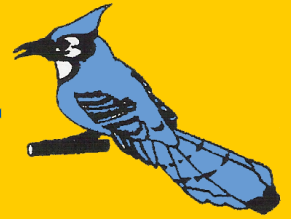




CHARLES W. BURSCH ELEMENTARY SCHOOL



Principal
Abimbola Ajala
Grades K-5

2505 W. 156th Street
Compton, CA 90222
(310) 898-6130
www.compton.k12.ca.us

2002-2003 School Accountability Report Card

Compton Unified School District

Superintendent

Dr. Jesse Gonzales

Deputy Superintendents

Dr. R. Keith Beeman,
Administrative Services

Chiung-Sally Chou,
Instructional Services

Cabinet Members

Erlinda Martinez,
Curriculum Development and
Instructional Improvement

Sheila Gibson,
Instructional Services Pre K-5

Deloris Davis-Holmes,
Instructional Services 6-8

Teresa Santamaria,
Business and Administrative
Services

Larry Scott,
Chief Facilities Officer

Chief Hourie Taylor,
School Police

Board of Education

Fred Easter, President

Leslie A. Irving,
Vice President

Mae Thomas, Clerk

Delorise Bursch,
Legislative Representative

Gorgonio Sanchez

Emma Sharif

Marjorie A. Shipp

Principal's Message

Welcome to Bursch Elementary School, the home of the Bluejays, where students' success is paramount. Each year, we pride ourselves on being able to raise our expectations higher, and we are delighted when we meet and sometimes exceed the expectation. Excellence is our goal. Striving to reach this goal is a joint effort on the part of the students, parents, teachers, community and administration.

Based on our performance in the STAR test in the last few years, we are no longer an "underperforming school". We are continuing to focus our effort on reading specifically developing oral reading fluency, our goal is for every child to read at grade level by the end of the 2004-05 school year. We encourage all students to read outside of school especially at home.

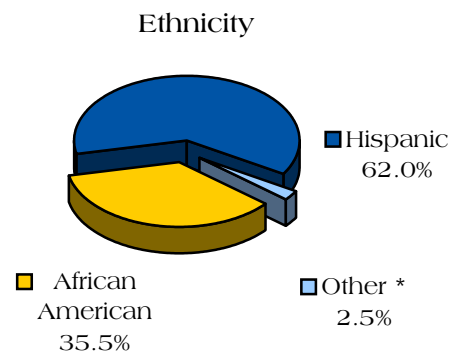
One of the most important component of a good school is the partnership between the school and the parents who work together for the best interest of children. The close partnership between home and school is one of the exceptional strengths of Bursch Elementary School.

We welcome all parents to be supportive in all kinds of ways. We extend a warm and open invitation for volunteers in the classrooms, in our library, or on the playground during recess and lunch. The children and staff love to see you helping out at our school. We approach each year with enthusiasm and are happy to have you and your child with us at Bursch.

Community & School Profile

Compton Unified School District serves grades kindergarten through twelve in the Compton area as well as the neighboring communities of Carson, Enterprise, South Los Angeles and Willowbrook. There are 24 elementary schools, eight middle schools and three high schools in the Compton Unified School District, as well as one continuation high school, one pregnant minors program, one independent study program, an adult school and a Regional Occupation Program (ROP). Total enrollment for the district for the 2002-2003 school year was 32,512 students in grades kindergarten through twelve.

Charles W. Bursch Elementary School provides students in grades kindergarten through five with a curriculum that emphasizes differentiated instruction to challenge all students while meeting California Content Standards. Teachers and staff work together to make the curriculum culturally relevant for students. Bursch Elementary observes many cultural celebrations, which occasionally include schoolwide assemblies. The school is located in west Compton. During the 2002-2003 school year, 555 students in grades kindergarten through five were enrolled on a traditional semester schedule. Student body demographics are illustrated at right:



* Other includes: American Indian (0.4%), Caucasian (0.4%), Filipino (0.5%) and "Multiple or No Response" (1.3%).

Discipline & Climate for Learning

Students at Bursch Elementary 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 on which to build an effective school.

