Compton Unified School District

Compton Early College High

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION
Pamela Maddox
pmaddox@compton.k12.ca.us

SCHOOL INFORMATION
19734370132969
2601 North Wilmington Avenue
Compton, CA 90222
(310) 898-6080
http://www.compton.k12.ca.us

SUPERINTENDENT
Darin Brawley
dbrawley@compton.k12.ca.us

DISTRICT INFORMATION
Compton Unified School District
501 South Santa Fe Avenue
Compton, CA 90221
(310) 639-4321

BOARD OF EDUCATION
Charles Davis
Sandra Moss
Ayanna Davis
Denzell Perry
Alma Pleasant
Satra Zurita
Micah Ali

DISTRICT ADMINISTRATION
Dr. Darin Brawley,
Superintendent
dbrawley@compton.k12.ca.us
Dr. Shannon Soto,
Chief Administrative Officer
Mario Marcos
Chief Academic Officer
Tony Burrus
Chief Technology Officer
Dr. Kimberly Tresvant,
Executive Director, Human Resources

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

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

DISTRICT STATEMENTS

MISSION STATEMENT
The mission of the Compton Unified School District is to empower leaders to lead, teachers to teach and students to learn by fostering an environment that encourages leaders and teachers to be visionary, innovative and accountable for the achievement of all students.

GOALS
Promote a safe and healthy environment in every school.
Provide equal education for every child.
Ensure that every child has access to technological opportunities.
Continue to maintain high expectations and high student achievement, and hold personnel accountable for student success.
Improve team efforts by enhancing employee communications and collaboration.
Embrace and celebrate the diversity of our district.
Build, foster and promote partnerships with parents and the community.
Maintain facilities; plan and promote capital improvements.

CORE BELIEFS
We believe all children will learn at higher levels.
We believe schools have an enormous impact on children's lives.
We believe that all children shall be educated in a safe and orderly environment.
We believe all children will reach their learning potential and that the achievement gap can be eliminated.
We believe the Compton Unified School District will become a high performing organization.

SCHOOL PROFILE
Compton Unified School District founded Compton Early College High School (CECHS) in 2015. The early college model was established in collaboration with Compton College, allowing students to attend college by dual enrollment during high school beginning in the ninth grade. The 2 x 8 block schedule allows CECHS students to take both college and high school courses during the school day. In a 183- day school year, CECHS students can earn units of college credit toward their AA, or meet their IGETC requirements each school year. As a Western Association of Schools and Colleges (WASC) accredited school, CECHS students have equitable access to Advanced Placement (AP) and honors courses, which compliment a variety of college electives and extracurricular activities. In alignment with the mission of Compton Unified School District, Compton Early College High School graduation requirements follow the University of California's A-G college admissions requirements.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	**Percentage**
Female	60.7
Male	39.3
Non-Binary	–
American Indian or Alaska Native	
Asian	
Black or African American	11.9
Filipino	0.2
Hispanic or Latino	86.4
Native Hawaiian or Pacific Islander	0.9
White	0.4
Two or More Races	
EL Students	0.7
Foster Youth	0.4
Homeless	0.2
Military	–
Socioeconomically Disadvantaged	95.4
Migrant Education	
Students with Disabilities	1.1

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	**Count**
9th	155
10th	148
11th	146
12th	95
Total	544

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT
The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2020-21	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.70	100.00	838.50	88.72	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.30	0.88	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	39.20	4.15	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	19.30	2.05	12,115.80	4.41
Unknown	0.00	0.00	39.60	4.19	18,854.30	6.86
Total Teaching Positions	17.70	100.00	945.10	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.50	95.34	795.20	86.22	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.62	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	3.80	33.00	3.58	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	21.20	2.30	11,953.10	4.28
Unknown	0.10	0.81	67.10	7.28	15,831.90	5.67
Total Teaching Positions	17.30	100.00	922.40	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.60

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

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	12.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

FACILITY INSPECTION RESULTS
The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	1/10/2023
Data Collected:	January 2023
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	E1, E5: Stained ceiling tile(s). Student Dining: Missing wall tile(s).
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	Auditorium: Light out.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES

Compton Early College School is currently comprised of classrooms, a library, a Verizon Maker Space (lab) with a built in production studio, a computer lab, a staff lounge, a Parent Center, a gymnasium, and an auditorium.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district's Board of Education has adopted Los Angeles County Public Health Covid-19 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, restrooms, and high touch surfaces. 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 and 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.

