



COMPTON COMMUNITY SCHOOLS 2025-2026 IMPLEMENTATION PLAN

LEA: COMPTON UNIFIED SCHOOL DISTRICT
SCHOOL SITE: CENTENNIAL HIGH SCHOOL
CDS CODE: 19 73437 1931567
HISTORICAL DATA / REFLECTION

HISTORICAL QUANTITATIVE DATA			
	SY 23 - 24	SY 24 - 25	SY 25 - 26
Graduation Rate	90.9%	96.5%	98%
Dropout Rate	5.9%	3.1%	2%
Chronic Absenteeism Rate	28%	22%	10%
Suspension Rate	4.59%	3.9%	N/A
Expulsion Rate	0%	0%	0%
College Going Rate (CGR)	53.6%	N/A	N/A
A-G Completion Rate	69%	75%	80%

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 is essential to fostering a positive, supportive, and academically successful learning environment. Results from the California Healthy Kids Survey (CHKS) provide valuable insight into students' perceptions of school connectedness, safety, support, and overall school climate. Supports and Engagement Survey results indicate the following: ● 42% of students report feeling connected to their school. ● 58% report that they try hard on their schoolwork. ● 83% report having two or fewer absences per month. ● 50% report having at least one adult at school who cares about them. ● 64% report having a teacher or other adult at school who encourages them to do their best. ● 20% report having opportunities to help make decisions about school activities or rules. ● 46% report feeling safe at school.



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	Low Violence Students generally reported positive perceptions regarding school safety: ● 85% report that they have not been victims of violence at school. ● 84% report that they have not experienced harassment at school. ● 80% report that they have not been the subject of mean or harmful rumors. ● 86% report that they do not fear being physically harmed at school. Other School Climate Indicators Additional findings include: ● 39% report that parent and family involvement is encouraged and promoted. ● 95% report that there is no substance use at school. ● 26% report that school facilities are clean and well maintained. While the survey reflects strengths in school safety and low substance use, the results also highlight opportunities for growth. Increasing students' sense of belonging, strengthening relationships with caring adults, expanding student voice in school decision-making, improving perceptions of school safety, enhancing family engagement, and maintaining clean, welcoming facilities remain important priorities for improving the overall school climate and student experience.
Family Engagement	Family engagement plays a vital role in promoting student achievement, well-being, and overall educational success. Strong partnerships between families and schools contribute to improved academic outcomes, increased student engagement, and a more positive school climate. The 2025–2026 California School Parent Survey provides insight into parents' perceptions in three key areas: Promotion of Parent Involvement, Communication with Parents, and Parental Involvement in School. Promotion of Parent Involvement Survey results indicate that parents generally have positive perceptions of the school's efforts to engage families: ● 75% agree that the school promptly responds to their phone calls. ● 88% agree that the school encourages them to be active partners in their child's education. ● 76% agree that the school actively seeks parent input before making important decisions.



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- **94%** agree that parents are welcomed and encouraged to participate at the school.
- **94%** agree that school staff treat parents with respect.
- **88%** agree that school staff take parent concerns seriously.

Communication with Parents

Parents also reported positive perceptions regarding communication between home and school:

- **81%** agree that the school keeps them informed about school activities.
- **88%** agree that teachers communicate what students are expected to learn.
- **77%** rated the school as doing **very well**, while **23%** rated it as doing **adequately**, in informing parents of their child's academic progress between report cards.
- **77%** rated the school as doing **very well**, while **23%** rated it as doing **adequately**, in explaining why their child is placed in particular groups or classes.
- **75%** rated the school as doing **very well**, while **17%** rated it as doing **adequately**, in communicating parents' expected role in supporting their child's education. *(The remaining respondents selected another response option.)*
- **83%** rated the school as doing **very well**, while **17%** rated it as doing **adequately**, in providing information about planning for college or vocational education.

Parental Involvement in School

Parents reported participating in school activities at the following rates:

- **36%** attended a school or classroom event.
- **57%** attended a general school meeting.
- **7%** served on a school committee.
- **57%** met with a school counselor, either in person or remotely.

