

Compass Charter Schools of San Diego
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address:	850 Hampshire Rd., Ste. P Thousand Oaks, CA , 91361-2851	Principal:	Elizabeth Brenner, Superintendent, CEO
Phone:	(818) 824-6233	Grade Span:	K-12

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.

Admission Requirements for the 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/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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/>.

About This School

Elizabeth Brenner, Superintendent, CEO

📍 Principal, Compass Charter Schools of San Diego

Contact

Compass Charter Schools of San Diego
850 Hampshire Rd., Ste. P
Thousand Oaks, CA 91361-2851

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Email: ebrenner@compasscharters.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Mountain Empire Unified
Phone Number	(619) 473-9022
Superintendent	Keeley, Patrick
Email Address	patrick.keeley@meusd.org
Website	http://meusd.org

School Contact Information (School Year 2025–26)

School Name	Compass Charter Schools of San Diego
Street	850 Hampshire Rd., Ste. P
City, State, Zip	Thousand Oaks, CA , 91361-2851
Phone Number	(818) 824-6233
Principal	Elizabeth Brenner, Superintendent, CEO
Email Address	ebrenner@compasscharters.org
Website	http://www.compasscharters.org
Grade Span	K-12
County-District-School (CDS) Code	37682130127084

School Description and Mission Statement (School Year 2025–26)

Compass is a free, flex-based California public charter school system serving scholars in grades TK-12. Compass is authorized by the Mountain Empire Unified School District and serves San Diego County and its surrounding counties. Its mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time. The vision is to create an innovative, collaborative learning environment that supports the diverse needs and goals of each scholar, nurtures a love of learning, and prepares them for future success through the core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).

Compass offers rigorous, standards-aligned instruction through independent study, provided by certificated supervising teachers (ST). The instructional model includes synchronous and asynchronous instruction, learning labs, A-G approved courses, and a Multi-Tiered System of Supports (MTSS) providing academic, social-emotional, and linguistic interventions. Scholars access enrichment through virtual clubs, celebrations, virtual workshops, and field trips. During the labs and sessions, scholars participate in research-based instructional activities designed by the teacher to engage in their learning.

Our personalized learning model provides flexibility with scholar schedules, so each learning lab is recorded for scholars to view if they cannot attend live. Teachers also provide homeroom, Q&A office hours, small group instruction, and one-on-one sessions to further support scholars.

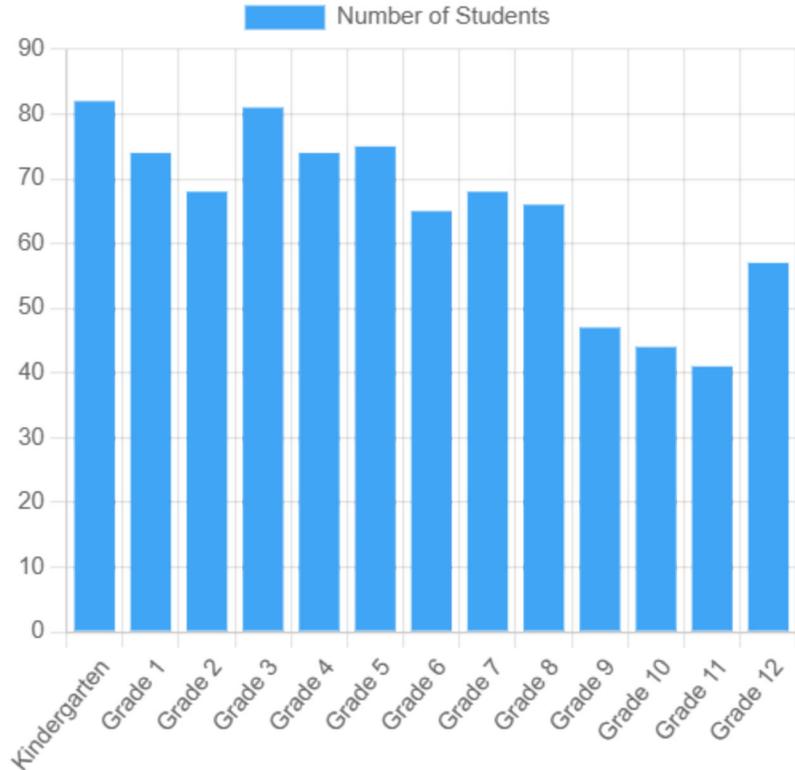
STs meet monthly in a connection meeting with scholars and learning coaches to review scholar progress, evaluate scholar work, provide an opportunity for scholars to showcase their learning, and address learning coach and/or scholar concerns. STs also utilize connection meetings to assign work for the upcoming learning

period. Compass provides additional support for all scholars through our Counseling Services and Academic Support Departments.

Compass' current goals, as described in our LCAP, include 1) increasing scholar academic achievement in core academic subjects; 2) increasing scholar and parent engagement/involvement; 3) increasing college and career readiness for scholars; 4) ensuring that at-promise scholars are making progress toward earning a high school diploma.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	82
Grade 1	74
Grade 2	68
Grade 3	81
Grade 4	74
Grade 5	75
Grade 6	65
Grade 7	68
Grade 8	66
Grade 9	47
Grade 10	44
Grade 11	41
Grade 12	57
Total Enrollment	842



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.90%
Male	51.00%
Non-Binary	0.10%
American Indian or Alaska Native	0.20%
Asian	1.30%
Black or African American	3.40%
Filipino	0.80%
Hispanic or Latino	50.70%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	7.80%
White	34.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	10.20%
Foster Youth	0.10%
Homeless	13.20%
Migrant	0.00%
Socioeconomically Disadvantaged	46.40%
Students with Disabilities	13.40%

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

Teacher Preparation and Placement (School Year 2021–22)

The latest available data on Teacher Assignment Monitoring Outcomes (TAMO) from 21-22, Compass had 40.5 FTE teachers. Compass had 41.3% of those teachers classified as “out of field.” The local governing board, under its legal authority, did approve the Local Assignment Option (LAO) in cases where a valid credential was held to enable teachers to provide core instruction. While this is an acceptable routine practice allowable by the CTCC in California, it does not satisfy federal ESSA requirements, resulting in teachers being reported as not meeting the “clear” standard.

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report

at <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=19753090135145&year=2022-23>.

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)	29.60	61.77%	135.90	58.44%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.90	0.86%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00%	10.60	4.59%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	18.30	38.21%	64.70	27.82%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	19.20	8.28%	15831.90	5.67%
Total Teaching Positions	48.00	100.00%	232.60	100.00%	279044.80	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.

Teacher Preparation and Placement (School Year 2022–23)

The latest available data on Teacher Assignment Monitoring Outcomes (TAMO) from 21-22, Compass had 40.5 FTE teachers. Compass had 41.3% of those teachers classified as “out of field.” The local governing board, under its legal authority, did approve the Local Assignment Option (LAO) in cases where a valid credential was held to enable teachers to provide core instruction. While this is an acceptable routine practice allowable by the CTCC in California, it does not satisfy federal ESSA requirements, resulting in teachers being reported as not meeting the “clear” standard.

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report

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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)	29.90	64.12%	149.20	61.38%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.30	0.73%	2.80	1.18%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.34%	11.80	4.88%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	14.40	31.03%	64.70	26.64%	11746.90	4.23%
Unknown/Incomplete/NA	0.80	1.71%	14.30	5.92%	14303.80	5.15%
Total Teaching Positions	46.60	100.00%	243.10	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

The latest available data on Teacher Assignment Monitoring Outcomes (TAMO) from 21-22, Compass had 40.5 FTE teachers. Compass had 41.3% of those teachers classified as “out of field.” The local governing board, under its legal authority, did approve the Local Assignment Option (LAO) in cases where a valid credential was held to enable teachers to provide core instruction. While this is an acceptable routine practice allowable by the CTCC in California, it does not satisfy federal ESSA requirements, resulting in teachers being reported as not meeting the “clear” standard.

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report

at <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=19753090135145&year=2022-23>.

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)	30.30	66.31%	145.60	56.96%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.39%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	2.08%	24.20	9.47%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	14.30	31.42%	73.20	28.67%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.17%	11.50	4.51%	13705.80	4.91%
Total Teaching Positions	45.70	100.00%	255.60	100.00%	278927.10	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.

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	1	0.90
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	1	0.90

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	18.30	14.4	14.30
Total Out-of-Field Teachers	18.30	14.4	14.30

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	2.3%	0.90%
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%	3.2%	1.30%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: November 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Board-approved curriculum list , Adopted on 1/09/25, Revised on 5/17/25	0
Mathematics	? Board-approved curriculum list , Adopted on 1/09/25, Revised on 5/17/25	0
Science	? Board-approved curriculum list , Adopted on 1/09/25, Revised on 5/17/25	0
History-Social Science	? Board-approved curriculum list , Adopted on 1/09/25, Revised on 5/17/25	0
Foreign Language	? Board-approved curriculum list , Adopted on 1/09/25, Revised on 5/17/25	0
Health	? Board-approved curriculum list , Adopted on 1/09/25, Revised on 5/17/25	0
Visual and Performing Arts	? Board-approved curriculum list , Adopted on 1/09/25, Revised on 5/17/25	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Compass Charter Schools has its Central Office in Thousand Oaks, California. The Central Office houses our enrollment, finance, HR, and records teams, as well as senior leadership staff. Our Central Office abides by all applicable building, fire, and safety codes. In October of 2025, our Central Office was not applicable for inspection per San Diego County Office of Education. In December of 2025, the Central Office received an "exemplary" rating assessed and inspected by the Director of Operations, Vanessa Plascencia.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2025

System Inspected	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Good
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

Overall Facility Rate

Year and month of the most recent FIT report: December 2025

Overall Rating	Exemplary
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	47%	47%	38%	40%	47%	48%
Mathematics (grades 3-8 and 11)	30%	35%	26%	28%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	478	456	95.40%	4.60%	46.81%
Female	236	223	94.49%	5.51%	54.26%
Male	242	233	96.28%	3.72%	39.66%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	12	85.71%	14.29%	66.67%
Filipino	--	--	--	--	--
Hispanic or Latino	238	230	96.64%	3.36%	39.57%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	41	100.00%	0.00%	46.34%
White	169	163	96.45%	3.55%	54.94%
English Learners	46	46	100.00%	0.00%	2.17%
Foster Youth	0	0	0%	0%	0%
Homeless	58	57	98.28%	1.72%	39.29%
Military	11	11	100.00%	0.00%	72.73%
Socioeconomically Disadvantaged	226	222	98.23%	1.77%	37.56%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	86	78	90.70%	9.30%	23.38%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	478	455	95.19%	4.81%	35.16%
Female	236	224	94.92%	5.08%	34.38%
Male	242	231	95.45%	4.55%	35.93%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	12	85.71%	14.29%	33.33%
Filipino	--	--	--	--	--
Hispanic or Latino	238	229	96.22%	3.78%	29.69%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	41	100.00%	0.00%	34.15%
White	169	163	96.45%	3.55%	42.33%
English Learners	46	46	100.00%	0.00%	4.35%
Foster Youth	0	0	0%	0%	0%
Homeless	58	57	98.28%	1.72%	26.32%
Military	11	11	100.00%	0.00%	45.45%
Socioeconomically Disadvantaged	226	222	98.23%	1.77%	24.32%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	86	79	91.86%	8.14%	18.99%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	32.43%	35.56%	13.36%	13.35%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	192	180	93.75%	6.25%	35.56%
Female	99	92	92.93%	7.07%	38.04%
Male	93	88	94.62%	5.38%	32.95%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	91	94.79%	5.21%	34.07%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	12	100.00%	0.00%	33.33%
White	70	68	97.14%	2.86%	38.24%
English Learners	19	19	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	31	30	96.77%	3.23%	33.33%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	85	95.51%	4.49%	29.41%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	36	34	94.44%	5.56%	20.59%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2024–25)

Compass offered individual career technical education electives across several a few industry sectors. These electives were offered to scholars in grades 9 through 12 to support the acquisition of knowledge and exploration in potential career pathways. Scholars wishing to advance in identified pathways are supported through concurrent enrollment at their local community college to continue their education and skill development.

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	9
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)

Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	56.08%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	23.81%

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

California Physical Fitness Test Results (School Year 2024–25)

Percentage of Students Participating in each of the five Fitness Components

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
5	78%	78%	78%	74%	74%
7	58%	58%	58%	58%	57%
9	64%	62%	64%	62%	63%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Opportunities for Parental Involvement (School Year 2025–26)

There are a number of opportunities for parents/guardians to be involved at Compass. Learn more about some of these opportunities below and by going to our website at www.compasscharters.org:

Parent Advisory Council (PAC)

The PAC serves to provide learning coach feedback on school policies and procedures at Compass to ensure that they are consistent with our mission, vision, and values. Members act as a committed group of advisors to the staff and administration regarding issues that affect the scholars and Compass. They provide feedback and insight from the learning coach's perspective on the school process, policies, and initiatives to ensure that the needs of learning coaches and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming, and provides opportunities for parent involvement on committees. The Council prepares reports for the Board of Directors that detail the contents of their meetings.

English Learner Advisory Committee (ELAC)

The purpose of this committee is to provide critical and crucial feedback for programs and services for our Multilingual Learners. The ELAC will foster an asset-based environment at CCS for our Multilingual Learners and create a community that supports our Multilingual Learners' academic achievement. The ELAC will offer resources and guidance to Learning Coaches to help them effectively support their scholars' English language proficiency at home. This support will ensure the consistent implementation of program procedures in alignment with our LCAP goals.

School Counseling Advisory Council

The School Counseling Advisory Council provides guidance and support to ensure the school counseling program effectively meets the academic, career, and social-emotional needs of all students. The council is made up of key educational partners, including school staff, learning coaches, scholars, and community members, and helps align counseling services with school and district goals. Through regular review of program data and outcomes, the council offers feedback, promotes continuous improvement, and advocates for equitable access to counseling services, ultimately strengthening scholar success and well-being.

Virtual Suggestion Box

There is a Virtual Suggestion Box for learning coaches, located on the homepage of our website. The link is also shared in our weekly Monday Morning Update (MMU) to families.

Suggestions to enhance and expand the Compass Experience are shared and discussed with our PAC, Cabinet, and Staff Advisory Committee regularly.

Program Orientation & Weeks of Welcome

Weeks of Welcome are a programmed set of offerings to onboard new and returning families at the start of the school year. Sessions are held virtually and include topics such as program orientations and department open houses. For families unable to attend, the session slides and recordings are shared and available as a resource throughout the school year. There is also a mid-year on-demand refresher series of offerings called Mini-WOW for learning coaches as they embark on the second semester of the school year.

Program Orientations are held virtually as part of our Weeks of Welcome offerings and held weekly for families that enroll during the school year for our Online Learning Program, Options Learning Program, and Special Education Department. In these sessions, the Orientation Coordinator welcomes families and scholars to Compass, introduces the position of the supervising teacher, overviews staff teams, and highlights important news and information for the school year. For families unable to attend, the session slides and recordings are shared and available as a resource throughout the school year.

Learning Coach Surveys

Surveys are sent to Compass educational partners through the PAC. The results from this survey are reviewed by the PAC and Leadership Team, and provide educational partners feedback for continued program improvement.

Learning Coach Academy

Learning Coach Academy is a virtual offering designed to provide relevant and meaningful training along with a collaborative community of learning coaches. Learning coaches can attend live sessions every week that alternate between topic-focused sessions and social sessions. Learning coaches who complete 10 topic sessions are provided certificates and a mug to acknowledge the time and effort put forth within Learning Coach Academy. Topics covered in Learning Coach Academy include Learning Coach responsibilities, individualizing learning at home, time management in learning, staying organized, SMART goals, and more.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

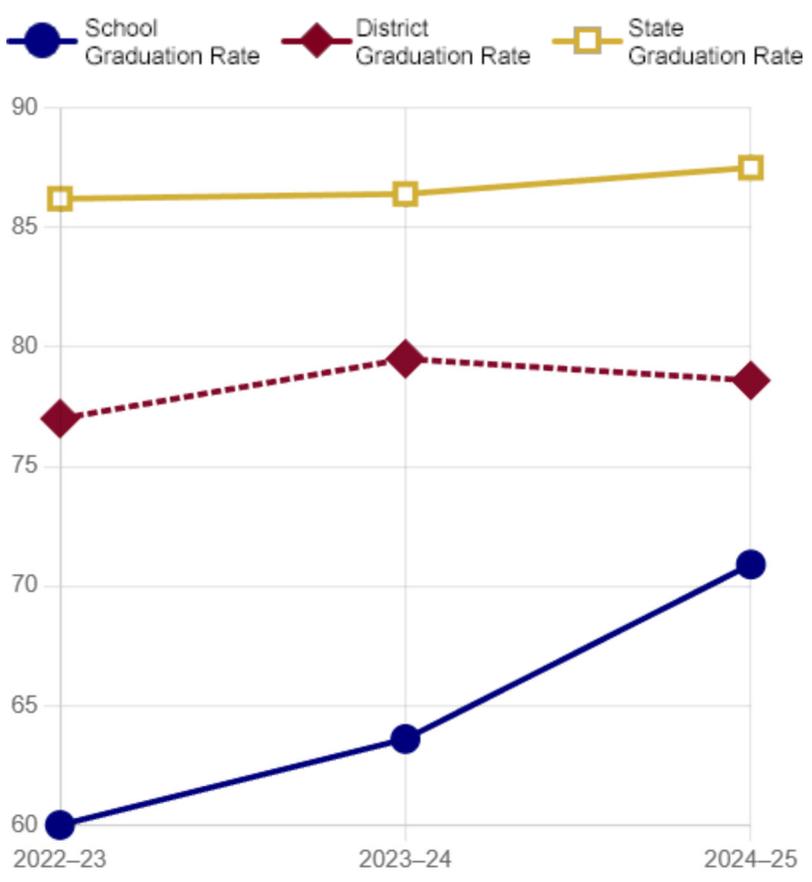
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

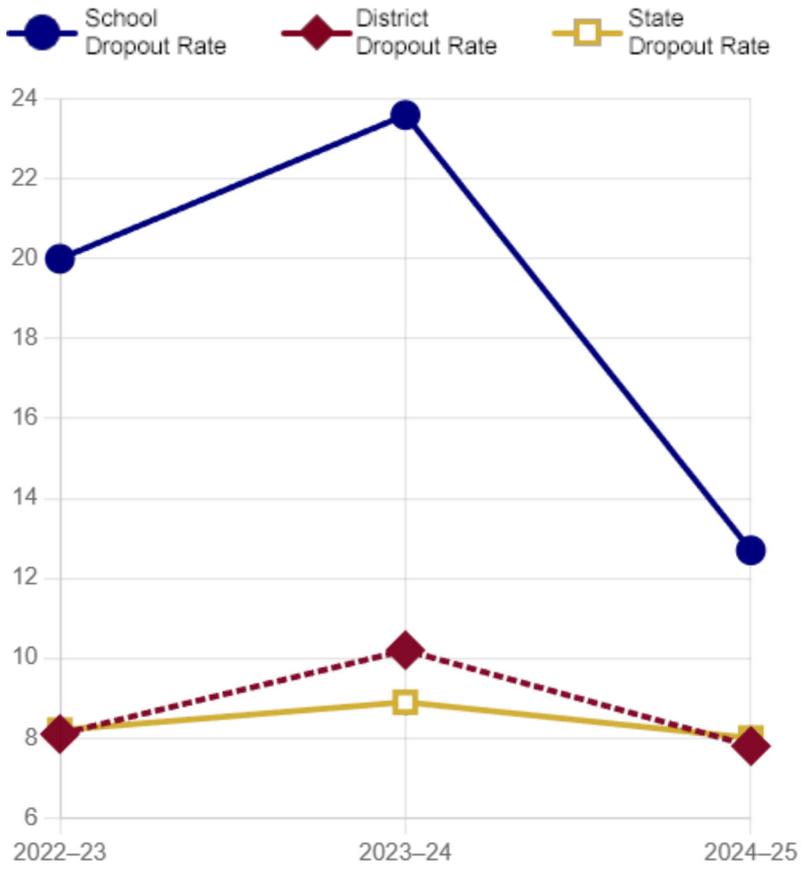
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	60.0%	63.6%	70.9%	77.0%	79.5%	78.6%	86.2%	86.4%	87.5%
Dropout Rate	20.0%	23.6%	12.7%	8.1%	10.2%	7.8%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	55	39	70.9%
Female	26	17	65.4%
Male	28	21	75.0%
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	40	28	70.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	12	9	75.0%
English Learners	11	7	63.6%
Foster Youth	0.0	0.0	0.0%
Homeless	16	12	75.0%
Socioeconomically Disadvantaged	41	31	75.6%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1001	944	59	6.3%
Female	484	462	36	7.8%
Male	516	481	23	4.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	13	1	7.7%
Black or African American	32	32	2	6.3%
Filipino	11	--	--	--
Hispanic or Latino	502	489	41	8.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	84	74	0	0.0%
White	345	315	14	4.4%
English Learners	105	103	15	14.6%
Foster Youth	--	--	--	--
Homeless	133	130	13	10.0%
Socioeconomically Disadvantaged	509	480	40	8.3%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	163	151	14	9.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.00%	0.00%	0.00%	1.84%	2.55%	1.76%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

Compass' Comprehensive Safety Plan was initially developed in February 2019, is updated every six months, and is adopted into the Board Policy Manual. For the 2025-2026 school year, Compass continued the work of the Safety Committee, which gathered feedback from various educational partners. The Safety Plan was reviewed by the Staff Advisory Council on 1/9/2026, Parent Advisory Council on 1/16/2026, Scholar Leadership Council on 1/16/2026, and will be reviewed by the Board of Directors on 01/27/2026. The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:

- Child abuse reporting
- Routine and natural disasters
- Suspension/expulsion policies
- Dangerous pupils
- Discrimination and harassment
- Ingress and egress
- Orderly learning environment
- Tactical response to criminal incidents
- Cybersecurity

D. 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	2.00	44	0	0
1	3.00	44	0	0
2	2.00	33	0	0
3	3.00	50	0	0
4	1.00	42	0	0
5	2.00	57	0	0
6	3.00	61	0	0
Other**	3.00	41	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	29		
1	2.00	44		
2	2.00	50		
3	2.00	50		
4	3.00	47		
5	2.00	52		
6	2.00	49		
Other**	3.00	15		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	3.00	131		
1	2.00	165		
2	2.00	197		
3	2.00	180		
4	2.00	203		
5	2.00	230		
6	2.00	208		
Other**	5.00	46	1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	113	1	0
Mathematics	2.00	87	1	0
Science	2.00	61	0	0
Social Science	2.00	89	1	0

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	115		
Mathematics	2.00	88		
Science	2.00	60	1	
Social Science	2.00	76		

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	78	4	
Mathematics	2.00	76	1	
Science	2.00	54	1	
Social Science	2.00	70	1	

* Number of classes indicates how many classrooms 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	359.09

* 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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16594.00	\$4682.00	\$11912.00	\$77600.00
District	N/A	N/A	--	\$77265.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$92686.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2024–25)

Compass Charter Schools of San Diego offered the following programs and services:

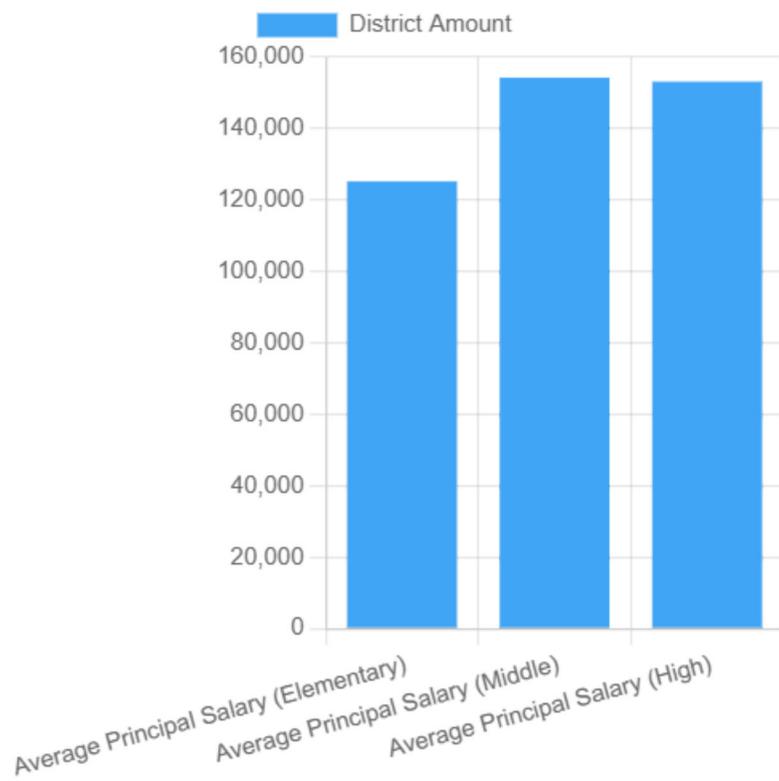
- **AVID elective and supporting lessons**
- **Curriculum choices and providers**
- **Course Syllabus**
- **Synchronous Instruction**
- **Live Interaction**
- **Special Education support, resources, services**
- **504 support, accommodations, resources, and services**
- **Live small group tutoring as part of our Multi-Tiered Systems of Support for Tier 2/3 interventions**
- **English Learner support is provided through small group live tutoring sessions provided by our English Language Support Tutors and English Language Development from Lexia.**
- **Supplemental curriculum support for Online scholars in grades K-12**
- **Standardized testing administration and support.**
- **Supplemental subscriptions to support academic growth and development**
- **Counseling support, resources, services, and live sessions (including academic, SEL, College & Career, etc.)**
- **Multi-Tiered Systems of Support Framework**
- **Community Provider/Curriculum choices for Options scholars**
- **Virtual Scholar Workshops**
- **Scholar Clubs**
- **Field Trips**
- **Scholar Recognition**

- **Community service opportunities**
- **Kindergarten and 5-grade promotion ceremonies (virtual)**
- **8-Grade promotion and high school graduation (in person)**
- **Learning coach support sessions (virtual sessions)**
- **Support for Scholars experiencing homelessness (including needs assessments, hot spots, loaner laptops, headphones, and community referrals for food banks, shelters, clothing, etc.), outreach services, and events.**

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54199.00	\$57978.14
Mid-Range Teacher Salary	\$69205.00	\$89611.75
Highest Teacher Salary	\$107090.00	\$117194.02
Average Principal Salary (Elementary)	\$125195.00	\$143632.49
Average Principal Salary (Middle)	\$154246.00	\$149446.81
Average Principal Salary (High)	\$153127.00	\$162334.03
Superintendent Salary	\$187724.00	\$234075.56
Percent of Budget for Teacher Salaries	26.76%	27.81%
Percent of Budget for Administrative Salaries	2.89%	5.47%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 1.1 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered*	3

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	20.5	28	25