

Compton Junior High

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Compton Junior High
Street	3211 Pico Avenue
City, State, Zip	Bakersfield, CA 93306
Phone Number	661-631-5230
Principal	Erin Estep
Email Address	estep@bcsd.com
School Website	www.bcsd.com/compton
County-District-School (CDS) Code	15-63321-6009021

2023-24 District Contact Information

District Name	Bakersfield City School District
Phone Number	661-631-4600
Superintendent	Mark Luque
Email Address	supt@bcsd.com
District Website	www.bcsd.com

2023-24 School Description and Mission Statement

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters. As you read the Report Card, you will gain a better understanding of Compton as a school with a record for improvement, a faculty that is professionally skilled and personally committed to meeting the learning needs of students and a student body which is enthusiastic and motivated to perform well.

The Compton campus was established in 1960. Compton Junior High School, located in East Bakersfield, serves grades seven and eight. Compton has three main elementary feeder schools within BCSD, which include Owens Intermediate, College Heights, and Harding. Boundary changes for the 22-23 school year will now include Horace Mann Elementary and Owen Intermediate will no longer feed to Compton Junior High.

Compton's Vision is to become the model school for educating the WHOLE child.

Compton's Mission is to ensure excellence and equity as we focus on academics, social emotional learning and family and community engagement in order to prepare students with the skills needed for their success.

Our priority is to create a culture of collective efficacy with a focus on teaching and learning that is centered on the students, providing them access and inclusion in order to meet all needs.

We center the work around the core belief that we all care about kids and want to do what's best for them. Our motto is "Every child, every day, whatever it takes!"

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	6
Grade 7	279
Grade 8	278
Total Enrollment	563

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6%
Male	52.4%
American Indian or Alaska Native	0.5%
Asian	0.2%
Black or African American	3.9%
Hispanic or Latino	87%
Two or More Races	0.5%
White	7.8%
English Learners	24.3%
Foster Youth	1.1%
Homeless	0.9%
Migrant	4.4%
Socioeconomically Disadvantaged	89.3%
Students with Disabilities	10.7%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.70	57.83	1203.60	84.54	228366.10	83.12
Intern Credential Holders Properly Assigned	5.00	17.31	85.70	6.02	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.00	20.78	68.30	4.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.14	24.60	1.73	12115.80	4.41
Unknown	0.80	2.91	41.40	2.91	18854.30	6.86
Total Teaching Positions	28.80	100.00	1423.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.10	54.01	1218.30	84.11	234405.20	84.00
Intern Credential Holders Properly Assigned	3.80	12.16	79.60	5.50	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.40	17.22	42.90	2.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.80	12.03	35.90	2.48	11953.10	4.28
Unknown	1.40	4.52	71.50	4.94	15831.90	5.67
Total Teaching Positions	31.80	100.00	1448.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	6.00	5.40
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.00	5.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.30	3.80
Total Out-of-Field Teachers	0.30	3.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	38.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Every student is provided with sufficient and standards-aligned textbooks or other instructional materials.