Compton Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

INSTRUCTIONAL MATERIALS

The Los Angeles County Office of Education inspects all school sites in the district at the start of the each school year, pursuant to the settlement of Williams vs. the State of California. This thorough investigation was conducted to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution on the sufficiency of textbooks is October 11, 2022.

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 January 2023 in regards to the textbooks in use at the school during the current school year (2022-23).

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: 9th-12th / Course: English/Language Arts / Publisher: Pearson Prentice Hall / Adoption: 2017 Grades: 9th-12th / Course: English Language Development / Publisher: Hampton Brown / Adoption: 2008	Yes Yes	0 0
Mathematics	Grades: 9th-12th / Course: Mathematics / Publisher: Holt, Rinehart & Winston / Adoption: 2007 Grades: 9th-12th / Course: Mathematics / Publisher: Houghton Mifflin/Harcourt / Adoption: 2015 Grades: 9th-12th / Course: Mathematics / Publisher: Pearson/Prentice Hall / Adoption: 2007 Grades: 9th-12th / Course: Mathematics / Publisher: Pearson/Prentice Hall / Adoption: 2009	Yes Yes Yes Yes	0 0 0 0
History / Social Science	Grades: 9th-12th / Course: Social Science/History / Publisher: McDougal Littell / Adoption: 2006 Grades: 9th-12th / Course: Social Science/History / Publisher: Prentice Hall / Adoption: 2007	Yes Yes	0 0
Science	Grades: 9th-12th / Course: Science / Publisher: Glencoe/McGraw Hill / Adoption: 2007 Grades: 9th-12th / Course: Science / Publisher: Holt, Rinehart	Yes Yes Yes	0 0 0
Foreign Language	Grades: 6th-12th / Course: Foreign Language / Publisher: EMC Publishing / Adoption: 2016	Yes	0
Visual / Performing Arts	Grades: 9th-12th / Course: Visual and Performing Arts / Publisher: Davis Publications / Adoption: 2007 Grades: 9th-12th / Course: Visual and Performing Arts / Publisher: Glencoe/McGraw Hill / Adoption: 2006	Yes Yes	0 0
Health Education	Grades: 9th-12th / Course: Health / Publisher: Holt, Rinehart & Winston / Adoption: 2004	Yes	0
Science Laboratory Materials	N/A	N/A	0

PUPIL ACHIEVEMENT AND OUTCOMES
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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS
The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.caaspp-elpac.cde.ca.gov/caaspp/. The CAASPP System consists of the following assessments:
- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: The value “N/T” indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS
The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	82	37	47
Mathematics (Grades 3-8 and 11)	39	24	33
Science (Grades 5, 8, and 10)	39	14	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	144	144	100.00	0.00	81.94
Male	52	52	100.00	0.00	80.77
Female	92	92	100.00	0.00	82.61
Non-Binary	–	–	–	–	–
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	16	16	100.00	0.00	87.50
Filipino	--	--	--	--	--
Hispanic or Latino	126	126	100.00	0.00	80.95
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	0	0	0.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	135	135	100.00	0.00	82.22
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	0	0	0.00	0.00	0.00

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	144	144	100.00	0.00	38.89
Male	52	52	100.00	0.00	46.15
Female	92	92	100.00	0.00	34.78
Non-Binary	–	–	–	–	–
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	16	16	100.00	0.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	126	126	100.00	0.00	39.68
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	0	0	0.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	135	135	100.00	0.00	38.52
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	0	0	0.00	0.00	0.00

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	239	239	100.00	0.00	39.33
Male	81	81	100.00	0.00	55.56
Female	158	158	100.00	0.00	31.01
Non-Binary	–	–	–	–	–
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	25	25	100.00	0.00	24.00
Filipino	--	--	--	--	--
Hispanic or Latino	207	207	100.00	0.00	42.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	229	229	100.00	0.00	40.17
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	0	0	0.00	0.00	0.00

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2021-22	100
Graduates Who Completed All Courses Required for UC/CSU Admission 2020-21	100

CAREER TECHNICAL EDUCATION PARTICIPATION

This table displays information about participation in the school's Career Technical Education (CTE) programs.

2021-22 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	100
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	27.3
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

CAREER TECHNICAL EDUCATION PROGRAMS

It is the goal of Compton Early College High School to help students understand the importance of Career Technical Education and experience how employees apply career technical and academic learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts.

Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and workforce-readiness. Compton Early College High School students may participate in Career Technical Education courses such as Game Design and AP Computer Science Principles.

