



# Compton Unified Compton Virtual Academy

## 2024-2025 School Accountability Report Card

*Published: January 2026*

### SCHOOL ADMINISTRATION

**Shannon Soto**  
ssoto@compton.k12.ca.us

### SCHOOL INFORMATION

19734370141648  
2300 West Caldwell St.  
Compton, CA 90220  
(310) 639-4321  
www.compton.k12.ca.us

### DISTRICT INFORMATION

**Compton Unified**  
501 South Santa Fe Ave.  
Compton, CA 90221  
(310) 639-4321

### BOARD OF EDUCATION

**Micah Ali**  
**Michael Hooper**  
**Satra Zurita**  
**Ayanna Davis, Ed.D.**  
**Denzell Perry**  
**Alma Taylor-Pleasant**  
**Sandra Moss**

### 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**

### 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 an LCAP is to be consistent with data reported in the SARC.

- Visit the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.

- Visit the CDE LCFF webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.

- 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 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.

## COMMUNITY PROFILE

Compton Unified School District is located in the south-central region of Los Angeles County, California. CUSD encompasses the city of Compton and portions of the cities of Carson and Los Angeles. The district currently serves nearly 26,000 students at 36 sites and is in the midst of a dramatic turnaround, marked by increases in student achievement rates, a graduation rate nearing 90%, dramatic facilities improvements, and a focus on STEAM throughout all schools. 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.

### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	Percentage
Female	
Male	
Non-Binary	
American Indian or Alaska Native	
Asian	
Black or African American	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
EL Students	
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	
Migrant Education	
Students with Disabilities	

### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	Count
K	
1st	
2nd	
3rd	
4th	
5th	
6th	
7th	
8th	
9th	
10th	
11th	
12th	
Total	

## 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						
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)	0.00	0.00	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)	0.00	0.00	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	0.00	0.00	67.10	7.28	15,831.90	5.67
Total Teaching Positions	0.00	0.00	922.40	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.00	0.00	730.60	85.22	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	14.50	1.70	5,566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	100.00	69.90	8.16	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.80	2.09	11,746.90	4.23
Unknown	0.00	0.00	24.20	2.83	14,303.80	5.15
Total Teaching Positions	0.40	100.00	857.30	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.00	0.00	693.50	81.89	230,039.40	82.47
Intern Credential Holders Properly Assigned	0.00	0.00	21.10	2.50	6,213.80	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	88.20	10.42	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	20.00	2.36	12,112.80	4.34
Unknown	1.00	100.00	23.90	2.83	13,705.80	4.91
Total Teaching Positions	1.00	100.00	846.90	100.00	278,927.10	100.00

<b>Teachers Without Credentials and Misassignments</b>			
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.40	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.40	0.00

<b>Credentialed Teachers Assigned Out-of-Field</b>			
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00	0.00

<b>Class Assignments</b>			
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	0.00
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	0.00

#### SCHOOL FACILITIES

The students of Compton Virtual Academy do not attend classes at a physical school facility, all classes take place virtually via remote instruction.

#### 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.

<b>2025-26 School Facility Inspection Summary</b>	
Date of Last Inspection:	N/A
Data Collected:	N/A
Overall Summary of School Facility Conditions:	N/A

<b>School Facility Inspection Results</b>		
<b>Category</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
SYSTEMS: Gas Leaks, Mechanical/ HVAC, Sewer	N/A	
INTERIOR: Interior Surfaces	N/A	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	N/A	
ELECTRICAL: Electrical	N/A	
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	N/A	
SAFETY: Fire Safety, Hazardous Materials	N/A	
STRUCTURAL: Structural Damage, Roofs	N/A	
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	N/A	

**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 6, 2025.

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 2026 in regards to the textbooks in use at the school during the current school year (2025-26).

**TEXTBOOKS**

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

2025-26 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: K-8th / Course: English/Language Arts / Publisher: McGraw-Hill / Adoption: 2017	Yes	0
	Grades: K-8th / Course: English Language Development / Publisher: McGraw-Hill / Adoption: 2017	Yes	0
	Grades: 9th-12th / Course: English/Language Arts / Publisher: Pearson Prentice Hall / Adoption: 2017	Yes	0
	Grades: 9th-12th / Course: English Language Development / Publisher: Hampton Brown / Adoption: 2008	Yes	0
Mathematics	Grades: K-8th / Course: Mathematics / Publisher: Houghton Mifflin/Harcourt / Adoption: 2015	Yes	0
	Grades: 9th-12th / Course: Mathematics / Publisher: Holt, Rinehart & Winston / Adoption: 2007	Yes	0
	Grades: 9th-12th / Course: Mathematics / Publisher: Houghton Mifflin/Harcourt / Adoption: 2015	Yes	0
	Grades: 9th-12th / Course: Mathematics / Publisher: Pearson/Prentice Hall / Adoption: 2007	Yes	0
	Grades: 9th-12th / Course: Mathematics / Publisher: Pearson/Prentice Hall / Adoption: 2009	Yes	0
History / Social Science	Grades: K-5th / Course: Social Science/History / Publisher: Scott Foresman / Adoption: 2006	Yes	0
	Grades: 6th / Course: Ancient History / Publisher: Teachers' Curriculum Institute / Adoption: 2024	Yes	0
	Grades: 7th / Course: Medieval History / Publisher: Teachers' Curriculum Institute / Adoption: 2024	Yes	0
	Grades: 8th / Course: US History / Publisher: Teachers' Curriculum Institute / Adoption: 2024	Yes	0
	Grades: 10th / Course: / World History / Publisher: Teachers' Curriculum Institute / Adoption: 2024	Yes	0
	Grades: 11th / Course: / US History / Publisher: Teachers' Curriculum Institute / Adoption: 2024	Yes	0
	Grades: 12th / Course: / Government / Publisher: Teachers' Curriculum Institute / Adoption: 2024	Yes	0
	Grades: 12th / Course: / Economics / Publisher: Teachers' Curriculum Institute / Adoption: 2024	Yes	0
Science	Grades: K-8th / Course: Science / Publisher: Pearson Scott Foresman / Adoption: 2008	Yes	0
	Grades: 9th-12th / Course: Science / Publisher: Glencoe/McGraw Hill / Adoption: 2007	Yes	0
	Grades: 9th-12th / Course: Science / Publisher: Holt, Rinehart	Yes	0

Foreign Language	Grades: 6th-12th / Course: Foreign Language / Publisher: EMC Publishing / Adoption: 2016	Yes	0
Visual / Performing Arts	Grades: K-8th / Course: Visual and Performing Arts / Publisher: MacMillan/ McGraw Hill / Adoption: 2008	Yes	0
	Grades: K-8th / Course: Visual and Performing Arts / Publisher: SRA/McGraw-Hill / Adoption: 2007	Yes	0
	Grades: 9th-12th / Course: Visual and Performing Arts / Publisher: Davis Publications / Adoption: 2007	Yes	0
	Grades: 9th-12th / Course: Visual and Performing Arts / Publisher: Glencoe/McGraw Hill / Adoption: 2006	Yes	0
Health Education	Grades: K-8th / Course: Health / Publisher: MacMillan/ McGraw Hill / Adoption: 2006	Yes	0
	Grades: 9th-12th / Course: Health / Publisher: Holt, Rinehart & Winston / Adoption: 2004	Yes	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.ets.org/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		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	--	0	0	38	41	48	46	47	48
Mathematics (Grades 3-8 and 11)	--	0	11	29	32	38	34	35	37
Science (Grades 5, 8, and 10)	--	--	--	16	18	19	30	31	33

**Assessment Results by Student Group - English Language Arts**

<b>2024-25</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

**Assessment Results by Student Group - Mathematics**

<b>2024-25</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Science					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

**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 2024-25	--
Graduates Who Completed All Courses Required for UC/CSU Admission 2023-24	--

### CAREER TECHNICAL EDUCATION PARTICIPATION

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

2024-25 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	--
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	--
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

The school's career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors direct efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs.

### 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/>.

2024-25 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
5th	--	--	--	--	--
7th	--	--	--	--	--
9th	--	--	--	--	--

**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.

<b>Chronic Absenteeism Rate (Percentage)</b>				
<b>2024-25</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate (Percentage)</b>
All Students	--	--	--	--
Female	--	--	--	--
Male	--	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
EL Students	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Migrant Education	--	--	--	--
Students with Disabilities	--	--	--	--

**DROPOUT AND GRADUATION RATES**

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

<b>Dropout and Graduation Rates</b>						
	<b>Dropout Rates</b>			<b>Graduation Rates</b>		
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
School	--	--	--	--	--	--
District	8.7	6.6	5.5	89	92.4	93.7
State	8.2	8.9	8	86.2	86.4	87.5

<b>Graduation Rates by Student Group</b>			
<b>2024-25</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
EL Students	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Military	--	--	--
Socioeconomically Disadvantaged	--	--	--
Migrant Education	--	--	--
Students with Disabilities	--	--	--

## 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 Marshall through active participation in student.

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](http://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.

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, 2025. 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.

<b>Suspension and Expulsion Rates</b>						
	<b>Suspensions</b>			<b>Expulsions</b>		
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
School	0.00	0.00	0.00	0.00	0.00	0.00
District	1.86	2.08	1.60	0.01	0.04	0.00
State	3.60	3.28	2.94	0.08	0.07	0.06

<b>Suspension &amp; Expulsion Rates by Student Group</b>		
<b>2024-25</b>	<b>Suspensions</b>	<b>Expulsions</b>
All Students	--	--
Female	--	--
Male	--	--
Non-Binary	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Black or African American	--	--
Filipino	--	--
Hispanic or Latino	--	--
Native Hawaiian or Pacific Islander	--	--
White	--	--
Two or More Races	--	--
EL Students	--	--
Foster Youth	--	--
Homeless	--	--
Military	--	--
Socioeconomically Disadvantaged	--	--
Migrant Education	--	--
Students with Disabilities	--	--

#### 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.

#### 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			
	2023-24	2024-25	2025-26
Number of Professional Development Days	3	3	3

#### 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.

#### 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.

#### ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	

#### 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	
2024-25	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

**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.

<b>Advanced Placement Classes</b>	
<b>2024-25</b>	<b>Number of Courses</b>
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0.00

**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.

<b>Class Size Distribution By Subject</b>												
	<b>Average Class Size</b>			<b>1-20 Students</b>			<b>21-32 Students</b>			<b>33+ Students</b>		
	<b>23</b>	<b>24</b>	<b>25</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>23</b>	<b>24</b>	<b>25</b>
Other	4	1	0	1	1	0	0	0	0	0	0	0

**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.

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>.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	--
School: From Supplemental/Restricted Sources	--
School: From Basic/Unrestricted Sources	--
District: From Basic/Unrestricted Sources	\$ 6,602.68
Percentage of Variation between School & District	--
State: From Basic/Unrestricted Sources	\$ 11,146.18
Percentage of Variation between School & State	--

## 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.

2023-24 Average Salary Information		
	District	State
Beginning Teachers	\$ 52,034.00	\$ 62,783.30
Mid-Range Teachers	\$ 89,652.00	\$ 97,783.34
Highest Teachers	\$ 117,259.00	\$ 128,020.33
Elementary School Principals	\$ 153,464.00	\$ 160,224.36
Middle School Principals	\$ 152,949.00	\$ 166,991.85
High School Principals	\$ 167,250.00	\$ 180,970.82
Superintendent	\$ 310,098.00	\$ 313,465.36
Teacher Salaries	21.26 %	30.05 %
Administrative Salaries	5.39 %	5.00 %

## 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.

2023-24 Average Teacher Salary	
School	--
District	\$ 101,107.00
Percentage of Variation between School & District	--
All Similar School Districts	\$ 103,743.00
Percentage of Variation between School & State	--