Overall, the survey results demonstrate that parents view the school positively in areas such as communication, responsiveness, respect, and opportunities for partnership. Areas for continued growth include increasing parent participation in school events and leadership opportunities, expanding family involvement in decision-making, and strengthening outreach efforts to engage a broader cross-section of families. By building on these strengths and addressing identified areas for improvement, the school can continue to foster meaningful family partnerships that support student success.

Staff Engagement

The **2025–2026 California School Staff Survey** provides valuable insight into staff perceptions of student engagement, school safety, the learning environment, and overall school climate.



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	Survey results indicate the following: ● 72% of staff report that students are motivated to learn. ● 75% report that truancy is a moderate to severe problem. ● 95% report that the school is a supportive and inviting place for students to learn. ● 86% report that the school is a supportive and inviting place for staff to work. ● 86% report that the school is a safe place for students. ● 26% report that harassment and bullying are moderate to severe problems. ● 92% report that the school is welcoming to parents and actively facilitates family involvement. ● 72% report that the school is clean and well maintained. Overall, staff perceive the school as a supportive, welcoming, and safe environment for both students and employees. Staff also recognize the school's strong commitment to family engagement. However, the survey identifies areas for continued improvement, particularly in addressing truancy, increasing student motivation, reducing incidents of harassment and bullying, and maintaining clean, well-kept facilities. These findings will help guide future planning and targeted strategies to strengthen student engagement, improve attendance, and enhance the overall school climate.
Community Engagement	Community partnerships are a cornerstone of our Community Schools strategy and play a vital role in supporting students' academic achievement, social-emotional well-being, and overall success. During the 2025–2026 school year, our key community partners included Think Together, Centinela Youth Services (CYS), The Wellbeing Center, the CUSD Wellness Initiative, and Margaret's Place. These organizations were active members of the Community Schools Advisory Committee (CSAC), contributing to collaborative planning, shared decision-making, and continuous improvement efforts aligned with the Community Schools implementation plan. Several partners also served on the Coordination of Services Team (COST), including representatives from Centinela Youth Services, The Wellbeing Center, the Centennial Wellness Initiative Social Worker, and the Margaret's Place Social Worker. Through COST, partners collaborated with school staff to identify student needs, coordinate services, and provide timely interventions for students referred for academic, behavioral, attendance, and social-emotional support. Our partners provided a variety of comprehensive services, including: The Wellbeing Center ● Health education ● Peer leadership training and leadership development opportunities ● Substance use prevention and early intervention services ● Mental health support and referrals for treatment



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	• Connections to community resources and additional support services Centinela Youth Services (CYS) • Restorative justice practices • Student mediation and conflict resolution • Social-emotional and behavioral support services Reflection and Next Steps Community partnerships have significantly strengthened the school's capacity to provide integrated student supports and foster a positive school climate. Regular participation in CSAC and COST has enhanced communication, coordinated service delivery, and increased access to resources for students and families. As we prepare for the 2026–2027 school year, Think Together and Margaret's Place will no longer be providing services at Centennial High School. The school will work to identify and establish new community partnerships to ensure continuity of support and maintain a comprehensive network of services that addresses the evolving needs of students and families.
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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 • 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:



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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 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 ● Teachers report that they are part of learning communities where they can grow and develop ● Other:	● Visioning ● Engaging ● Transforming	● 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 ● 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	● Visioning ● Engaging ● Transforming	● Annual reports that include progress on critical baseline measures ● Data portfolio that includes locally determined measures



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		- Community voices and storytelling - Case Studies - Other:		- Community voices and storytelling - Case Studies - Other:
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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 - Other:	Students	- Yes - No	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums - 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.



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Engaging historically marginalized student and family groups through the needs and assets assessment process required a targeted approach that involved meeting with students who were/are experiencing homelessness, are newcomers, are in foster care, are students with disabilities and/or are African American. Intentional steps were taken to ensure these groups were meaningfully involved in the needs and assessment process.

Our Community School is committed to engaging historically marginalized students and families through culturally diverse communication, targeted resources and supports available on campus and through the school district. All newsletters, events and workshops are delivered in English and Spanish. To overcome academic barriers all students and/or their families have access to tutoring assistance, clothes, hygiene products, school supplies, diapers and baby supplies at the school site. The Community and Wellness Center are safe spaces for students and their families to get connected to school, district and community resources. Students have access to mental health support through the Wellness Center, School Social Worker and the School Mental Health Team.

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 2026 Centennial will decrease its chronic absenteeism from 22% to 8%.	The 2025 chronic absenteeism rate decreased from 28% (2024) to 22%(2025). We want to address barriers that prevent students from learning and offer the support needed to succeed.
2. By June 2026, we will improve school climate by decreasing the suspension rate from 3.9% to 3%.	Student engagement and extra curricular activities were areas of need identified by students and staff. We want to improve our school climate by reducing our suspension rate and increasing student engagement,the number of student clubs and school wide activities.
3. By June 2026, we will increase the number of parents who participate in parent education workshops and school events/activities (parent engagement) from 70 to 100 participants.	Centennial has seen an increase in parent/family engagement. In 2025 and 2026 from 70 parent participants to 167 parent participants in the Parent Engagement Academy and Parent Institute for Quality Education Workshops. We want to continue to provide parents with educational opportunities to gain skills to support and advocate for their children.



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4. By June 2026, we will develop and implement a coordination of services team (COST) to support student needs.	Our NAA indicated that effective implementation of resources and viable intervention programs were areas of need. In 2025 we began to develop a comprehensive team to coordinate support services and address student needs.

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

1. By June 2026 Centennial will decrease its chronic absenteeism to 8%.				
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 daily attendance	Attendance Data, CA Dashboard: Chronic Absenteeism Data	22%	10	8

STRATEGIES, ACTIONS, TASKS Briefly describe the action here	DESCRIPTION Describe the action	PERSONNEL RESPONSIBLE	TIMELINE
Check- In/Check -Out	Students will check in and check out with a staff person daily and set a goal for the day.	Attendance Team CICO Team (principal, social worker, community schools staff, counselors and attendance clerks)	Daily
Streamlining attendance team and tasks	The Team meets on a weekly basis to share Check-In/Check-Out data.	Attendance Team (Admin, attendance clerks, counselors,	Weekly



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		community schools staff), CICO Team	
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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)
Decrease in suspension rate	CA Dashboard: Suspension Data Report District Suspension Data Report	3.9%	N/A	N/A

STRATEGIES, ACTIONS, TASKS Briefly describe the action here	DESCRIPTION Describe the action	PERSONNEL RESPONSIBLE	TIMELINE
Organization of student club offerings	Identify on campus clubs, empower students to develop additional clubs and create a plan to advertise and recruit students to join clubs.	Activities Director, Associate Student Body (students), Site Administrator	June 2026
Student Registration Event (Summer)	Orientation for families, student clubs/school sports sign-ups	Athletic Director, Activities Director, Site Administrator	August 2026
Brainstorm parent events:	Identify workshops or trainings to engage parents on campus	Administration, teachers, staff, parents, School Site Council, Black Parent Advisory Committee, Instructional Leadership Team	August 2026
Departments developing school wide events	Each academic department will create a school wide showcase event	Site Administrator, Department Chairs, Students	June 2026



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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)
There will be an increase in parent participation in workshops at school to an average of 50 parents	Sign-In Sheets	70 parent average	167 parent participants	200 parent average

STRATEGIES, ACTIONS, TASKS Briefly describe the action here	DESCRIPTION Describe the action	PERSONNEL RESPONSIBLE	TIMELINE
Schedule Parent Meetings/Workshops at various times of the day to accommodate parent schedules	Sign In Sheet	CRS and Community Schools Staff	June 2026
Offer Hybrid Meetings/Workshops to accommodate parent needs	Sign In Sheet	CRS and Community Schools Staff	June 2026

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)
A Coordination of Services Team (COST) will be developed	COST Referrals	35 students referred	50 students referred	100 students referred

STRATEGIES, ACTIONS, TASKS Briefly describe the action here	DESCRIPTION Describe the action	PERSONNEL RESPONSIBLE	TIMELINE
Hold weekly/bimonthly meetings	Review referrals for intervention	Site Administrator, Guidance Counselor, Social Worker, Community School Staff, Attendance Clerk(s), School Psychologist	June 2026
Develop a referral system	We will develop a COST action plan which includes a referral system	COST Team	June 2026



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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.

