

# Accrediting Commission for Schools Western Association of Schools and Colleges

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## INITIAL VISIT SCHOOL DESCRIPTION — CALIFORNIA PUBLIC SCHOOLS

### Part I: Identifying Data

Today's Date: December 21, 2017

School: Compton Early College High School

Address: 2601 N. Wilmington Ave Compton, CA 90222  
Number and Street City and State Zip Code

Mailing Address (if different):  
Number and Street City and State Zip Code

Telephone #: 310/604-2706 Fax #: 310/763-7065

Email Address: pmaddox@compton.k12.ca.us

Chief Administrator: Dr. Pamela Maddox

School District: Compton Unified School District

Enrollment: 237 Current Grade Span to be Reviewed: 9-11

County: Los Angeles

Check any of the following that apply to your school:

- ☒ Comprehensive ☐ Community Day School ☐ Alternative Education/Continuation  
☐ Independent Study ☐ Charter School ☐ Home Study  
☐ Online Distance Learning ☐ Other: Explain:

If any portion of your school's curriculum is delivered online, please indicate what percentage of your coursework is offered online 0%, and the percentage of students utilizing the online delivery system 0%.  
Briefly describe: n/a

**Note: If more space is needed on the following pages, please append additional sheets.**

# Compton Early College High School

***Home of the Rising Phoenix!***

***Focus on Learning***

***March 21, 2018***

***Initial Visit Report***

***Western Association of Schools and Colleges***

***and***

***California Department of Education***

2601 N. Wilmington Ave  
Compton, CA 90022

# Table of Contents

<b>Part I: Identifying Data</b> .....	1
Title Page .....	2
CUSD/CECHS Mission Statement .....	4
Compton Unified School District Board of Education .....	5
Compton Unified School District Administration .....	6
Members of the Visiting Committee.....	7
CECHS Administration .....	8
Focus on Learning Leadership Team.....	9
Acknowledgement .....	10
 <b>Part II: School Profile</b>	
Student and Community Profile.....	13
 <b>Part III: The Criteria</b> .....	46
A. Organization: Vision and Purpose, Governance Leadership and Staff, and Resources.....	47
B. Standards Based Student Learning: Curriculum .....	65
C. Standards-Based Student Learning: Instruction.....	73
D. Standards-Based Assessment and Accountability.....	79
E. School Culture and Support.....	86
 <b>Part IV: Major Achievement/Needs</b> .....	93
Action Plan.....	96
Appendices.....	104
Appendix A: Student Survey	
Appendix B: CUSD Course Graduation Requirements	
Appendix C: School Map	
Appendix D: CECHS Brochure	
Appendix E: Bell Schedule	
Appendix F: Master Schedule	
Appendix G: A-G Requirements	
Appendix H: Science Lab Blueprint	
Appendix I: Application	
Appendix J: 4-year plan	
Appendix K: Pathway to AA Degree	

## Compton Unified School 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.

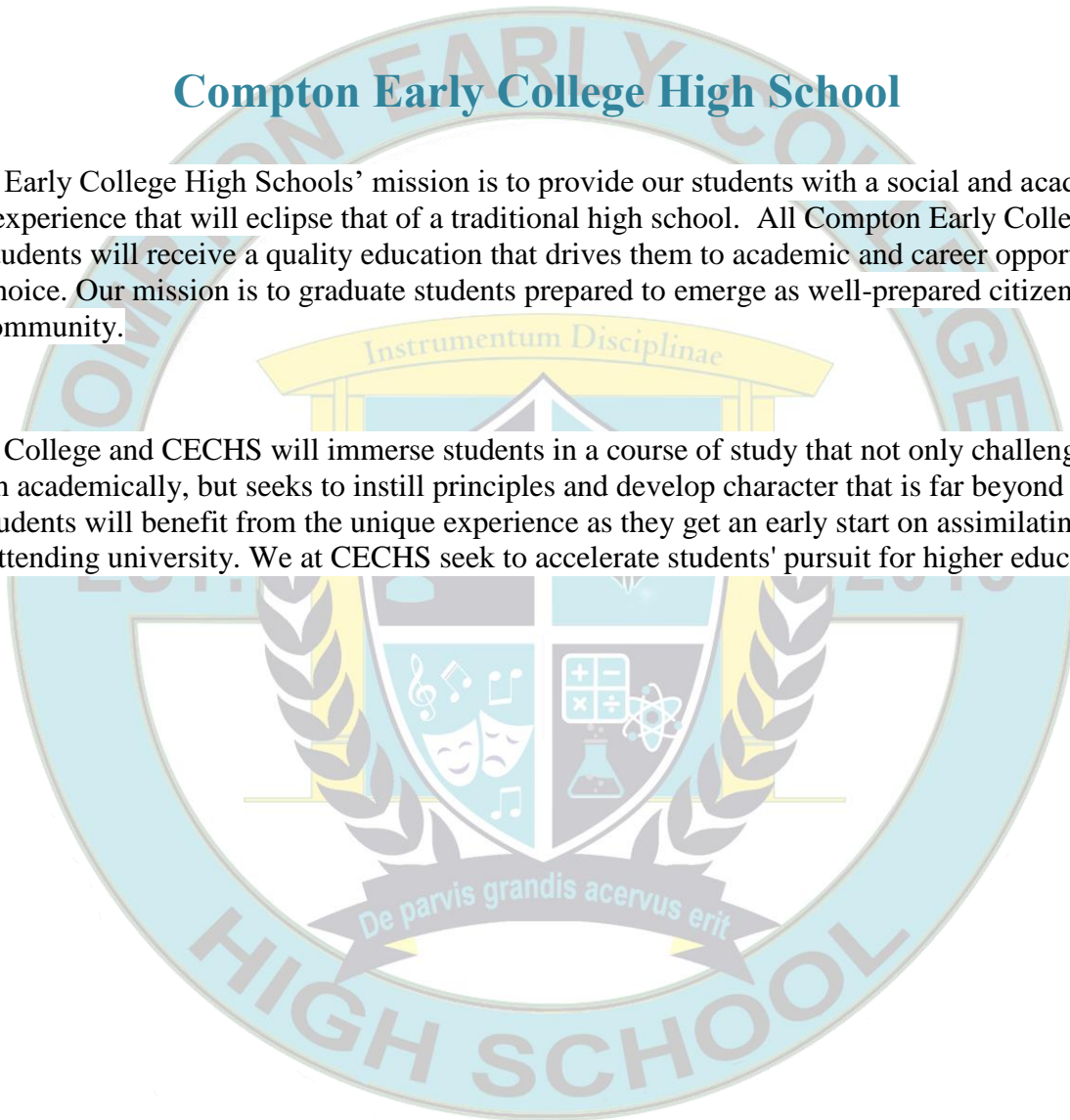
## Compton Early College High School

### Mission

Compton Early College High Schools' mission is to provide our students with a social and academically rigorous experience that will eclipse that of a traditional high school. All Compton Early College High School Students will receive a quality education that drives them to academic and career opportunities of their choice. Our mission is to graduate students prepared to emerge as well-prepared citizens of a greater community.

### Vision

Compton College and CECHS will immerse students in a course of study that not only challenges them to flourish academically, but seeks to instill principles and develop character that is far beyond their years. Students will benefit from the unique experience as they get an early start on assimilating to the trials of attending university. We at CECHS seek to accelerate students' pursuit for higher education.





**Compton Unified School District Board of Education**  
**Members of the Board of Education**

**Micah Ali**

*President*

**Satra Zurita**

*Vice President*

**Margie Garrett**

*Clerk*

**Sandra Moss**

*Legislative Representative*

**Charles Davis**

*Member*

**Mae Thomas**

*Member*

**Alma Pleasant**

*Member*

Compton Unified School District  
Boardroom  
501 Santa Fe Ave  
Compton, CA 90220



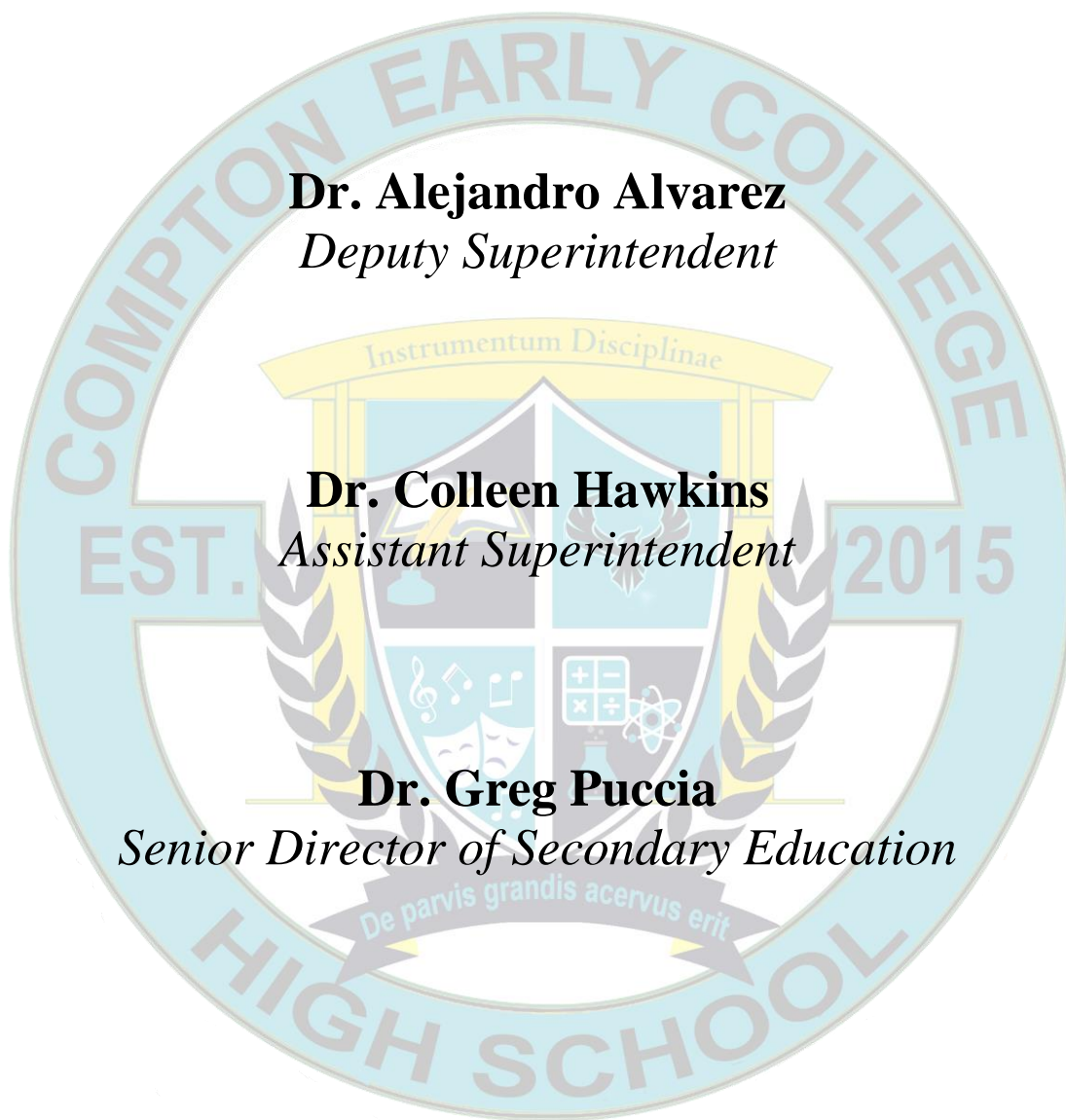
# Compton Unified District Administration

**Dr. Darin Brawley**  
*Superintendent*

**Dr. Alejandro Alvarez**  
*Deputy Superintendent*

**Dr. Colleen Hawkins**  
*Assistant Superintendent*

**Dr. Greg Puccia**  
*Senior Director of Secondary Education*



## **Members of the Visiting Committee**

***Mr. Sterling Schubert***  
***Principal***

***Montebello Intermediate School***  
***Visiting Committee***  
***Chair***

***Mr. John Bartholomew***  
***Assistant Director for Academics***  
***Gompers Preparatory Academy***  
***Visiting Committee***

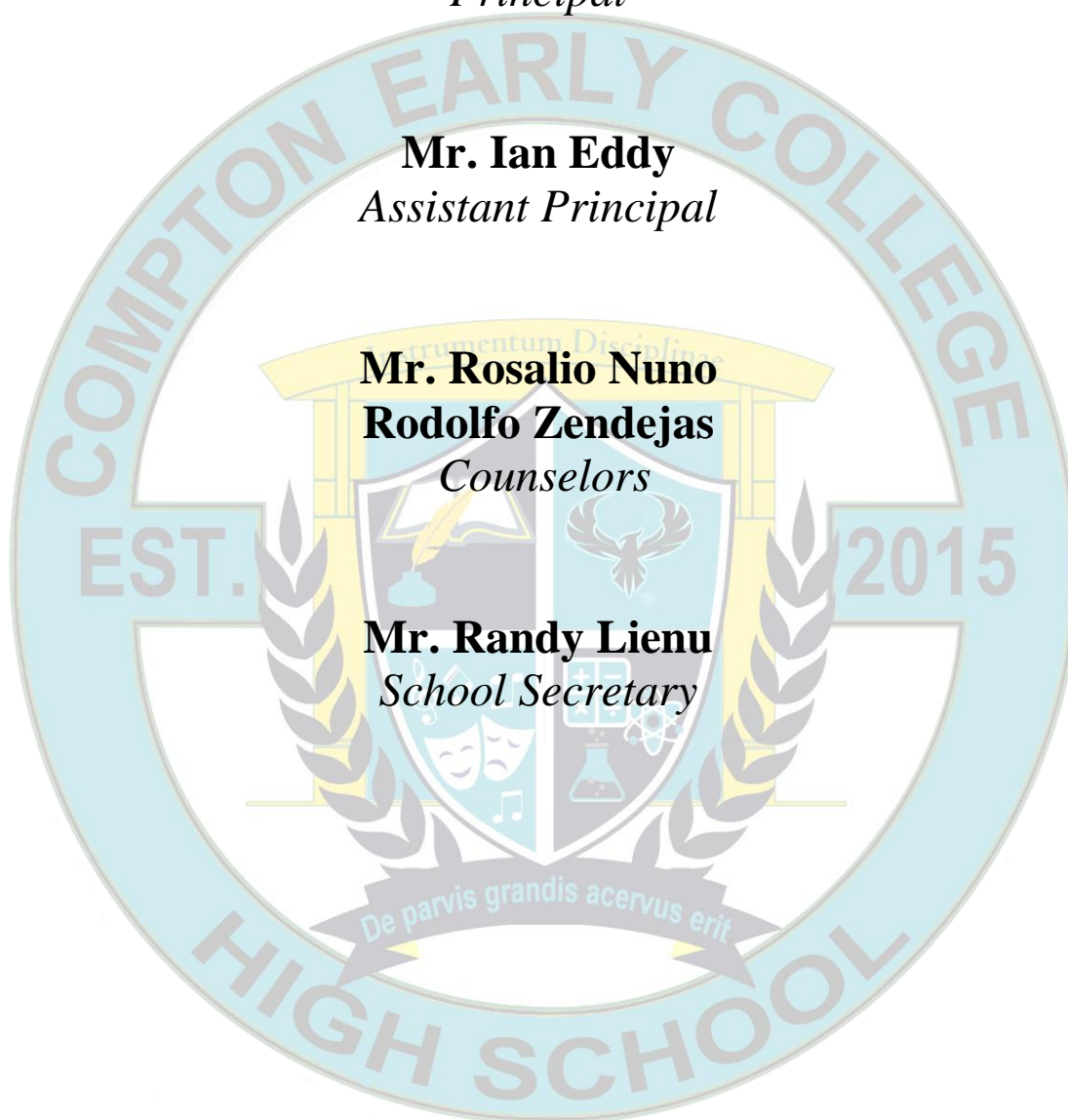
# **Compton Early College High School Administration**

**Dr. Pamela Maddox**  
*Principal*

**Mr. Ian Eddy**  
*Assistant Principal*

**Mr. Rosalio Nuno**  
**Rodolfo Zendejas**  
*Counselors*

**Mr. Randy Lienu**  
*School Secretary*





# Compton Unified School District Focus on Learning Leadership Team

**Self-Study Chair/Coordinator**

**Mona Walker**

*English Teacher*

**A.**

**Organization: Vision and Purpose, Governance,  
Leadership and Staff, and Resources**

**B.**

**Standards-Based Learning: Curriculum**

**C.**

**Standards-Based Learning: Instruction**

**D.**

**Standards-Based Learning: Assessment**

**E.**

**School Culture and Support**

**Teaching Staff\***

*Lakeshia White*

*Kimberly Ponce*

*Christopher Cantu*

*Larry Hood*

*Ebony Haywood*

*Eric Nahrwold*

*Andrew Rivera*

*Jose Perez*

*Raymond Tan*

*Mazda Mousav*

*Mona Walker*

*\*All teaching staff were contributors to the writing of this document*

# Compton Early College High School

## Instructional Leadership Team (ILT)

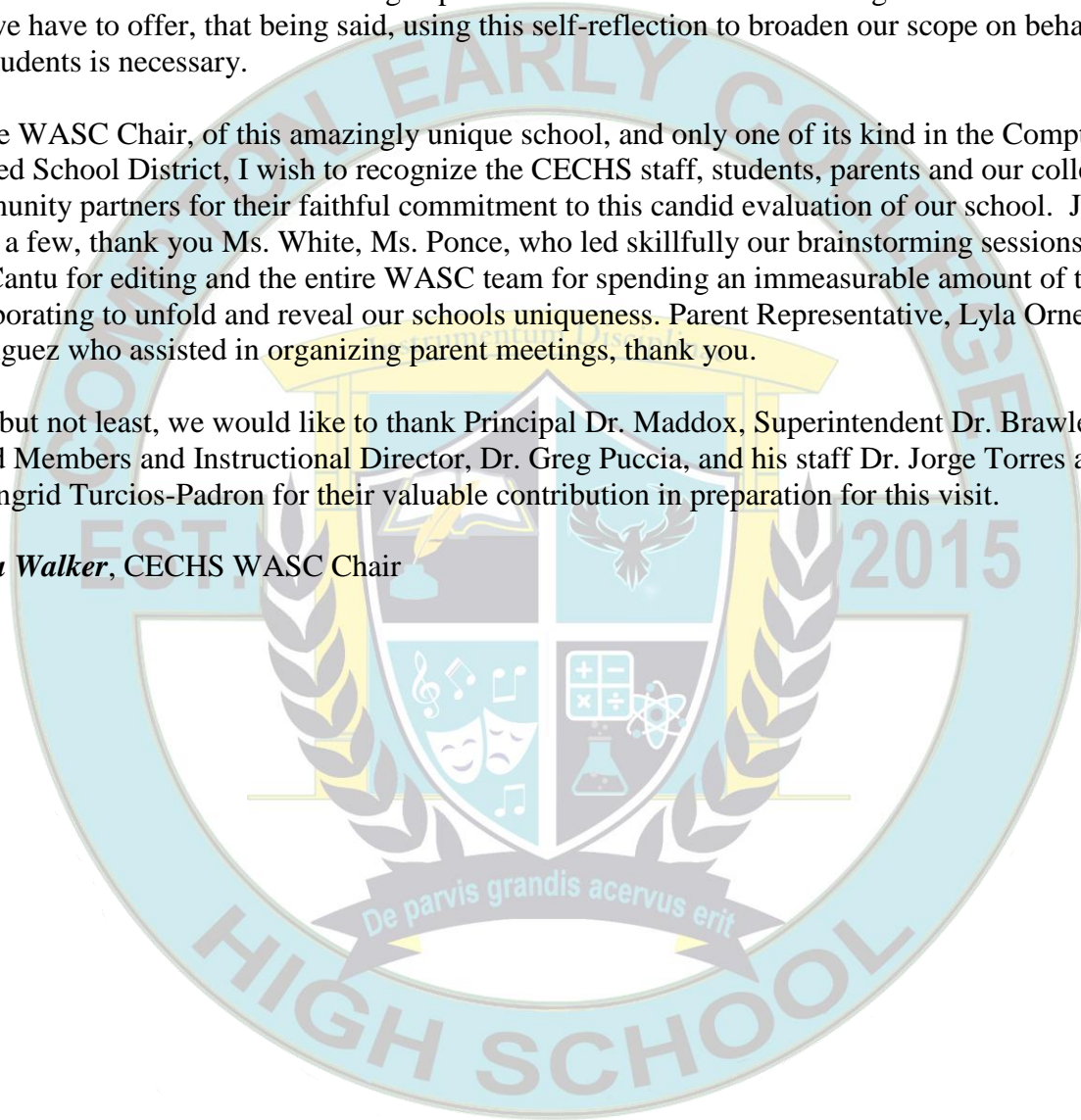
### Acknowledgements

The CECHS family welcomes the Visiting Committee and thanks them for volunteering to devote time to our Focus on Learning exploration. Our students are amazing and deserve the best that we have to offer, that being said, using this self-reflection to broaden our scope on behalf of our students is necessary.

As the WASC Chair, of this amazingly unique school, and only one of its kind in the Compton Unified School District, I wish to recognize the CECHS staff, students, parents and our college community partners for their faithful commitment to this candid evaluation of our school. Just to name a few, thank you Ms. White, Ms. Ponce, who led skillfully our brainstorming sessions and Mr. Cantu for editing and the entire WASC team for spending an immeasurable amount of time collaborating to unfold and reveal our schools uniqueness. Parent Representative, Lyla Ornelas Rodriguez who assisted in organizing parent meetings, thank you.

Last, but not least, we would like to thank Principal Dr. Maddox, Superintendent Dr. Brawley, Board Members and Instructional Director, Dr. Greg Puccia, and his staff Dr. Jorge Torres and Ms. Ingrid Turcios-Padron for their valuable contribution in preparation for this visit.