The goal of Bursch Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. The school is a member of the Character Counts! program. Character Counts! is a character education framework that teaches Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. Parents and students are informed about discipline policies at the beginning of each school year through the Parent-Student Handbook. Monthly newsletters and weekly flyers provide notification of changes in programs and policies.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities for the 2002-2003 school year included:

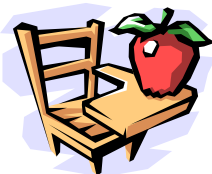
- Student Council
- Band
- Orchestra
- Peer Mediation
- Honor Roll
- Cheerleading

In addition, an interscholastic athletic program is managed by the district and offers basketball, football and soccer.

Homework

Bursch Elementary School believes homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments timely 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.

Tutoring is available for all grades by classroom teachers. The Morning Reading Program assists students before school. The program, managed by the Resource teacher and a couple of teachers, provides assistance to students in fourth and fifth grades.



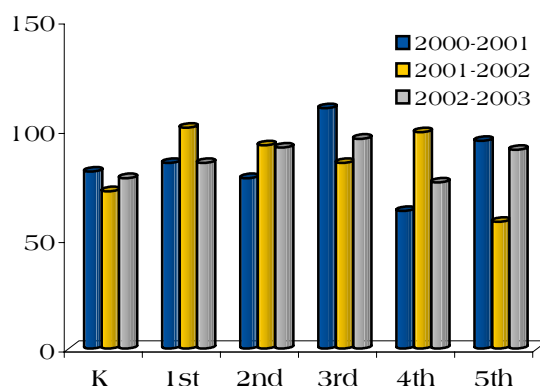
Student Recognition

Students receive certificates, medals, prizes, and various other awards at monthly assemblies and special presentations. Schoolwide recognition may include Perfect Attendance, High Academic Achievement, Most Improved and Citizenship. End of the year awards for Overall Improvement, Achievement, success on state testing and many other academic programs are presented by the principal at a schoolwide assembly.

School Enrollment and 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 Bursch Elementary School. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2002-2003 school year, the actual attendance rate for all grade levels at Bursch Elementary School was 94%. The following chart illustrates the trend in enrollment for the last three years:

Enrollment by Grade Level



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. After three absences the classroom teacher makes contact with the student's family to verify lengthy absences. 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 and 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.

Bursch Elementary School has expelled only one student during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

The Suspensions and Expulsions table illustrates total cases as well as the percentage of students (total cases divided by enrollment) and then compares them to similar schools in the district.

Suspensions and Expulsions						
	Bursch			CUSD		
	01	02	03	01	02	03
Suspensions	0	41	64	778	1,193	1,575
Suspension Rate	0.0%	7.8%	11.5%	2.5%	3.7%	4.8%
Expulsions	0	1	0	0	3	2
Expulsion Rate	0.0%	0.2%	0.0%	0.00%	0.01%	0.01%

Class Size

Bursch Elementary School maintained a schoolwide average class size of 22 students and a pupil to teacher ratio of 20-to-1 for the 2002-2003 school year. Instructional aides provide assistance in fourth and fifth grade classrooms. Parent volunteers assist in classrooms on an individual basis. College students assist teachers in kindergarten through third grade classrooms. Students from Enterprise Middle School help twice a week, tutoring in kindergarten through third grade. The table below indicates the average class size per grade level, as well as the number of classes offered in reference to their enrollments:

Class Size Distribution												
Number of Classrooms by Size												
Average Class	1-20 Students			21-32 Students			33+ Students					
	01	02	03	01	02	03	01	02	03			
K	20	20	20	4	3	4						
1st	20	20	20	4	4	4						
2nd	20	20	18	3	3	5						
3rd	20	20	19	4	3	5	1					
4th	30	35	31				1	2				
5th	30	33	35				1		1	1	2	
K-3rd	17	18	a	2	3							
4th-5th	29	28	35				1	2				1

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Bursch Elementary School implemented CSR for grades kindergarten through three in 1996-1997. During the 2002-2003 school year 100% of the school's K-3 classes participated in the CSR program.