Changes to Planned Goals, Metrics, Desired Outcomes, and Actions Based on Reflection (SY 2026–2027)

Based on reflections from the implementation of the **2025–2026** Community Schools initiatives, the school has revised its goals and priorities for the **2026–2027** school year. While significant progress was made in reducing chronic absenteeism, increasing family engagement, and strengthening the Coordination of Services Team (COST), data and stakeholder feedback identified school climate as an area requiring greater attention. As a result, the suspension rate goal has been expanded to a broader **School Climate** goal to focus on increasing student engagement, belonging, and connectedness.

Goal Review for the 2026–2027 School Year

The school will continue to focus on the following priority goals:

- Reduce and sustain low rates of chronic absenteeism.
- Increase family engagement.
- Strengthen the Coordination of Services Team (COST).
- Improve overall school climate through increased student engagement.

Reflections on Prior Practice

Goal Achieved: Decrease Chronic Absenteeism

The school's attendance initiatives produced significant results.

- **Previous Year:** 22% chronic absenteeism
- **Current Year:** 8% chronic absenteeism

Reflection: The Attendance Team's proactive monitoring, early identification of at-risk students, regular attendance reviews, family outreach, and coordinated interventions were highly effective in reducing chronic absenteeism.



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Actions for 2026–2027:

- Continue weekly Attendance Team meetings.
- Maintain early identification and intervention systems.
- Expand attendance incentives and individualized supports for students and families.

Goal Achieved: Increase Family Engagement

Family engagement exceeded expectations.

- **Previous Average Workshop Attendance:** 70 participants
- **Current Average Workshop Attendance:** 167 participants

Reflection: Partnerships with the **Parent Institute for Quality Education (PIQE)** and **Parent Education Bridge for Student Achievement** significantly increased family participation and strengthened home-school partnerships.

Actions for 2026–2027:

- Continue collaborating with PIQE and community partners.
- Expand workshops based on parent interests and needs.
- Increase opportunities for parent leadership and feedback.

Goal Achieved: Strengthen the Coordination of Services Team (COST)

The implementation of the COST process has improved collaboration among school staff and community partners to support students with academic, behavioral, attendance, and social-emotional needs.

Reflection: Regular multidisciplinary meetings have strengthened referral processes and improved coordination of interventions for students requiring additional support.

Actions for 2026–2027:

- Maintain a multidisciplinary COST team that includes administrators, counselors, social workers, teachers, and community partners.



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- Continue bi-monthly meetings to monitor student progress.
- Strengthen data collection and follow-up procedures to evaluate intervention effectiveness.

Revised Goal: Improve School Climate

Rather than focusing solely on suspension rates, the school has broadened its focus to improving overall school climate. Although suspension data is not yet available, stakeholder feedback and survey data indicate that increasing student voice, connectedness, and engagement should be a priority.

To address this need, the school will implement the **PLUS/YPAR (Peer Leaders Uniting Students/Youth Participatory Action Research)** program to empower students as leaders, strengthen relationships, and increase student participation in improving school culture.

Actions for 2026–2027:

- Implement the PLUS/YPAR program with fidelity.
- Review California Healthy Kids Survey and other school climate data throughout the year.
- Increase opportunities for student leadership and student voice.
- Monitor school climate indicators and adjust strategies based on ongoing data analysis.
- Continue utilizing COST to provide timely interventions for students requiring additional academic, behavioral, or social-emotional support.

Overall Reflection

Reflection on this year's implementation demonstrates that targeted attendance interventions, collaborative family engagement efforts, and a well-established COST process have led to measurable improvements in student outcomes. Moving forward, the school will build upon these successes while placing greater emphasis on improving school climate through student engagement, leadership development, and restorative, relationship-centered practices. These refinements are expected to further strengthen student connectedness, improve overall well-being, and sustain positive academic and social outcomes.