***Mona Walker***, CECHS WASC Chair



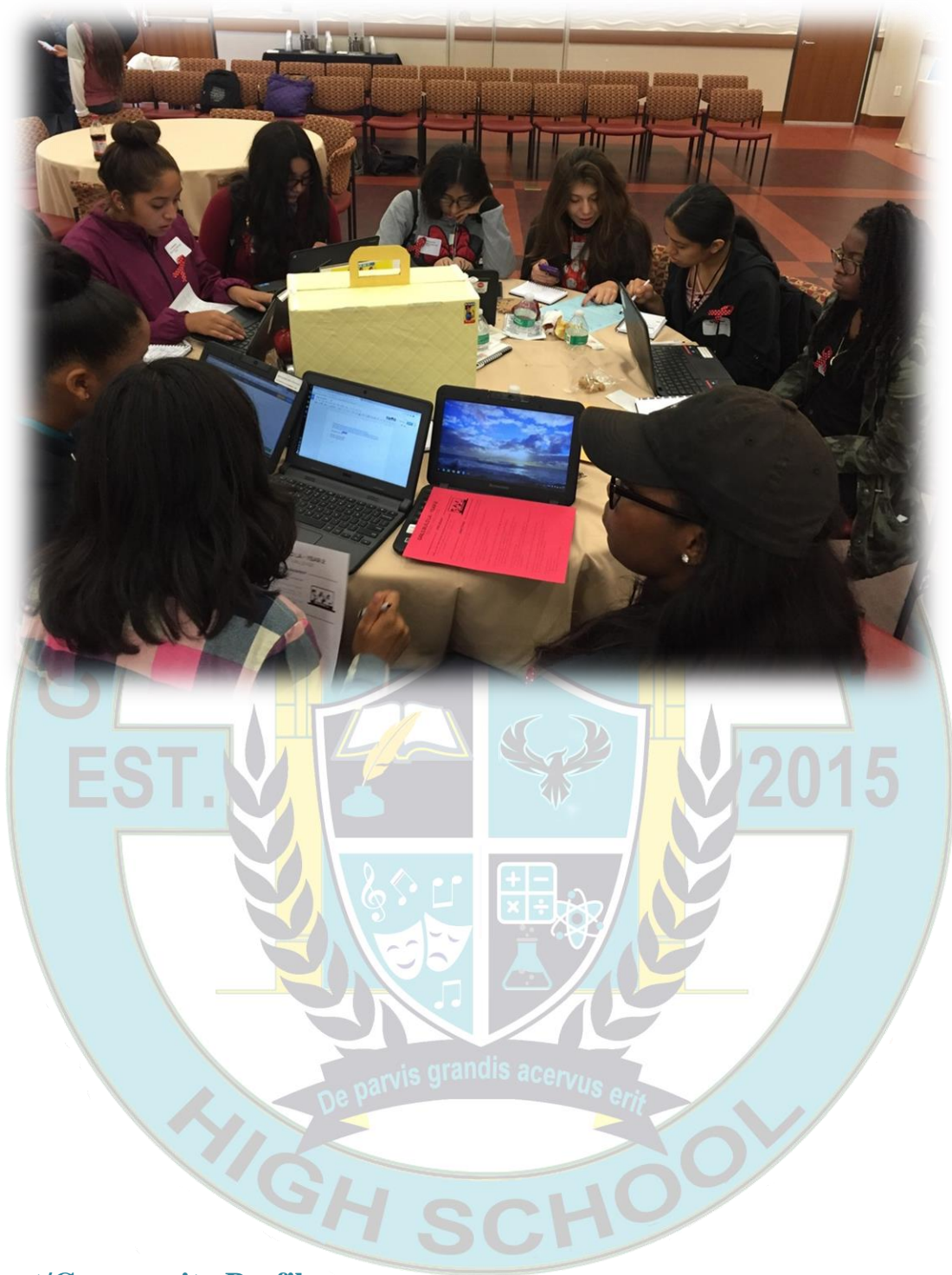






## **Part II: School Profile**





## **Student/Community Profile**

### **Compton Unified School District (CUSD)**

The Compton Unified School District is located in the south-central region of Los Angeles County, and encompasses the city of Compton and portions of the cities of Carson and Los

Angeles. The district currently serves nearly 26,000 students at 40 sites: 24 elementary schools, 8 middle schools, 3 comprehensive high schools and 5 alternative schools.

The Compton Unified School District (CUSD or the District) is one of the nation's underestimated districts. It continues to grow and make great strides. The district has set priorities and conditions for success (CUSD 2017):

## GOALS

1. Promote a safe and healthy environment in every school.
2. Provide equal education for every child.
3. Ensure that every child has access to technological opportunities.
4. Continue to maintain high expectations and high student achievement, and hold personnel accountable for student success.
5. Improve team efforts by enhancing employee communications and collaboration.
6. Embrace and celebrate the diversity of our district.
7. Build, foster and promote partnerships with parents and the community.
8. 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.

*Compton Early College High School (CECHS) was established* in collaboration with El Camino Community College-Compton Center in August 2015. CECHS is located in the residential community of Compton. Our students come from middle schools within Compton and the surrounding communities: Gardena, Carson, Paramount, Lakewood, and Long Beach. Parents and students enroll at CECHS because of the academic rigor and anticipations of all students attending college, in addition, students and parents are surveyed annually for complete transparency of expectations Appendix A). To prepare every CECHS student for admission and

success in 4-year colleges and/or universities, all classes are college-preparatory and meet A-G Requirements. In alignment with the mission of Compton Unified School District, CECHS high school graduation requirements follow the University of California's undergraduate college admissions requirements (Appendix B). To complement the academic rigor, CECHS utilizes a 1:1 Chromebook program - students are able to check out their books every morning and return them in the evening. Early College High School is a dual enrollment college preparatory school, which though a separate body unto itself is part of a 6-12 span school (6-8/9-12) initially located on the campus of Compton High School. Effective this school year, it has been relocated to the campus of Willowbrook Middle school in South Los Angeles at 2601 N. Wilmington, Los Angeles, California 90222. This full day Dual Enrollment program is the first of its kind in CUSD; it is the districts flagship school.

The school opened with a 9th grade cohort and has added a grade level each year, until the capacity is reached (9th-12th grades), in the fall of 2018. Currently the enrollment has increased to 86 freshmen, 83 sophomores, 68 juniors and 0 seniors. For this 2017-2018 academic school year, CECHS student population is 237 and our teacher to student ratio is 1:24. The demographic breakdown of CECHS is the following: 75.5% Hispanic, 7.5% African American, and 1.2% Samoan. 37.5% of CECHS students are male and 62.4% are female. While CECHS has 2 (female) LEP (Limited English Proficiency) students, 97.5% of the remaining students are RFEP (Redesignated Fluent English Proficiency). CECHS has a foster youth population of less than 1.2 %, which speaks volumes in comparison to the district; this may also be due to the consistency necessary of a AB 288 student. In order to continuously provide an effective educational program, CECHS faculty and staff along with the School Site Council regularly reviews and analyze local and standardized assessment data. The CECHS school community believes consistent monitoring of student progress and adjustments of the instructional programming based on student needs will enable its students to develop the 21st century skills required to successfully matriculate to a 4-year college or university.

### **MISSION**

Compton Early College High School's mission is to provide our students with a social and academically rigorous experience that will eclipse that of a traditional high school. All Compton Early College High School Students will receive a quality education that propels them to academic and career opportunities of their choice. Our mission is to graduate students prepared to emerge as well-prepared citizens of a greater community.

### **VISION**

Compton College and CECHS will immerse students in a course of study that not only challenges them to flourish academically, but seeks to instill principles and develop character that is far beyond their years. Students will benefit from the unique experience as they get an early start on assimilating to the trials of attending university. We at CECHS seek to expedite students' pursuit for higher education.



*Fostering a safe campus is CECHS priority.* Our school promotes a safe atmosphere that compliments the individual while supporting diversity, this formula is believed to be an equation for success. By design a smaller school size is the most optimal model for our dual enrollment program than the comprehensive high schools in our school district (approximately 237 high school students are enrolled in the Fall of 2017). The schools' foundation is built by a caring staff that is committed to promoting student success through complete community support.

The dual enrollment program feature is the ability of students to attend college and high school while soaring in both. All CECHS's students have equitable access to Advanced Placement (AP), college preparatory courses, honors as well as a growing list of college electives. The 2 x 8 block schedule allows CECHS students to take both college and high school courses during their high school day. Which means that in a 180-day school year, CECHS students can earn college credit towards their AA or meet their IGETC requirements for college each year. Upon graduation, students will have earned 220 credits. With the recent incorporation of the Media Arts into 2018/2019 course offerings, students will be able to create documentaries, short story videos, script writing, and filmmaking; community partnerships are under development to assist the school with the creation of our innovative arts pathway.



Early College as mentioned has been moved to Willowbrook MS (6-8), which has been reconfigured to become a span school 6-12. The middle school classes and high school classes follow similar bell schedules, with the exception of lunch, so as to eliminate any potential confusion. Our shared campus has a bell ring for the first and last periods of the day. The bell schedule is re-evaluated yearly to ensure that we are meeting the required state mandated instructional minutes, paying careful attention to the dual enrollment schedule of the (11<sup>th</sup> & 12<sup>th</sup>) upper class-men. In 2017-2018 the bell schedule was adjusted to synchronize the schedule of our 6<sup>th</sup> thru-8<sup>th</sup> grade student population. Our School day begins at 8:00 a.m. and ends at 2:45 p.m. for our students who do not attend college classes off campus. Those students that attend college classes off campus their school day may be extended to approximately 4:30 in the afternoon. Effective Fall 2018, the 2 x 8 schedule will be revised to a revolving "A" day (1, 3, 5, 7) and "B" day (2, 4, 6, 8), this schedule affords the students more time with their teachers.

Compton Unified School District has complied with the initiative that support English Learners, CECHS has instituted the district mandated English Learner Master Plan that identifies essential student learning outcomes. Professional Development days occur (bi-weekly) and are planned days by the district at the start of the school year, which provide the staff with collaboration time in departments and cross-collaboration grouping to discuss the Master Plan and other student achievement goals. It is very important that time be allotted for teachers and staff to discuss instruction, student support, assessments to improve student growth.

*CECHS's staff is enthusiastically devoted to promoting confident, academically prepared students that are college bound year after year.*

The staff of CECHS had substantial modifications to its staff roster over the last two school years, the open positions of former CECHS teachers who left the school over the past two years have



been filled. In regards to the turnover rate it has been considerable, it is duly noted that teacher retention is an area of improvement. But, yet the faculty - both new and old - cooperatively have reshaped and restructured the vision, mission and SLOs with the students. CECHS's staff is enthusiastically devoted to promoting confident, academically prepared students that are college bound year after year.

### **Facilities Design** (Appendix C)

CECHS campus is a vast difference in size than its initial location (Compton High Annex), classes have been dispersed throughout the 6-12 campus. The district is aware of the school's future growth and is paying considerable attention to the school's overall needs. The district is in the process of constructing 2 new science rooms, developing a college center, and a multi-purpose room. In addition, the auditorium will be reconditioned along with preparing the athletic facilities to introduce sports into the school's program in Fall 2018. In addition, all classrooms will be fully used with the incoming 9<sup>th</sup> grade class to complete the 9-12 comprehensive pattern fall 2018. While consideration is being given to the brick and mortar so will consideration be given to increased technology. It is being proposed to the School Site Council to fund the purchase of one Apple cart and one iPad cart Spring 2018 for student use. All rooms are equipped with an LCD projector, laptop, document cameras, Chromebooks and sound bars. Additionally, all teachers were issued a new Apple MacBook laptop through the district.

### **School Status**

#### **Dual Enrollment (AB 288) School of Choice**

This school operates as a dual enrollment school site in consortium with Compton College and is considered a dual enrollment school that accepts students from grades 9-12. Students who wish to attend Early College must reside in the district or be on permit. Students that apply through the application process, which includes a 2.50 GPA and the UCLA math diagnostic test and the Iowa Assessment, a writing sample and interview may be considered to attend. Students are selected through the application and interview processes based on first-come first-served, there are no priority points assigned, the number of students selected is based on the number of available spaces. The school site's desire is to have an average of 100 students per grade level. Any parent who places an on-time application and the student qualifies will be accepted.

### **Enrollment**

Student Enrollment at CECHS has fluctuated over the past three years, enrollment is a primary focus, as previously stated the school site has set a goal of an average of 100 students per grade level. To that regard, during recruitment season for incoming 9<sup>th</sup> grade student's close attention will be paid to achieving that goal.

#### **CECHS Student Enrollment by Grade Level**

2015-2018					
	Freshman	Sophomore	Junior	Senior	Total
2017-2018	86	83	68	n/a	237
2016-2017	100	71		n/a	171
2015-2016	81			n/a	81

### Enrollment by Gender

*The student body male and female population* composition shows a disproportionate number of female students; there are far more female students than there are male.

Gender	2015-2016		2016-2017		2017-2018	
	#	%	#	%	#	%
Male	34	42.0%	66	38%	89	38.0%
Female	47	58.0%	105	62%	148	62.0%

### Enrollment by Gender and Grade Level

Considering student enrollment, the school has been imbalanced by gender over the past two and a half school years. The male to female enrollment ratio by grade level has been unequally divided from year to year; in addition, the male to female ratio has continued to be severely disproportionate revealing that the school has a greater population of females than males, it is evident that this is an area of improvement. During the recruitment process attention will be paid to addressing the male population.

Student Enrollment by Gender Disaggregated by Grade Level (2012-2015)										
Year	Grade 9 <sup>th</sup>		Grade 10 <sup>th</sup>		Grade 11 <sup>th</sup>		Grade 12 <sup>th</sup>		Overall	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2015-16	34	47							34	47
2016-17	36	63	30	42					66	105
2017-18	30	53	31	55	28	40			89	148

### Title I Status: Free and Reduced Lunch Program

Students are asked to apply when admitted to CECHS, and they must reapply after the third year of attendance. At this time, the school is considered a Target Assisted School and is working toward encouraging all students to apply in order to become a Title I campus. It is clear that all parents are not completing lunch application forms because of sensitive data being released and in fear of the unknown.

## Student Ethnicity

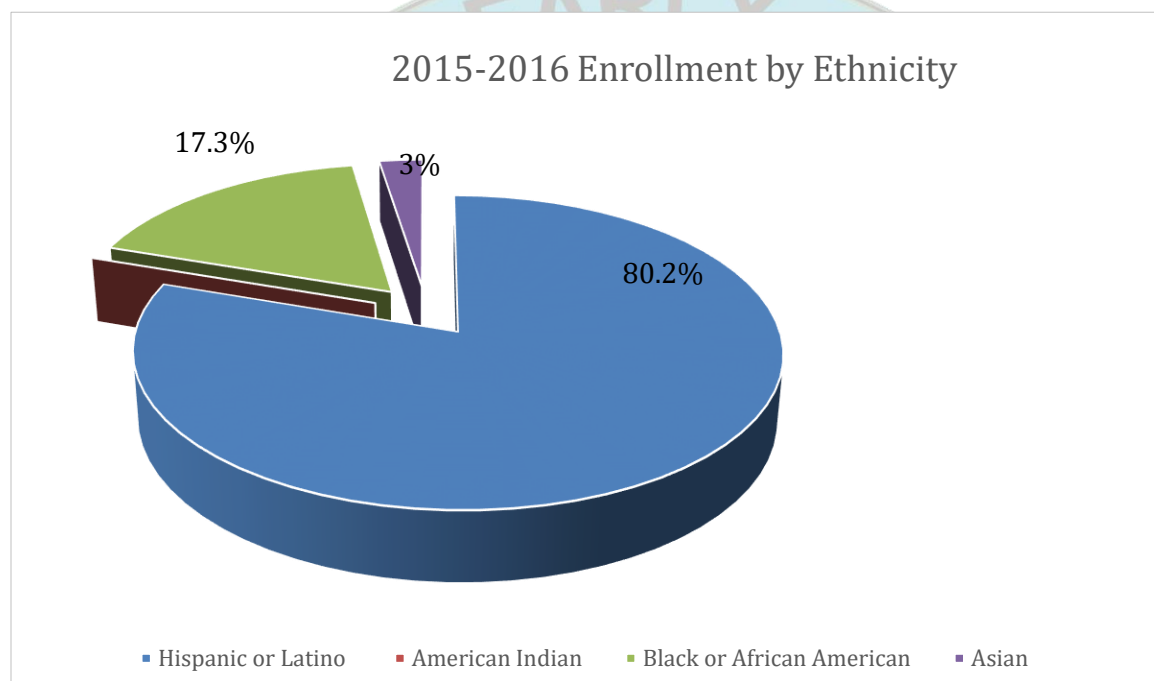
*The ethnic analysis of the student population is more reflective of the higher education community than of the district's student population.* The students of CECHS are selected by grades, interviewed and given a math diagnostic test along with a writing sample, not by ethnicity. Balancing the racial disparity is an area of improvement for the school; the current distribution is a reflection of the community that is mostly populated by one subgroup. However, despite the current disproportion of subgroups one over the other, the task to create equity at this school site by recruiting other subgroups is important. In regards to recruitment, our priority is to recruit students who desire the dual enrollment school model, regardless of their ethnicity. One way to lower cultural segregation is to meticulously increase a college going school culture so that all students will want to become a part of something exceptional. Our school's administration has made such efforts by providing tours for prospective parents of students, distributing informative flyers and brochures ([Appendix D](#)), and visiting other schools to recruit a diverse population of students.



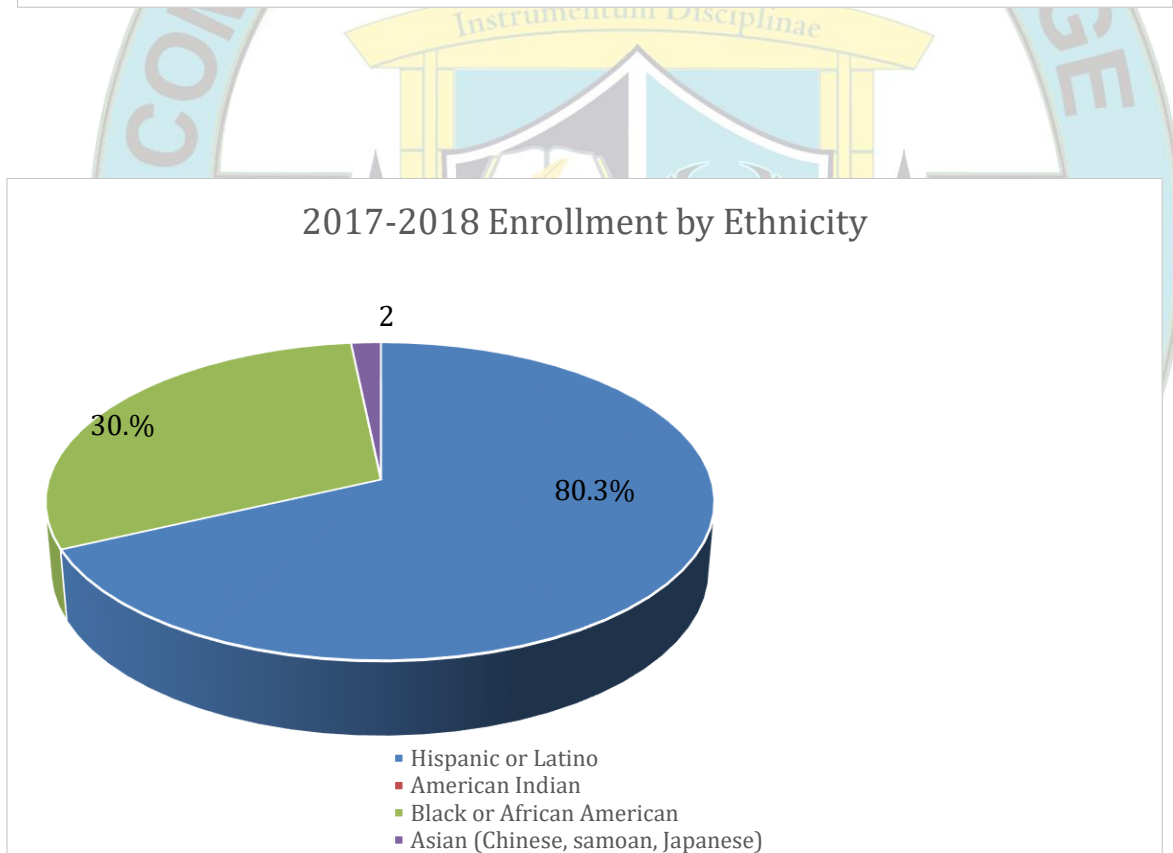
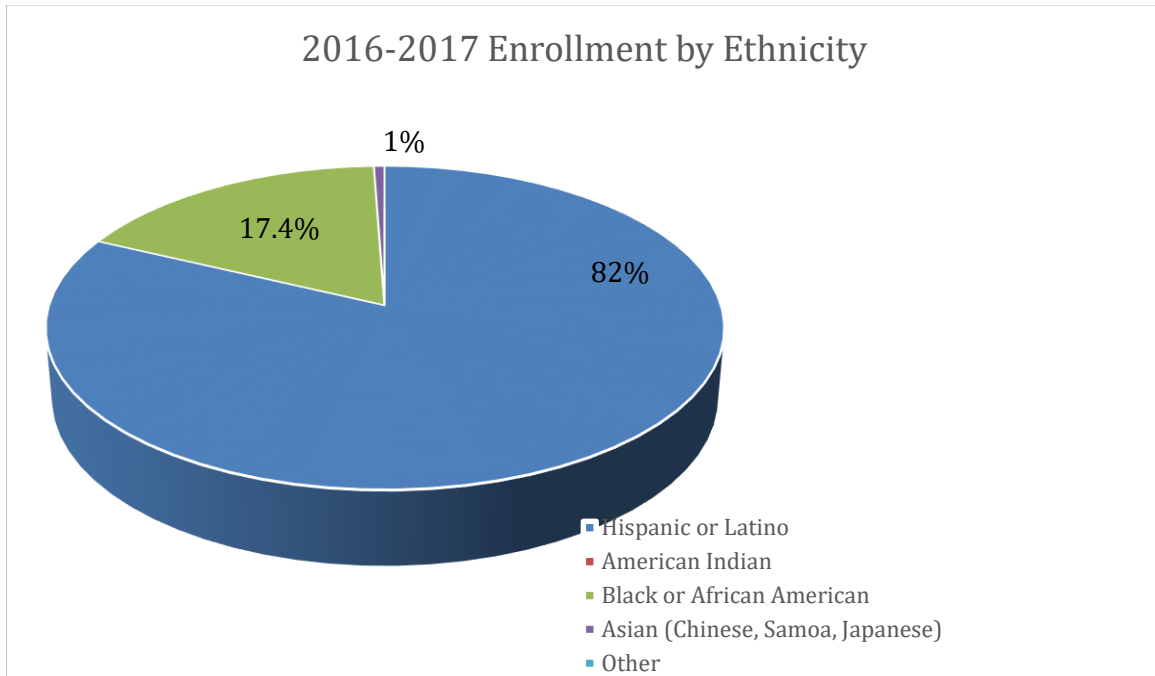
### CECHS Overall Enrollment by Ethnicity

Ethnicity	2015-2016 Ethnicity		2016-2017 Ethnicity		2017-2018 Ethnicity	
	Number of Students	Percent of Student Body	Number of Students	Percent of Student Body	Number of Students	Percent of Student Body

		(n=81)		(n=171)		(n=237)
Hispanic or Latino of Any Race	65	80.2%	140	82%	198	83.1%
American Indian	0	0	0	0	0	0
Black or African American	14	17.3	30	17.4	37	15.6
Asian (Chinese, Samoan, Japanese)	2	2.5	1	0.58	2	1.3
Other	0	0	0	0	0	0
White	0	0	0	0	0	0







There is much work to be done in regards to the overall balance by ethnicity. While the ethnic balance is reflective of the community, however it does not reflect the historical features and leadership of the community or school district.

## Disaggregated Ethnicity by Grade Level 2015-2018

Disaggregated Ethnicity by Grade 2015-2016					
Ethnicity	Grade 9	Grade 10	Grade 11	Grade 12	Total
Hispanic	65				65
Black	14				14
Asian	2				2
White	0				0
Disaggregated Ethnicity by Grade 2016-2017					
Ethnicity	Grade 9	Grade 10	Grade 11	Grade 12	Total
Hispanic	66	74			140
Black	14	16			30
Asian	1	0			1
White	0	0			0
Disaggregated Ethnicity by Grade 2017-2018					
Ethnicity	Grade 9	Grade 10	Grade 11	Grade 12	Total
Hispanic	68	73	56		197
Black	13	13	11		37
Asian	2	0	1		3
White	0	0	0		0

## Language Proficiency

All teachers are qualified in SDAIE, CLAD and/or BCLAD and apply SDAIE strategies in all classrooms to accommodate student learning. Teachers are trained to support the students at their level through differentiated instruction. The current number of EL students is small, and no students currently sit in any Long-Term English Learner (LTEL) classes.

English Learners	#	%
2015-2016	0	0
2016-2017	2	1.2%
2017-2018	2	.84%

English Learners make up a small percentage of the overall student population.

## Re-Designation Rates and Annual Measurable Achievement Objectives (AMAO)

The Annual Measurable Achievement Objectives (AMAO) of students continues to have a small population of English Learners (EL) inclusive of the re-designated students.

Annual Measurable Objective		2015-2016	2016-2017	2017-2108
AMAO-1 CELDT	Goal Met	n/a	n/a	n/a
AMAO-2 ATTANINIG ENGLISH PROFICIENCY	Goal Met			

## CECHS Performance

Long Term English Learners classes were mandated to be included in all school's master schedule effective 2013. It was also mandated that all students who have not as of yet reclassified by way of passing the CELDT and now the ELPAC exam and fulfilling the other criteria are to be placed in an LTEL section. There are no students that fall into this category attending CECHS.

