



COMPTON COMMUNITY SCHOOLS 2023-2024 IMPLEMENTATION PLAN

LEA: COMPTON UNIFIED SCHOOL DISTRICT

SCHOOL SITE: COMPTON EARLY COLLEGE HIGH SCHOOL (CDS CODE: 19 73437 0132969)

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**

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HISTORICAL DATA / REFLECTION**

HISTORICAL QUANTITATIVE DATA			
	SY 20 - 21	SY 21 - 22	SY 22 - 23
Graduation Rate	100%	100%	100%
Dropout Rate	0%	0%	0%
Chronic Absenteeism Rate	7.6%	23.3%	4.73%
Suspension Rate	0%	0%	1.06%
Expulsion Rate	0%	0%	0%
College Going Rate (CGR)	100%	100%	100%
A-G Completion Rate	100%	100%	100%

REFLECTION ON ENGAGEMENT	
TOPIC	<p>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).</p>
Student Engagement	<p>Measuring student engagement effectively at a high school involves gathering a combination of quantitative and qualitative data to understand students' experiences, behaviors, and attitudes towards their learning and school environment. Strategies utilized to measure student engagement at CECHS are: Panorama SEL Survey - Fall 2023, Panorama SEL School Climate Survey - Fall 2023, California Healthy Kids Survey - Spring 2023 and the Listening Tour Student Survey - Winter 2024. Student engagement at CECHS is notably strong in many areas, as indicated by the strengths identified by students.</p> <p>The positive school community, supportive environment, and focus on academics create a welcoming and inclusive atmosphere that fosters student success. The availability of elective choices, AP courses, and college classes, along with state-of-the-art technology such as computers, 3D printers, and math e-glass, contribute to a high-quality educational experience. The school's dedication to student support, absence of gang activity, and lack of drama provide a safe and comfortable space for students to learn and grow.</p>



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	<p>However, students have highlighted areas where engagement could be improved. These include the need for more events and activities beyond academics, such as pep rallies and field trips, which can enrich students' school experience and create a sense of community. Improved food choices and quality are also important for students' overall satisfaction with their school environment. In terms of facilities, students express a desire for enhancements such as better sports facilities, locker room equipment, and overall cleanliness and aesthetics. Equitable enforcement of student expectations and consequences is essential for maintaining a fair and respectful school culture.</p> <p>Lastly, students prioritize having a voice in decision-making, which can empower them and increase their investment in their school community. Expanding the school's size and separating it from middle school students are also important considerations for students seeking a more focused and tailored high school experience.</p> <p><u>Panorama School Climate and SEL Survey Results</u></p> <ul style="list-style-type: none">● Self-Efficacy: Only 41% of students feel confident in their ability to remember what they learned in classes the next year and understand complicated ideas in class. This lack of confidence may impact academic performance and long-term success.● Growth Mindset: 46% of students believe in their ability to change their attitudes toward subjects, talents, and perseverance. Encouraging a positive growth mindset can influence students' approach to learning and resilience.● Social Awareness: At 59%, students demonstrate moderate empathy and emotional literacy. Continued focus on fostering these skills can improve interpersonal relationships and enhance the learning environment.● School Climate: Low scores (37%) for behavior and fairness of rules suggest students may experience disruptions in their learning environment and perceive inconsistencies in rule enforcement. <p>By addressing these priorities and continuing to leverage existing strengths, CECHS can further enhance student engagement and provide a well-rounded, supportive, and enriching educational environment.</p>
Family Engagement	<p>Family engagement at CECHS can be viewed through the lens of the strengths and weaknesses identified by parents, as well as the priorities they deem important. Based on the results of the Spring 2023 California School Parent Survey, we are able to obtain a snapshot of parents' feelings and perceptions of family engagement at CECHS. The school's responsiveness to students' social and emotional needs, provision of resources to parents, and focus on treating students with respect create a nurturing and inclusive environment. These strengths highlight the school's commitment to fostering a positive learning atmosphere where students feel cared for and motivated to succeed.</p>



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	<p>However, parents' concerns about the cleanliness and maintenance of facilities, along with the school's efforts to seek their input, point to areas where the school can improve its family engagement. Addressing these areas of weakness can enhance family engagement by creating a healthier and safer environment for students and by valuing parents' perspectives in shaping school policies and practices.</p> <p>Prioritizing parents in decision-making processes can foster a sense of community and partnership between the school and families. When parents see their concerns and feedback being acknowledged and addressed, they are more likely to remain involved and supportive of the school's initiatives. Increasing teacher and counselor communication with parents about student expectations is another priority that can strengthen family engagement. Consistent and open communication allows parents to stay informed about their child's progress and fosters collaboration between teachers and parents to support student success. Involving more parents in school committees can provide them with a platform to share their ideas and perspectives on various aspects of the school.</p> <p>Family engagement at CECHS can be enhanced by addressing the priorities outlined by parents. By focusing on cleanliness and maintenance, actively involving parents in decision-making, improving teacher communication, and providing comprehensive SEL and substance use education, the school can create a more inclusive and supportive environment for students and their families.</p>
Staff Engagement	<p>Staff engagement at CECHS appears to be strong in several areas, as indicated by their responses to the Listening Tour Staff Survey - Winter 2024 and the California School Staff Survey - Spring 2023. The strengths mentioned by staff include supportive relationships among adults and a strong sense of teamwork, both of which contribute to a positive work culture. The staff's commitment to the school's vision and mission is also a key factor in maintaining a focused and goal-oriented approach to education. Other strengths include quality instruction and the use of technology in the classroom, which support student engagement and academic achievement. Continuous growth and development, student behavior management, and a focus on college and career readiness are additional strengths that contribute to a well-rounded educational experience.</p> <p>However, staff identified several weaknesses that impact their engagement and ability to perform effectively. Staffing shortages, particularly in key areas such as girls' locker room attendants, instructional assistants, and cafeteria and office staff, can strain existing staff and affect their overall satisfaction and productivity. Class size ratios and a need for additional plant staff also pose challenges for maintaining a high-quality learning environment. Other weaknesses include a need for improved parent engagement, more consistent SEL practices, and clear consequences for students. The perception of communication gaps between administration and staff can hinder effective collaboration and understanding of policies and expectations.</p>



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	<p>Staff also prioritized several areas for improvement, including modernizing facilities, additional course offerings such as teacher innovation, personal growth and development opportunities for students, and joint professional development and staff meetings are seen as important for enhancing the educational experience. Also emphasized is the need for increased parent and family engagement, better enforcement of the student dress code, and improved attendance for students and teachers. In addition, staff highlighted the importance of diversifying student activities, improving parking lot safety, enhancing internet speed and reliability, and providing more mental health resources for students.</p> <p>Ultimately, addressing these weaknesses and priorities for improvement can enhance staff engagement by creating a more supportive and efficient work environment. By ensuring staff have the resources they need and addressing their concerns, CECHS can maintain a motivated and dedicated staff that contributes positively to the school's success.</p>
Community Engagement	<p>Community engagement at a school site can take on various forms, but it generally refers to the collaborative efforts between the school and community organizations to support the holistic development of students. Active partnerships provide comprehensive support to students across various domains such as academic achievement, health and wellness, career readiness, and leadership development. The community engagement at CEC is primarily centered amongst college access and mental health partners. Accordingly, the strengths, weaknesses and priorities that were obtained from the Listening Tour - Partner Sound Booth are a reflection of this lens.</p> <p>Our partnerships are all intended to improve the support and experience of all students from a “whole-child” perspective. Our strengths in the area of community engagement are: flexibility and openness due to being adaptable in working with partners and welcoming new ideas and collaborations, effective communication and feedback where information and resources are shared in a continuous improvement cycle, willingness to work with partners to foster strong relationships, and our partner support or collaborative relationships to achieve common goals for student support.</p> <p>Furthering community engagement and seeking partners from a more diverse pool of focus areas can enhance the support provided to students and the overall school community. In being strategic, the goal is to create additional opportunities for collaboration. Results of the Needs and Assets Assessment Analysis (NAA) from all parties will allow us to determine where new partnerships could have the greatest impact.</p>

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?



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CAPACITY BUILDING STRATEGY	BEGINNING OF YEAR REFLECTION		END OF YEAR REFLECTION	
	Indicate the current phase of growth and development. Identify the artifacts and evidence to support the phase.		Indicate the current phase of growth and development. Identify the artifacts and evidence to support the phase.	
Shared Understanding and Commitment	<ul style="list-style-type: none"> • Visioning • Engaging • Transforming 	<ul style="list-style-type: none"> • Outreach materials • Surveys • Interview/focus groups • Attendance logs • Other: 	<ul style="list-style-type: none"> • Visioning • Engaging • Transforming 	<ul style="list-style-type: none"> • Outreach materials • Surveys • Interview/focus groups • Attendance logs • Other:
Collective Priorities: Setting Goals and Taking Action	<ul style="list-style-type: none"> • Visioning • Engaging • Transforming 	<ul style="list-style-type: none"> • NAA • Surveys • Interview/focus groups • Meetings/forums • Shared leadership team agendas • Other: 	<ul style="list-style-type: none"> • Visioning • Engaging • Transforming 	<ul style="list-style-type: none"> • NAA • Surveys • Interview/focus groups • Meetings/forums • Shared leadership team agendas • Other:
Collaborative Leadership	<ul style="list-style-type: none"> • Visioning • Engaging • Transforming 	<ul style="list-style-type: none"> • Committee by laws • Team mapping • Formal agreements • Guiding documents and vision statements • Team work plans and agendas • Other: N/A 	<ul style="list-style-type: none"> • Visioning • Engaging • Transforming 	<ul style="list-style-type: none"> • Committee by laws • Team mapping • Formal agreements • Guiding documents and vision statements • Team work plans and agendas • Other:
Coherence: Policy and Initiative Alignment	<ul style="list-style-type: none"> • Visioning • Engaging • Transforming 	<ul style="list-style-type: none"> • Strategic plan • Professional learning plans • School-wide instructional focus goals • Metrics of success aligned with collective priorities • SPSA alignment • Other: 	<ul style="list-style-type: none"> • Visioning • Engaging • Transforming 	<ul style="list-style-type: none"> • Strategic plan • Professional learning plans • School-wide instructional focus goals • Metrics of success aligned with collective priorities • SPSA alignment • Other:
Staffing and Sustainability	<ul style="list-style-type: none"> • Visioning • Engaging • Transforming 	<ul style="list-style-type: none"> • Community school-aligned job descriptions • Roles and responsibilities document • Processes for budget transparency • Staff visioning document • Data examining staff/teacher retention; vacancy rates • Other: 	<ul style="list-style-type: none"> • Visioning • Engaging • Transforming 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Visioning • Engaging • Transforming 	<ul style="list-style-type: none"> • 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: 	<ul style="list-style-type: none"> • Visioning • Engaging • Transforming 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Visioning • Engaging • Transforming 	<ul style="list-style-type: none"> • Co-created vision for professional learning associated with the CCSP 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 	<ul style="list-style-type: none"> • Visioning • Engaging • Transforming 	<ul style="list-style-type: none"> • Co-created vision for professional learning associated with the CCSP 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



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		<ul style="list-style-type: none"> Teachers report that they are part of learning communities where they can grow and develop Other: 		<ul style="list-style-type: none"> Teachers report that they are part of learning communities where they can grow and develop Other:
Centering Community Based Learning	<ul style="list-style-type: none"> Visioning Engaging Transforming 	<ul style="list-style-type: none"> 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: School climate surveys 	<ul style="list-style-type: none"> Visioning Engaging Transforming 	<ul style="list-style-type: none"> 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: School climate surveys
Progress Monitoring and Possibility Thinking	<ul style="list-style-type: none"> Visioning Engaging Transforming 	<ul style="list-style-type: none"> Annual reports that include progress on critical baseline measures Data portfolio that includes locally determined measures Community voices and storytelling Case Studies Other: N/A 	<ul style="list-style-type: none"> Visioning Engaging Transforming 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: 	Educators	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other:
Classified staff	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: 	Students	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other:
Family Members	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups 	Community Members Community Partners	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups



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- Visioning exercises
- Meetings and forums
- Other:

- 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.

The Community Schools team at Compton Early College High School (CECHS) is dedicated to providing equitable opportunities for historically marginalized student and family groups. During the needs and assets assessment process, the team engaged families through parent advisory groups such as the English Learners Advisory Committee (ELAC) and Black Parent Advisory Committee (BPAC). Additionally, students participated in the Black Student Union (BSU) and Latinos Unidos (LU) clubs, and their perspectives were integrated into the Community Schools Advisory Council (CSAC). CECHS is a 100% free and reduced lunch school.

The Community School is committed to offering culturally diverse communication and targeted resources and support to all students and families. All newsletters, events, and workshops are provided in English and Spanish to ensure accessibility. The school provides a variety of resources to help overcome academic and other barriers. Students and families can access tutoring assistance, clothing, school supplies, diapers, and baby supplies directly on campus. The Community and Wellness Center offers safe spaces for students and families to connect with school, district, and community resources. CECHS prioritizes students' well-being by offering access to mental health support through the Wellness Center, a School Social Worker, and the School Mental Health Team. By integrating these resources and supports, the Community Schools team at CECHS fosters an inclusive environment that promotes success and equity for all students and families.

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



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SMART GOALS	RATIONALE Provide a brief explanation of why the goal was developed.
1. By June 2024, provide basic needs support and resources to 25 students/families, with special attention on subgroups, to ensure that they are able to be successful in school with their attendance, behavior and course grades.	When conducting the NAA and reviewing the state indicators, there were some equity gaps identified in relation to attendance and course grades. The chronic absenteeism rate for the school is 4.73% yet it is almost triple that for AA students at 12.3%. In ELA, the one EL student performed at the nearly met level. In math the EL and AA students have an equity gap. The overall proficiency school-wide is 53%. For the EL group it is 0 and for AA students it is 36%.
2. By June 2024, provide monthly parent engagement encounters through multi-faceted workshops (e.g. A-G requirements, pathways, graduation, college, etc.), parent meetings, and family nights.	Parent engagement is essential for achieving Pillar 3 - Active Family & Community Engagement, and Pillar 4 - Collaborative Leadership and Practices. Research indicates that parental involvement in schools is strongly correlated with improved student behavior, higher academic performance, and the development of stronger social skills. Additionally, parent engagement increases the likelihood that children and adolescents will steer clear of unhealthy behaviors. Providing parents with educational opportunities empowers them with the skills to support and advocate for their children effectively.
3. By June 2024, provide weekly activities to address student wellness, mental health and social emotional support services.	California Healthy Kids Survey & Listening Tour results indicated the need for more Wellness services. Data indicates that 32% of 9th grade students and 44% of 11th grade students report experiencing sad or hopeless feelings. Even more concerning is that 11% of 9th grade students and 13% of 11th grade students report that they seriously considered attempting suicide. The high levels of success at CECHS often come with increased pressure on students, which can lead to heightened stress and anxiety. Students have expressed concerns about their academic expectations and the associated emotional toll, with some noting the need for someone to talk to about their experiences.
4. By June 2024, increase the school climate by implementing PBIS strategies and activities school wide with fidelity.	School climate is important because it directly impacts students' well-being, academic achievement, and overall development. A positive school climate



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	<p>fosters a sense of safety, belonging, and respect among students, staff, and families. This environment promotes healthy relationships, enhances student engagement, and supports effective learning. When students feel valued and supported, they are more likely to succeed academically and socially. Moreover, a positive school climate helps prevent negative behaviors, such as bullying and violence, while encouraging inclusivity and collaboration. By prioritizing a strong school climate, CECHS can create a nurturing and productive educational experience for all. Data amongst students in grades 9-12 indicates that only 37% responded favorably to the school climate at CECHS. Students and staff both expressed a desire for additional incentives and activities to further promote good attendance and connectedness.</p>
<p>5. By June 2024, increase the number of Integrated Student Support and Expanded Learning Opportunities for students by providing two additional offerings.</p>	<p>Furthering community engagement and seeking partners from a more diverse pool of focus areas can enhance the support provided to students and the overall school community. In being strategic, the goal is to create additional opportunities for collaboration. Results of the Needs and Assets Assessment Analysis (NAA) from all parties will inform where new partnerships could have the greatest impact. This allows us to continuously seek out new partnership opportunities for areas of need (e.g. beautification, prom dresses, training, field trips, internships, etc.).</p>

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 Basic Needs Referral

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)
Conduct 25 student meetings and refer them for services	Number of students/families that were provided referrals or offered basic needs support services.	Newly implemented - no baseline data exists.	48 students/families	100 students/families



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STRATEGIES, ACTIONS, TASKS Briefly describe the action here	DESCRIPTION Describe the action	PERSONNEL RESPONSIBLE	TIMELINE
Create a screening tool	Collaborate with Clinical Social Worker to create a screening tool for student meetings	CS Team & Wellness Team	May 2024
Create a QR code & flyers	Create a QR code and flyers/posters on campus that link to screening tool if students are in need of help	CS Team & Wellness Team	May 2024
Meetings with subgroups	Meet with students in subgroups at least once per year to check-in and screen for basic needs assistance	CS Team, Counseling Team, Wellness Team	August 2024-June 2025

SMART GOAL 2 Parent Engagement

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 parent engagement encounters through workshop offerings and events	<ul style="list-style-type: none"> • Sign-In Sheets • Calendar of events 	Newly implemented - no baseline data exists.	340 parent engagement encounters	400 parent engagement encounters

STRATEGIES, ACTIONS, TASKS Briefly describe the action here	DESCRIPTION Describe the action	PERSONNEL RESPONSIBLE	TIMELINE
Multi-Faceted Workshops & Events	<ul style="list-style-type: none"> • Parent engagement through multi-faceted workshops (e.g. A-G, 	CS Team, Counseling Team, Wellness Team, Parent Center	Ongoing



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	pathways, graduation, college, etc.)		
Family nights	<ul style="list-style-type: none"> Family nights with educational learning sessions for parents that showcase what CEC is doing on campus, Esports, Academics, College info, etc. 	CS Team, Counseling Team, Wellness Team	Ongoing
Promotion of events	<ul style="list-style-type: none"> Promotion of events through flyers, ParentSquare and phone calls 	CS Team, Parent Center	Ongoing

SMART GOAL 3 Wellness Activities

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)
<ul style="list-style-type: none"> Weekly events/activities offered to students Number of students who participate in events/activities to address student wellness, mental health and social emotional support services 	<ul style="list-style-type: none"> California Healthy Kids Survey Number of events held Number of students who participate in events 	Students with Sad/Hopeless feelings - CHKS Table A7.1 - Spring 2023 Grade 9 - 32% Grade 11 - 44%	Students with Sad/Hopeless feelings - CHKS Table A7.1 - Spring 2024 Grade 9 - 17% Grade 11 - 28%	Students with Sad/Hopeless feelings - CHKS Table A7.1 - Spring 2025 Grade 9 - 15% Grade 11 - 25%
		This is a new goal - no baseline data exists.	12 Wellness events held	30 Wellness events
		This is a new goal - no baseline data exists.	350 students participating in wellness events/activities	900 students participating in wellness events/activities

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



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Host awareness events and activities such as Wellness Wednesday	Create a calendar of events that has a Wellness Wednesday activity for each week of the school year	Wellness Team	March 2024
Student collaboration on events	Recruiting student champions to collaborate on Wellness activities (i.e. NAMI Club)	Wellness Team	June 2024

SMART GOAL 4 School Climate

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 feelings of school connectedness Increase the school climate by increasing PBIS and student events/activities	<ul style="list-style-type: none"> Panorama School Climate Survey Data CHKS School Connectedness Scale CHKS Interesting Activities Table Calendar of events 	Fall 2023 Panorama School Climate - 37%	Spring 2024 Panorama School Climate - Data unavailable until mid-summer	Spring 2025 Panorama School Climate - 10% increase from current year
		CHKS Table A 6.8 Spring 2023 Grade 9 - Very/Pretty Much: 47% Grade 11 - Very/Pretty Much: 42%	CHKS Table A 6.8 Spring 2024 Grade 9 - Very/Pretty Much: 38% Grade 11 - Very/Pretty Much: 42%	CHKS Table A 6.8 Spring 2025 Grade 9 - Very/Pretty Much: 42% Grade 11 - Very/Pretty Much: 46%
		CHKS Table A 6.7 Spring 2023 Grade 9 - Very/Pretty Much: 32% Grade 11 - Very/Pretty Much: 35%	CHKS Table A 6.7 Spring 2024 Grade 9 - Very/Pretty Much: 34% Grade 11 - Very/Pretty Much: 38%	CHKS Table A 6.7 Spring 2025 Grade 9 - Very/Pretty Much: 37% Grade 11 - Very/Pretty Much: 41%

STRATEGIES, ACTIONS, TASKS Briefly describe the action here	DESCRIPTION Describe the action	PERSONNEL RESPONSIBLE	TIMELINE
School-wide expectations	Ensure that school-wide expectations are explicitly posted, known and taught throughout campus	PBIS Team, Teachers	Ongoing



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School-wide incentives	Ensure that incentives are in place for following school-wide expectations, being pillars of character, good attendance and grades	PBIS Team, ILT	Ongoing
School-wide activities	Ensure that there are ongoing activities for student participation that makes them feel like school is interesting	Activities Director PBIS Team ILT CS Team Wellness Team	Ongoing

SMART GOAL 5 Increase Number of Partnerships

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)
Two new active community partnerships	Number of Affiliation & Consultant Agreements	<ul style="list-style-type: none"> 6 partnerships in August 2023 	<ul style="list-style-type: none"> 11 partnerships in June 2024 	<ul style="list-style-type: none"> 15 partnerships in June 2025

STRATEGIES, ACTIONS, TASKS Briefly describe the action here	DESCRIPTION Describe the action	PERSONNEL RESPONSIBLE	TIMELINE
Mapping Exercise	Take inventory of the potential partners in the vicinity of the school for partnerships for actively engaging students for Pillars 1-2 and also for providing incentives to students/families in events and activities	CS Team	June 2024
Seek partners to enhance student supports	Engage potential partners that provide integrated student support services to create a formal partnership agreement with CECHS	CS Team	Ongoing



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Seek partners to provide expanded learning opportunities	Engage potential partners that provide expanded learning opportunities for students to create a formal partnership agreement with CECHS	CS Team	Ongoing
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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.

In reflecting on the successes and challenges of the first full-year of implementation of the CCSPP at Compton Early College High School (CECHS), adjustments and enhancements have been identified for the upcoming year (24-25). We began this year by embarking upon a Needs and Assets Assessment (NAA) process to gain stakeholder input from students, staff members, parents and community partners. Using the results of the NAA we were able to determine the strengths, weaknesses and priorities, from the lens of each stakeholder group that informed our goal setting. We then developed the CS Implementation Plan in collaboration with the members of our Community School Advisory Council. The plan includes five SMART goals that are reflective of both the needs of the CECHS community as whole while executing the vision of the four pillars of community schools. The final plan was adopted in late April.

Given the recency of the plan adoption, there are not any anticipated changes to our specific goals next year. The desired outcomes are all 10% or more than the performance this year. The goal that we were most successful in was our Wellness activities and will continue to expand and innovate in this area. By leveraging lessons learned and best practices, CECHS will further advance wellness, promoting the physical, emotional, and social well-being of students and staff alike. The data indicates that our focus on school climate requires more targeted efforts. Despite progress in other areas, the decline in students' sense of connectedness highlights the need for immediate attention. Therefore, we will revise our strategies and actions to prioritize initiatives aimed at fostering a stronger sense of belonging and engagement among students. This might include mentorship programs, peer support networks, and regular community-building activities designed to enhance the overall school culture.

Recognizing the importance of data-driven decision-making, there will be a concerted effort to refine data collection methods and evaluation processes. By developing robust systems for both quantitative and qualitative data analysis, the CS team at CECHS aims to gain deeper insights into the effectiveness of implemented strategies for all five goals in the implementation plan. Through comprehensive evaluation, the school administration seeks to gauge the efficacy of services provided and identify areas for improvement, ensuring that interventions are both meaningful and impactful.

With a renewed focus on addressing school climate concerns, refining data evaluation processes, and advancing wellness initiatives, CECHS remains committed to realizing its vision of a thriving, inclusive learning community.