Textbooks & Instructional Materials

Compton Unified School District sets a high priority ensuring that sufficient and current textbooks and materials are available to support each school's instructional program as well as provide students with their own textbooks.

All textbooks and instructional materials used within the schools are aligned with the California State Content Standards and Frameworks as well as the district's curriculum standards. The district follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees. During the 2002-2003 school year, the district purchased Open Court language art and Saxon math programs. A list of current textbooks and future adoptions is available at the district office.

Library Resources

The school's library is staffed by a full-time library assistant who teaches students how to use the library and helps them with their book selections. The library is stocked with thousands of books that are available for students to check out during weekly visits. Computer resources are connected to the Internet so students are able to access resources and information online to improve their research skills.

Computer Resources

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. All computers at the school are connected to the Internet. Each fourth and fifth grade classroom has three to five computers for student and teacher use. Third grade classrooms have at least two computers. Students receive computer-assisted instruction on a regular schedule, and have been trained to use Kid Pix software and various writing programs.

Computer Resources			
	2001	2002	2003
Computers	33	18	31
Students per computer	16.6	29.1	17.9
Classrooms connected to Internet	0	0	7

Minimum Days & Instructional Minutes

For the 2002-2003 school year, Bursch Elementary School offered 180 days of instruction comprised of 143 regular days and 4 minimum days. Minimum days were utilized for conferences and preparing report cards. All Mondays (33 total) were shortened for teacher planning and staff development. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code. Instructional minutes for all grades are illustrated below:

Instructional Minutes by Grade Level		
	Required Minutes	Actual Minutes
K	36,000	55,635
1st-3rd	50,400	55,635
4th-5th	54,000	55,635

Student Achievement & Testing

Student achievement is the district's highest priority. 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, district performance assessments, and benchmark tests are used to determine whether each student is performing below, at, or above grade level standards.

Norm-Referenced Test

The State of California replaced the Stanford Achievement Test, 9th Edition, (SAT-9) with the California Achievement Test, 6th Edition (CAT/6) as the statewide testing instrument, for the 2002-03 school year. The CAT/6 is a standardized norm-referenced test, which indicates how the student or group of students compares with that of a norm group and other students from around the country. (Due to the fact that the chart below contains both SAT-9 and CAT/6 data, it will be referred to as the Norm-Referenced Test [NRT].) All students in grades two through eleven are tested each spring. Students in grades two through eight are tested in the academic areas of reading, spelling, written expression and mathematics. The chart below reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average levels, in Reading and Math:

Norm Referenced Test (SAT-9 & CAT/6)																							
% At or Above 50th Percentile																							
Reading												Math											
2			3			4			5			2			3			4			5		
01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Bursch Elementary																							
33	46	40	27	25	21	31	27	8	20	19	24	29	49	43	32	42	47	40	43	32	30	29	24
CUSD																							
35	37	28	20	22	13	18	19	12	17	19	17	42	48	45	36	45	33	29	33	27	28	35	27
California																							
51	53	46	46	47	34	47	49	35	45	46	41	58	62	57	59	62	52	54	58	48	54	57	49
Subgroups																							
<u>Gender</u>																							
Male																							
15	44	31	11	13	13	21	23	3	15	15	10	9	47	37	29	26	47	34	29	34	22	30	12
Female																							
48	48	50	46	34	29	39	32	13	26	22	36	45	51	50	35	54	47	45	60	30	38	29	34
<u>Language Fluency</u>																							
English Learners (EL)																							
33	34	42	13	16	23	8	16	12	4	14	25	24	36	44	31	38	54	31	41	45	27	31	27
Non EL																							
*	58	38	38	30	20	47	36	3	26	20	21	*	61	43	33	45	39	48	45	15	31	29	18
<u>Ethnicity</u>																							
African American																							
**	31	46	**	18	16	**	*	3	**	7	19	**	39	51	**	8	40	**	*	21	**	3	16
Hispanic																							
**	30	38	**	22	25	**	12	11	**	6	26	**	38	39	**	26	53	**	27	40	**	3	28

* Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

** Data unavailable at the time of publication.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in Language Arts and Math, for the most recent three-year period, is shown on page five.

Academic Performance Index

California uses the results of the NRT and the CST to calculate the Academic Performance Index (API), which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000, measuring student performance in grades two through eleven. The state has determined a performance target of 800 for all schools. Test results are weighted and a formula is applied to determine their APIs.



Growth Targets: For schools with an API under 800, the state has required a gain of 5% of the difference between actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Awards: Schools that meet both schoolwide and subgroup Growth Targets are eligible for the Governor's Performance Award. For schools with an API of 800 and above, the state requires at least a five-point improvement to qualify for awards.

II/USP: Schools that do not meet their Growth Targets and have a Statewide API Rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve academic achievement.

Statewide and Similar Schools Rank: All schools in California are categorized according to type (elementary, middle, high), and are placed on a scale of 1 to 10, with 10 being the highest. School performance is also compared to other similar schools in the state, based on demographic characteristics, and again ranked 1 to 10 within a grouping of 100 schools.

API School Results									
	Base			Growth					
	2000	2001	2002	00-01			01-02 02-03		
Percent Tested	97	100	99	Percent Tested	100	97	99		
API Score	565	538	600	API Growth Score	530	501	640		
Growth Target	12	13	10	Actual Growth	-35	22	40		
Statewide Rank	3	2	2	Eligible for Awards	Yes	No	Yes		
Similar Schools Rank	10	7	8	Eligible for II/USP	No	n/a	n/a		
Subgroups									
<u>Socioeconomically Disadvantaged</u>									
Base API Score	568	539	600	API Growth Score	531	501	640		
Growth Target	10	10	8	Actual Growth	-37	22	40		
<u>African American</u>									
Base API Score	573	528	582	API Growth Score	522	461	622		
Growth Target	10	10	8	Actual Growth	-51	11	40		
<u>Hispanic</u>									
Base API Score	555	540	617	API Growth Score	531	516	651		
Growth Target	10	10	8	Actual Growth	-24	27	34		

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

California Standards Test (CST)																				
Combined % of Students Scoring at Advanced & Proficient Levels																				
	<u>Language Arts</u>									<u>Math</u> **										
	2			3			4			5			2		3		4		5	
	01	02	03	01	02	03	01	02	03	01	02	03	02	03	02	03	02	03	02	03
Bursch Elementary	8	29	29	7	20	27	14	11	7	12	6	16	37	33	18	42	25	27	3	8
CUSD	15	15	21	10	15	15	9	12	14	6	9	12	31	36	21	26	17	20	11	13
California	32	32	36	30	34	33	33	36	39	28	31	36	43	53	38	46	37	45	29	35
Subgroups																				
<u>Gender</u>																				
Male	0	26	20	5	8	20	7	8	0	6	4	7	35	25	18	36	17	26	4	5
Female	16	33	40	9	30	35	20	15	13	17	8	25	41	42	18	47	34	28	3	11
<u>Language Fluency</u>																				
English Learners (EL)	7	18	31	2	9	31	4	9	12	4	7	19	34	33	22	48	16	38	0	10
Non EL	*	42	28	11	27	24	*	13	0	14	6	12	41	34	16	35	33	12	4	6
<u>Ethnicity</u>																				
African American	**	44	35	**	26	23	**	*	0	*	17	9	55	41	34	33	*	17	17	6
Hispanic	**	49	26	**	24	31	**	23	11	*	21	21	47	30	48	49	45	33	41	9

* Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed. ** Data unavailable for 2001 Math and Ethnicity scores.

Physical Fitness

In the spring of each year, Bursch Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). Results of student performance are compared to other students statewide who took the test.