## Language Classification

Language Classification	2015-2016		2016-2017		2017-2018	
	#	%	#	%	#	%
EO	22	.2	53	.30	66	.28
IFEP	2	.02	4	.02	7	.04
EL	0	0	2	0.01	2	.01
RFEP	57	.70	113	.66	162	.68
TOTAL ENROLLMENT	81		171		237	

## Reclassification Trends

There are no trends due to the miniscule student population of English Language Learner students.

## Special Programs Overview

Seven special programs anchor the school's everyday operation.

Programs	2015-2016	2016-2017	2017-2018
Advanced Placement	115	120	136
Special Education	2	2	2
GATE	112	106	106
Dual Enrollment AB 288	81	171	237
AVID	0	28	92
Migrant Ed	0	3	n/a
Homeless	0	2	2

### Dual Enrollment (AB 288)

Our Dual enrollment program is in collaboration with Compton College (MOU) that allows our students to attend college during the course of a normal school day. The dual enrollment program is at the core of who we are, the school is built around the beliefs and central principles of students having the capacity and fundamentals to achieve both a high school diploma and potentially an AA degree. Students have shown that they are highly capable of (1) achieving there AA, (2) Completing the Intersegmental General Education Transfer Curriculum (IGETC), or (3) shaving off two years of elective courses. Students have many options to boost their college career, it is the students' choice which path they may choose, whichever they choose the benefits are significant to the student academically and financially.



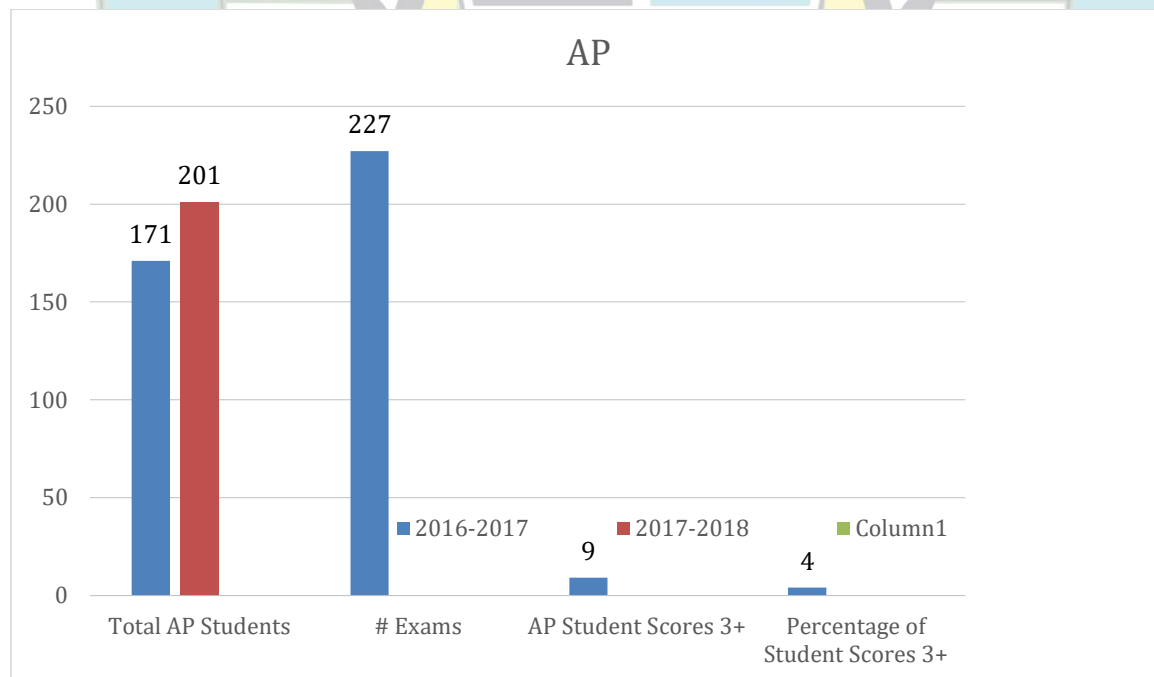
## Advanced Placement

### Advanced Placement Growth Trend

By natural matriculation, during the first 2 years of the schools' existence the number of students taking AP classes and exams has increased. The number of students scoring 3+ has increased by 18 points and by 12% points. The increase is minor, which shows a great need for improvement. Currently our percentage of students taking AP classes and sitting for AP exams is comprised of 84% of our student population, which is phenomenal, however the goal is to increase our percentage points by 25%. This number has increased each year as enrollment has increased. Below is the list of the current AP courses being offered at CECHS, those that are asterisk will be offered school year 2018:

- AP English Language (11<sup>th</sup>)
- AP US History (11<sup>th</sup>)
- AP World History (10<sup>th</sup>)
- AP Computer Science (10<sup>th</sup>)
- AP Human Geography (9<sup>th</sup>)
- AP Government\*
- AP Biology\*
- AP English Literature\*
- AP Economics\*
- AP Studio Arts\*

### Advanced Placement Growth Trend



Over the last year the school has increased in the number of students taking AP classes and exams. The increase in percentage of passage in the 2017- 2018 remains as one of the school's action plan goals.

### Participation Rate (Spring 2017)

AP Test	Enrollment	Exams Given #	% Test Taken
Human geography	76	76	100
World History	77	77	100
Environmental Science	71	71	100
Computer Science	22	3	14

### Ethnicity Ethnicity of AP Students 2016-2017

Ethnicity	Number of AP Exam	Percent of AP Students
Hispanic	141	82
African American	30	17.4

### Ethnicity of AP Students 2017-2018

Ethnicity	Number of AP Students	Percent of AP Students
Hispanic	166	94
African American	11	6

### Special Education

The resource specialist teacher offers services for grades six through eleven due to Early College having a total of 5 (2 RSP, 3speech and hearing) special education students. The special education population is small due to the nature of the Early College model.

### Gifted and Talented Education (GATE)

The GATE population increases every year with incoming students, with a population of 77 students. 32% of the student population is classified as GATE. The GATE student population has remained steady partly due to the generally unchanging student population. There have been no newly identified GATE students.

### Gifted and Talented Education (GATE)

School Year	#	%
2015-2016	81	27
2016-2017	171	25
2017-2018	237	32

### Advancement Via Individual Determination (AVID)

AVID is a significant part of every content area supporting the curriculum. It was determined early on that all students should be enrolled in the AVID program. “The program is an elective class offered to students who are usually in the “middle range” of their class who display strong potential to be college going, but without proper learned skills that could decrease chances to achieve such prospects. These students are interested in attending a 4-year college or university and are willing to work hard and push themselves to become college bound students” (myAVID.org). A typical AVID student has:

- 2.0-3.5 GPA
- good attendance
- the desire and determination to challenge themselves (i.e. go above the required a-g requirements, enroll in honors and AP courses)

AVID strategies such as Cornell note taking, *Writing, Inquiry, Collaboration, Organization*, and *Reading to Learn* (WICOR), and Socratic Seminars are school-wide.

### Advancement Via Individual Determination (AVID)

School Year	# of Students	% of Student Population
2015-2016	81	100%
2016-2017	171	100%
2017-2018	237	100%

### Online Learning

Edgenuity is the district sponsored online course program, which will be implemented Spring 2018. Students are working with a facilitator to help pace the instruction; students can access content both at school and home, and receive support from the assigned online teacher as well as the school site facilitator.

### Homeless Students

An assigned unit at the district level acts as the designated liaison for homeless students, and is trained through the district School Services Unit to maintain student records and to advocate for student rights.

### Attendance and Suspension Rates

*CECHS' attendance rates have been the highest in the district*; this phenomenal feat is due mainly to the student's commitment to the alternative school model. High expectations have been established for incoming students - they are determined not to miss college classes or AP classes. As a result, consistent attendance is built into the school culture. If a student should happen to miss school, school calls go out the same day to the parents from the main office. As part of remediation, students are then required to attend Saturday school to make up for their absence. The school culture of consistent attendance has effectively encouraged their classmates to be in school. There have been incentives, like ice cream parties, popcorn parties, nacho parties, competition of grade levels to compete for perfect attendance. Since the move to the new

site, none of the programs that were in place have been re-established as of yet. The students are present; however, there still remains a tardy concern, we are looking to recreate the incentive programs to encourage students to attend school on time.

### Daily Attendance

Students	2015-2016	2016-2017	2017-2018
Average Daily Rate of Attendance	98.00%	98.90%	99.84
District Rate of Attendance	94.9	94.2	95.3

### Discipline

Our ability to hold our suspension rate to a small number is attributed to the students themselves and the staff that have great structures in place for classroom management.

### CECHS Suspension/Expulsion Rates 2015-2018

Year	Enrollment	# of Expulsions	# of Students Suspended	Instructional Days Lost to Suspension	Suspension Percentage
2015-2016	81	0	2	2	.162
2016-2017	171	0	1	1	0.01
2017-2018	237	0	0	0	0
Total/Average		0	0	0	

### Safety Conditions and Cleanliness

*Our Principal is resolute in her belief that “teamwork is the best policy for a safe school and that safety is everyone's job”.* One of the attractions to CECHS other than strong academics is that our school prides itself in being a safe campus, due in great part to the students themselves and the staff, which includes the following procedures:

- CECHS campus is closed
- Everyone entering this campus must receive a CECHS visitor pass
- CECHS has two Campus Student Aides,
- There is a crossing guard on three corners to assist and supervise students
- CECHS has procedures in place in the event of an emergency, teachers are trained in regards to emergency procedures

CUSD requires all schools to maintain a Safe School Plan, including a trauma plan. A full day PD is dedicated to building capacity around trauma and how to prevent students from experiencing avoidable incidents. Administrators must attend district trauma plan meetings



yearly to ensure school safety. School Site Council and leadership team review and amend the plan annually.

Key elements of the plan are inclusive of:

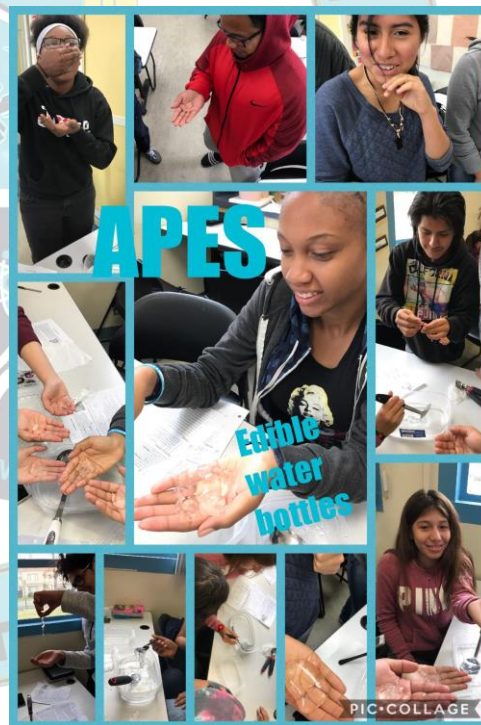
- Anti-bullying
- Child Abuse Reporting Procedures
- Disaster procedures-earthquake, fire, lockdown
- Policies on sexual harassment
- Dress Code
- Sexual harassment
- Discipline

The school relies heavily on the district's law enforcement officers, and, of course, city police. The community awareness of CECHS presence has heightened the need for teamwork to provide a safe school environment at its new location.

CECHS is a "closed campus" from 8:00 a.m. to 2:45 p.m. with exception of our students going to college mid-day; they leave at 12:30 pm. Students respect the campus and are regularly reminded of campus" policies. More importantly, as time goes on, students conform to these rules and have begun holding each other accountable. The school holds grade level assemblies twice a semester to remind students of school rules and policies.

### Parent and Community

Parent commitment is essential to student success, CECHS parents are energetically involved in School Site Council; they volunteer for school events and support their children's academic efforts. This is especially necessary for those parents of students that attend college off campus in the afternoon. At times, it is necessary for parents to assist each other in transporting students to different events. Currently a PTSA is not in effect, however even without a PTSA our parents are very supportive. It is unknown at this time what the students parent education levels are, this is an area of need to gain knowledge of parent's backgrounds in order to support students and parents need in achieving educational goals.



## Faculty and Staff

CUSD requires all staff to be fully credentialed and highly qualified, as required by the district every teacher has SDAIE training or Bilingual or Cross-cultural, and Language and Academic Development (B/CLAD) certification. The school has a partial-time School Psychologist as needed, Teacher/Title I, AVID & AP Coordinators (shared with the entire school 6-12), a nurse assistant, and a Resource Specialist Teacher (RST) of which are also shared with the host school. The Counselor, Assistant Principal, and Principal make up the administrative staff. As the school grows there is a need for a Middle College Liaison and a College Counselor and possibly a dedicated assistant principal to Early College. In regards to faculty ethnicity our staff is very diverse, the District makes every effort to hire the most qualified staff regardless of race or ethnicity while keeping in mind our desire to build a diverse teaching staff. It is important to note that because the school is an comprehensive dual enrollment school, every effort is made to maintain a balanced ratio in ethnicity amongst the teaching staff, for this allows students to experience the diversity one would find on a college campus. Nevertheless, CECHS currently has 10.5 teachers, and the overarching goal is to employ the most skilled teachers to compliment the school's culture.

### Staff Data

Faculty Composition	2015-2016	2016-2017	2017-2018
Principal	1	1	1
Assistant Principal	1	1	1
Teachers	4.5	7.5	10.5
Counselor	1	1	1
Psychologist	.25	.25	.25

### Certificated Staff Education Levels

CECHS Staff Data	2015-2016	2016-2017	2017-2018
Number of certificated staff	4.5	7.5	10.5
Number of classified staff	2	2	2
Number of qualified personnel for counseling	1	1	1
Number of administrators/non-teaching staff	2	2	2
Percent of teachers who have met the highly qualified teachers' requirements of NCLB	100%	100%	100%
Number with advanced degrees	5	5	10

### Teachers by Gender

Over the past three years; there was a slight vacillation in the male population with the increase in teacher turnover, to female population has held steady.

Teachers by Gender	2015-2016	2016-2017	2017-2018
Female	3	4	4

Male	1.5	3.5	6.5
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The classified staff is adequate for our student population. As the enrollment numbers increase so will the need for additional classified.

### Classified Staff

Classified Staff Position (2015-2016)	Classified Staff									
	Female					Male				
	Asian	Hispanic	African American	White Non-Hispanic	Total	Asian	Hispanic	African American	White Non-Hispanic	Total
Full-time Clerical Staff	n/a	1	n/a	n/a	1	n/a	n/a	n/a	n/a	0
Part time Clerical Staff	n/a	1	n/a	n/a	1	n/a	n/a	n/a	n/a	0
Campus Aides	n/a	1	n/a	n/a	1	n/a	n/a	1	n/a	1

Classified Staff Position (2016-2017)	Classified Staff									
	Female					Male				
	Asian	Hisp.	A/A	White	Total	Asian	Hispanic	A/A	White Non-Hispanic	Total
Full-time Clerical Staff	n/a	1	1	1	3	n/a	n/a	n/a	n/a	0
Full time Safety Officer	n/a	n/a	n/a	n/a	n/a	n/a	1	n/a	n/a	1
Campus Aides	n/a	1	n/a	n/a	n/a	n/a	n/a	1	n/a	1

Classified Staff by Gender 2017-2018	Classified Staff									
	Female					Male				
	Asian	Hispanic	A/A	White Non-Hispanic	Total	Asian	Hispanic	A/A	White Non-Hispanic	Total
Full Time Clerical Staff	n/a	1	n/a	n/a	0	n/a	n/a	n/a	n/a	0



Part time Clerical Staff	n/a	1	n/a	n/a	0	n/a	n/a	n/a	n/a	0
Campus Aides	0	1	0	0	0	0	0	.5	0	.5
Total Classified	0	3	0	0	0	0	0	.5	0	0

## Pupil Services Staff

### Per Pupil Ratios for Teachers

*CECHS's master schedule is designed* (Appendix E) to maintain class sizes at approximately 30 pupils per class. AP courses vary and may have a higher student population due in part to some AP classes being singletons. With additional college classes, students profit from some slightly smaller classes and more course availability.

### Teacher Evaluation Process

Administrators in accordance with district requirements and CEA contractual agreements evaluate teachers on a regular basis. The district requires annual evaluations for provisional and probationary teachers and biennial evaluations for permanent teachers. The evaluation process also addresses the district's efforts to evaluate teacher performance as it reasonably relates to student growth and progress toward district standards and state standards for pupil achievement.

### Pupil Services Staff

The pupil services staff at the school serves the entire school, although the services are shared the utilization is mostly by the middle school. The services that are shared between the high school and middle school are:

- Librarian 1:500
- Psychologist 1:500
- Nurse Assistant 1:500
- Speech, Language and Hard of Hearing Specialist 1:500
- Special Education Program Specialist 1:500
- EL Coordinator 1:500
- Plant workers 1:500
- Cafeteria workers 1:500

### Transportation

*CECHS currently has no bus transportation* for students to and from school, all students are transported by their parents or take public transportation. However, transportation is provided for students to and from college. Students are transported, compliments of the district to Compton College and returned back to the school site in the evening.



## Staff Development

*Staff development is calendared every other Friday*, by the district. Teachers attend conferences and workshops that are offered by the district, paying particular attention to English and Math. However, teacher attendance of PDs for AVID, AP and others, are part of our school's action plan for improvement. Because this is our WASC initial visit, a substantial amount of time was also dedicated to conferring and developing student and school-wide goals using Aeries, EADMS and the Single Plan for Student Achievement (SPSA), inclusive of the district requirements. In addition, the faculty felt the need to revise the school's Mission and Vision Statement to better fit the new vision of the school, at the same time the SLO's were also part of those many conversations. Throughout the last two years, our professional development focus has evolved leaving time for teacher collaboration. Over the last two summers our teachers were able to request funds for teacher collaboration, training, and conferences. The following matrix are the attended staff developments:

Conference/ Workshop	# of Participants	District Sponsored	Non District Sponsored
Springboard Curriculum	2	x	
AVID	5		x
Certificate in Community College Teaching	1		x
MCNC	4		x
UC Conference	1		x
CCEMCC	4		x
CSAC Conference	1		x
Advanced Placement	4		x
PLTW	1		x
Metropolitan Water District	1		x
NGSS	1		x
LACOE	1		x
Trauma Training	1	x	
Art Institute Design Based Learning	4		x

## CECHS Budget

The schools budget is created and approved by the Chief Financial Administrator to support students' needs. The new Local Control Funding Formula (LCFF) is currently supporting the Single Plan for Student Achievement (SPSA), which serves as our master document. In addition, Title I funds are disseminated on the basis of the number of students whom are socio-disadvantage at the school, which for CHECHs is quite low compared to other schools on the district of which are fully funded. The funds are used to provide intervention to support students it also is used to support parent groups and purchase equipment for student use. Title I funding is also used to purchase materials for teachers, and students, for example, Summer Bridge for incoming freshmen. \*The actual school budget will be provided along with the other artifacts on the date of the visit.

Budget Categories	2015-2016	2016-2017	2017-2018
Title I*			
LCFF*			
Targeted Student Population (TSP)*			
Average district funding per pupil*			

\*artifact box

## Academic Performance

CECHS has experienced continuous growth on district summative benchmarks in both Math and ELA. This growth is a reflection of progression in instruction and practice that provide a high quality pedagogic experience for some students. Within a two-year span, 2015/2016 through 2017/2018, in math, the percentage of students to exceed standards increased by 17.8%, the percentage of students to meet standards increased by 6.9%, while the percentage of students to nearly meet standards decreased by 6.1% and the percentage of students to not meet standards decreased by 10.4%. Similarly, in ELA, the percentage of students to exceed standards during the same period of time increased by 15%, while the percentage of students to meet standards increased by 6.8%, while the percentage of students to nearly meet standards decreased by 6.1% and the percent of students to not meet standards decreased by 15.7%. As our population has consistently increased, our subgroups: African American, Latino, Re-designated, Foster, Socio-economically disadvantaged are on an upward trajectory. In attempting to meet the school district goal to close the achievement gap in subgroups, the school has set a goal for both subgroups to meet or exceed standards with the exception of students with disabilities. Given the importance of the achievement gap, we have made academic achievement a part of our school-wide action plan particularly males:

- Teacher Testing with their own students
- Pre-testing strategic preparation
- Developing student centered conversations about data

- Data driven instruction
- Increased teacher access to data with the implementation of the district-wide EADMS
- Set measurable goals using the data following every benchmark

## Student Performance Data

Several college ready/success indicators have been identified to guide and inform student success. These indicators will ensure that students graduate from high school, are college ready and ultimately successful in college. Note, that all data is not currently available but will be included to mark progress as it becomes available.

	Class of 2019	Class of 2020	Class of 2021
On-Track HS Graduation	100%	100%	
HS GPA	3.68	3.4	
HS Credits (avg.)	190	91	
Total College Units	1519	666	
Avg. College Units (per student)	22	8	
Avg. College Savings	\$12,630*	\$6,315*	
Time to Bachelor's Degree	3 years	3.5 years	
A-G	50-60%	50-60%	
IGETC Progression (60 Units)			
AAT & AST (60 Units)			
CCI			
4-Year College Acceptance			
2-Year College Acceptance			
College Level Math			
College Level English			
SAT			
ACT			
PSAT			
FAFSA Completion			
Scholarship Amount			
* Based on UC Tuition			

### Smarter Balanced Assessment Consortium (SBAC/)

*The introduction of the Smarter Balance testing* began 2014-2015, testing in specific subjects and grade levels – one year prior to the inception of Compton Early College High School. At the high school level, rising ninth graders entered CECHS having completed the SBAC testing in



their 8<sup>th</sup> grade year. This year (2017/2018) will mark our first year of testing; the eleventh-grade students will be tested in English and Math for the first time. Based on quarterly benchmark assessments, we expect our students' performances to reflect an upward trend in CAASPP.

## Graduation Rates

CECHS prides itself on the rigorous dual enrollment environment that we provide our students. From all students taking a minimum of one college class per semester, to equity of AP courses being offered to students in all grade levels, to the new career pathways that will be offered in Fall 2018, our students are exposed to a very unique program. What is most pleasing is the passion and the drive that students have toward their educational goals; their drive has allowed



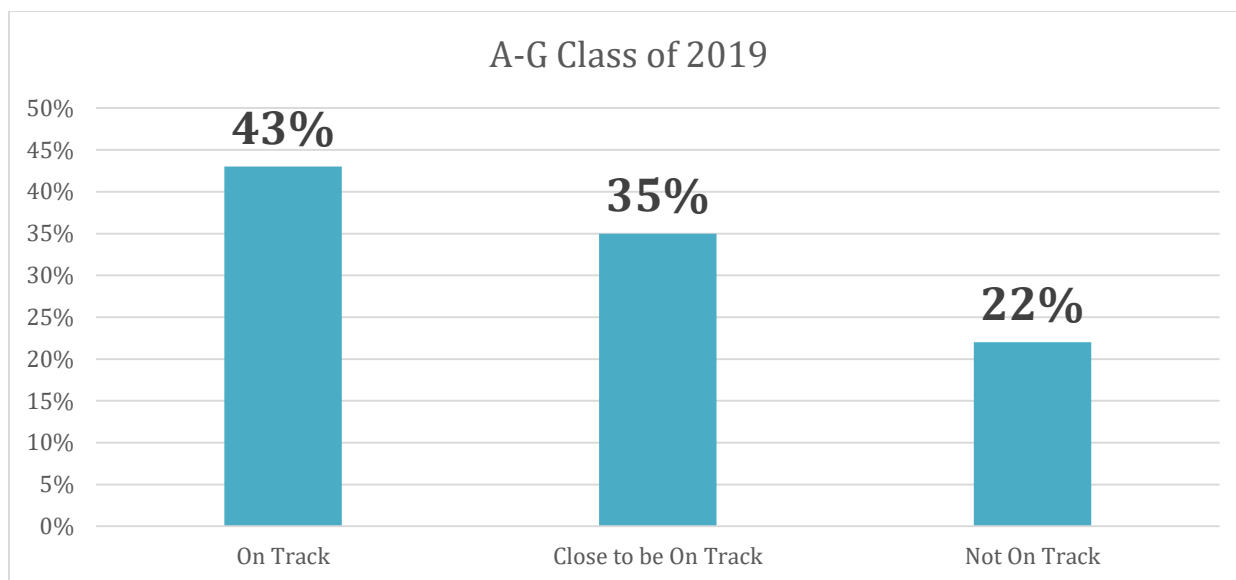
them to embrace their college goals and perform well in the college arena. Our first senior class begins Fall 2018, and we are excited and impressed with their sheer determination to perform well. Our goal for the graduating class of 2019 is 100% of our students to graduate from high school, and 30 % to graduate with their AA degree, or the completion of their IGETC for the general education fulfillment at the university of their choice.