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

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2021-22 Physical Fitness Test Participation					
Grade	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
9th	99	99	99	99	99

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM
Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	550	546	127	23.3
Female	334	332	100	30.1
Male	216	214	27	12.6
Non-Binary	–	–	–	–
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	68	65	22	33.8
Filipino	1	1	0	0
Hispanic or Latino	473	472	99	21
Native Hawaiian or Pacific Islander	5	5	5	100
White	2	2	0	0
Two or More Races	0	0	0	0
EL Students	5	5	1	20
Foster Youth	2	2	0	0
Homeless	1	1	0	0
Military	–	–	–	–
Socioeconomically Disadvantaged	524	520	125	24
Migrant Education	0	0	0	0
Students with Disabilities	6	6	1	16.7

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.0	0.0	0	100.0	100.0	100
District	10.5	15.1	9	86.4	83.4	88.8
State	8.9	9.4	7.8	84.2	83.6	87.0

Graduation Rates by Student Group			
2021-22	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	95	95	100
Female	66	66	100
Male	29	29	100
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	--	--	--
Filipino	0	0	0
Hispanic or Latino	81	81	100
Native Hawaiian or Pacific Islander	--	--	--
White	0	0	0
Two or More Races	0	0	0
EL Students	--	--	--
Foster Youth	--	--	--
Homeless	0	0	0
Military	–	–	–
Socioeconomically Disadvantaged	94	94	100
Migrant Education	0	0	0
Students with Disabilities	--	--	--

DROPOUT PREVENTION

Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, credit recovery opportunities, intervention, School Attendance Review Board (SARB), independent study, and referral to continuation high schools.

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Parents play an important role at Compton Early College School through active participation and involvement. Opportunities for participation include, but are not limited to: WASC Committee, various governance committees, booster clubs, advisory groups, and classroom "adoption" program.

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

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

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

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

During the COVID-19 pandemic, protecting the health and safety of staff, students and families is a priority. The district has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan is annually updated in the fall; the last review was performed in September, 2022. 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

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0	0	0	0	0	0
District	0.73	0.04	1.07	0	0	0
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military	–	–
Socioeconomically Disadvantaged	0	0
Migrant Education	0	0
Students with Disabilities	0	0

OTHER SARC INFORMATION
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS
For additional research materials and Internet availability, students are encouraged to visit the Compton Public Library, which contains numerous computer workstations.

PROFESSIONAL DEVELOPMENT
Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the last three school years, there were three district-wide staff development days. Teachers also participate in staff development during minimum days. Topics have included: Common Core Shifts, Asking and Creating Text Dependent Questions, Academic Vocabulary, Guided reading, Close Reading, Academic Conversations, Writing Articulations, Cooperative Learning, Explicit Direct Instruction, RACER to tackle Constructive responses, Distance Learning, COVID-19 safety.

PROFESSIONAL DEVELOPMENT DAYS OFFERED
The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	272

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

COUNSELING AND SUPPORT SERVICES
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.

CLASS SIZE DISTRIBUTION

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

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	25	29	30	4	2		16	11	16	2	5	4
Mathematics	28	29	29	3	4	2	7	5	13	6	9	4
Science	30	30	28	2	3	4	6	7	13	8	8	5
Social Science	29	30	29	1	1	1	11	9	18	6	9	3

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
2021-22	Number of Courses
Computer Science	0
English	3
Fine and Performing Arts	1
Foreign Language	0
Mathematics	1
Science	5
Social Science	16
Totals	26
Percent of Students in AP Courses	88.6

DISTRICT REVENUE 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

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 8,213
School: From Supplemental/Restricted Sources	$ 279
School: From Basic/Unrestricted Sources	$ 7,934
District: From Basic/Unrestricted Sources	$ 5,532
Percentage of Variation between School & District	43.42 %
State: From Basic/Unrestricted Sources	$ 6,594
Percentage of Variation between School & State	20.32 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	$ 44,308	$ 54,370
Mid-Range Teachers	$ 76,340	$ 82,681
Highest Teachers	$ 99,847	$ 106,610
Elementary School Principals	$ 120,283	$ 135,283
Middle School Principals	$ 127,051	$ 141,244
High School Principals	$ 144,132	$ 152,955
Superintendent	$ 275,751	$ 264,367
Teacher Salaries	29 %	33 %
Administrative Salaries	7 %	5 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	$ 66,990
District	$ 87,459
Percentage of Variation between School & District	-23.4 %
All Similar School Districts	$ 88,358
Percentage of Variation between School & State	-24.18 %