
Mid-Range Teachers	\$64,605	\$67,109
Highest Teachers	\$84,493	\$86,293
Elementary School Principals	\$104,231	\$107,115
Middle School Principals	\$112,705	\$112,279
High School Principals	\$124,049	\$122,532
Superintendent	\$220,000	\$216,356
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	39.0%
Administrative Salaries	6.0%	6.0%

District Expenditures & Revenue Sources

Based on 2007-08 audited financial statements, Compton Unified School District spent an average of \$9,053 to educate each student. The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,847
From Restricted Sources	\$1,226
From Unrestricted Sources	\$3,621
District	
From Unrestricted Sources	\$5,799
Percentage of Variation between School & District	37.56%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	34.31%