## Achievement Data

*All students are enrolled in a-g courses.* The school counselor works with students to ensure that every student will be attending college and programs students into the required a-g and college courses to meet high school, college and Associates Degree when appropriate. As a result, CECHS master schedule is designed for (Appendix F), students to take seven classes per semester (inclusive of college classes) instead of the traditional six classes. Taking college courses affords the students a greater opportunity to meet their a-g requirements along with pursuing their Associates Degree or IGETC.

The a-g summary (Appendix G) reflects that most students are in the process of completing their a-g course with a "C" or better, however there are times when students need to remediate a grade that is less than a "C." Further, the is not reflective of some of the college courses that are also a part of the students' grad requirements.





While only 43% of students are On-Track to completing A-G requirements (currently no deficiencies) another 35% of students have 4 or less courses that need to be completed to be on-track. Combined, 78% of students could be A-G completers, to date. Another 22% of students currently are not on track to become A-G completers. However, both groups of students, those who are close and those who are not on track are currently taking A-G coursework during the school day and will be re-taking coursework through summer school, online credit recovery to ensure that they meet A-G coursework.

### **PRE-COLLEGE TESTING**

#### **PSAT 8-9/ PSAT / NMSQT RESULTS FOR 10<sup>th</sup> and 11<sup>th</sup> GRADERS 2016**

As part of the school's curriculum all students are required to take the PSAT exam during their 8<sup>th</sup> and 9<sup>th</sup> grades. One reason for this emphasis is that we receive data from the PSAT for recommending college level courses, and to help guide students' college choices. Comparatively, last year's PSAT results showed that CECHS scored above the district means in both the 9<sup>th</sup> and 10<sup>th</sup> grade but falls short of the state and national mean. The PSAT is a known indicator to determine students' readiness for AP coursework and college readiness. Additionally, it serves as a baseline on where students need to begin their individual SAT preparation. With our recently established partnership with Compton College, the students are better prepared for the PSAT and SAT.

#### **Pre-ACT 10<sup>th</sup>**

The Pre-ACT is also given to all 10<sup>th</sup> grade students. This exam is given to students to help prepare and predict students' ACT scores. This test is administered as part of the district's overall pre-college test preparation to individualize and best prepare students to ultimately take both the SAT and ACT. The ACT similarly predicts college readiness and is a required university admissions exam by most universities. Ultimately, the Pre-ACT will help to determine if the ACT is a better fit for the student to take versus the SAT. The Pre-ACT was initially administered this past fall and scores have not been released as of yet.

### **SAT 11<sup>th</sup>**

The SAT will be administered to the entire 11<sup>th</sup> grade class this upcoming spring. CECHS participates in the College Board's SAT school day and will be administering the SAT on March 7<sup>th</sup>. By participating in the SAT school day students will benefit by having the same testing environment, not have to worry about scheduling conflicts, and eliminates the financial burden associated with taking the test. By taking the test as Juniors students will then have another opportunity to take the SAT in the fall during their senior year to improve their scores.

### **ACT 12<sup>th</sup>**

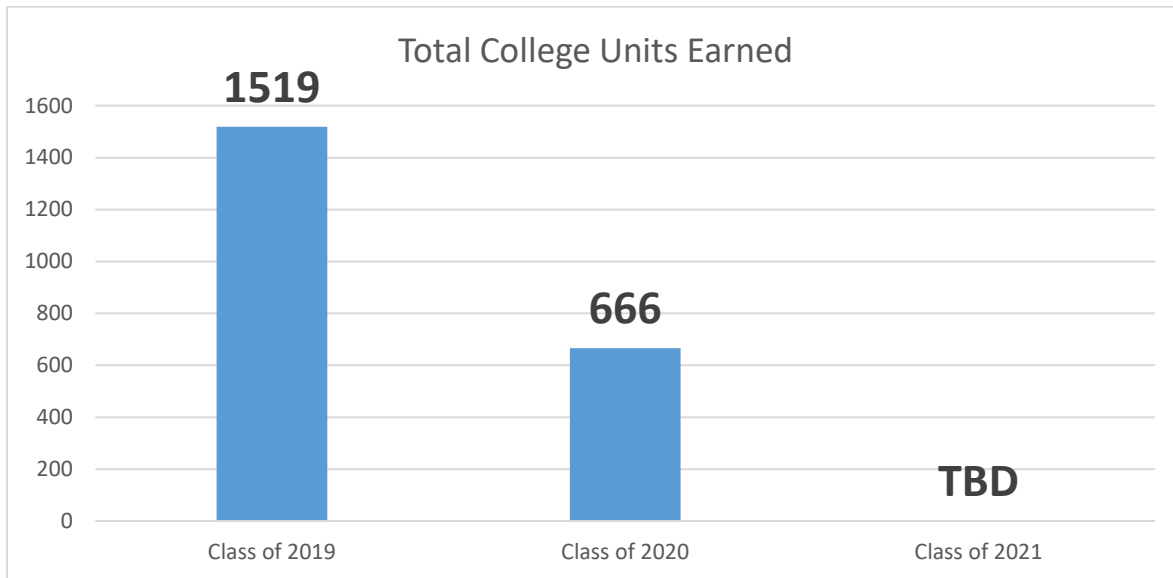
As part of the school's pre-college testing program all students will be taking the ACT during the fall of their senior year. Studies show that some students do better on the ACT versus the SAT. CECHS will administer the ACT during the school day to ensure that all students are able to take the exam, while also eliminating any barriers associated with having to either pay or take the exam away from their home school. Ultimately, both the ACT and SAT scores will be used during the college application process to maximize students' chances of being admitted to the college of their choice.

### **SAT/ACT TEST PREP**

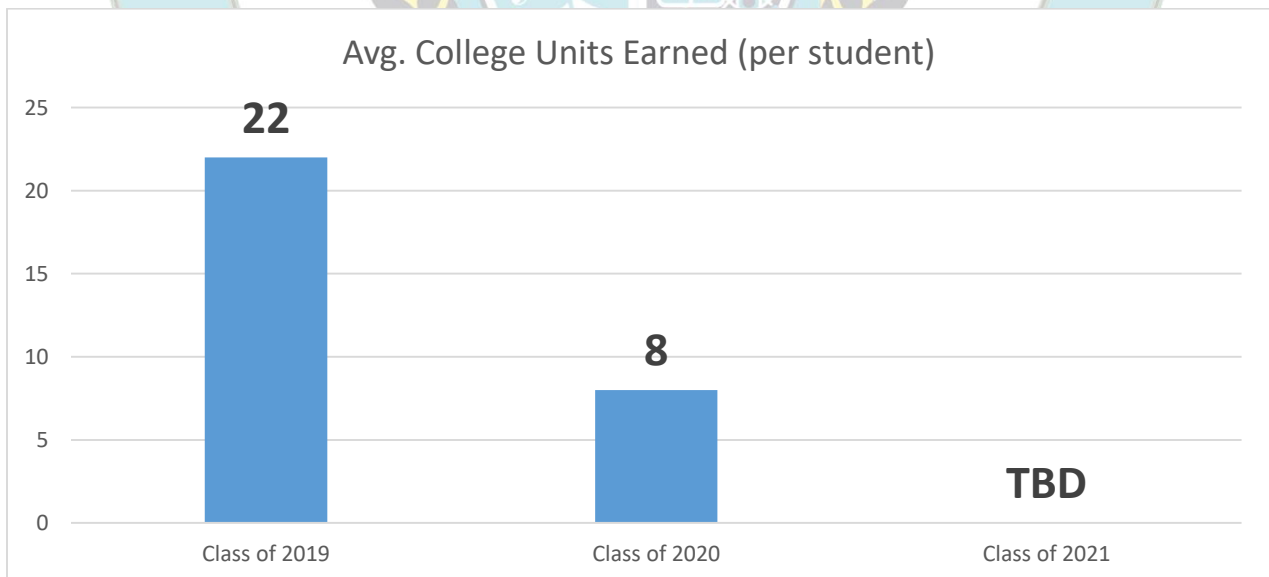
Given that the SAT/ACT are the second highest factor for most universities during the college admissions process CECHS prepares their students by offering SAT/ACT test prep. CECHS students will be given free SAT test prep in anticipation of the upcoming SAT test that will be administered to all 11th graders. This will ensure that students achieve the highest score possible to maximize their ability to get in to the college of their choice. Similarly, it is planned that students then also participate in ACT test prep classes prior to taking the test in the fall during their senior year.



## College Courses



Early College dual enrollment means balancing between high school and college, students are charged with the responsibility of managing high school while adapting to college culture in an adult environment of a community college. This experience is an important part of our students' education and their rite of passage into adulthood as they prepare to pursue their educational and professional goals post-graduation. The class of 2019 will accomplish over 1500 units prior to graduation. Early College students are encouraged to take as many AP courses that will complement their schedule and up to 12 concurrent college units per year (depending on grade level). Many are working on their AA degree and/or the completion of the Intersegmental General Education Transferrable Curriculum (IGETC).



## Grade Distribution

*In 2014-2015, 62.1% of students had a 3.0 GPA or above.* In the 2016-2017 SY, of the ninth-grade class 69% of students had a 3.0 GPA or above and 86% of 10<sup>th</sup> graders had a GPA of 3.0 or above. Keeping in mind that these grades do not reflect the students' college course work, those grades are maintained by Compton College and then distributed to the students by way of the Counselor to include on student transcripts. The grades are placed on the transcript to help meet students' a-g requirements.

### Cumulative Academic GPA by Grade 2015-2016

Cumulative Academic GPA	# of students	% of students
1.50- 1.99	1	1.5
2.00- 2.49	11	16.6
2.50-2.99	13	19.7
3.00-3.49	14	21.2
3.50-4.00	27	40.9
<b>TOTAL</b>	<b>66</b>	<b>100</b>

### Cumulative Academic GPA by Grade 2016-2017

Cumulative GPA	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade	
	# of students	% of students	# of students	% of students
1.50-1.99	4	0.05	1	1.5
2.00-2.49	8	9.5	3	4.4
2.50-2.99	14	16.7	4	11.8



3.00-3.49	21	25	8	9.5
3.50-4.00	37	44	52	76.5
	-			
Total	84	100%	68	100%

### Grade Distribution

From year to year, CECHS students have achieved a steady pattern of increase in grades. Teachers have offered in-house tutoring in all subject areas for students, which is designed to assist struggling students. College students from Cal State Dominguez Hills' Project Reach also serve as tutors throughout the school day for struggling students. The number of students receiving a D/F in courses has shown a decrease overall, but there is still room for continuous improvement in this area. This highlights the need for increased interventions in all grade levels and content.

### 2015 Fall Semester

	A	B	C	D	F	%A	%B	%C	%D	%F
English	18	33	31	12	22	15.5	28.4	26.7	10.3	19
Math	12	31	38	24	11	10.3	26.7	32.8	20.7	9.5
Science	22	21	30	28	15	19	18.1	25.9	24.1	12.9
Social Science	6	19	43	10	11	6.7	21.3	48.3	11.2	12.4
Physical Education	50	33	20	12	1	43	28.4	17.2	10.3	0.008

### 2016 Spring Semester

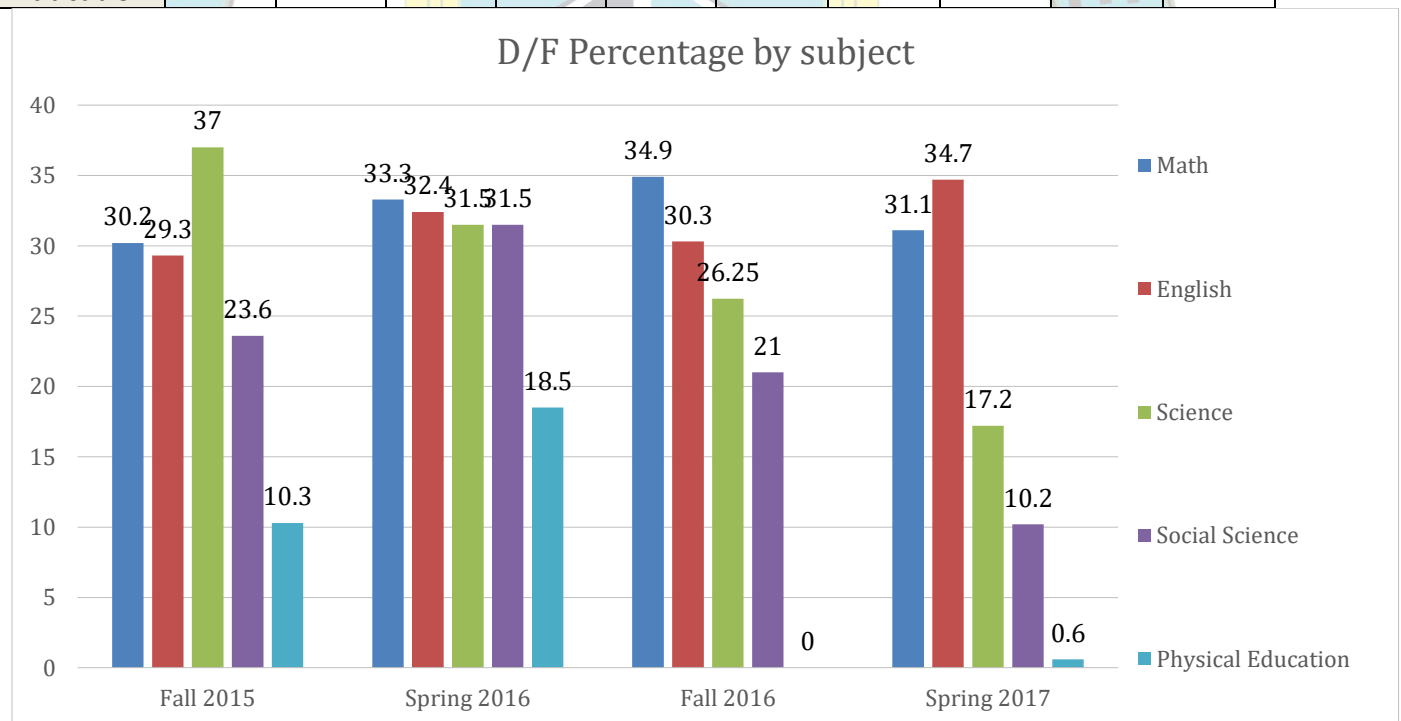
	A	B	C	D	F	%A	%B	%C	%D	%F
English	12	35	27	13	22	11.1	32.4	25	12	20.4
Math	8	23	41	24	12	7.4	21.3	38	22.2	11.1
Science	16	31	27	20	14	14.9	28.7	25	18.5	13
Social Science	6	16	23	5	7	10.5	28.1	21.3	8.8	12.3
Physical Education	61	27	16	4	1	56.5	25	14.8	3.7	0.009

### 2016 Fall Semester

	A	B	C	D	F	%A	%B	%C	%D	%F
English	25	48	56	37	31	12.8	24.6	28.7	19	15.9
Math	45	56	36	29	30	23.1	28.7	18.5	14.9	15.4
Science	24	58	61	39	13	12.2	29.4	31.0	19.8	6.6
Social Science	10	33	81	31	5	5.8	19.3	47.4	18.1	2.9
Physical Education	171	23	1	0	0	87.7	11.8	0.5	0	0

### 2017 Spring Semester

	A	B	C	D	F	%A	%B	%C	%D	%F
English	20	40	56	35	27	11.2	22.3	31.3	19.6	15.1
Math	38	41	45	37	18	21.2	22.9	25.1	21.0	10.1
Science	27	69	51	23	8	15.0	38.3	28.3	12.8	4.4
Social Science	18	54	65	10	6	11.5	34.6	41.7	6.4	3.8
Physical Education	120	48	10	0	1	67.0	26.8	5.6	0	0.6



### Students Enrolled in Integrated Math I

Math course offerings begin with Integrated Math I. In the 2016-2017 school year; the Compton Unified School District adopted Integrated Math I, Integrated Math II, and Integrated Math III as the standard math sequence. All ninth-grade students are enrolled in Integrated Math I

### Integrated Math I Enrollment

### Integrated Math II Enrollment

Year	Grade	Enrolled	#	%	Year	Grade	Enrolled	#	%
2017-2018	9	83	83	100	2017-2018	9	83	1	1.2
	10	86	1	1		10	86	68	79
	11	68	0	0		11	68	17	25
2016-2017	9	100	72	72	2016-2017	9	100	0	0
	10	71	21	29.6		10	71	0	0
2015-2016	9	81	0	0	2015-2016	9	81	0	0

### Algebra 1 Enrollment

### Algebra 2 Enrollment

Year	Grade	Enrolled	#	%	Year	Grade	Enrolled	#	%
2017-2018	9	83	0	0	2017-2018	9	83	0	0
	10	86	0	0		10	86	0	0
	11	68	0	0		11	68	0	0
2016-2017	9	100	0	0	2016-2017	9	100	27	27
	10	71	0	0		10	71	22	31
2015-2016	9	81	43	53%	2015-2016	9	81	38	46.9

## Geometry Enrollment

Year	Grade	Enrolled	#	%
2017-2018	9	83	0	0
	10	86	17	19.8
	11	68	8	11.8
2016-2017	9	100	0	0
	10	71	35	49.3
2015-2016	9	81	0	0

## CECHS Co-Curricular Activities

The co-curricular activities offered at CECHS are vital to offering our scholars a well-balanced high school experience that extends outside of the classroom. The co-curricular activities foster teamwork, discipline, goal setting, leadership, independence, character development and personal growth. Scholars participated in a total of 12 athletic teams at their home-schools (Centennial H.S., Compton H.S., Dominguez H.S.). In addition, our school has 7 clubs, both co-curricular and non-athletic programs. Such clubs include MESA, Jefferson Awards Foundation, and Journalism. CECHS has a strong Associated Student Body and student council. All students have the opportunity to join clubs during Rush Week in which club leaders promote represented clubs during lunch-time. Students are expected to perform community service throughout their high school career as required by the CECHS community service expectation. The co-curricular opportunities at CECHS foster creative, social and physical skills that are desirable qualities to colleges.

### Clubs

Foreign Dance Club (2016-2017)

Math Club (2016-2017)

Girls Build LA

MESA

Jefferson Award Foundation

Yearbook



## Athletics

A feature highlight next school year is that CECHS will have CIF athletic competition available for both boys and girls in order to provide a traditional high school experience. Additionally, this growth will aid in forming our school culture and pride as we compete against different schools as the “Phoenix”. CECHS students will be able to participate in C.I.F. athletics beginning 2018/2019 academic school years. The sports that CECHS will have available for our students include:

### Fall Sports

Cross Country (boys and girls)  
Volleyball

### Winter Sports

Basketball and Soccer  
(boys and girls)

### Spring Sports

Baseball  
Softball  
Volleyball



### Part III:



# The Criteria

As you answer the following questions, please strive to base your answers on objective evidence and data that is available at the school and involves the stakeholders. Please remember that this is an Initial Visit Application and not a full self-study. Try to answer questions briefly and succinctly. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below along with their responses to the ACS WASC/CDE criteria. The evidence can be provided electronically, e.g., Dropbox, hyperlink.

## Category A Organization

**A1. Vision and Purpose Criterion:** The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by school-wide learner outcomes and the academic standards.

### Category A: Organization: Vision and Purpose, Governance, Leadership and Staff and Resources

*State the school's statement of purpose, which may include the vision, mission, beliefs, and core values.*

All students attending Compton Early College High School will graduate at the end of their senior year. The school firmly believes that all students attending CECHS will attend a four-year institution upon graduation with a minimum of 20-30 college units accomplished. Students will be academically and socially prepared to meet the challenge of college life. This belief stems from the schools' thorough preparation of the students for college life by the students' dual enrollment in college classes and by the district complete support of the dual enrollment program. The mission and vision statement support the educational philosophy of the school that believes that all students will succeed if they commit to the principles of CECHS academic excellence.

### MISSION

Compton Early College High Schools' mission is to provide our students with a social and academically rigorous experience that will eclipse that of a traditional high school. All Compton Early College High School Students will receive a quality education that propels them to academic and career opportunities of their choice. Our mission is to graduate students prepared to emerge as well-prepared citizens of a greater community.

### VISION

Compton College and CECHS will immerse students in a course of study that not only challenges them to flourish academically, but seeks to instill principles and develop character that is far beyond their years. Students will benefit from the unique experience as they get an early start on assimilating to the trials of attending university. We at CECHS seek to expedite students' pursuit for higher education.



*State the school's learner outcomes. Summarize how they were developed and the degree to which there was involvement of representatives of the school community. Comment on the level of understanding of the stakeholders at this stage of development.*

The SLO's were developed with the entire school community -- administrators, staff, students and parents -- which is a reflection of expected school learner outcomes that best describe what takes place at CECHS. At our staff development meetings, we unanimously decided to use Advisory classes to define, model and collaborate with our student body the meaning of the SLO's. Our advisory students brainstormed in small groups to create SLO's, after having already decided that the Phoenix shall be their mascot, and submitted their suggestions to their Advisory teachers. Once all SLO's were submitted, the staff consolidated and refined them. As a school community, we embraced the following SLO's:

### **School-wide Learning Outcomes (SLO's)**

*At Compton Early College High School we expect our graduates to be:*

#### **P: Prepared to be Critical Thinkers and Complex Problem Solvers in a Technologically Advanced Society**

- Employ higher level thinking skills in math, science, and technology
- Access, analyze and synthesize information to formulate conclusions and solve problems to make decisions
- Ask essential and relevant questions that stimulate dialogue
- Use scientific inquiry and problem-solving skills and apply them to engineering principles

#### **H: Honor 21st Century Challenges**

- Master the four C's of Project Based Learning: Critical Thinking, Communication, Collaboration, and Creativity
- Use a logical and effective decision-making process to analyze and understand possible outcomes
- Demonstrate an awareness of healthy lifestyles, including the skills necessary to respond effectively to stress, conflict, and change

#### **O: Open Minded, Embracing Cultural Differences**

- Demonstrate knowledge of and respect for the diversity among people
- Operate effectively as cooperative members of a team
- Demonstrate an understanding of the importance of ethical behavior in society

#### **E: Enrollment in Dual Attendance (AB 288)**

- Participate in student-centered learning environments
- Are self-motivated and self-directed

#### **N: Noble Servers of Community**

- Respect community by performing mandated community service hours
- Participate in extracurricular activities to build a school wide culture of excellence



## **I: Intrinsically Motivated and Prepared for College**

- Fulfill a-g requirements
- Set four-year academic plan in the ninth grade
- Have access and are encouraged to take AP courses

## **X: Extraordinary Speakers, Writers and Analyzers**

- Receive, interpret, and apply communications from others succinctly
- Read and listen reflectively and critically
- Understand and interpret ideas creatively

Students initially voted in the fall for the Phoenix as their mascot. As a result, we decided as a school to create an acronym to enumerate our SLO's. At first, the students were not very aware of their learning outcomes, as they had just recently been constructed; when they returned from winter holiday, students were further exposed to the SLO's through different methods that included student-led discussions in Advisory, daily announcements through the intercom, and school-wide posters that were constructed by students were hung in every class, as well as outside. Teachers, staff, and parents were highly aware of the school learning outcomes by the end of the year, and continue to reinforce our outcomes through flyers, discussions, and teacher-led activities. The process is ongoing, but as our school continues to raise awareness regarding the School-Wide Learning Outcomes, and as seniors begin their enrollment in the 2018-2019 school year, our goal is to solidify these character traits in our first graduating class and beyond.

