# COMPTON COMMUNITY SCHOOLS
## 2023-2024 IMPLEMENTATION PLAN

**LEA:** COMPTON UNIFIED SCHOOL DISTRICT
**SCHOOL SITE:** COMPTON HIGH SCHOOL (19 73437 1931963)

## CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP)
## 2023-24 SITE IMPLEMENTATION PLANS

The California Community Schools Partnership Program (CCSPP) supports schools' efforts to partner with community agencies and local government to align community resources to improve student outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement.

Community school strategies can be an effective approach to mitigate the academic and social impacts of emergencies that affect local communities, improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning. Community schools often include four evidence-informed programmatic features: integrated support services; family and community engagement; collaborative leadership and practices for educators and administrators; and extended learning time and opportunities. To ensure the successful implementation of the CCSPP, implementation grantees are required to submit an annual implementation plan.

Implementation plans are aimed to effectively and meaningfully engage students, teachers, families, and community partners; establish and expand partnerships, supports, and services that intentionally address locally-defined needs; expand student-centered teaching practices and enrichment opportunities during and out of school time; enhance positive, supportive, inclusive, and racially just school climates through relationship building, positive behavioral supports, and restorative practices; demonstrate collaborative leadership and shared decision-making (inclusive of students, families, teachers, site administrators, and community partners); and develop the systems and practices necessary to maintain the positive outcomes of the CCSPP.

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## 2023-2024 IMPLEMENTATION PLAN

**LEA: COMPTON UNIFIED SCHOOL DISTRICT**
**SCHOOL SITE: COMPTON HIGH SCHOOL**
**CDS CODE: 19 73437 1931963**
**HISTORICAL DATA / REFLECTION**

| HISTORICAL QUANTITATIVE DATA | | | |
|---|---|---|---|
| | **SY 20 - 21** | **SY 21 - 22** | **SY 22 - 23** |
| Graduation Rate | 90% | 88% | 86% |
| Dropout Rate | 1.6% | 1.4% | 2.9% |
| Chronic Absenteeism Rate | 24% | 33% | 34% |
| Suspension Rate | 1.3 | 2.6% | 5.7 |
| Expulsion Rate | 0% | 0% | 0% |
| A-G Completion Rate | 51% | 57% | 51% |

| REFLECTION ON ENGAGEMENT | |
|---|---|
| **TOPIC** | How would you describe the following areas at your school site? This type of data might come from interviews or focus groups. It might come from the levels of involvement of these groups that are part of the Community School Committee. You may include quantitative data (such as survey data, workshop data, attendance data). |
| Student Engagement | Our first goal is to improve our attendance rate. Our current rate of Chronic Absenteeism is around 30%. This means that they have missed more than 10% of the school year. We are in constant conversation with the district in developing a laser focused plan that will address this issue. Parents receive a weekly PS message, calls are made to homes of students who are below 90%. We also will deliver rewards to students who have improved attendance. SART meetings are held weekly to provide support to families who have needs. I have also visited several homes to provide support to parents who may have challenges. Moving the campus from the original location has been a contributing factor to our high chronic rate. CHS is currently exploring transportation options for our students. |
| Family Engagement | Parents who responded to the Soundbooth survey communicated that CHS could do better with community outreach. Parents miss out on school activities because they do not receive the notices or the meetings do not fit into their busy work schedules. We understand that our parents work early and late hours, but we will try to make accommodations for them. One of our Implementation goals is to provide multiple parent engagement opportunities at Compton High School. |
| Staff Engagement | The respondents communicated a need to improve staff engagement. Some students do not understand the subject matter they are being taught. Others would like to experience more collaborative activities in the classroom setting. At Compton High School, we will focus on Tier 1 instruction to improve our student engagement. CHS will provide training opportunities for our teachers to promote engaging and effective instructional practices in the classroom. |

|  |  |
|---|---|
| Community Engagement | Community outreach is an area of concern for our professional learning community. As we prepare for our transition to a new facility, we must make new connections that will allow CHS to flourish. We have several community partnerships that have enhanced the learning experience on our campus. The partners provide our students with social, emotional, academic, and basic needs support. We will increase our partnerships from 11 to 20 by the beginning of the 2024-2025 school year. |

## CAPACITY BUILDING STRATEGIES

Describe your team's overall progress in the capacity-building strategies as described in the Capacity Building Strategies document. You can refer to your optional self-assessment and summarize the information you provided there. Which of the nine capacity building strategies did you find the most difficult to achieve? The easiest? Why?

| CAPACITY BUILDING STRATEGY | BEGINNING OF YEAR REFLECTION Indicate the current phase of growth and development. Identify the artifacts and evidence to support the phase. | | END OF YEAR REFLECTION Indicate the current phase of growth and development. Identify the artifacts and evidence to support the phase. | |
|---|---|---|---|---|
| Shared Understanding and Commitment | • Visioning<br>• Engaging<br>• Transforming | • Outreach materials<br>• Surveys<br>• Interview/focus groups<br>• Attendance logs<br>• Other: | • Visioning<br>• Engaging<br>• Transforming | • Outreach materials<br>• Surveys<br>• Interview/focus groups<br>• Attendance logs<br>• Other: |
| Collective Priorities: Setting Goals and Taking Action | • Visioning<br>• Engaging<br>• Transforming | • NAA<br>• Surveys<br>• Interview/focus groups<br>• Meetings/forums<br>• Shared leadership team agendas<br>• Other: | • Visioning<br>• Engaging<br>• Transforming | • NAA<br>• Surveys<br>• Interview/focus groups<br>• Meetings/forums<br>• Shared leadership team agendas<br>• Other: |
| Collaborative Leadership | • Visioning<br>• Engaging<br>• Transforming | • Committee by laws<br>• Team mapping<br>• Formal agreements<br>• Guiding documents and vision statements<br>• Team work plans and agendas<br>• Other: | • Visioning<br>• Engaging<br>• Transforming | • Committee by laws<br>• Team mapping<br>• Formal agreements<br>• Guiding documents and vision statements<br>• Team work plans and agendas<br>• Other: |
| Coherence: Policy and Initiative Alignment | • Visioning<br>• Engaging<br>• Transforming | • Strategic plan<br>• Professional learning plans<br>• School-wide instructional focus goals<br>• Metrics of success aligned with collective priorities<br>• SPSA alignment<br>• Other: | • Visioning<br>• Engaging<br>• Transforming | • Strategic plan<br>• Professional learning plans<br>• School-wide instructional focus goals<br>• Metrics of success aligned with collective priorities<br>• SPSA alignment<br>• Other: |
| Staffing and Sustainability | • Visioning<br>• Engaging<br>• Transforming | • Community school-aligned job descriptions<br>• Roles and responsibilities document<br>• Processes for budget transparency<br>• Staff visioning document | • Visioning<br>• Engaging<br>• Transforming | • Community school-aligned job descriptions<br>• Roles and responsibilities document<br>• Processes for budget transparency<br>• Staff visioning document |

| | | | | |
|---|---|---|---|---|
| | | • Data examining staff/teacher retention; vacancy rates<br>• Other: | | • Data examining staff/teacher retention; vacancy rates<br>• Other: |
| Strategic Community Partnerships | • Visioning<br>• Engaging<br>• Transforming | • Contract agreements/MOUs/Service Delivery Applications (SDAs)<br>• Assessments of impact<br>• Feedback data from existing service providers and partners<br>• Increased reports of student and family wellbeing<br>• Other: | • Visioning<br>• Engaging<br>• Transforming | • Contract agreements/MOUs/Service Delivery Applications (SDAs)<br>• Assessments of impact<br>• Feedback data from existing service providers and partners<br>• Increased reports of student and family wellbeing<br>• Other: |
| Professional Learning | • Visioning<br>• Engaging<br>• Transforming | • Co-created vision for professional learning associated with the CCSPP implementation<br>• Inventory of the professional learning system to support learning and reflection<br>• Instructional foci and professional learning plans<br>• Problem and improvement methods such as Plan-Do-Study-Act processes<br>• Teachers report that they are part of learning communities where they can grow and develop<br>• Other: | • Visioning<br>• Engaging<br>• Transforming | • Co-created vision for professional learning associated with the CCSPP implementation<br>• Inventory of the professional learning system to support learning and reflection<br>• Instructional foci and professional learning plans<br>• Problem and improvement methods such as Plan-Do-Study-Act processes<br>• Teachers report that they are part of learning communities where they can grow and develop<br>• Other: |
| Centering Community Based Learning | • Visioning<br>• Engaging<br>• Transforming | • Co-created vision for teaching and learning<br>• A site-specific framework for community-based teaching<br>• Self-assessments<br>• Unit and lesson plans<br>• Shared learning of students and educators via a range of performance assessments<br>• Increased reports of student engagement<br>• Other: | • Visioning<br>• Engaging<br>• Transforming | • Co-created vision for teaching and learning<br>• A site-specific framework for community-based teaching<br>• Self-assessments<br>• Unit and lesson plans<br>• Shared learning of students and educators via a range of performance assessments<br>• Increased reports of student engagement<br>• Other: |
| Progress Monitoring and Possibility Thinking | • Visioning<br>• Engaging<br>• Transforming | • Annual reports that include progress on critical baseline measures<br>• Data portfolio that includes locally determined measures<br>• Community voices and storytelling<br>• Case Studies<br>• Other: | • Visioning<br>• Engaging<br>• Transforming | • Annual reports that include progress on critical baseline measures<br>• Data portfolio that includes locally determined measures<br>• Community voices and storytelling<br>• Case Studies<br>• Other: |

## ENGAGING EDUCATIONAL PARTNERS

As part of establishing collective priorities, schools plan and execute a needs and assets assessment process, engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision. What groups were engaged in your school's needs and assets assessment process and how were they engaged?

| STAKEHOLDER GROUP | ENGAGED DURING THE NEEDS AND ASSETS ASSESSMENT PROCESS | STAKEHOLDER GROUP | ENGAGED DURING THE NEEDS AND ASSETS ASSESSMENT PROCESS |
|---|---|---|---|
| | | | |

| Administrators | • Yes<br>• No | • Surveys<br>• One-on-one interviews<br>• Focus groups<br>• Visioning exercises<br>• Meetings and forums<br>• Other: | Educators | • Yes<br>• No | • Surveys<br>• One-on-one interviews<br>• Focus groups<br>• Visioning exercises<br>• Meetings and forums<br>• Other: |
|---|---|---|---|---|---|
| Classified staff | • Yes<br>• No | • Surveys<br>• One-on-one interviews<br>• Focus groups<br>• Visioning exercises<br>• Meetings and forums<br>• Other: | Students | • Yes<br>• No | • Surveys<br>• One-on-one interviews<br>• Focus groups<br>• Visioning exercises<br>• Meetings and forums<br>• Other: |
| Family Members | • Yes<br>• No | • Surveys<br>• One-on-one interviews<br>• Focus groups<br>• Visioning exercises<br>• Meetings and forums<br>• Other: | Community Members<br><br>Community Partners | • Yes<br>• No | • Surveys<br>• One-on-one interviews<br>• Focus groups<br>• Visioning exercises<br>• Meetings and forums<br>• Other: |

**REFLECTION:** How have you engaged historically marginalized student and family groups through your needs and assets assessment process (these groups might include: families or students from racially minoritized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners, or newcomers, etc.)

| Please provide a brief overview. |
|---|
| The CHS family is dedicated to meeting the needs of our young scholars. Our goal is to continue to use data and collaboration to implement effective student support programs for all students.  This includes subgroups like African American, Homeless/Foster, and Newcomers.  Ensuring the inclusion of marginalized students and families is an integral component of community schools.  CHS currently has an on campus thrift shop and a food pantry to assist our homeless/foster youth who may have basic needs that are not being met.  We also have a Black Student Achievement program to support our African American students and their parents.  We offer wellness intervention via Marsell Wellness, weekly meetings, grief support groups, and AFL for our young African American boys on campus. Compton High Community Schools will continue to provide support for historically marginalized groups to enhance their learning experience. |

## GOALS AND ACTIONS

Your Community School Committee goals can include a variety of topics across the community schools' pillars such as student attendance, health/mental health, after school and summer programming, learning recovery/acceleration strategies, school climate, authentic family engagement, educator retention, collaborative

leadership, etc. At least one student-centered goal should be identified. Please describe the top 3-5 goals for your community schools' initiative. *You do not need to have 5 SMART goals (3 goals are recommended), but space has been included if your CSC does choose to have more than 3 goals.*

## COMMUNITY SCHOOL COMMITTEE GOALS

| SMART GOALS | RATIONALE<br>Provide a brief explanation of why the goal was developed. |
|---|---|
| 1. Increase parent engagement opportunities at Compton High School from 4 to 14 by June 2024. | The purpose of this goal is to provide parents with knowledge of the support systems on campus, and allow them to participate in multiple workshops that will empower them. |
| 2. Increase on and off campus learning opportunities for our foster and homeless students from 2 to 10 trips by June 2024. | This goal is needed to support the needs of our Foster/Homeless student population. The data shows that this sub-group underperforms in attendance, academics, and graduation rate. Meaningful field trips, guest speakers, and workshop opportunities would assist CHS in achieving this goal. Addressing their needs will give these students more opportunities to succeed academically and socially. |
| 3. Decrease the chronically absent percentage from 29% to 15% by the end of May 2024. | This goal is necessary because attendance is a critical EWI (Early Warning Indicator) that affects student achievement. The data reflects that students who are chronically absent have lower grade point averages and lower graduation rates. |
| 4. Increase the number of community partnerships on our campus from 11 to 20 by June 2024. | This goal would expose our students to unique opportunities that would enhance their academic experience. |
| 5. Expand the number of wellness intervention activities for our scholars from 5 to 25 by June 2024. | The purpose of this goal is to assist our scholars in dealing with trauma and mental health. We expect this goal to assist us in reducing student conflict and give students a sense of belonging. |

## MEASURING AND REPORTING RESULTS

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation. Please provide baseline data, data for the 2022-2023 school year (Year 1) and your desired outcome for Year 2, on the indicators that are relevant to each of your developed goals.

**SMART GOAL 1**

| MEASUREMENT OF EFFECTIVENESS | METHOD OF EVALUATION | BASELINE DATA | END OF YEAR OUTCOME (complete at end of year) | DESIRED OUTCOME FOR NEXT YEAR (complete at end of year) |
|---|---|---|---|---|
| Number of events on campus or on zoom | Sign in sheets | This year there were 4 engagement activities. | 10 Events | 20 Events |

| STRATEGIES, ACTIONS, TASKS Briefly describe the action here | DESCRIPTION Describe the action | PERSONNEL RESPONSIBLE | TIMELINE |
|---|---|---|---|
| • Review feedback from parent surveys | • Work with parents at the beginning of the year to develop a training and workshop calendar. <br> • Healthy Kids Survey <br> • Panorama | Community Schools Administrator, Mr. Watkins, Community Schools Specialist, Mr. Garcia | August to June 2024 |
| • Monthly calendar of events | Create a calendar for each department to hold events | Watkins, Natividad, Garcia | June 2024 |
| • Participate in SSC, BPAC, ELAC , BPAC, and ASB meetings | | | June 2024 |

**SMART GOAL 2**

| MEASUREMENT OF EFFECTIVENESS | METHOD OF EVALUATION | BASELINE DATA | END OF YEAR OUTCOME (complete at end of year) | DESIRED OUTCOME FOR NEXT YEAR (complete at end of year) |
|---|---|---|---|---|
| • Increase in number of events offered to students | Calendar and sign in sheets | 2 Events | 10 Events | 20 Events |

| STRATEGIES, ACTIONS, TASKS Briefly describe the action here | DESCRIPTION Describe the action | PERSONNEL RESPONSIBLE | TIMELINE |
|---|---|---|---|

| | | | |
|---|---|---|---|
| • Meet with teachers and parents of Foster/Homeless students to assess needs | CHS will create a comprehensive plan to meet the needs of Foster/Homeless students | Community Schools Administrator, Mr. Watkins, Community Schools Specialist, Mr. Garcia | June 2024 |
| • Reach out to programs, partners, and or resources to provide the learning opportunities | • Make calls, visit local businesses and community members | Mr. Watkins, Mr. Garcia | June 2024 |

**SMART GOAL 3**

| MEASUREMENT OF EFFECTIVENESS | METHOD OF EVALUATION | BASELINE DATA | END OF YEAR OUTCOME (complete at end of year) | DESIRED OUTCOME FOR NEXT YEAR (complete at end of year) |
|---|---|---|---|---|
| • Chronically Absent Percentage | Chronic absenteeism rate | Current rate is 29% | End of the year rate is 30.3 | Next year's goal is 20% |

| STRATEGIES, ACTIONS, TASKS Briefly describe the action here | DESCRIPTION Describe the action | PERSONNEL RESPONSIBLE | TIMELINE |
|---|---|---|---|
| • Weekly Parent Square messages to parents<br>• Live calls home for students near 90 percent<br>• Rewards for students who are not chronically absent, and those who are improving<br>• Provide support for parents with transportation needs | Utilize Parent Square and Aeries to communicate with parents weekly | Community Schools Administrator, Mr. Watkins, Community Schools Specialist, Mr. Garcia, Mrs Gamez and Mrs Theus, Attendance Clerks | August 2024-June 2025 |

| | | | |
|---|---|---|---|
| • SART Meetings<br>• SARB Meetings<br>• Home visits | CHS will meet with students and parents to investigate the contributing factors that lead to students becoming chronically absent. Then we will begin using our strategies, actions, and tasks to improve our current attendance rate. Parents will also sign an attendance contract for accountability. However, our goal is to support parents and provide resources that may assist them in this area. | | |

**SMART GOAL 4**

| MEASUREMENT OF EFFECTIVENESS | METHOD OF EVALUATION | BASELINE DATA | END OF YEAR OUTCOME (complete at end of year) | DESIRED OUTCOME FOR NEXT YEAR (complete at end of year) |
|---|---|---|---|---|
| • Increase in number of partnerships | • Total number of partnerships<br>• MOU's | 4 Partnerships | 12 Partnerships | 20 Partnerships |

| STRATEGIES, ACTIONS, TASKS<br>Briefly describe the action here | DESCRIPTION<br>Describe the action | PERSONNEL RESPONSIBLE | TIMELINE |
|---|---|---|---|
| • Analyze data to find out what engagements opportunities would benefit our PLC | • Meet with parents in May to collaborate on parent concerns<br>• Informal and online research process to investigate the areas | Mr. Garcia,Mr. Watkins | • Planning the week of May 1st<br>• Meet with parents on May 8th<br>• Administrative meeting June 3rd to implement plan in the budget<br>• Begin announcing the events the first week of September |

|  | parents may need support |  |  |
|---|---|---|---|

**SMART GOAL 5**

| MEASUREMENT OF EFFECTIVENESS | METHOD OF EVALUATION | BASELINE DATA | END OF YEAR OUTCOME (complete at end of year) | DESIRED OUTCOME FOR NEXT YEAR (complete at end of year) |
|---|---|---|---|---|
| • Wellness referrals<br>• Decrease in suspension rates<br>• Teacher referrals<br>• calendar of wellness events | Calculate the number of wellness activities on campus. The goal is to increase the events by 20 by the end of June 2025 | 5 Events | 12 Events | 20 Events |

| STRATEGIES, ACTIONS, TASKS<br>Briefly describe the action here | DESCRIPTION<br>Describe the action | PERSONNEL RESPONSIBLE | TIMELINE |
|---|---|---|---|
| • Collaborate and plan to assess needs<br>• Implement the plan to address the needs by organizing the events<br>• Assess the effectiveness of the events | Visioning and planning events that will benefit socio-emotional well-being for all students on campus | Community Schools Administrator, Mr. Watkins, Community Schools Specialist, Mr. Garcia, Mr. Mancia and Mrs. Becerra, Wellness Interventionalists, Teachers | June 2024 |

**GOAL ANALYSIS** (To be completed at the end of the year)

Describe any changes made to your planned goals, metrics, desired outcomes, or actions for the coming year (SY 2024-2025) that resulted from reflections on prior practice. These reflections can include any substantive differences in planned actions and actual implementation of these actions, considerations of how effective specific actions were in making progress toward the goal as well as identified areas of growth and any solutions you developed.

Compton High School made several changes after analyzing data and communicating with stakeholders and other members of the professional learning community. First, we revised our meeting time and format to be more inclusive to accommodate all parents/caregivers. Members of the team elected to have meetings later in the day in person and on zoom to allow our African American parents to participate. After interviewing these parents we learned that many of them are not available until 5:30 p.m. In addition, some are not able to meet in person. A hybrid approach will increase parent engagement significantly.

Second, Community Schools will be more intentional in how we deal with chronic absenteeism. Implementing a system that analyzes the data to identify sub groups who need support is key. We will meet with parents on campus and conduct home visits. It is our goal to support all students who have attendance issues at Compton High. The team felt that we did not have a clear plan to address chronic absenteeism until the end of the year.

Finally, the team decided to make changes in how we develop partnerships. We have been to conferences and training that have equipped us with strategies necessary to create more partnerships in the community. Developing partnerships is an essential component of the community schools cycle. Compton High school is prepared to take the necessary steps to become a more effective and data driven community school. We will continue to increase our knowledge base and collaborate to reach our goals.