Year and month in which the data were collected

October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades TK-5: Benchmark Education Company, Benchmark Advance California; Benchmark Adelante California, 2018 Grades 6-8: McGraw Hill, Study Sync, 2018 Grades TK-5: Benchmark Education Company, Benchmark Advance (How English Works) (ELD), 2018 Grades 6-8: HMH, English 3D (ELD), 2017	Yes	0%
Mathematics	Grades K-5: McGraw Hill, McGraw Hill My Math, 2013 Grades 6-8: McGraw Hill, McGraw Hill California Math, Courses 1-3, 2013 Grade 7: McGraw Hill, Glencoe Math Accelerated, 2013 Grade 8: McGraw Hill, Glencoe Algebra 1, 2013	Yes	0%
Science	Grades 7-8: Twig Science California Science, Twig Education Inc., 2020	Yes	0%
History-Social Science	Grades K-5: Harcourt School Publishers, Reflections, 2007 Grade 6: Pearson Education, myWorld Ancient Civilizations, 2019 Grade 7: Pearson Education, myWorld Medieval And Modern Times, 2019 Grade 8: Pearson Education, myWorld Growth and Conflict, 2019	Yes	0%
Foreign Language		Yes	0%
Health		Yes	0%
Visual and Performing Arts	Grades TK-6 (Elementary): The California Arts Project, BCSD Course of Study TK-5 (Online), 2019 Grades 6-8 (Jr Hi/Middle School): Pearson Scott Foresman, Pearson/Scott Foresman, Art, 2007 Grades 6-8: Silver Burdett, Silver Burdett Making Music, 2007	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Compton School was built in 1960 and modernized in 2014. It sits on 9.9 acres of which 4.01 acres is playground. This school has 27 classrooms, a multi-purpose facility, science lab, music room, learning lab, wood shop, instructional materials center and a library. The campus has a staff dining and a workroom.

The custodial staff adheres to a weekly cleaning schedule that includes classrooms, restrooms, cafeteria and kitchen areas.

The District's Mobile Maintenance Team visits the school site at least twice a year. Maintenance emergencies are addressed immediately. District personnel maintain the grounds at least once every two weeks.

This site also is maintained to ensure a clean, safe, and functional facility as determined pursuant to a Facility Inspection Tool developed by the State of California Office of Public School Construction.

Year and month of the most recent FIT report

8/27/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	25	24	27	27	47	46
Mathematics (grades 3-8 and 11)	9	8	13	15	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	584	580	99.32	0.68	24.18
Female	276	275	99.64	0.36	22.91
Male	308	305	99.03	0.97	25.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	26	26	100.00	0.00	12.00
Filipino	0	0	0	0	0
Hispanic or Latino	505	501	99.21	0.79	24.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	45	45	100.00	0.00	28.89
English Learners	132	129	97.73	2.27	3.88
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	36.36
Military	0	0	0	0	0
Socioeconomically Disadvantaged	528	526	99.62	0.38	23.81
Students Receiving Migrant Education Services	26	25	96.15	3.85	28.00
Students with Disabilities	65	64	98.46	1.54	7.81

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	583	582	99.83	0.17	7.90
Female	275	275	100.00	0.00	6.91
Male	308	307	99.68	0.32	8.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	26	26	100.00	0.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	504	503	99.80	0.20	6.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	45	45	100.00	0.00	20.00
English Learners	132	132	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	8.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	527	527	100.00	0.00	7.02
Students Receiving Migrant Education Services	26	26	100.00	0.00	15.38
Students with Disabilities	65	64	98.46	1.54	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.70	12.81	14.13	14.62	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	289	288	99.65	0.35	12.89
Female	137	137	100.00	0.00	8.03
Male	152	151	99.34	0.66	17.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	17	17	100.00	0.00	5.88
Filipino	0	0	0	0	0
Hispanic or Latino	255	254	99.61	0.39	13.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	21.43
English Learners	75	75	100.00	0.00	1.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	257	257	100.00	0.00	11.72
Students Receiving Migrant Education Services	12	12	100.00	0.00	25.00
Students with Disabilities	32	31	96.88	3.12	3.23

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.5	96.1	95.8	96.1	96.1

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents may be involved in the following ways:

- School Site Council – Elected parents form 50% of the council and oversee the implementation of the school plan.
- English Learner Advisory Committee – Parents are nominated and sit on the committee in an advisory capacity for School Site Council.
- African American Parent Advisory Council – Parents are nominated and sit on the committee in an advisory capacity for School Site Council.
- Student Intervention Team Meetings – Parents are formally invited to attend and participate in meetings that focus on intervention strategies for their child (MTSS - Multi-Tiers of Support System meetings)
- English Learner Reclassification Meetings – Parents of English Learners are formally invited to attend Language Acquisition Team meeting to determine the language status reclassification of their child. They are also invited to attend a celebration of their child's reclassification.
- Awards Assemblies – Parents are formally invited to attend and watch their child receive an award.
- Back to school night – Parents are invited to school to visit their child's classes and meet their teachers. They will also gain an insight to what goes on in their classes on a daily basis.
- Title I Parent Meeting – All parents are invited each year to attend a meeting focusing on categorical funds and how they are used to improve student achievement at Compton.
- Parent Conference Weeks – Two weeks each year are set aside for parents to attend meetings after school in regard to their individual child and his/her academics.
- Spring and Winter concerts – Twice a year our parents are invited to watch and listen to a performance put on by our music department.
- Assisting coaching on the various academic and athletic teams.
- Student incentive activities - Parents help develop and coordinate student academic, behavioral, and attendance activities: dances, picnics, rallies, talent shows, and carnivals.
- Parent Cafes are held quarterly in order to connect with families and provide a forum for parent input.
- Quarterly Parent Education Nights will address current needs with regard to parenting and support student learning.
- A Parent Center is now open to provide resources and education to our parents.

2023-24 Opportunities for Parental Involvement

- A twice yearly survey is distributed in order to garner parent input.

There is a monthly calendar, articles from various support staff, recognition of students, and school website. Annual events include Back to School Night, Title I meetings, fundraisers, concerts, awards assemblies, 7th grade orientation, and 8th grade graduation. Parents can call our school office at (661) 631-5230 to access information concerning participation opportunities.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	638	611	128	20.9
Female	304	287	69	24.0
Male	334	324	59	18.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	3	1	33.3
Asian	1	1	0	0.0
Black or African American	33	29	6	20.7
Filipino	0	0	0	0.0
Hispanic or Latino	549	529	110	20.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	3	0	0.0
White	47	46	11	23.9
English Learners	163	158	37	23.4
Foster Youth	10	8	0	0.0
Homeless	37	34	12	35.3
Socioeconomically Disadvantaged	578	553	120	21.7
Students Receiving Migrant Education Services	34	33	7	21.2
Students with Disabilities	72	69	22	31.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.43	5.38	2.66	0.03	2.60	2.80	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.66	0
Female	2.3	0
Male	2.99	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3.03	0
Filipino	0	0
Hispanic or Latino	2.37	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	6.38	0
English Learners	1.23	0
Foster Youth	0	0
Homeless	2.7	0
Socioeconomically Disadvantaged	2.6	0
Students Receiving Migrant Education Services	2.94	0
Students with Disabilities	1.39	0

2023-24 School Safety Plan

Compton established its Comprehensive School Safety Plan in 1998. A law enforcement officer specializing in safety provided direction in the establishment of the School Safety Plan. Compton's School Safety Plan is current and is updated annually. Key elements of Compton's School Safety Plan include the following: (a) routine and emergency disaster procedures; (b) suspension, and expulsion procedures; (c) teacher notification of pupils with a specific discipline history; (d) child abuse reporting procedures; (e) the district's sexual harassment policy; (f) school crime data; (g) the student dress code; (h) safe entrance and exit procedures; (i) the civil defense and disaster plan; and (j) discipline rules and procedures. Our overall goal is to maintain a safe and orderly school environment conducive to learning. The Compton Comprehensive School Safety Plan was last annually reviewed with the School Site Council and approved on February 3, 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	14	32	
Mathematics	20	16	16	
Science	25	4	21	
Social Science	24	5	21	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	18	20	4
Mathematics	20	21	13	
Science	24	10	17	1
Social Science	27	2	22	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	15	21	0
Mathematics	21	8	18	0
Science	23	5	19	0
Social Science	24	5	18	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.8
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11500.47	3012.99	8487.48	84553.28
District	N/A	N/A	9171.03	\$79,778
Percent Difference - School Site and District	N/A	N/A	-7.7	7.9
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	15.4	-3.2