California Physical Fitness Test

Percentage of Students in HFZ

	Bursch		CUSD		California	
	Male	Female	Male	Female	Male	Female
Aerobic Capacity	92%	86%	56%	53%	57%	58%
Body Composition	53%	61%	44%	60%	59%	75%
Abdominal Strength	45%	30%	78%	72%	81%	80%
Trunk Extension Strength	34%	35%	80%	78%	86%	87%
Upper Body Strength	63%	44%	67%	53%	70%	62%
Flexibility	53%	72%	49%	63%	63%	69%

Teacher Assignment

Compton Unified School District recruits and employs the most qualified credentialed teachers. For the 2002-2003 school year, Bursch Elementary School had 12 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Many teachers at Bursch Elementary School also possess a CLAD (Crosscultural, Language, and Academic Development) credential, or equivalent.

Teacher Credential Status

	2001	2002	2003
Fully Credentialed	5	5	12
Emergency Credentials	17	14	12
Interns	3	4	4
Waivers	1	1	0
Total Teachers	26	24	28
Average Years Teaching	6.3	8.1	8.2
Average Years in District	5.1	6.8	6.0

Bursch Elementary School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2002-2003 school year, certificated staff consisted of 30 employees (including administration): 20% with 30+ additional units beyond their Bachelor's degrees and 37% holding advanced graduate degrees, such as a Master's or Doctorate degree.

Substitute Teachers

The district maintains an adequate pool of qualified substitute teachers. All substitutes have college degrees and are credentialed by the state of California.

Generally, the district does not experience any problems finding qualified substitute teachers. On rare occasions when a substitute teacher is not available for an absent teacher, a Resource Teacher will cover the class or students are divided up amongst teachers at the same grade level.

Counseling & Other Support Services

It is the goal of Bursch Elementary School to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The district provides qualified personnel to offer counseling and support services, on a part-time and/or full-time basis. When additional assistance is necessary, the following resources have been made available:

Counseling & Support Services Staff

	Number of Staff	Full-Time Equivalent
Counselor	1	1.0
Library Assistant	1	1.0
Psychologist	1	*
Health Assistant	1	1.0
Speech & Language Specialist	1	*
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Assistant	1	1.0
Resource Teacher	1	1.0
Instructional Aides	2	1.0
Community Liaison	1	1.0

* As needed, based on student Individual Education Plan (IEP).

Special education students at Bursch Elementary School are placed in programs according to their Individualized Education Plans (IEPs). The Student Study Team (SST) meets to discuss options for students who may be struggling socially or academically. Four Special Day Classes (SDC) and a Resource Specialist Program (RSP) are available for students who qualify.

English Language Learners (ELL) are grouped at each grade level based on California English Language Development Test (CELDT) scores. English Language Development (ELD) is provided in all classrooms for 50 minutes each day.

Students qualifying for the Gifted and Talented Education (GATE) program are placed in the same class at each grade level. The focus of the GATE program is to accelerate the curriculum based on the students' abilities.

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. The district offered three staff development days, while the school's schedule allowed for 32 articulation days for the 2002-2003 school year. Teachers were offered a variety of professional growth opportunities.

Curriculum Improvement

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

School Facilities & Safety

Bursch Elementary School provides a safe, clean environment for students, staff, and volunteers. Four full-time custodians ensure that all classrooms and facilities are well maintained. The main school building was built in 1952. Students and staff are looking forward to renovations of the facility beginning in the winter of 2004.

Safety of students and staff is a primary concern of Bursch Elementary School. The School Site Safety plan is evaluated and revised annually each summer by members of the Safety Committee, which consists of the principal, teachers, and parents. The revisions are then shared with the entire staff.

Included within the School Site Safety Plan is a disaster preparedness plan which lays out steps that are to be taken to ensure student and staff safety during an emergency.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake and secure campus drills are conducted once a month.

To ensure student safety, supervision is provided on campus at all times. Students are supervised by teachers, administrators and campus security assistants before school and during all break periods. All visitors to the campus must sign in at the office and display a visitor's pass at all times.

School Leadership

Primary leadership duties for the last five years have been assumed by Ms. Abimbola Ajala. Ms. Ajala's previous experience includes positions as an assistant principal, a curriculum specialist and a classroom teacher. She has fifteen years experience with Compton Unified School District.