### *Explain how the school's purpose is communicated to the members of the school community.*

The CECHS orientation for incoming freshmen and parents/guardians allows parents and students the opportunity to learn about the program at CECHS, as well as our vision and mission. Incoming freshmen attend Summer Bridge, a three-week program, to prepare them for the rigors of CECHS. Veteran dual enrollment teachers who understand the complexities of student life in



this dual environment teach these seminars. During the school year, every freshman meets with the counselor once, while struggling students meet with the counselor twice or as often as needed to resolve academic issues. In addition, parents or guardians are encouraged to attend the meetings.

There are many opportunities to inform the community about the school, for example, School Site Council (SSC) meetings, is another avenue that we embrace regularly. The SSC discusses expenditures, the Single Plan for Student Achievement, the

Parent/Teacher/Student Compact, and other items specific to the management and success of CECHS. Additionally, administration holds bi-weekly faculty and Professional Development meetings in which the staff discusses the academic needs of students. The faculty also

participates in professional learning opportunities outside of school (Advanced Placement workshops, AVID trainings, subject-specific conferences, Middle College National Consortium conferences, women's leadership conferences) to support academic standards, ensure current practices and quality instruction, and encourage high achievement in our students.

***Explain the degree to which there is consistency between the school vision, mission, school wide learner outcomes, the student learning needs, the school program and ongoing school improvement process.***

The school's vision, mission and SLO's support the efficacy of the student learning needs through the dual enrollment model strategies. Students that are enrolled here at CECHS have the desire to do something extraordinary with their high school career. Ultimately, our students aim to graduate with as many college units as possible, and in order to achieve these goals, teachers are required to offer after-school tutoring. Also, they are expected to follow the AVID tutorial structures during AVID. Not only those, but also many teachers are willing and motivated to meet with students during lunchtime as needed.

In order to improve, we aspire to build a college and career center in which students can enter and ask for help regarding A-G requirements, college entrance exams, and other college-related obstacles they may face. Additionally, we hope to institutionalize a peer-tutoring group through this center, so that students can take ownership of their learning community. As our school continues to grow, we aim to instill a strong sense of community in the student body through these upcoming institutions. To that regard, all programs that are already in place are revisited yearly with stakeholders to evaluate what works and what needs re-evaluating.

***Comment on the current process or proposed plan for regular review or revision of the school purpose and school wide learner outcomes.***

The process for developing and refining our mission and SLO's is dynamic and ongoing. As our school continues to grow, we will need to re-examine and refine our SLO's annually. We will reach full grade level capacity in 2018-2019, and at that time we will revisit the process to meet the needs of our growing community. Our current level of participation is 100% staff and 60% student participation rate; our goal is to include more of our parents in the decision-making process.

***Supporting Evidence and Documentation:***

- Surveys
- Sign-in Sheets
- Agendas from faculty meetings
- Advisory Lessons
- SSC Minutes
- Professional development record
- Student Application Packet
- School/Home Compact



### ***Achievements:***

- Creating the School Wide Learning Outcomes
- Jefferson Foundation Community Service
- Maintaining 1:1 effective process for Chromebooks
- Google Classroom
- Reading Across the curriculum program
- Successful Summer Bridge Program

### ***Areas for Improvement:***

- Parent participation
- SSC attendance
- School-Wide Lexile Scores

**A2. Governance Criterion:** The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the school wide learner outcomes, the academic standards, and the college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single school wide action plan and its relationship to the LCAP.

### ***Provide information about the governance structure and its responsibilities.***

The Compton Unified Board of Trustees is the governing, policy-making body of CUSD. Members of the Board make decisions on matters relating to public education in the city of Compton. All Board meetings are open to the public, and some Board Sessions. Closed Session agenda items are announced to the public and then discussed with only Board Members and District staff present. Closed Sessions are permitted by law and held in accordance with the State Open Meeting laws to allow Board Members to discuss confidential legal, personnel and collective bargaining matters as well as certain real estate issues. Most official business of the Board is conducted during regularly scheduled meetings twice a month on Wednesdays. Upcoming public meetings are announced at the end of Board Meetings and are posted online on the district website and in the lobby at District Headquarters, 501 S. Santa Fe in the city of Compton; regular CUSD Meetings begin at 6 p.m. Special meetings are occasionally held for specific purposes and are always announced in advance. If a school wants to propose an idea to the board the school must submit to the office of the Superintendent a request to be placed on the agenda. Regular Meetings take place at the District Headquarters in the Board Room unless otherwise indicated. This information can be found on the district website.

***Explain how the school's vision, mission and school-wide learner outcomes are aligned to the board and district policies and bylaws.***

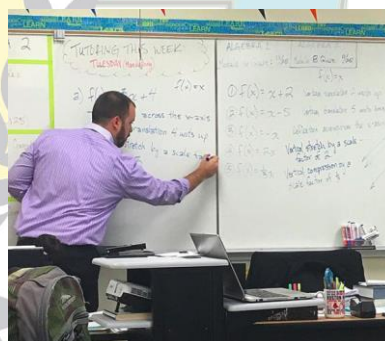
The school's vision, mission and school-wide learner outcomes are in step with the district's vision of improving student outcomes by reaching 100% graduation rate. Not only are students expected to graduate they are all expected to go "to and thru college". School Site Council Bylaws are established, reviewed, maintained and followed to both govern and ensure that all stakeholders are actively involved in school processes, this is done by following district guidelines. One of the school processes of the SSC is to ensure that students are fully supported in their goal to increase their academic achievement. At the end of the day, our students are constantly exposed to the idea that they are expected to succeed in both their regular high school classes, as well as their college classes.

***Evaluate the level of understanding of the role of the board in relation to the responsibilities of the professional staff.***

The board is unwavering in its initiative to bring the best qualified teachers and administrators to the district to serve our students. The district is going to great lengths to recruit personnel that can honor the same mission and vision - that of the district. Parents are active members of our SSC and are involved in the decision-making process of our school community and Targeted Title I budgetary decisions, although there is always room for improvement. We are mandated to keep records of all elections, and we must show parity in our elections, having equal number of CECHS staff and parent, community members and students.

***Explain the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career- and college-readiness, overall school programs and operations, and the fiscal health of the school.***

The LCAP is managed at the district in collaboration with the school; the district has strict protocols in place to support the school's fiscal process. The SSC reviews and maintains our school's Single Plan for Student Achievement to ensure the fiscal health of our school and that our school site goals are aligned with the district LCAP goals and state priorities. In addition, data is reviewed to assess where the greatest needs are to support student-learning outcomes.



***Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.***

The Parent Compact is distributed in both English and Spanish in the fall of each school year. The Parent Compact provides parents with working knowledge of the school's policies, procedures and expectations. All policies support our school's mission and school-wide learning outcomes. The parent compact is reviewed and updated by SSC. The Parent Compact is also located on the school's website.



Parents have access to the school and have the ability to be heard, if there is a need to file a complaint there are ways and means to be heard. Flyers are distributed at least four days prior to the SSC meetings to invite parents and community members to participate. To ensure that CECHS policies are being met, professional development, professional learning opportunities and meetings are supported and voted on by SSC. Funding for afterschool tutoring and Saturday school are additional ways in which CECHS policies are supported as well.

***Supporting Evidence and Documentation:***

- Member ballots,
- Meeting minutes
- SSC Bylaws
- PD Schedule & Conference attendance
- SPSA
- SSC Member ballots, meeting minutes
- LCAP Budget
- Title I Budget
- Meeting agenda
- Returned parent signatures from the parent compact that prove the parents received the compact from the school.
- Fliers to parents

***Achievements:***

- Coffee with Principal
- Parent Workshops
- Parent volunteerism has increased
- Revision of the Parent Compact

***Areas for Improvement:***

- Increase parent involvement
- Plan bi-yearly all school parent meetings





**A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion:** Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the school-wide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff annually monitor and refine the single school-wide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

*Comment on the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. Provide representative examples.*

Every staff member takes responsibility and accountability for the effectiveness of CECHS instruction and curriculum by reviewing their data and instructional program against research based methods, in addition to sharing proven best practices. As a staff, CECHS teachers implement EDI (Explicit Direct Instruction) strategies to engage all students and provide school-wide academic rigor. AVID strategies and philosophy are integrated into all classroom instruction as the entire staff has been trained as AVID Elective and Content Teachers. The district has adopted iReady and EADMS diagnostic tracking system to better aid the teaching staff and administration to monitor student growth; but, most importantly, departments have the opportunity to collaborate using this data. The data is gathered, disaggregated and used to create an action plan for intervention. To further support our efforts, the district provides professional development in iReady and EADMS to all staff and administration. Based on in depth analysis of iReady and EADMS data, we reviews the effectiveness of tutoring, Character Development, and AP Boot-camp.

*Comment on the effectiveness of the existing structures for internal communication, planning, and resolving differences.*

A variety of internal communication occurs through email, faculty meetings, the school website, calendar, announcements, face- to-face meetings. The various means of communication ensure access to information for all.

- The principal has an open-door policy for staff and students.
- Teachers are encouraged to be innovative.
- Aeries gradebook promotes accountability because grades are available online for both students and parents/guardians.
- Teachers are able to effectively communicate with parents/guardians and students through Aeries.
- Students are encouraged to enroll in Advanced Placement classes.

*Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

Teachers are charged with devising creative solutions to fill the learning gaps to better fulfill the needs of the students to succeed in their classes. As a result, teachers are encouraged to apply to different opportunities outside of the classroom; whether that be grants, proposals, performances or conferences, our teachers are constantly looking for ways to enrich our students' learning.

These different opportunities are distributed via our school-wide Google Classroom that is run through our ASB, as well as their advisor. Here, students can learn about different opportunities that they can take advantage of, and teachers are sent opportunities via this vehicle as well as through school-wide emails. Ultimately, all stakeholders are expected to seek out different experiences for all to benefit from.

***Comment on how staff ensures that the analysis of student achievement of the critical learner needs, school-wide learner outcomes, and academic and career readiness standards impact the development, implementation, and monitoring of the single plan and the LCAP.***

There is a correlation between the SPSA and student achievement data, critical learner needs, school-wide learner outcomes, and academic standards. During faculty meetings, the staff reviews achievement data, student work samples, and determine needs and desired outcomes. The information is then shared with SCC who provides input, this is a process that is repeated throughout the school year.

Once the Single Plan for Student Achievement is written, the SSC discusses and approves the goals and the plan. All expenditures are aligned with goals and decided and agreed upon by the SSC. The SPSA is then sent to the Local District for final review and approval.

***Supporting Evidence and Documentation:***

- Lesson plans for all subjects
- Agendas from faculty meetings and advisory meetings
- Professional development record
- Google Classroom for all subjects
- Orientation handouts
- Student application packet
- Road Show
- The school's compact
- SSC meeting minutes
- SPSA
- Budgets
- Assignment workshop sign-in sheets,
- Saturday school and tutoring sign- in sheets
- Online Aeries grade book one on one discussions
- Informal and formal discussions



***Achievements:***

- New Teacher Development Series
- On-Site Recruitment Fair
- Toro Academy Tutorials
- AVID Tutors
- Parent Workshops
- School-Wide Use of Remind APP

***Areas for Improvement:***

- Increase parent meetings
- Social Media/Webmaster needed



**A4. Staff: Qualified and Professional Development Criterion:** A qualified staff facilitates achievement of the student academic standards and the school-wide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

*Explain the procedures to ensure all staff members in all programs, including online instruction, based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.*

Compton USD's Department of Human Resources hires all employees. The Personnel Commission interviews those seeking employment at CECHS, and the potential candidate's qualifications and responses to interview questions are discussed and a decision is made by this committee. Potential candidates must have at least a preliminary teaching credential. In addition to multiple interviews, candidates deliver a demo-lesson that demonstrates a command of their subject and a broad knowledge of teaching strategies. CECHS follows the District guidelines to ensure Smarter Balance and Common Core and AP requirements. The human resources check references.

*Explain the system used to communicate administrator and faculty written policies that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

The principal meets with all new teachers and provides support. Most staff members are happy to assist peers. All new teachers are required to participate in the Beginning Teacher and Support Assessment program, a two-year program that culminates in a cleared credential. Additionally, all teachers participate in regular Professional Development trainings that relate to instruction and/or the well-being of students. 2017 marked the beginning of teacher trainings at CECHS geared towards teachers new to the Early College environment.

*Explain the school's supervision and evaluation procedures. Comment on the relationship of these procedures to ongoing professional learning of the faculty.*

Teachers are observed both formally and informally on a regular basis by administration. Professional Rounds are used as a means for Peer observations and instructional development. Tenured teachers receive formal observations biannually whereas new teachers receive formal observations yearly until they reach tenure status. The cultural understanding surrounding supervision and evaluation at CECHS is non-punitive in nature. Supervision and evaluation procedures are used to promote professional growth and improve student outcomes.

*Explain the school's process for supporting professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the school-wide learner outcomes.*

The faculty based on school-wide needs and faculty suggestions often creates professional development sessions. Test data is given to all staff members at the beginning of the school year and we discuss next steps. Teachers are given a budget to order necessary class materials. Teachers attend professional developments in regards to textbook adoptions, subject specific trainings and workshops (i.e. NGSS), AP training, middle and early college trainings. The SPSA is evaluated yearly to determine that the aligned goals drive the purchase of supplemental materials

***Summarize the current process to determine the measurable effect of professional development on student achievement.***

Fridays are early release days that are the designated days set by the district to concentrate on professional development or days to in-service the staff at CECHS. This time is set aside for teachers to share with one another classroom academic and behavior issues. The staff at CECHS participates in professional development through meetings on early dismissal days, professional development days, and in-services days. Our professional development is often run by CECHS staff members and usually focuses on a wide variety of instructional strategies, including those related to Common Core strategies, AVID, technology, and differentiated instruction. While CECHS staff members provide many of these professional development opportunities, they are also supplemented by district level in-services and out-of-district trainings, such as AP Summer Institutes and a one day AP workshop sponsored by the College Board held off campus. The measurable effects of these professional development opportunities and the disaggregation of data are evident from student performance on the CAASP, FitnessGram, college exams, SBAC Testing, District (periodic assessments) Benchmarks, Advanced Placement tests, EAP, PSAT as well as D/F reports.

New teachers participate in the Beginning Teacher Growth & Development Induction (BTSA) program offered through the district, which provides professional development in differentiating instruction and student engagement for both participating and supporting teachers. The observation and evaluation procedures at CECHS promote the professional growth of staff through consistency and organization. Administrators conduct regular walk-throughs of classrooms in order to informally assess levels of student engagement. Regular formal observations comply with the rules of the local teachers' union, and district guidelines. Administrators discuss formal



*Figure 1 Teachers putting their heads together after a long professional development presentation in San*

and informal observations with teachers in order to improve teaching practices, providing thorough and constructive feedback. CECHS administrators have an open-door policy, a fact that is known and utilized by all staff members on a regular basis, creating an environment where teachers are eager to continue learning and improving their practice.

***List by course those instances where teachers are not teaching in their areas of major or minor preparation, and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.***

All teachers are teaching in their area of expertise.

***Attach a copy of the school's master schedule indicating staff assignment and length of period or module.***

Appendix G



***Describe any use made of regularly employed instructional assistants.***

Most recently, the instructional assistant resigned, the district is currently in the process of hiring a new assistant.

***Describe any regular use made of community volunteers.***

Community volunteers are frequently used when activities occur on campus; in addition, they frequent the campus to assist with teacher needs or to assist the office staff.

***Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel.***

There is a total of 237 students, the average student to teacher ratio is 24:1.

***Provide the information regarding support or classified staff.***

CECHS has 10 full-time teaching staff of which are all fully credentialed and highly qualified (NCLB, 2001) as required by the Elementary and Secondary Education Act (ESEA). Every teacher has SDAIE training or Bilingual or Cross-cultural, and Language and Academic Development (B/CLAD) certification. We have one shared Resource Specialist Teacher (RST). CECHS'S teaching staff will grow by a minimum of three teachers by the 2018-2019 school year. In addition, CECHS shares 6 elective professors with Compton College through the dual enrollment program. There is a total of 16.5 teachers, a Counselor, School Psychologist (shared with the district), Title I Coordinator (shared with the entire school (6-12), one Principal, and one Assistant Principal. In regards to our faculty ethnicity, our staff is forty-six percent African American even though our student body is primarily Hispanic. CECHS and Compton Unified School District makes every effort to hire the most qualified staff regardless of race or ethnicity while keeping in mind our desire to build a diverse staff.

<b>Faculty Composition</b>	<b>2015-2016</b>	<b>2016-2107</b>	<b>2017-2108</b>
<b>Principal</b>	1	1	1
<b>Assistant Principal</b>	1	1	1
<b>Teachers</b>	7	8	10.5
<b>Counselor</b>	1	1	1
<b>College staff</b>	4	4	6

<b>CECHS STAFF DATA</b>	<b>2015-2016</b>	<b>2016-2107</b>	<b>2017-2108</b>
<b>NUMBER OF CERTIFICATED STAFF</b>	7	8	10.5
<b>NUMBER OF CLASSIFIED STAFF</b>	2	2	2.5

<b>NUMBER OF CLASSIFIED</b>	5	5	15
<b>NUMBER OF QUALIFIED PERSONNEL FOR COUNSELING</b>	1	1	1
<b>NUMBER OF ADMINISTRATORS/NO N-TEACHING STAFF</b>	2	2	2
<b>NUMBER WITH ADVANCED DEGREES</b>	0	0	0

***Additional Supporting Evidence and Documentation:***

- Interview questions, resumes of potential hires
- Compton USD guidelines for personnel
- Compton USD Website
- Professional Development agenda
- 1st year teachers are required to complete the 2-year BTSA program
- Documentation of teachers' evaluations.
- Professional Development
- Grade analysis
- PD workshops
- AP/AVID/MCNC trainings
- Success in college classes
- AP passing scores

***Achievements:***

- Increased number of staff (both certificated and classified)
- Teacher led professional developments
- The use of Remind App

***Areas for Improvement:***

- Increased development opportunities during non-school hours
- Develop faculty handbook
- Increase the use of assessment data to drive yearly learning outcomes
- Staffing:
  - College Counselor
    - High School to College Liaison



**A5. Resources Criterion:** The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

*Explain how resources are allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards.*

CECHS's budget is established through the state's Local Control Funding Formula (LCFF), which corresponds with the district's Local Control and Accountability Plan (LCAP) objectives and the school's Single Plan for Student Achievement (SPSA). Instructional materials, general supplies, and transportation for curricular trips are part of the larger plan of allocated resources. The School Site Council (SSC) makes decisions to provide funding for student needs, i.e., student intervention programs, teacher and parent training.

The vision, mission, and SLOs of CECHS are intended to address the critical student learning essentials. With that being said, the administration supports the budget by allocating resources based on the goals and projected revenues of the LCAP and the SPSA. These choices are informed based upon the evaluation of student performance data, assessments, and grades.

*Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.*

Staff input is central to obtaining necessary information on student needs. Teachers are given the opportunity to participate in the decision-making process by the staff simply making requests for field trips and other materials to support student academic program to increase student achievement. To that end, this year is the Principal Maddox's first year she was not in the district during budget development to allow staff participation.

*Explain the impact the process for the allocation of resources has made on student learning.*

Resource allocation is continually re-evaluated during the year to ensure CECHS is focusing on student needs and vital supports to increase student achievement. There has been no substantial impact because the school is continuing to grow and the district continues to support where needed.

*Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

At the district level, the Office of Special Projects develops a preliminary budget allocation for the school site. The Chief Administrator makes the bulk of the decisions concerning the initial allocation of funding. Site administration then develops the preliminary budget from the allocation. When final allocations are given to the school site, the budget is adjusted to reflect school needs. There are checkpoints throughout the school year in which the budgets must be submitted to the district for approval. Title LCAP and I items are aligned with the SPSA and voted on in SSC meetings. We have a Title I specialist to ensure compliance.

*Comment on the degree to which the school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.*

CECHS was previously located in the F building on the campus of Compton High School. The district to meet the needs of our school outfitted the building, but with our growing student body we quickly outgrew the available space. In the summer of 2017 we have relocated to the campus of Willowbrook Middle School where a low student population was not able to fully utilize available district space. The district made a decision to create their first span school grades 6-12. The decision has not been met without certain challenges, space allocation, retro fitting classrooms, unique bell schedules and more. With our relocation, the district is repairing and updating the campus to accommodate a high school. The school is safe with gates surrounding the school. There is an annual update of the school safety plan that is approved by the SSC.

Science labs ([Appendix H](#)) will be built during the SY 2017-2018, as there are no existing high school level science labs at the school site. On site plant staff are the first responders for repairs. Work requests are placed with the plant manager who then evaluates the situation and determines the course of action to remedy the problem.

*Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment.*

CECHS strives to provide the tools necessary for our students to be successful in school. Students are supplied with standards based, Pre-AP aligned, AP aligned, and Common core aligned textbooks for their high school classes. College course textbooks required by college instructors are also supplied for students by the district. Procedures are still underdevelopment to further support students high school and college needs. The Textbook clerk is responsible for inventory, new orders, replacements textbooks, and assigning textbooks to individual students.

CECHS has adopted a 1:1 Chromebook program. All students are assigned a Chromebook for use at school throughout the school day and teachers embed the use of Chromebook into lesson plans. The district ITD staff troubleshoots technical issues and maintains our Internet accessibility and services. The district ED Tech team also provides professional development on using the Google apps.

The Staff members are provided flexibility in ordering materials as long as they can justify the use to produce better student outcomes. Supplemental materials requested by teachers are submitted to the school secretary. Secretary will then forward the information to the principal for approval. Once approved, a purchase order will be submitted at the district level to be approved and ordered. Teachers are regularly asked to review their curriculum to ensure it is up to date and that it prepares students to be successful during and beyond high school. All teachers are assigned a laptop, projector, and document camera. Many of the classrooms have Promethean boards installed that were installed prior to our arrival, and we are in the process of seeking training on how to use and implement them into our program.

*Explain how the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college- and career-preparation programs are in place.*

Resources are allocated yearly to purchase positions, professional development or training; however, decisions are made based strictly on student needs. This budget development season will be the principals first opportunity to pre-plan for future hires, and ongoing professional development.

***Supporting Evidence and Documentation:***

- Budget
- LCAP
- SSC Minutes
- SPSA
- Student grades
- Transcripts
- Assessment Data
- Supplemental Materials
- Technology
- Field trips
- Governing Board Agenda
- Inventory reports
- Professional development
- Purchased Material
- Williams

***Achievements:***

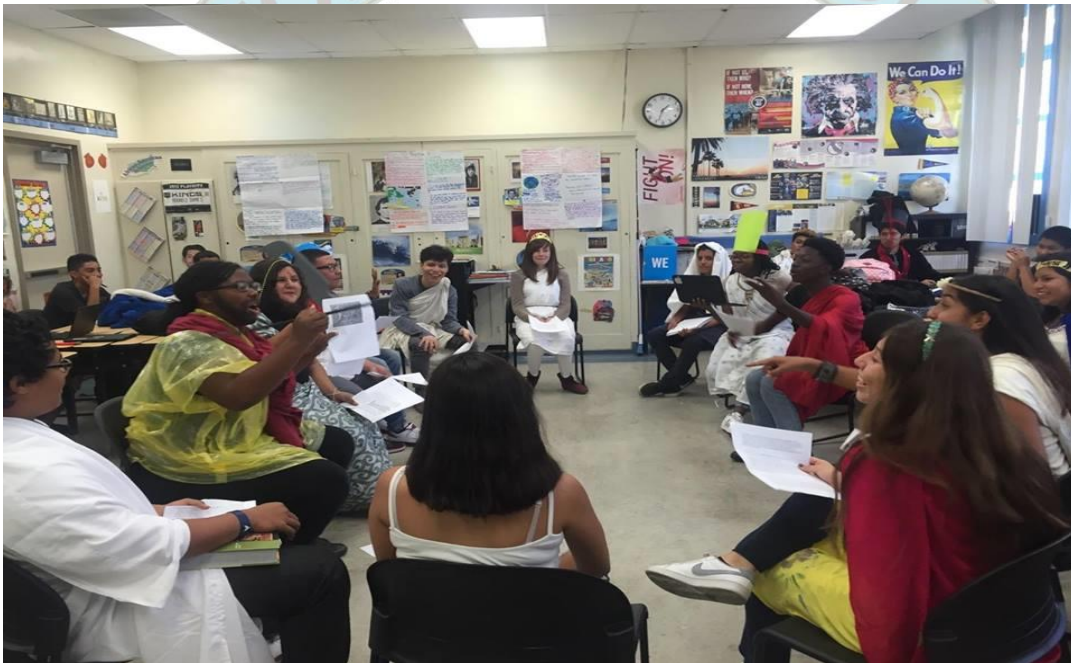
1. Our students are academically well prepared to graduate with a diploma and earn a post-secondary education.
2. CECHS's fundamental structures help the student body stay focused on academics.
3. The counseling staff and administration at CECHS provide consistent and unparalleled support to the students.
4. Ongoing professional development is built into the school schedule and facilitated by CECHS's instructional leaders.



5. The expansion of the AVID program has led to an increase in the number of students who will be prepared for college.
6. Students are more aware of a-g requirements through the counseling program, seminar instruction/activities, and school-wide CSU/UC informational posters.

***Areas for Improvement:***

1. More technology training is needed, so that teachers feel more comfortable utilizing data to modify and guide instruction.
2. The staff needs to be better informed of the decisions made by the governing board and School Site Council. Some staff members feel uninformed and disconnected from this decision-making process (Artifact school report card survey 2015)
3. Staff members need to be more collaborative across the curriculum in order to be more aware of overarching challenges students face in each respective discipline and grade level.



## Category B

### Standards-based Student Learning: Curriculum

**B1. Rigorous and Relevant Standards-based Curriculum Criterion:** All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. These are accomplished through standards-based learning (what is taught and how it is taught).

*Comment on the degree to which the written and taught curriculum results in student achievement of the academic and college/career standards for each subject area, course and program, and where applicable, expectations within the courses that meet the UC “a-g” requirements.*

CUSD/CECHS promotes a college-going environment by providing rigorous standards based curriculum for all CECHS students. All students are required to fulfill A-G requirements and be college-ready at graduation. In addition to fulfilling their A-G requirements, students are also required to complete predetermined college classes. All incoming freshmen participate in a summer bridge program, which familiarizes students with the A-G requirements they must meet to graduate and apply to universities. Additionally, students must meet with their designated counselor to create a four-year individualized graduation plan (IGP). CECHS students are currently required to complete 220 credits by the time of their high school graduation and as a result, some students will graduate with their AA degree. CECHS’s 2x8 block schedule allows for students to enroll in a variety of core and college elective courses within the A-G requirements due to the many courses offered despite CECHS’s relatively small faculty.

CECHS’s course offerings are indicative of the school’s dual enrollment program. High school courses have an integral role in the core and elective courses offered that fulfill a-g requirements; however, the college courses provide the duality to fulfill high school and college experience. The recent addition of the Arts through the college has prompted CECHS to expand its art course offerings by recently adding AP Studio Art 2d, filmmaking, and cartoon animation and film history courses to next year’s master schedule. Such additions are courses that have allowed the school to create a pathway for teachers to blend a challenging curriculum that allows students to take part in real-life applicable projects, many of which may be showcased in professional-grade platforms. This school year the district adopted the Integrated Math sequence, after carefully analyzing student engagement it has been discovered that changing the math sequence from traditional to Integrated has not been totally advantageous to our students because of the college sequences. Our dual enrollment relationship with the college offers the traditionally titled sequence, in order to create seamless transitions of classes offered at the college level easier to adapt the school site is of the mind that returning to the traditional sequence of Algebra I, Geometry, Algebra II is in the best interest of the students, particularly because it is the same sequence of our college partners. This topic is in discussion with the district office of curriculum and will be discussed further by the experts.

*The real-life application of content discovered and learned inside and outside of the classroom is strongly evident in CECHS’s JFA program.*



CECHS's participates in the Jefferson Foundation Awards Program. This project is an inquiry-based task where students take part in the preparation of the culminating assignment that is relevant to the topic at hand which nurtures the growth of students' ability to succeed in a college environment and more importantly be globally aware citizens, a philosophy that embodies all of CECHS's learning outcomes for every single student.

***Comment on the collaborative strategies used by administrators and teachers to examine curriculum design and student work in order to refine lessons, units, and/or courses or programs.***

At the onset of the school year all teachers are required to prepare and submit a course syllabus for approval. At that time, the principal takes the time to discuss with each teacher his or her curriculum design and expected end. The overarching theme of our school is "to begin with the end in mind", to that regard the expectation by the principal is that teachers should use strategies to engage students, but leave opportunities to refine lessons as necessary. As stated earlier, CECHS staff are required to attend Professional Development meetings on numerous occasions. Some of these meetings are listed below:

- Early College Ways
- Data Walk / Class Observations
- Bi-Weekly PD Friday
- Pull-out PD: Irvine Math Project, where experts organized, analyzed, and rearrange the pacing guide to best fit our students' needs.

Additionally, as we move forward, the topics that are discussed in these PDs will be determined by staff input. Our collaborative nature allows for administrators and teachers to work together in order to meet our ultimate goal: boosting student achievement and preparing the student for college.

***Comment on the current and/or planned processes for curricular review and evaluation processes, including graduation requirement, credits, grading policies, and homework policy.***

At the beginning of the year and mid-year teachers are required to submit a syllabus for review to ensure that credits, grading policies and homework policies are consistent throughout the school site policies.

Every five weeks the D/F grade report is reviewed by the counselor and the principal in order to better assess student deficiencies and support needs. Students are called in to discuss with their teacher, counselor, or administrator what supports are needed to remedy the deficient mark.

At the end of this school year departments will meet to discuss their "Grows and Glows" of the curriculum, using data as the guidepost to make informed decisions. All decisions are strictly based on student needs, which will be communicated to the district for further review and evaluation. As an example, based on the first semester observations of the math department it has been determined that the math Integrated sequence is broadening the gap of success. Those classes will be looked at a little more closely to determine what is causing the students not to perform well.



As we have yet to graduate seniors, we are currently working on our review and evaluation processes in all areas; however, our junior class has been meeting with their counselors and administrators in order to discuss graduation requirements as well as college matters in their Individual Graduation Plans (IGP's).

***Explain the current process for articulation with both feeder schools and local colleges and universities and technical schools.***

The articulation process begins in late November, with all middle schools in the district; any student may apply who meet the current criteria (Appendix J). CECHS is not a receiving school for any one school in the district. Because of the dual enrollment program, students are recruited instead of fed; the application process takes about 3 months. To begin, students are invited to parent informational meetings and tours. The application process includes a completed application, testing (math and English), and interview with staff and students. All decisions are based on students meeting the specified criteria. Compton College is the natural feeder to our students post high school who want to complete their AA-the schools (Artifact)Memorandum of Understanding (MOU) allows for our students to attend Compton College during the students' regular 6-hour day and take classes that have been designed with them in mind. Similarly, students who wish to forge straight ahead to a 4-year university may apply as well.

***Append a list of each of the classes offered under such major headings as English, technology, mathematics, science, social science, music, art, physical education, special career-oriented classes, etc. If there are other areas, create appropriate headings or list them under "other classes."***

English	Social Science	Mathematics	Science	Physical Education	Technology	AVID
Eng. 9	n/a	Integrated I	Biology	PE 1	Computer Science	9
Eng. 10	W/Hist	Integrated II	Chemistry	PE 2	AP Comp. Science	10
Eng. 11	US Hist	Integrated III	Physics		Media Arts	11
Eng. 12	Gov/Econ	Calc	Physiology		Media Arts	12
AP	Hist	Calc/Stats	Bio/Chem		Studio Arts	

*College courses will be submitted as an artifact-at the time of WASC submission complete list of course are not available by the college.*

***List the courses for which there is a written comprehensive and sequential documented curriculum.***

***See Appendix I (four-year plan)***

***List the graduation requirements of the school, if applicable.***

The school abides by the district/state mandated requirements inclusive of the dual enrollment college requirements. We are currently approaching our first senior class in Fall 2018; it is our

expectation that all students attend the college of their choice. The school's guidance counselor is assigned to meet with all 9th, 10th, and 11th graders every year prior to senior year to create students' Individual Graduation Plans (IGP's), (Appendix J) which will identify the appropriate pathway toward the students' college goals and the courses students still need to take in order to meet those goals. Our school's pathway is non-standardized and unique because it is coupled with college courses. Students will be given different college options (community college, CSU/UC, and private universities) and the application process for each option (Appendix J) Pathway to AA Degree). Different programs on campus also monitor students' grades and progress, such as AVID and ASB.

***Briefly describe the post-graduation plans of the school's graduating class, if applicable.***

As our rising seniors approach senior year, the ILT will begin post-graduation conversations to help guide students.

***Additional Supporting Evidence and Documentation:***

- Student scores on SAT/ACT
- Student grades
- PSAT
- College courses
- Teacher professional development

***Achievements:***

- The curriculum criterion clearly impacts our school's ability to address the identified critical learner needs.
- All of our students participate in a rigorous, relevant, and standards-based curriculum that prepares them to be competitive at the college level.
- Most of our scholars are enrolled in Honors and/or Advanced Placement courses.
- Students and teachers attend UCLA's AP Readiness on Saturdays in order to better grasp the AP curriculum
- Every scholar has a college transcript which demonstrates high achievement
- The majority of members of the Class of 2019 will graduate with 20-30 college units.
- Cross-curricular planning throughout each grade-level ensures deeper student understanding and critical thinking

***Areas for Improvement:***

- After reviewing the curriculum, we know we need to improve our math sequence
- Improving the AP passage rate is a priority
- Increase AP course offering in every department
- Graduation Plans

**B2. Access to Curriculum Criterion:** All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

**Explain how the school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.**

By the very nature of the dual enrollment program the students have been exposed to postsecondary education. Students that are in grades 9-10, the college professors come to the school site for their classes, however, the 11th grade students take a bus daily from high school to college. Students participate in career exploration events, clubs and assignments; for example, Girls Build L.A., Jefferson Awards Foundation, career day and many other opportunities that gives students insight into future opportunities.

**Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. Comment on the extent to which the instructional practices facilitate access and success for all students.**

Research based standards are the center of our curriculum. In English and Math Classes Common Core Standards are being implemented. The district has entered the beginning stages of training science teachers on the Next Generation Science Standards (NGSS). AP classes adhere to the guidelines set forth by College Board for the Big Ideas Topic Outlines. To that regard, our schools core curriculum is standards based and grade level appropriate. Staff is aware of the standards and the ancillary textbook materials. Assessments are based upon the standards. There is articulation amongst grade level teachers to ensure students are prepared for the next grade level and high expectations are placed on student work to ensure student readiness for college and career. Staff meetings are regularly held to discuss student outcomes and how the curriculum is addressing student outcomes and needs. Based on this regular communication regarding the issues and concerns related to student learning adjustments are made to instructional design, lesson plans, and pacing guides to ensure students are able to access the standards.

**Explain the degree to which parents, students, and staff collaborate in developing, monitoring and changing a student's personal learning plan.**

All students and parents are required to meet their child's counselor or administrator to discuss their 4-year plan during the Individual Graduation Plan (IGP) meeting. In November of this year the junior class attended their IGP with their parents on a Saturday morning or during their appointed time during the week. In the spring grade levels 9 and 10 IGP's will be held to communicate to the students and parents the student's current status. CECHS is in its third year in existence and celebrates its rising senior class. Although we do not have graduating seniors, our students are positioning themselves to make appropriate choices after high school through different activities and curriculum offerings.



CECHS students are offered AVID as a mandatory elective. AVID, which stands for Advancement Via Individual Determination, is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. Post-secondary conversations take place in AVID as well. It is through this vehicle that many students begin to form their goals, and oftentimes, it is through this class that students are first exposed to creating long-term goals and plans.

Additionally, Clubs and College representatives provide information about college and financial aid pathways to public and private universities, increasing student awareness about in-state and out of state educational opportunities. Yearly college tours are also incorporated into the CECHS calendar to further expose our students to postsecondary options and expose them to campus life.

As a dual enrollment school our students take college classes through Compton College and are further exposed to post-secondary choices and college life. As attending students, they have full access to the campus, library, faculty and staff. As a result, our students have two counselors guiding them. Our high school counselor discusses careers and post-secondary opportunities with the students. Simultaneously, Compton College Counselors meet with students to help students create and monitor their progress in college coursework.

CECHS strongly encourages student-parent-staff collaboration and monitoring through a number of channels. Students and parents have access to AERIES, the district database which can be used to monitor grades. Teachers are able to communicate with parents using a variety of tools such as Remind 101 and Parentlink.

***Comment on the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary options.***

The dual program is extremely effective in given the students a first look in the 9<sup>th</sup> grade to college life. The dual enrollment program incrementally exposes students to college and college life. First, CECHS conducts a recruitment roadshow in the fall semester. Current students and administrators and counselors visit potential feeder schools to inform prospective students of the application process and requirements for acceptance and attendance at CECHS. These are our students' first steps into their college careers.

CECHS administration meets on a regular basis with Compton College administration to plan the next steps for our student-body. Students are enrolled in seminar classes to give them the necessary support to ensure success in their college courses. So far, students in the AVID elective seem to be utilizing their learned strategies, but we are currently growing our school to full capacity and have not had a graduating class. Therefore, we are unable to follow up with graduates as to the effectiveness of our program as of this date.

***Comment on the degree to which the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.***

The school works to incorporate interdisciplinary assignments and projects. For example, 9<sup>th</sup> grade biology and AP Human geography themes prepare students for 10<sup>th</sup> grade where they will experience the same themes throughout their 10<sup>th</sup> grade Springboard English and AP Environmental Science course. In the 10<sup>th</sup> grade the novels and units of study in both English and Science coincide with each other. Science classes incorporate math into the curriculum and study the development of science in relation to its historical time periods to align with history. All courses (history, math, science) have novels or nonfiction books that are incorporated to increase reading comprehension.

*Students at CECHS are dual enrolled in high school and college courses: this gives them an advantage over students who attend traditional high school because they are familiar*

Students at CECHS are dual enrolled in high school and college courses: this gives them an advantage over students who attend traditional high school because they are familiar with the college process. They know how to enroll, register, add, drop or withdraw from classes. They are comfortable reading a course syllabus and contacting instructors during office hours and taking online courses. Our students also know of midterms, finals, and a grading system that may involve only two tests to determine final grades.

In AVID students learn how to organize materials in a way that is optimal for success in high school and college. Students are taught focused note taking skills, making notes a useful study-learning tool for class. AVID also emphasizes networking with classmates by using a study buddy system. With the awareness that colleges and universities are looking at student's online presence and in many instances requiring students to apply or submit portfolios, CECHS Students create an online portfolio using Google sites that cover the major highlights of their four-year experience. The major categories covered in their portfolio are: Academic Achievement, Honors, Community Service, and About Me.

***Evaluate the effectiveness of the academic, college- and career-readiness support programs to ensure all students are meeting the graduation requirements.***

All lessons are standards based. They are designed with our SLO's in mind, and to address the standards through the actual concepts and skills taught within the lessons. Most classes are honors and AP level courses exposing students to a rigorous curriculum preparing them to be college and career ready. Students are enrolled in AVID and Study Skills courses to help them with organizational skills, time management, and study skills. CECHS offers both honors and AP courses for students to choose from. Additionally, there are some intervention courses in Math and ELA for students who require additional support in those subject areas. Teachers incorporate differentiated instructional strategies to support students with different learning modalities. All teachers have been trained in AVID content and use AVID WICOR strategies in their instruction. Collaborative pairing and grouping strategies are used to help students in need of peer assistance.

After school tutoring is offered at least once a week in all core Science, Math, and English Language Arts. Science teachers include labs in their curriculum providing students with hands on experience and deeper levels of inquiry although the lab experience is limited due to a lack of facilities. The counselor and principal and district college coordinator review students' schedules on a regular basis to ensure that all students are enrolled in classes that satisfy A-G requirements.

***Supporting Evidence and Documentation:***

- Textbook
- District Training – English, Math, Science
- AP training
- Staff meeting Agendas
- College Transcripts
- AVID DATA
- Guest Speakers
- Counselor meets with all students about A-G requirements and then meets with students individually
- AVID Tools
- AERIES
- Compton College 4-year Plan
- Portfolio

***Achievements:***

- AVID curriculum supports postsecondary and career exploration
- Clubs and college representatives provide college information to our scholars throughout high school
- AVID teachers discuss career and postsecondary opportunity with each scholar individually
- The 4-Year Academic Plan allows scholars to self-monitor and assess their progress
- All students are exposed to college life and experiences as a result of taking classes on the Compton College campus their Junior and Senior years
- Participation in parent/guardian-teacher conferences and parent/guardian graduation meetings

***Areas for Improvement:***

- Science labs
- Cross curricular planning, given the Common Core State Standards



## Category C

### Standards-based Student Learning: Instruction

**C1. Challenging and Relevant Learning Experiences Criterion:** To achieve the academic standards, the college and career-readiness standards, and the school-wide learner outcomes, all students are involved in challenging learning experiences.

*Comment on the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.*

All students are engaged in challenging relevant learning in all courses. The instructional program is driven by the school-wide learner outcomes and block assessments. Teachers provide rigorous instruction by incorporating Costa's higher levels of inquiry, bolstering student's ability to think critically. Students participate in effective collaborative groups such as teacher guided groups, self-monitored collaboration (formal and informal) and independent work. Students are assessed throughout each course both formally and informally.



*Comment on the extent to which students understand the standards and the level of performance expected to demonstrate their knowledge.*

Student engagement in their own learning is not only desired but required. The teaching staff believes that student centered teaching is evident in all content areas. CECHS teachers use the three stages of backwards design by identifying desired results, determining acceptable evidence of learning, and designing learning experiences and instruction. Through backwards design instruction, teachers make sure that the curriculum and materials prepared for learning are tailored towards the standards and expected performance levels that they must achieve to demonstrate proficiency. Objectives are posted in classrooms. Students know where to locate the subject specific standards in textbooks and on the College Board website.

*Explain how effectively instructional staff members differentiate instruction in order to address student differences in learning modalities, cognitive ability and life experiences that impact student learning. Comment on how the integration of multimedia and technology instructional strategies is used.*

In addition to teaching to different learning modalities and scaffolding instruction to meet learners where they are while elevating their skills, CECHS teachers integrate technology into their instruction using Google Classroom, Remind, and Khan Academy. Teachers incorporate project based and cooperative learning and public speaking.

Online courses may be offered through Compton College to complete required courses towards their degree objectives. Students in need of credit recovery may also participate in the district-sponsored curriculum Edgenuity to recover A-G required classes. As part of the instruction in mathematics, Khan Academy is one of the tools used to strengthen the gaps in learning.

### ***Supporting Evidence and Documentation:***

- Lesson plans
- Observations
- Learning Targets and objectives listed on board
- All teachers are trained in using Google Classroom
- Laptops, projectors, document cameras in each classroom.
- All teachers use the Remind Application to communicate with students.
- Students internalize the level of questions in order to motivate discussion
- Evidence of Marking the Text

### ***Achievements:***

- Cross curricular planning
- Updated technology for example: MacBook Air, Samsung Sound bar, Epson Projector and Document Readers (All Staff)
- Project Based Instruction
- Blended Learning has been integrated into the instructional model for English, Social Studies and Science

### ***Areas for Improvement:***

- Common planning time
- Blended Learning in Math
- EDI Strategies



**C2. Student Engagement Criterion:** All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels for college, career, and life.

*Comment on the degree to which teachers keep current in the instructional content taught and research-based instructional methodology, including the use of multimedia and other technology.*

Every teacher is AVID certified (available on request), while several are AP trained teachers as well. Both programs promote inquiry-based instruction. Teachers serve as facilitators while students take an active role in their learning, asking higher level thinking questions of their peers and using credible sources to respond to questions. This is a strategy utilized during Document Based Questions (DBQ) in history courses, Free Response Questions (FRQ) in science courses, and Socratic Seminars in English and AVID courses. Students are encouraged and able to communicate using Costa's levels of questioning.

The majority of the student work samples demonstrate the use of technology to assist students. Students in every course use Chrome books in class to complete assignments. The use of Google applications such as Forms, Slides, and Docs allow students to transform assignments using media, images, and creativity. Students and parents have access to grades online via AERIES. The use of technology is prominent in every classroom:

- Students use relevant web resources such as Quizlet, Edpuzzle, YouTube, and Kahoot, among other appropriate and recommended sites by the teacher.
- Students complete current events using credible online news sites. Specifically, students in AP Human Geography Complete Five Fact Fridays using BBC.
- Social Studies students visit SHEG (Stanford History Education Group), Medieval Sourcebook, and Crash Course, among other sites to access primary and secondary sources, as well as, attain deeper understanding of the time period being studied.
- Science uses web resources like Crash Course, and Khan Academy to supplement the curriculum and utilize several teaching strategies, including blended learning techniques classroom.
- Students have access to the CEC library and computer lab. Students participate in field trips to gather information to link the information to the real world.
- Students in the Spanish classes offered at the high school are exposed to authentic Spanish language sources such as literature and lyrics.



***Comment on the extent to which teachers use coaching strategies to facilitate learning for all students.***

CECHS teachers introduce a wide range of instructional strategies so that our students experience an engaging and rigorous curriculum throughout the school year. To that regard, recent professional developments have provided teachers with varied methods of cultivating student-centered classrooms promoting a higher level of engagement as well as higher level thinking skills. As an example, all teachers have interwoven the AVID way into their classroom curriculum. CECHS has made the commitment to fully promoting an AVID school; AVID elective teachers as well as AVID support teachers have made an effort to implement AVID strategies in both AVID elective courses and core classes. AVID elective and support teachers attended the AVID Summer Institute in the summer of 2016. AVID trained teachers are strategically trained with a multitude of strategies to implement in both AVID and core classes. Such strategies include student-centered collaboration, Cornell Note taking, 'marking the text', binder organization, as well as Socratic Seminar, and most importantly WICOR and team building activities to facilitate in the implementation of these strategies. In AVID, students participate in Socratic Seminars and Philosophical Chairs on a regular basis. Topics are designated according to student interest and relevance.

An excellent example of the emphasis placed on student ability to think, reason, and problem solve is an English 10 embedded assessment focused on culture and injustice. Upon completion of reading a variety of texts based on culture including works by Malcolm X, Sandra Cisneros, and Maya Angelou, students are required to conduct research on various topics of injustice. The assignment requires students to think critically about issues of social justice plaguing their culture and society. Students then synthesize their findings into a paper and oral presentation. Topics covered included women's rights, police brutality, racism, and the role of social media. Science classes use POGIL (process-oriented guided inquiry learning) case studies, and lab experiences to facilitate learning.

***Explain how students demonstrate that they can apply acquired knowledge at higher cognitive levels to extend learning opportunities.***

Students begin with the foundation in every course. For example, in Science and Social Studies courses, they are required to make flashcards in order to attain and understand the academic vocabulary. In their math courses students are required to take the UCLA MDTP pretest prior to the beginning of the school year and a posttest midyear to analyze student appropriate progress. Students apply the academic vocabulary in discussions or in their writing. Students read sample essays (FRQs, DBQs, LEQs) as a model and analyze them. Students complete graphic organizers (HAPPY or Say, Mean, Matter, SPICE) to assist them throughout the process. Students also annotate articles and reflect on their learning.

Students are required to read and interpret data in graphs, charts, and maps in their Science and Social Studies courses and apply their findings to a larger concept in order to truly understand the topic being studied. Embedded Assessments in their English courses require students to interpret various texts in order to reach their own conclusions, and articulate those ideas into a final written product.

Students are asked to inquire, research, evaluate/analyze, and ultimately synthesize in every class, as required by a Math project, English embedded assessment, Science FRQ, or Social Studies research papers.

***Explain how students demonstrate higher-level thinking and problem solving skills in a variety of instructional settings.***

Students are required to use traditional submissions of hard copy essays, papers, and projects to demonstrate higher-level thinking and problem-solving skills without the use of technology. Additionally, Google Classroom is used as another medium for students to access the Google suite of software, collaborate with peers, and submit work for evaluation. Blended classroom strategies allow for ongoing utilization of 21<sup>st</sup> Century skills both in and outside of the instructional setting. Students are expected to demonstrate the transferable skills and knowledge they have acquired in speech communication, mathematical reasoning, research analysis, scientific thinking process and logical construction of argumentation.

***Comment on how the school uses a variety of materials and resources and how this is demonstrated through student work and their engagement in learning.***

*Students are required to complete a total of 40-service learning hours throughout their four years*

All teachers use multimedia and other technology in the delivery of the curriculum. Teachers use material from the internet and utilize the student 1:1 ratio of Chromebooks to supplement instruction. The school has also purchased Albert software to support the AP program, this software assists teachers in preparing students to take the AP exam. Teachers require students to use multimedia in projects, research presentations, and other types of assignments. Students in need of credit recovery have access to online courses through Edgenuity.

***Explain the degree to which students have access to and are engaged in career preparation activities.***

Students are required to complete a total of 60-service learning hours throughout their four years at CECHS. Students receive credit for community service by mentoring elementary students, volunteering at schools, hospitals, and working with non-profit community organizations.

In addition, students have the opportunity to engage in community and civic engagement through service clubs such as Jefferson Awards Foundation, Girls Build LA, and WE Schools via Associated Student Body. Through these activities in working with these organizations the students are able to learn and develop 21<sup>st</sup> century skills that may springboard into potential future careers.

***Supporting Evidence and Documentation:***

- CCSS, ELMOs and projectors in every classroom
- Google Classroom teacher sites.
- FRQs
- DBQs
- SAQs
- Socratic Seminars Philosophical Chairs
- Student discussions during tutorials in AVID

- Student work samples. (Essays, Research papers, Embedded Assessments, FRQs, projects)
- Rubrics
- Student work samples
- Lesson plans
- Essays
- Research papers
- Math projects
- Science projects
- Instructional videos
- Student videos
- Credible sources
- Service Learning Log and Reflection
- JAF sponsored events
- GBLA sponsored events
- ASB sponsored events
- Research papers
- Essays
- Projects
- Current Events

#### **Achievements:**

- Student expertise with technology via oral presentations; Flip Grid, QR Codes, Infographics, hand-drawn videos, Prezi, Google Slides
- Student Science Fair projects
- Students' ability to effectively write an 8-10-page research paper by the end of their Junior year
- AVID digital portfolio
- Student ability to graph and interpret data
- AVID community service project
- Jefferson Awards Foundation Gold Banner
- MESA Awards
- GBLA Challenge Scholarships
- Students know how to research, inquire, gather information, synthesize information, and then evaluate, analyze, and/or draw conclusions based on their findings.

#### **Areas for Improvement:**

- Building community partnerships to ensure a commitment to service learning
- Lexile level improvement across the grade levels
- School-wide community service project



## Category D

### Standards-based Student Learning: Assessment and Accountability

**D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion:** The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the school staff, students, parents and other stakeholders.

*Comment on the effectiveness of the school's assessment processes that include data from external and internal sources. Include the school's system to monitor individual students.*

#### Benchmarks

Six times a year students are mandated to take Benchmark assessments to measure students' strengths and weaknesses. District benchmark exams allow students, teachers and district to identify areas where students need concentrated improvement. Based on quarterly benchmark results, we are able to refine our planning, instruction, and financial resources to meet the needs of our students and further our efforts to close the achievement gap. The district based on standards provided by the teachers generates the benchmarks that our students participate in. EADMS, is the district approved format for administering benchmark exams to students.

#### Performance Task

Performance task are strong indicators of a student's ability to master the content. CECHS uses block assessments, classroom assessments, writing samples and online assessments to analyze student proficiency. This data is shared with staff and SSC. All stakeholders are given information about assessment data at the beginning of each school year. The District asks schools to evaluate and look at key strategies to help students reach academic success.

#### Interim Assessment Benchmarks (IABs)

IABs are administered once per semester to provide an insight as to what additional supports may be needed to better prepare students for the CAASPP assessment. Since this academic year will be the first year in which our first cohort of 11<sup>th</sup> graders will take the assessment, IAB data is even more critical to analyze and to use to inform instruction.

*Evaluate the current processes that inform appropriate stakeholders about student achievement, including parents and the school community.*

Both parents/guardians and students have access to grades and assignments online via Aeries (Student Information System).

Our Counselor and teachers work with students who are struggling with academics and/or attendance. The counselor meets with every student at least once throughout the school year to discuss academic standing, personal goals, and career and college readiness.

School Site Council reviews student achievement and helps create the Single Plan for Student Achievement (SPSA). School Site Council also evaluates SPSA throughout the school year. It is clear that benchmark assessments and performance task are valuable tools that school sites are using, but where is that information and how is that information shared with parents.

*Explain the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Individual instructors create their own class syllabus to inform students and their parents of class expectations and must be approved by the principal. The syllabus is designed to serve as

reminders to the students during the course of the year so that the students stay on task. Teachers use a computer-based grading system, Aeries, to track student performance through the use of hard data to guide the revision of lesson plans and assessments. Web-based programs like Aeries are essential in providing teachers with information on student progress, as well as inform parents of their progress.

It increases student's awareness of their academic standing and enables them to articulate high-level goals based on grade level standards. In addition to using its resources to provide sound instruction to students and improve student performance, also recognizes the importance of celebrating student achievement. At the end of each semester, students who have received an "Outstanding" for citizenship or perfect attendance receive a certificate and enjoy a dessert and refreshment with their peers. At the end of every twenty-week grading period

***Supporting Evidence and Documentation:***

- PD Agenda
- SSC Agenda
- Benchmark Scores
- Performance Task Scores
- Rubrics
- Student work samples

***Achievements:***

- Over 90% participation in both District Benchmark and Performance Task assessments
- Faculty received professional development to ensure accurate assessment of student data via EADMS
- Ongoing data analysis to improve student instruction and learning
- The use of Rubrics to assess student work in correlation with Common Core standards
- Data is assessed constantly throughout the year
- Performance assessments are used after every unit
- All stakeholders are involved in the creation of the SPSA

***Areas for Improvement:***

- Parent notification of assessments results
- Improvement of student scores on both District Benchmark and Performance Tasks assessments
- Student data to inform classroom instruction in every subject

## **D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion:**

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

*Comment on the effectiveness and frequency of the application of appropriate assessment strategies used by classroom teachers to monitor student acquisition of the programmatic goals and academic standards.*

Teacher assessments are accurate measures of student progress. Teachers incorporate a variety of formative and summative assessment to measure student progress. The assessments include essays, projects (individual and group), and lab reports, and portfolios, formal and informal assessments. Checks for understanding are a frequent occurrence in the classroom. This may occur in the form of short quizzes, writing prompt, exit tickets, online polls, and direct questions, open discussion. To gauge understanding over longer periods of time teachers will incorporate more formal methods of assessment in the form of chapter and unit tests, case studies, projects, or essays. Data from assessments is used along with standards to guide classroom instruction and evaluate program goals.

*Comment on the effectiveness of how professional staff use formative and summative classroom assessments to guide, modify, and adjust instruction.*

Student work and assessments are aligned with the curriculum which are standards based. The quality of the work and the results of the assessments then give an indication to how well the students are meeting the academic standards. Assessment results are also used and teaching tools to reteach or reinforce student learning.

*Explain how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.*

Student work and assessment data are analyzed and applied to school-wide learner outcomes in a number of ways: Primarily, assessment data is used to inform the school program. English block assessment data is used to design cross-curricular opportunities to review skills needing practice. Math scores from block assessments lead to the funding for math tutoring. The aforementioned scores have also affected the design of our summer bridge program for incoming 9<sup>th</sup> grade students. Intervention classes have been incorporated into the master schedule to address student deficiencies and need for remediation. Teachers regularly attend professional development to improve upon teaching strategies that allow for differentiated instruction.

*Comment on the extent to which teachers engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life.*



CECHS is a full AVID program that permeates its strategies of WICOR throughout the campus, in AVID students is taught to use those strategies in all of their course offerings. In addition, all students have an advisory period in which conversations are developed to query and engage students in conversations about their learning. To further query about student learning experiences the school surveys the students to get a more intricate view of students' opinions of their school. There are informational assemblies held as well to inform students about their next steps by grade level and also to hear from students about how well they felt that they are being prepared for college. The greatest impact on preparation for college is that the students are already attending college on a daily basis; the students are fully engaged in college life and will use that platform to further develop career and life skills.

***Supporting Evidence and Documentation:***

- College attendance
- Cornell note-taking

***Achievements:***

- AVID certification
- Students' successful completion of college courses

***Areas for Improvement:***

- Offer additional course pathways offerings



**D3. Using Assessment to Monitor and Modify the Program School-wide Criterion:** The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

*Comment on the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments.*

The entire staff examines in class and district mandated assessment data at several points during the year to discuss overall student progress and set staff goals. This methodology of pedagogy practice allows teaching to be transparent and far-reaching. Common course-alike groups regularly meet to analyze data and use that information to modify and guide instruction; however, the form that this analysis and discussion takes varies from content to content. Teachers regularly use a variety of informal assessment strategies to measure student progress and adjust instruction. Many teachers use student participation in class discussions or responses to oral questioning to measure progress toward standards. Teachers also use practice assignments, whether a set of problems in math or grammar and vocabulary practice in humanities classes, and short writing assignments. In preparation for tests, teachers often use content supported software like Albert™ (AP students) to review key concepts. Students work often in pairs or groups, particularly with Common Core standards being emphasized, which supports collaboration and academic conversations. Science teachers use some labs as informal, rather than formal, assessments and also use web-based projects. Teachers assess students throughout the semester to measure growth, and students are rewarded for improvement rather than proficiency. The department has seen great strides in fitness testing, with 70% of students passing five out of six tests, and students testing higher than all other high schools in our district for the past nine years. The process and methodology that are in place are effective and measurable. At the end of the day the students, parents and staff are well informed of the outcomes and future needs of the students.

*Explain how the school uses school-wide assessment results to make changes in the school program, professional development activities and resource allocations.*

The achievement of students is a reflection of the learning and analysis of material by the student going on in the classroom. This achievement data provides feedback to the teacher of the students understanding. This feedback is then used to modify instruction, inform lesson planning and pacing, create intervention plans and create tutoring sessions. School-wide assessments are critical to the success of the student's programs. Decisions are made collectively after the data is reviewed, at that time it is determined what works and what needs improvement. Teachers have the opportunity to reflect on their own pedagogy to refine how and what they teach. Nothing is left to chance all decisions are made based on empirical data analysis. Departments meet to discuss subject specific plans. AVID teachers meet on a biweekly basis with the whole staff to analyze student achievement and plan cross-curricular interventions.



***Explain the current and future processes to assess its curriculum and instruction in relation to its evaluation processes.***

Principal Maddox is new to the school and has not as of yet had the opportunity to fully develop a complete and comprehensive plan with the staff, however she has made note to the Instructional Leadership Team (ILT) that her future plans are to evaluate using student data and student and teacher feedback of the curriculum. Teachers' reflections will also become an integral part of the evaluation process and are asked of teachers twice a year. To that regard, a new plan is underdevelopment since the introduction of new district and state mandated assessments. Teachers are also being introduced to the new Dashboard and how to evaluate its usefulness. It is the intent of the principal to guide the Instructional Leadership Team (ILT), made up of teachers, counselors, and administrators, to review data and set school wide goals for the year based on expected school-wide outcomes. As the year continues, ILT meets once per week to continue reviewing student progress and setting goals, and this information is shared with the district and appropriate staff as well as School Site Council (SSC), which uses the information to make informed decisions concerning student progress and the allotment of resources.

***Comment on the impact of stakeholder involvement in assessing and monitoring student progress.***

The district has undergone a turnaround initiative called the "Compton Turnaround "which means that they have hired many new talented individuals to track data on student progress to ensure that the purpose and meaning of district assessment strategies are executed with vigor and fidelity. These new positions are designed to monitor the progress of each school and to keep each school informed of their progress. Other new talents are employed to design strategies to affect change in the way schools view the data and to assist them in implementing new strategies to improve future assessment outcomes. The Superintendent of Schools has a monthly data chat with all of the district principals to ensure that they are using the data to drive decision making for learning outcomes. His plan is designed to ensure that all stakeholders understand the critical nature of monitoring student progress, understanding the data and what resources are available to properly execute growth. Stakeholder involvement has led to:

- Greater student participation rates in testing,
- More resources being allocated at the school sites
- Clarity of purpose, and
- Better strategic planning

***Describe the school's security systems that maintain the integrity of the assessment process.***

During testing all guidelines are upheld and enforced in the testing room by test proctors. All personnel that come in contact with the test are asked to sign the affidavit, inclusive of plant workers and classified staff. While most assessments are electronic, the paper assessments are placed in a secure area on the campus and locked. The following measures are taken to ensure the fidelity and integrity of every assessment:

1. Tests are proctored by qualified individuals following guidelines set forth in testing rules.
2. Test proctors are trained and sign an affidavit of their agreement to comply with set protocols.
3. Testing coordinator is responsible to maintain security of documents while stored on campus.



4. The principal verifies that these security systems are clearly understood and actively engaged

***Supporting Evidence and Documentation:***

- ILT Data chats:
  - School site observations
  - District level reports
  - Albert tracking report

***Achievements:***

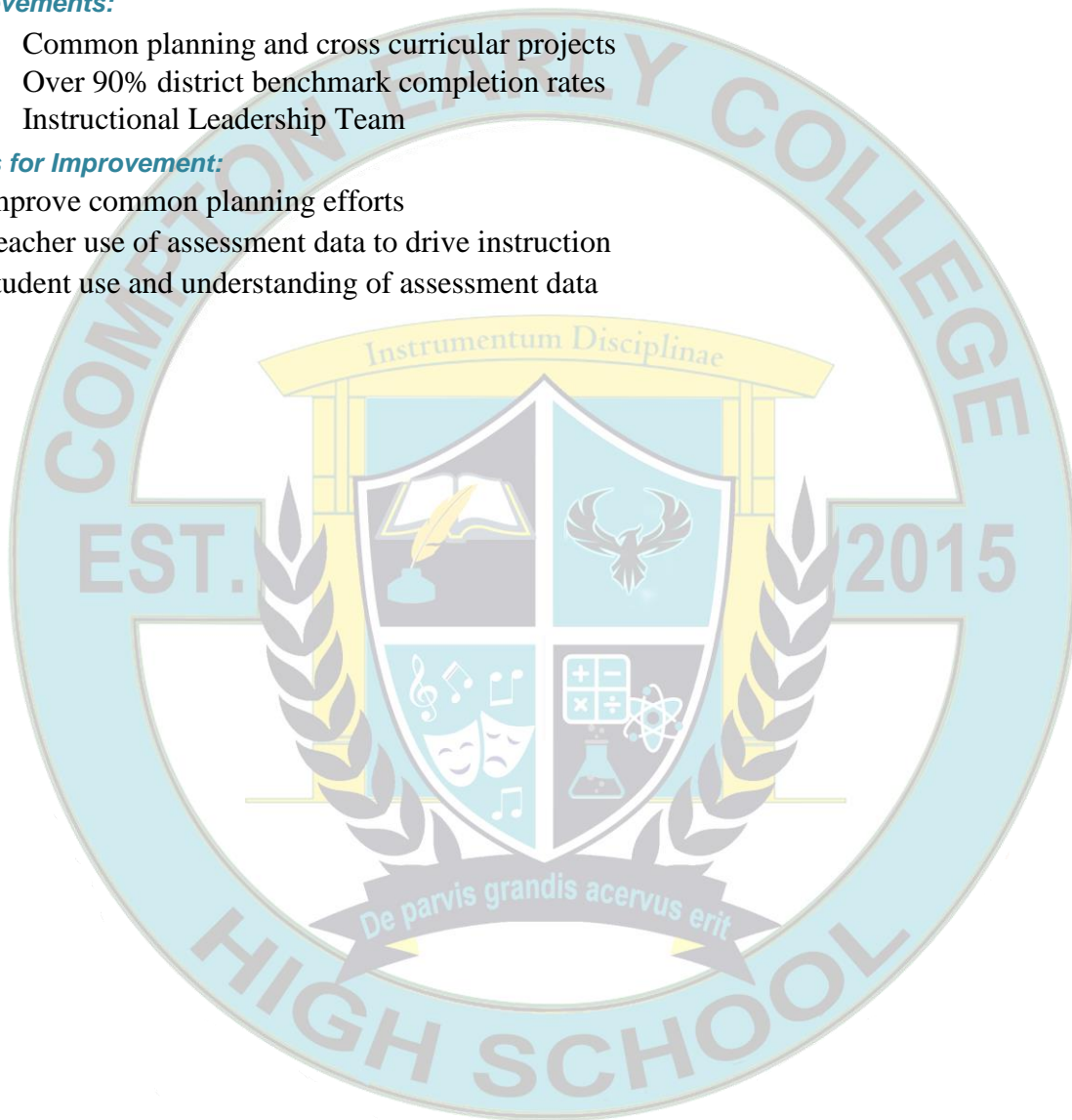
- Common planning and cross curricular projects
- Over 90% district benchmark completion rates
- Instructional Leadership Team

***Areas for Improvement:***

Improve common planning efforts

Teacher use of assessment data to drive instruction

Student use and understanding of assessment data



## Category E

### School Culture and Support for Student Personal and Academic Growth

**E1. Parental and Community Engagement Criterion:** The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

*Comment on the parent-teacher organization (or other community-based group) and its activities that connect the school with the larger community.*

CECHS regularly encourages parent/guardian involvement through our School Site Council, parent meetings, volunteers, and school activities. Ms. Lyla Ornelas, our Parent Center Liaison, has a great rapport with parents/guardians and welcomes all to engage on our campus. Flyers are sent home and telephone calls are made to remind parents/guardians of events, activities, and field trips. We offer written material in English and Spanish. We have bilingual staff or students who offer translation during parent meetings. CECHS for the most part utilizes monthly Coffee with the Principal and English/Spanish classes as a pipeline of communication with



parents/guardians. In addition, they also receive messages to attend Back-to-School-Night, Conferences and Open House. Parents of students earning D/Fails are called to attend conferences every semester.

*Indicate the school's use of community resources to support students through activities such as career days, business partnerships, speakers, and professional services.*

Students are able to participate in MESA Mathematics, Engineering Science Achievement hosted at the University of California, Irvine. During the 2016-2017, the CECHS MESA team was awarded the "School of the Year" honor. CECHS has partnered with King Drew University and AIDS Healthcare Foundation who has graciously donated \$4,000 to date for Girls Build LA to host their annual community health fair. Students have taken advantage of Students in Action, a program aimed at inspiring students to effect positive change in the community, through the Great Los Angeles branch of the Jefferson Awards Foundation. In addition, 10 students received a \$1,000 college scholarship by coming in second place during the Girls Build LA Challenge, a program in which students must identify a problem in their community and implement a project addressing the issue. The CECHS Girls Build LA team has won a \$2,000 grant to assist in their project three years in a row. Students were awarded a \$2,000 Arts Matter grant through the LA Promise Fund to be used towards their campus beautification project.

*Comment on how the school educates and involves parents and community members in understanding the school's purpose, the school-wide learner outcomes, and academic standards.*

During parent meetings throughout the school year, parents are given strategies and information about our current curricula and how they can assist their student(s) at home. Parents/guardians are given information and expectations from each teacher and teachers communicate with

parents through email, phone calls, and AERIES grades. During SSC meetings and Coffee with the Principal, Dr. Maddox keeps parents/guardians informed of school leadership decisions.

***Provide a description of the ways in which parents are involved with the school and are active partners in the learning process for their students.***

CECHS provides a wide range of strategies to encourage parental and community involvement. Parents/guardians are constantly encouraged to volunteer on campus in a variety of ways. Parent volunteers assist teachers and act as TA's by making copies and assisting in the classroom; volunteers are also committed to the campus beautification as they decorate the campus according to season or theme. Parents/guardians are always invited to assist on field trips and act as chaperones, whenever there is a need at school functions, in addition when translation is needed parents will assist.

***Comment on how parents have access to school personnel regarding all concerns.***

Parents/guardians are welcome on campus to voice any concerns. The office staff greets parents/guardians and is receptive and respectful of their concerns. Parents/guardians are directed to meet with the administration to address any concerns promptly.

***Describe how the school regularly communicates to parents and other stakeholders.***

The school communicates pertinent information to parents and other stakeholders via flyers, monthly calendars, connect Ed telephone calls, remind.com, website, parent meetings and School Speak.

***Supporting Evidence and Documentation:***

- SSC meetings
- Parent meeting agendas
- Parent meeting flyers

***Achievements:***

- Parents being active partners in the learning and teaching process supports our critical learners
- Students passing their high school and college classes
- An increase in parent volunteers

***Areas for Improvement:***

- Increase parent participation
- Make better use of the school website



**E2. School Environment Criterion:** The school ensures that it is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement.

*Explain the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning.*

Student assemblies are held throughout the year to review school safety policies and procedures. Students are required to agree to the school's code of conduct policies. There are clear definitions of school rules and policies. We provide our students with a clean and safe environment daily. The maintenance team and staff ensure that the campus is maintained and that students have the opportunity to learn in an optimal environment. Recently, new plants and flowers were planted at the entrance of the high school in order to promote a more positive learning environment.

*Comment on the effectiveness of the school's practices and procedures for all aspects of student safety.*

Students comply with school rules and encourage the underclassmen to comply. Students take pride in their new school environment, it is taking them time to become acclimated to the span school environment and are modeling beautifully to the middle school students what real pride looks like on a high school campus.

*Comment on the extent to which the school has created and supported an atmosphere of trust, caring, concern, and high expectations for students in an environment that honors individual differences through school programs, procedures, and policies.*

CECHS strives to create a small, close-knit family atmosphere where students feel safe, comfortable, and cared about. Creating a caring environment with high expectations for our students has been successful. Teachers provide an environment that accepts individual differences and provide our students with the socio-emotional support to ensure that our students are welcome. The goal is to establish a safe space free of bullying, intimidation, and harassment by other teachers, administrators, and /or other students. Teachers participate in the mandatory "child abuse" training provided by the District annually. In addition, a few faculty members have participated in the District's Trauma Training, in order to be better equipped in assisting the needs of students. We consider all matters in this area seriously and address it to extinguish negative behavior and provide a positive school climate. The school was created based on high expectations by the very nature of the dual enrollment model. Our model is the only one of its kind in the district and is therefore held to high regard amongst the students, parents, community and staff. Students are trusted to take care of the 1:1 chrome books and they are expected to attend college. The school operates on the basis that it is concerned about the whole student and provides a climate of mutual respect.

*Comment on the quality and consistency of communication and collaboration between and among the school's leadership, staff, parents, students, and other stakeholders.*

CECHS engages parents in a variety of ways. All parents have access to Aeries the district online grading system; they are provided with an account that allows them to track their child's progress in each class. In addition to Aeries, district email provides parents with a direct link to teachers and administrators. Parent-Link is used to send parent communication via telephone,

text, and email messages to parents. Parents are notified of all meetings by flyers, connect-ed, emails and are strongly encouraged to attend school events.

- Parents are also given codes to each teacher's Remind App and Google classroom to stay abreast of class assignments, projects, quizzes and exams. Academic standards and expectations are also provided on these two online formats.
- There is an open-door policy at CECHS where parents can meet with teachers, counselors and administrators by contacting the school office.
- Phone calls are made to inform parents of attendance status and student progress.