Fiscal Year 2022-23 Types of Services Funded

LCFF
 State Lottery
 Education Protection Account
 Expanded Learning Opportunities
 Title I
 ESSR
 Special Ed.
 Ongoing/Major Maintenance

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,296	\$54,215
Mid-Range Teacher Salary	\$78,839	\$86,843
Highest Teacher Salary	\$104,193	\$111,440
Average Principal Salary (Elementary)	\$150,000	\$140,851
Average Principal Salary (Middle)	\$149,460	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$244,189	\$252,466
Percent of Budget for Teacher Salaries	30.49%	33.16%
Percent of Budget for Administrative Salaries	3.96%	5.15%

Professional Development

Professional development is designed to provide continuous learning opportunities for administrators, teachers, and classified personnel. Training opportunities affirm the basic philosophy of education that learning is a lifelong process that contributes to the well-being of the students, teachers, administrators, and community. Professional Development is an essential component of effective instruction and student learning.

All training revolves around identified needs of students and adults for the purpose of the improvement of instruction and increasing content knowledge. Central to all training are student achievement data, district focus areas, the Common Core State Standards, the state adopted standards-based instructional materials, and strategies to effectively teach the academic content standards to all students.

During the 2022-2023 school year, district professional development focused on supporting good first instruction and the use of core instructional materials in all content areas. In preparation of the school year, teachers were offered three full days of professional development sponsored by the district and additional dates at the school sites. Regularly scheduled follow ups and extensions to summer learning were provided throughout the school year. Topics addressed the use of core curriculum to support the Next Generation Science Standards, Foundational Reading Skills, Reading Comprehension, Using Manipulatives, Literature and Problem Solving in Mathematics, Project Based Learning and incorporating technology.

Additional support was provided by academic coaches and district specialists for reading/language arts, mathematics, science, writing and social emotional learning. The district provided time and resources for collaboration, planning, and professional development. Additionally, professional development on Multi-Tiered Systems of Support and Support to school and district teams.

Teachers new to the District received four days of professional development prior to the beginning of the school year focused on orientation to District and school site policies and services, Common Core State Standards, classroom management, curriculum and pacing, using technology and setting up the classroom. Teachers in their second year with the District received two days of professional development prior to the beginning of the school year provided by the school site and focused on improving best practices.

New teachers with California preliminary credentials received professional development through the Bakersfield City School District (BCSD) Teacher Induction Program (TIP). The focus of BCSD TIP is being mentored by an experienced teacher, growing in the California Standards for the Teaching Profession (CSTP) and meeting the California Induction standards. The culmination of TIP is the recommendation for the CA Clear Credential. Each TIP teacher was assigned a veteran teacher who served as a mentor. The mentors received on-going professional development in coaching/mentoring strategies, instructional strategies, and guiding cycles of inquiry. Professional development was provided through individual mentoring, monthly meetings, and after-school workshops.

Professional Development

Intern teachers received professional development at monthly meetings focusing on the initial teaching skills of the CSTP including classroom management, lesson planning, assessment, and establishing a climate that is conducive to student achievement. Each Intern was assigned a mentor that provided day-to-day support in these areas as well as advisement toward meeting credential requirements. Mentors received monthly professional development in meeting the needs of Intern teachers. Interns also received coursework and supervision from universities partnered with BCSD to provide the Intern Program.

Teachers on Short Term Staffing Permits (STSPs) were provided mentors and monthly trainings on beginning pedagogy and best teaching practices. Each teacher on a STSP designed a plan to meet requirements to move to a CA Intern or Preliminary Credential. Support was provided for required testing and BCSD staff worked closely with university partners to ensure teachers on permits were taking prerequisite requirements to move to credentials.

Teachers on Provisional Intern Permits (PIPs) were provided a weekly cohort meeting focused on beginning pedagogy. Two cohort meetings occurred weekly to allow teachers on a PIP to work around university course schedules. Support was provided for required testing and BCSD staff worked closely with university partners to ensure teachers on permits were taking prerequisite requirements to move to credentials.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement			