COMPTON COMMUNITY SCHOOLS
2023-2024 IMPLEMENTATION PLAN

LEA: COMPTON UNIFIED SCHOOL DISTRICT
SCHOOL SITE: DOMINGUEZ HIGH SCHOOL (19 73437 1932326)

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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HISTORICAL DATA / REFLECTION

HISTORICAL QUANTITATIVE DATA			
	SY 20 - 21	SY 21 - 22	SY 22 - 23
Graduation Rate	99%	95%	96%
Dropout Rate	1%	3%	4%
Chronic Absenteeism Rate	20%	34%	41%
Suspension Rate	0%	4.0%	11%
Expulsion Rate	0%	0.0%	0.0%
College Going Rate (CGR)	70%	76%	75%
A-G Completion Rate	50%	65%	67%

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	Student engagement at Dominguez has improved throughout this school year 2023-2024. We had several functions throughout the school year (50 +: occasional activities during lunch: Dj, live music, fairs, games, pep rally's, others.) After school functions/activities: Don Chela music festival, awards night, sports, field trips, gear up after school activities, others.
Family Engagement	Our Family engagement needs improvement. Although we have a few parents who are very supportive, we still have a low percentage of parents/guardian involvement. For the upcoming school year 2024-2025 DHS we'll have bi-weekly parent workshops dealing with mental health, academics, attendance, family support, health, and other events.
Staff Engagement	According to our survey data (Panorama survey) and interviews we conducted, staff feels safe and welcomed at Dominguez High. They also believe they have a great rapport with colleagues and students. They would like more extracurricular activities for students and staff to participate in.
Community Engagement	Our community engagement is good but we can always improve on our communication and involvement. We have several community partners (Think Together, Gear Up, St. John's, others.) on site that have great relationships with our students and staff. Our data (surveys, interviews, workshops) shows that our parent engagement needs improvement. We had minimal participation rate on behalf of the parents.

CAPACITY BUILDING STRATEGIES

COMPTON COMMUNITY SCHOOLS
2023-2024 IMPLEMENTATION PLAN

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 • Engaging • Transforming	• Outreach materials • Surveys • Interview/focus groups • Attendance logs • Other:	• Visioning • Engaging • Transforming	• Outreach materials • Surveys • Interview/focus groups • Attendance logs • Other:
Collective Priorities: Setting Goals and Taking Action	• Visioning • Engaging • Transforming	• NAA • Surveys • Interview/focus groups • Meetings/forums • Shared leadership team agendas • Other:	• Visioning • Engaging • Transforming	• NAA • Surveys • Interview/focus groups • Meetings/forums • Shared leadership team agendas • Other:
Collaborative Leadership	• Visioning • Engaging • Transforming	• Committee by laws • Team mapping • Formal agreements • Guiding documents and vision statements • Team work plans and agendas • Other:	• Visioning • Engaging • Transforming	• Committee by laws • Team mapping • Formal agreements • Guiding documents and vision statements • Team work plans and agendas • Other:
Coherence: Policy and Initiative Alignment	• Visioning • Engaging • Transforming	• Strategic plan • Professional learning plans • School-wide instructional focus goals • Metrics of success aligned with collective priorities • SPSA alignment • Other:	• Visioning • Engaging • Transforming	• Strategic plan • Professional learning plans • School-wide instructional focus goals • Metrics of success aligned with collective priorities • SPSA alignment • Other:
Staffing and Sustainability	• Visioning • Engaging • Transforming	• Community school-aligned job descriptions • Roles and responsibilities document • Processes for budget transparency • Staff visioning document • Data examining staff/teacher retention; vacancy rates • Other:	• Visioning • Engaging • Transforming	• Community school-aligned job descriptions • Roles and responsibilities document • Processes for budget transparency • Staff visioning document • Data examining staff/teacher retention; vacancy rates • Other:
Strategic Community Partnerships	• Visioning • Engaging • Transforming	• Contract agreements/MOUs/Service Delivery Applications (SDAs) • Assessments of impact • Feedback data from existing service providers and partners • Increased reports of student and family wellbeing • Other:	• Visioning • Engaging • Transforming	• Contract agreements/MOUs/Service Delivery Applications (SDAs) • Assessments of impact • Feedback data from existing service providers and partners • Increased reports of student and family wellbeing • Other:
Professional Learning	• Visioning • Engaging • Transforming	• Co-created vision for professional learning associated with the CCSPP implementation	• Visioning • Engaging • Transforming	• Co-created vision for professional learning associated with the CCSPP implementation

		• Inventory of the professional learning system to support learning and reflection • Instructional foci and professional learning plans • Problem and improvement methods such as Plan-Do-Study-Act processes • Teachers report that they are part of learning communities where they can grow and develop • Other:		• Inventory of the professional learning system to support learning and reflection • Instructional foci and professional learning plans • Problem and improvement methods such as Plan-Do-Study-Act processes • Teachers report that they are part of learning communities where they can grow and develop • Other:
Centering Community Based Learning	• Visioning • Engaging • Transforming	• Co-created vision for teaching and learning • A site-specific framework for community-based teaching • Self-assessments • Unit and lesson plans • Shared learning of students and educators via a range of performance assessments • Increased reports of student engagement • Other:	• Visioning • Engaging • Transforming	• Co-created vision for teaching and learning • A site-specific framework for community-based teaching • Self-assessments • Unit and lesson plans • Shared learning of students and educators via a range of performance assessments • Increased reports of student engagement • Other:
Progress Monitoring and Possibility Thinking	• Visioning • Engaging • Transforming	• Annual reports that include progress on critical baseline measures • Data portfolio that includes locally determined measures • Community voices and storytelling • Case Studies • Other:	• Visioning • Engaging • Transforming	• Annual reports that include progress on critical baseline measures • Data portfolio that includes locally determined measures • Community voices and storytelling • Case Studies • 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 • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other:	Educators	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other:
Classified staff	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums	Students	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums

		• Other:			• Other:
Family Members	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other:	**Community Members** **Community Partners**	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • 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.
We have engaged our student and family groups through several workshops, assemblies, collaborations, and services that we as a school provide along with our partners. For example, our partnership with Kaiser has provided vital information on mental health to our students via a play/theater and zoom meetings. We also have Centinela Youth Services that provide mediation not only to our students but staff members as well. Our Guardian Garden provides our parents and students a place on campus to collaborate, and enjoy the day in the outdoors. We also have additional staff members to support EL and Newcomer students: Intervention substitute(s) to work directly with EL students for push-in and pull-out academic support during the day and a clerk to work directly with families of EL students for support, re-engagement, and connection to school services. We will provide additional supplemental support to students to ensure them access to a rigorous curriculum, pathways, and opportunities in various careers to increase their competitiveness and preparedness for career placement. Provide Additional Targeted Support and Improvement, by focusing on college and career experiences and exposure for Students with Disabilities. We have after school tutoring and saturday school for all our students in need of support in the subjects of Math, English, Spanish, and Science. For students who are experiencing homelessness/foster care we provide resources through our district (pupil services) and St. John's for support.

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 Provide a brief explanation of why the goal was developed.

1.By June 2024, Dominguez High School will decrease our chronic absenteeism rate by 7%, through assemblies, workshops, and attendance strategies to address student needs to reduce absences.	Dominguez High School chronic absenteeism rate last school year (2022-2023) was 44%. It was an increase from the previous two school years. With the increase in chronic absenteeism last year, we want to address these barriers preventing students from learning at a proficient level and offer the support needed to succeed in school and in society.
2. By June 2024, our Community School will increase awareness of our various educational programs, resources, partnerships, and services available to our parents and students during each parent contact.	Dominguez High School parent participation has been very low throughout the years. As a result this school year (2023-2024) Community Schools will introduce workshops, events/activities, and meetings that will encourage parents to get involved in their child's educational life. As a Community School we want to connect our students and parents to the resources needed to address their needs. - Coffee with the Principal - St. John's Community Health Center (adjacent to Dominguez High School) has provided several services to our students as well as parents/community. On Tuesdays St. John's rep. Ms. Williams meets with students on various topics mental health, attendance, drug awareness etc...(parent consent required). - Phone calls, workshops and meetings with parents on how to better support their needs. Providing parents with educational opportunities to gain skills to support and advocate for their children. - Dominguez High School Weekly Bulletin (available to everyone)
3. By June 2024, Dominguez High School will increase school culture/climate by offering 15 events/workshops/activities/plays etc. for parents/ students.	This goal was developed to support/inform our student body, staff, and community to participate in our various events/workshops/activities. It was also developed out of need for students who feel unwanted/displaced.
4. In collaboration with the Student Support Center and community partners, by June 2024, Dominguez High School will provide weekly presentations on mental health, SEL, self-care, student success, and other topics in the student support center and classroom.	Due to various factors: social economic, recent family migration, trauma, homelessness, etc... Many of our students need support as well as an increase in awareness related to mental health/wellness.

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)
A 27% chronic absenteeism rate.	- Chronic Absenteeism Rate OTHER: - Student Attendance Review Team (SART) contracts signed by guardians. - Daily Attendance Watch List - Chronic Absenteeism List - Chronic Absenteeism Rate - Aeries Analytics	- 44.03% chronic absenteeism rate	35.31% chronic absenteeism rate	Desired outcome for next year 25% chronic absenteeism rate.

STRATEGIES, ACTIONS, TASKS Briefly describe the action here	DESCRIPTION Describe the action	PERSONNEL RESPONSIBLE	TIMELINE
1. Review Attendance Policy	Assemblies, workshops, presentations that go over the differences between tardies, truancies, and absences. Significance/Importance of coming to school daily.	Administrator Attendance Clerks Community Schools ISA & SCRS	August - June 2024

2. Monitor chronic absenteeism list. 3. Intensive: services, procedures, monitoring.	- Bi-weekly meetings with the attendance team to monitor our chronic absenteeism list. - Daily phone calls to chronically absent students. - Parent meetings with administrators for those students who are chronically absent. - SART and SARB meetings. - Mental health services as needed.	- Attendance clerks - Community schools ISA and SCRS - Community School Social Worker	September 2023 - 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)
To share available services 100% of the time during each parent contact.	- Number of parent meetings where services are shared OTHER: - usage of various services - number of students/families served	Newly implemented - no baseline data exists	127 Parent & Student (in person)contact/meeting	300+ Parent & Student (in person) contact/meeting

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

Students and parents will be made aware of the various programs, services to fit their needs during each parent contact. - St. John's Medical Center - Guardian Garden - Donations - Parent Center/Community Center - Wellness Center - Weekly Bulletin	- Students/parents can be connected to services or supports provided by school, district, and community partners. - Seek out Donations (shoes that fit, baby to baby, goodwill etc.) - Students/parents will have immediate access to community school staff/admin for support. - Services will be shared through SART, SARB, and mediation meetings, workshops and parent conferences	- Community School Team - Social Worker - Instructional Support Administrator - Senior Community Relations Specialist	August 2023 - 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)
Number of events, workshops, activities that address school culture/climate	- Number of events offered OTHER: - Sign in sheets - calendar of events held	- 20 events offered	55 events offered	80 events offered

STRATEGIES, ACTIONS, TASKS Briefly describe the action here	DESCRIPTION Describe the action	PERSONNEL RESPONSIBLE	TIMELINE
- Club rush: 1 in the fall and 1 in the spring	- Provide opportunities for students to be a part of an event/club. - Expose all students to different colleges, universities, technical schools.	- ASB - Community School Committee - Administration	August 2023 - June 2024
Assemblies for special events (Black History Month, Christmas, talent show, school dances, etc.)	-Build on school culture/climate.	- Community School's Committee - Administration - ASB	August 2023 - June 2024
Award night	- Acknowledge / recognize the great work student's are doing.	- Administration - Counselors	August 2023 - June 2024
DJ Friday's during lunch	- Music Friday's student's participate in dancing/singing etc... during lunch time	- Community School's Committee - Mr. Williams (Audio production teacher)	August 2023 - June 2024
Field trips	- Expose all students to different colleges, universities, technical schools. - Opportunity to go on various field trips (educational, informative, and amusement).	- Community School's Committee - Think Together - Gear Up - Counselors - Teachers	August 2023 - June 2024

Senior night for all sports	- Celebration for all seniors.	- Coaches - Administration - Athletic Director - ASB	August 2023 - June 2024

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)
40 presentations, workshops, and/or walk-ins Participation of students and parent	Number of wellness activities/opportunities OTHER: - Sign in sheets - Calendar events	Newly implemented - no baseline data exists	180 wellness activities/opportunities	250 wellness activities/opportunities

STRATEGIES, ACTIONS, TASKS Briefly describe the action here	DESCRIPTION Describe the action	PERSONNEL RESPONSIBLE	TIMELINE
Implementation of Wellness Events and mental health awareness for students.	Throughout the year there will be several activities and events on wellness and mental health. This includes district resources (fairs), partner assemblies related to SEL. Lunch activities and group discussions.	Social Worker Student Support Center Staff	August 2023 - June 2024
Bi-Weekly workshops	- Mental health, wellness, etc.	- Social Worker - Instructional Support Administrator - Senior Community Relations Specialist	August 2023 - June 2024

Daily walk-ins, one on one counseling	- Parent support, student support, mental health, attendance, etc.	- Social Worker - Instructional Support Administrator - Senior Community Relations Specialist	August 2023 - June 2024
Bi-Weekly presentations in class	- Presentations in classroom: mental health, SEL, etc.	- Social Worker - ISA - SCRS	August 2023 - June 2024
Assemblies (mental health)	- SEL, wellness, etc.	- Social worker - Partners (Kaiser) - ISA, SCRS	August 2023 - 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.

As this school year (2023-2024) went by we made adjustments to our planned goals. From our data analysis we know that we have very minimal parent involvement throughout the school year, therefore we will increase parent workshops to 20 for the upcoming school year. We will also increase our use of parent square, DHS website, email, phone calls to better assist our parents/guardians for the 2024-2025 school year. We also noticed that our chronic absenteeism decreased by 8.72% therefore we will continue to monitor those students who are continuously tardy in the mornings and throughout the school day by having tracers and attendance meetings with those students and parents. We will conduct parent conferences for those students who are tardy 3 or more times during the week. For students who were chronically tardy/absent last school year, we will monitor their attendance and take immediate action (SART/SARB) as needed. Our wellness center's have made great improvements. The addition of a second social worker to our campus has increased the support for student mental health. Data (sign-in sheets over 200 students) have shown that many of our students are visiting our wellness center for social emotional reasons. As a result we will have several planned workshops/activities throughout the 2024-2025 school year related to social emotional issues.