#### ***Achievements:***

- CECHS is a safe environment conducive for all students to learn, grow and thrive.
- CECHS constantly tries to provide the highest level of professionalism while working with our students and staff.
- Having a safe, clean, and welcoming environment supports our critical learner's needs because it alleviates unnecessary distractions that some larger high schools have to contend with.
- Our students are able to focus on their academic and socio- emotional growth.

#### ***Areas for Improvement:***

- Structural
- Additional plant workers





**E3. Personal and Academic Student Support Criterion:** All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

*Explain the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health and career, academic, and personal counseling.*

CECHS has a full time academic counselor. The counselor meets with all students individually to discuss grades, transcripts, and academic progress plans. The counselor also has developed relationships with students and parents allowing him to counsel students when needed.

At the district level, a wellness center has been created to aid students dealing with trauma. The school nurse is available for minor medical issues during the school day. The district nurse regularly visits the school site and provides general training as well as specific training directly related to student 504 plans. The district also has a staff of school psychologists that visit the school weekly. In addition, the district contracts with outside agencies to provide services to students during the school year. Through our relationship with Compton College we have the services of college counselors. Counselors meet with 10<sup>th</sup> grade students to formulate an education plan that will be the road map to the college courses in which they will enroll. Students with an IEP have a resource teacher that meets with them throughout the week through the push in and pull out program. Project Reach at California State University Dominguez Hills sends college students to our campus to provide math-tutoring services throughout the school day.

*Comment on the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

School leadership and staff work to ensure all students have access to a rigorous standards-based curriculum. Teachers use a variety of strategies and technologies to reach the differing students and their varied learning styles. Teachers incorporate audio, visual, and kinesthetic learning experiences. After school tutoring, Saturday school, Saturday tutoring, and AP prep sessions are offered as additional supports. Interventions are offered for math and reading support. Students have an advisory class where they are able to seek counsel and support from fellow students in their academic progress. Parents are able to view grades online using the Aeries system. They can also sign up to receive text message updates from teachers using Remind. Our academic counselor reviews grade every 5 weeks and meets with the parent and student when academic progress is unsatisfactory. The purpose of the meeting is to create a plan and strategy for success and to discuss time management issues. Incoming 9<sup>th</sup> grade students must attend a two-week summer bridge program where they receive math and English instruction and a preview of the expectations and requirements of CECHS.



***Explain how the school leadership and staff ensure that student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided to enable access to the academic standards and school-wide learner outcomes for all students.***

Administration and academic counselor, monitor progress at the 5-week, 10-week, 15-week, and 20-week grading period to determine if interventions or supports need to be put into place. The review and disaggregation of those grades allows the teacher to reflect on their pedagogy and administration to see the areas need for student and teacher support. Teachers use formal and informal assessments to identify underperforming students. Staff meetings have agenda items dedicated to discussion and planning of student interventions and those interventions are also evaluated for their merit.

***Explain how all students have access to a challenging, relevant, and coherent curriculum.***

All students at CECHS are given the opportunity to take Advanced Placement classes. The majority of our classes are Honors classes, which challenge students with rigorous instruction. Students are required to take college classes scheduled during school hours and some are after school hours.

***Comment on the availability to and involvement of students in curricular and co-curricular activities that are linked to the academic standards and school-wide learner outcomes.***

Students participate in curricular and co-curricular activities that are linked to the academic standards and school-wide learner outcomes. Examples of this include club activities, several of which focus on community service and effecting positive change in the community.

MESA challenges students to meet the rigors of STEAM professions by challenging them to construct projects for competition in MESA Day. Jefferson Awards Foundation members hosted a STEAM Night for elementary students at Washington Elementary School. CECHS students taught elementary students the foundations and possibilities of STEAM through a variety of small projects. In addition, JAF successfully hosted Winter Clothing Drive in which over 1,000 articles of clothes were collected for the needy. Girls Build LA members identify a problem in the community, develop a solution, and implement a project. They have hosted an annual community Health Fair, middle school Wellness Sessions, Yoga in the Park, Mother/Daughter Yoga, a school hike, and various other campaigns in an effort to promote a “Healthy Compton.” In addition, the team has documented their journey by creating and designing a website.

***Supporting Evidence and Documentation:***

- ASB Calendar
- List of Clubs
- List of Sports
- Event Flyers

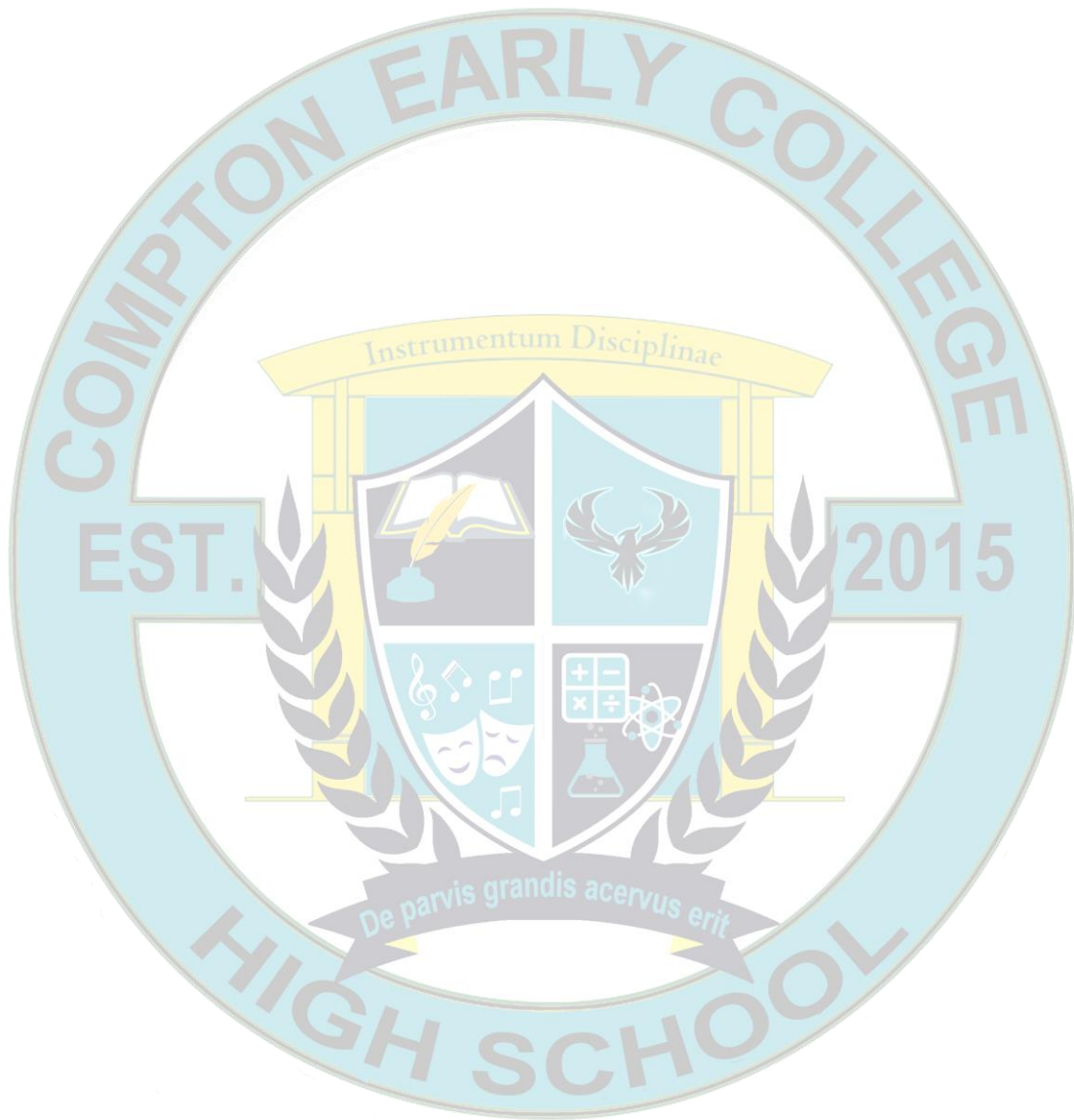
***Achievements:***

- 2016-2017 MESA team won “School of the Year”
- 2016-2017 JAF team won the Gold Banner and was awarded with a trip to Washington D.C.
- GBLA Change Agents won Second Place in the GBLA Challenge and awarded \$1,000 college scholarships

- Arts Matter Grant recipients (\$1,000)
- AHF Grant recipients (\$2,000/year)
- LA Promise Fund Grant recipients (\$5,000 total)

***Areas for Improvement:***

- Sustainability and recruitment into clubs and organizations



**Part IV**  
**Major Achievements/Needs**



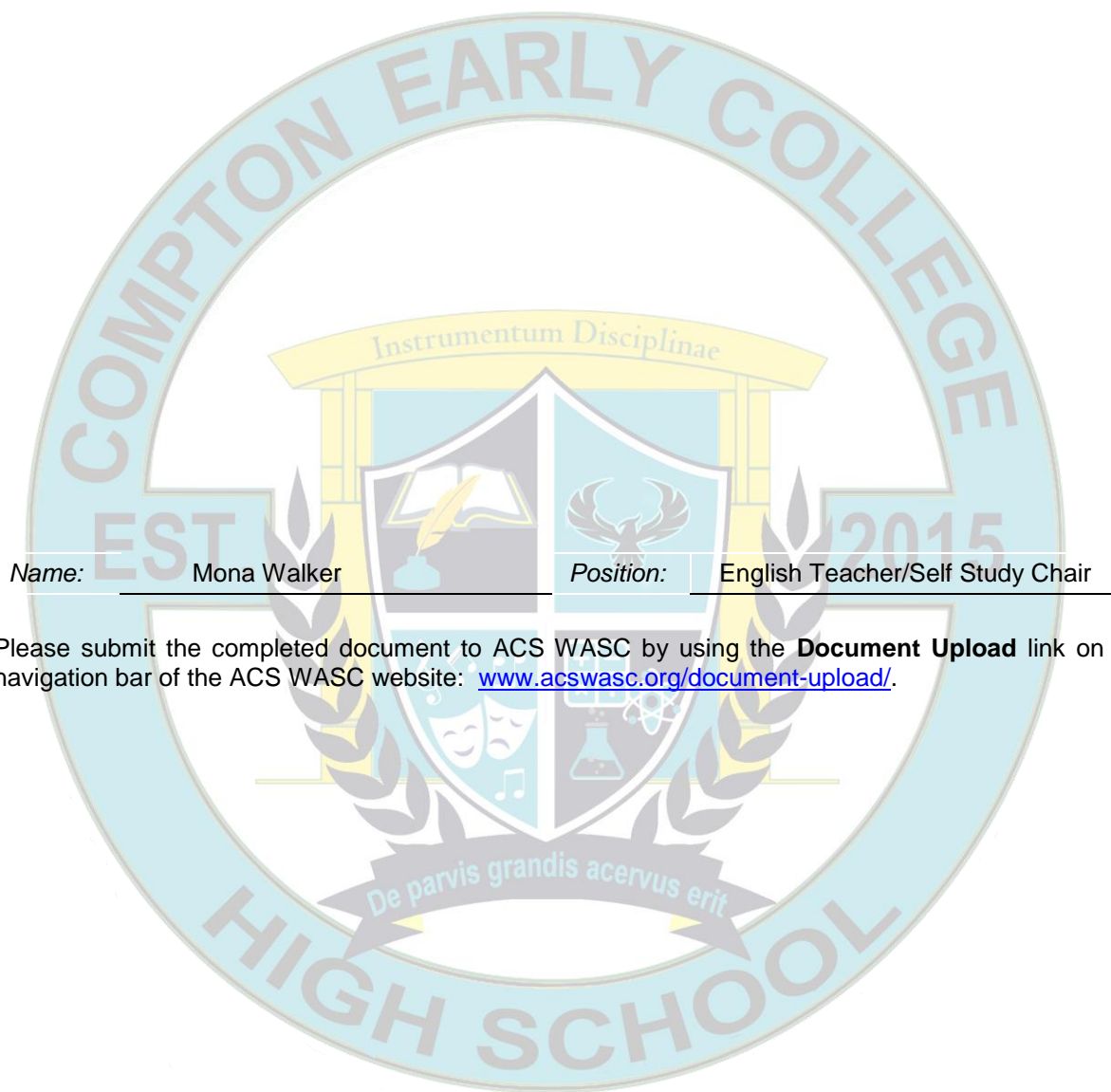


**Achievements/Accomplishments:** Provide a prioritized list of major achievements/accomplishments (within the past three years) of students, staff, and school.

- AVID Certification
- 98% Attendance rate
- Total number of college credits
- MESA School of the Year Award
- Girls Build L.A. Challenge (2<sup>nd</sup> Place)
- Jefferson Awards Foundation, Students in Acton 2017 Regional Award winners
- Congressional App Challenge winner
- Congressional Art Competition winner
- District Speech Tournament
- District Science Fair
- Model Dual Enrollment School for Vietnamese Delegation
- Mike Gipson Award (Principal Robertson and Dr. Maddox)
- Increased Student Retention rate
- CAASA Teacher of the year Award
- Caddy Academy Recipients

**Major School Needs:** Provide a prioritized list of areas for improvement in relation to impact on student achievement.

- Students support staff (college counselor) is our single most important priority, having a full-time college counselor is necessary for guidance.
- Additional Math support during the school day.
- AP/SAT Test prep built into the school day.
- The Dual Enrollment Program provides rigorous content for students, however there is a need for additional social and emotional support.
- The overall cleanliness of our campus provides a clean and safe learning environment to some degree, however, in addition there is a need for structural and infrastructural updates and furnishings to accommodate a growing high school.
- School clubs and advisors support students to engage in interests beyond the school day. The school is broken up into cohorts, a system needs to be developed to increase school spirit within the cohorts. This system would make it feel like one school instead of three to promote a positive school culture.
- Partnerships are currently limited in regards to educational support, new partnerships need to be developed to support student learning.



Name: Mona Walker Position: English Teacher/Self Study Chair

Please submit the completed document to ACS WASC by using the **Document Upload** link on the top navigation bar of the ACS WASC website: [www.acswasc.org/document-upload/](http://www.acswasc.org/document-upload/).

# COMPTON EARLY COLLEGE HIGH SCHOOL

## “HOME OF THE PHOENIX”

### ACTION PLAN 2018

#### **Growth Targets:**

1. Increase all AP exams pass rates
2. Improve problem solving skills in mathematics in all grade levels and varied math content.
3. Reduce gender gaps across grade levels.

#### **Implementing the Single Plan for Student Achievement**

**Objective:** Construct a school-wide professional development program to address the needs of all students-to support students for their dual enrollment classes and postsecondary education.

**Timeline:** Spring 2018-ongoing

**Rationale:** CECHS administration will collaborate with the staff to meet the needs of students to increase math outcomes, increase AP scores and reduce the gender gap.





**Goal 1: Data Driven instruction to improve benchmark assessments.**

**Rationale:** *There is a need to prepare students to function in a dual enrollment college going culture*

Action Steps	Timeline	Responsible Party and Resources	Evidence, Monitoring and Performance Indicators
<p>Use measureable content to assess student understanding and modify instruction to meet scholar needs.</p> <p>Logical Measurement of insufficiencies:</p> <ul style="list-style-type: none"> <li>• Include support sections for students</li> <li>• Modify lessons to deepen understanding</li> <li>• Partitioning assessments in smaller intervals for frequent feedbacks</li> </ul>	August-June annually ongoing	Teachers Administration Counselors Secondary Education	Benchmark Data Performance Task (bi-monthly) SBAC Grades
<p>School-wide implementation of the following two strategies based on the book Teach like a champion to increase checks for understanding throughout the daily lesson. Data will be used to drive instruction and allow for remediation and intervention built into the course.</p> <ul style="list-style-type: none"> <li>• No Opt Out - High expectations require students to be held responsible to learn, and all students should learn. By instituting a no opt out policy all students are held accountable for learning the content. Teacher is responsible for using cold call and student are supported to ensure</li> <li>• Cold Call - Teachers trained to institute methods of calling on all students unannounced</li> </ul>	Ongoing	Teachers Counselors Collaboration Time PD's	Benchmark Data Performance Task (bi-monthly) SBAC Grades Teacher created exams

<p>Blended Learning Model</p> <ul style="list-style-type: none"> <li>The dual enrollment model requires that students are able to navigate the high school and college curriculum in a parallel environment. <ul style="list-style-type: none"> <li>Students may be prepared through:</li> </ul> </li> </ul>	Fall -Spring	Teachers Curriculum specialist	D/F rates report Grades Student feedback
<ul style="list-style-type: none"> <li>Summer Bridge-All incoming 9th grade students will attend the summer bridge program.</li> <li>Students will be required to take a minimum of 3 units (one class) per semester at the College the first year of enrollment with direct support from teachers</li> <li>Increase participation in professional development to better understand how to evaluate student work</li> </ul>	On-going	Teachers Counselors	Student feedback Evaluations

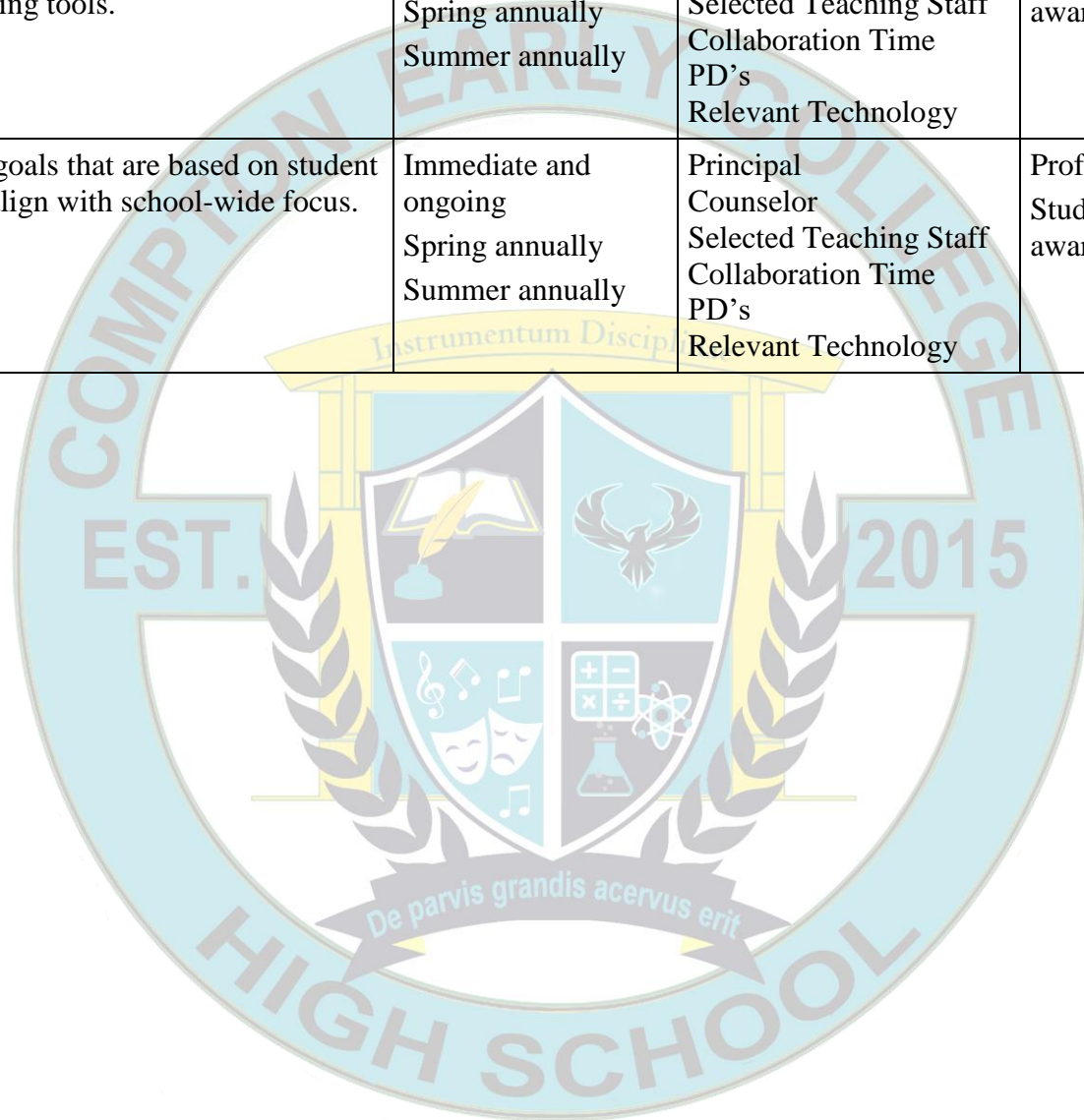


**Goal 2: Increase AP passage rate for all students in all content areas.**

**Rationale:** *There is a need to increase the AP passage rate to reflect the school's high expectations for academic achievement among all students.*

Action Steps	Timeline	Responsible Party and Resources	Evidence, Monitoring and Performance Indicators
<p>The school site has analyzed the AP passage rate and academic performance data of all students in AP classes in order to establish this goal.</p> <ul style="list-style-type: none"><li>• Examine student use of test taking strategies and study skills using Albert software</li><li>• Incorporate strategies that help teachers and advisors discover why and where students need support in order to address their areas of need.</li><li>• Expose students to support programs such as AP Readiness, tutoring, and AP boot camps</li><li>• Develop interventions to meet the specific needs of students during the school day.</li><li>• Investigate and implement ways to offer students the opportunity to develop 21<sup>st</sup> Century Skills</li><li>• Investigate the effectiveness and possible implementation use of alternative strategies designed to check for understanding</li><li>• Create focus spaces such as student ran study labs.</li><li>• Ensure that all department chairs and teachers receive professional development in how to analyze student achievement data and use it to guide data.</li><li>• Incorporate high expectations and success stories into the school culture.</li></ul>	Immediate and ongoing	Administration Counselors Teaching staff Collaboration time PD's Instructional Assistant Technology Integration Conferences	Student access to Aeries Learning walks Facilitator and Student feedback Software tracking

Train staff on how to adequately analyze student testing data and create individual portfolios for students as useful learning tools.	Immediate and ongoing Spring annually Summer annually	Principal Counselor Selected Teaching Staff Collaboration Time PD's Relevant Technology	Professional development Student education and awareness
Develop departmental goals that are based on student achievement data and align with school-wide focus.	Immediate and ongoing Spring annually Summer annually	Principal Counselor Selected Teaching Staff Collaboration Time PD's Relevant Technology	Professional development Student education and awareness



**Goal 3: Improve problem solving skills in mathematics.**

*Rationale: Student data recent and previous has shown that there is a need for improvement of math assessments scores.*

Action Steps	Timeline	Responsible Party and Resources	Evidence, Monitoring and Performance Indicators
<ul style="list-style-type: none"> <li>• Use data to inform and refine teaching strategies</li> <li>• Improve student understanding of math deficiencies</li> <li>• Strategic Professional Development</li> <li>•</li> </ul>	Immediate and ongoing	Instructors Counselors Tutors Administration	IAB's Grades SAT scores
Implement more active participation in learning: <ul style="list-style-type: none"> <li>• Engage students in real-life problem-solving application and rigorous project based learning projects</li> <li>• Use effective problem-solving software (i.e., Khan Academy)</li> <li>• Participate in group/partner work by utilizing discussions, questioning, competitions, games, analysis and creation of conclusions, and student to student collaboration</li> </ul>	Immediate and ongoing	Administration Teachers Counselors	UCLA MDPT results Grade reporting Benchmark results
<ul style="list-style-type: none"> <li>• Provide teachers with quantitative data for analysis of teaching strategies; use data to develop next steps within</li> </ul>	August 2018-June 2019	Principal Assistant Principal District Personnel	Student performance Weekly checks of student progress



<ul style="list-style-type: none"> <li>Adult Learning workshops to assist students with home work</li> </ul>		Teachers Administration CSR	Sign in records Agendas Progress reports
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