Leadership at Bursch Elementary School is a responsibility shared between district administration, instructional staff, students, and parents. Staff members participate on the Leadership Team, School Site Council, Safety Committee, English Language Advisory Committee (ELAC), and various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals.

Parent and Community Involvement

Parents and the community are very supportive of the educational programs at Bursch Elementary School. 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. English as a Second Language (ESL) classes and parenting workshops are also available.

Contact Information

Parents who wish to participate in Bursch Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school at (310) 898-6130.

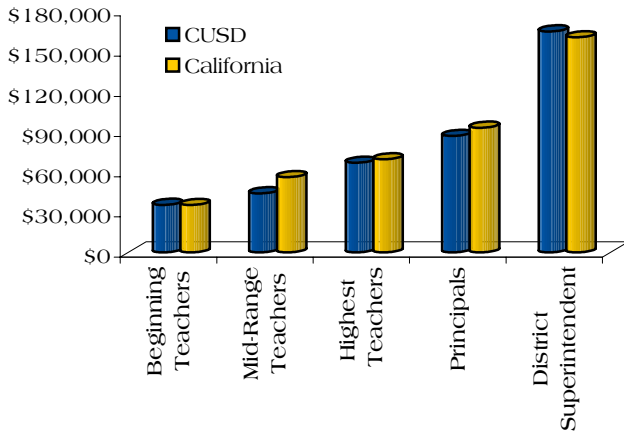
Compton Unified School District's website (www.compton.k12.ca.us) provides a variety of resources and information for parents, staff, students and community members.



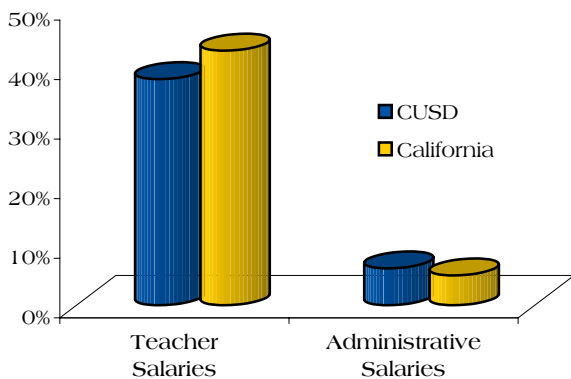
Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts throughout the state having more than 20,000 Average Daily Attendance.

Average Salary Information
Teachers - Principals - Superintendent
2001-02



Teacher & Administrative Salaries
as a Percentage of Total Budget
2001-02



The chart above illustrates the percentage of Compton Unified School District's budget that is allocated to teachers and administrative salaries, as compared to other school districts throughout the state.

Expenditures & Services Funded

Compton Unified School District spent an average of \$6,189 to educate each student (based on 2001-02 audited financial statements). The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student*

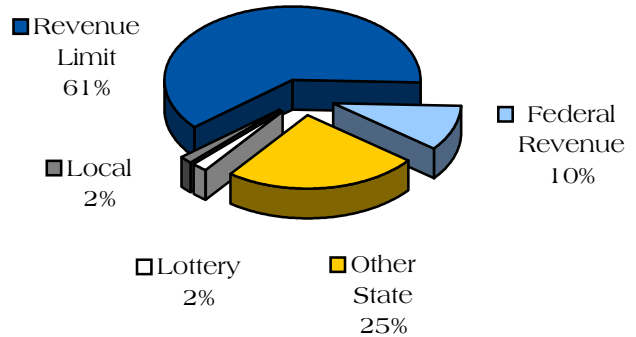
Compton Unified School District	Statewide Average	
	All Unified School Districts	All Districts
\$6,189	\$6,767	\$6,719

*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

In addition to general fund state funding, Compton Unified School District receives state and federal categorical funding for special programs. For the 2002-2003 school year, the district received federal and state aid for the following categorical, special education, and support programs:

- Title I, Part A: Low Income
- Title V, Innovative Funds
- Economic Impact Aid (EIA)
- School Improvement Program (SIP)
- 10th Grade Counseling
- Tobacco Use Prevention Education (TUPE)

District Revenue Sources
2001-02



District Expenditures
2001-02

