



COMPTON COMMUNITY SCHOOLS 2024-2025 IMPLEMENTATION PLAN

LEA: COMPTON UNIFIED SCHOOL DISTRICT

SCHOOL SITE: DOMINGUEZ HIGH SCHOOL

CDS CODE: 19 73437 1932326

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%	3%
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



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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		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	• 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



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		- 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



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		• Other:			• Other:
Family Members	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other:	Community Members	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other:
			Community Partners		

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.
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1. By June 2025, Dominguez High School will decrease our chronic absenteeism rate to 8%, through assemblies, workshops, and attendance strategies to address student needs to reduce absences.	Dominguez High School chronic absenteeism rate last school year (2023-2024) was 35.31%. It was a decrease from last school year. With the decrease in chronic absenteeism last year, we want to continue 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 2025, our Community School will increase awareness of the diverse educational programs, resources, partnerships, and services available to our parents and students during each contact, reaching at least 300 parents.	Dominguez High School parent participation has been very low throughout the years. As a result this school year (2024-2025) 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) - Elevate your G.A.M.E program with Mr. Freeman
3. By June 2025, Dominguez High School will increase school culture/climate by offering 80 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 2025, 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.



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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

By June 2025, Dominguez High School will decrease our chronic absenteeism rate to 8%, through assemblies, workshops, and attendance strategies to address student needs to reduce absences.

MEASUREMENT OF EFFECTIVENESS	METHOD OF EVALUATION	BASILINE DATA	END OF YEAR OUTCOME (complete at end of year)	DESIRED OUTCOME FOR NEXT YEAR (complete at end of year)
A 8% 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	- 35.31% chronic absenteeism rate	- 22.30% Chronic Absenteeism Rate	- Desired outcome for next year 5%

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,	Administrator Attendance Clerks	August - June 2025



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	truancies, and absences. Significance/Importance of coming to school daily.	Community Schools ISA & SCRS	
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	August 2024 - June 2025
4. Implementation of tardy policy	Morning Tardy Sweeps - 1st tardy student is brought to the Restorative Intervention Center (RIC) and given a pass - 2nd tardy student is brought to the RIC and a call home for tardies - 3rd tardy student is brought to the RIC and a parent conference is scheduled. All tardies are per week by week basis.	- Mr. Ramirez - Mr. Rodriguez (CSA) - Mr. Carter (SCRS) - Mr. Garcia (ISA) - Other CSA's	August 2024 - June 2025



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5. Home visits	Scheduled home visits as needed for students who are chronically absent or have several consecutive absences.	Mr. Garcia, ISA	August 2024 - June 2025
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SMART GOAL 2

By June 2025, our Community School will increase awareness of the diverse educational programs, resources, partnerships, and services available to our parents and students during each contact, reaching at least 300 parents.

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 with at least 300 families.	- Number of parent meetings where services are shared OTHER: - usage of various services - number of students/families served	127 Parent & Student (in person) contact/meeting	205 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 - Donations - Parent Center/Community Center	- Students/parents can be connected to services or supports provided by school, district, and community partners.	- Community School Team - Social Worker - Instructional Support Administrator - Senior Community Relations Specialist	August 2024 - June 2025



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- Wellness Center - Weekly Bulletin	- 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		

SMART GOAL 3

By June 2025, Dominguez High School will increase school culture/climate by offering 80 events/workshops/activities/plays etc. for parents/ students.

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	- 55 events offered	- 89 events offered	- 120 events offered

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



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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 2024 - June 2025
Assemblies for special events (Black History Month, Christmas, talent show, school dances, etc.)	- Build school culture/climate.	- Community School's Committee - Administration - ASB	August 2024 - June 2025
Award night	- Acknowledge / recognize the great work student's are doing.	- Administration - Counselors	August 2024 - June 2025
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 2024 - June 2025
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 2024 - June 2025
Senior night for all sports	- Celebration for all seniors.	- Coaches - Administration - Athletic Director - ASB	August 2024 - June 2025



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SMART GOAL 4

In collaboration with the Student Support Center and community partners, by June 2025, 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.

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)
250 presentations, workshops, and/or walk-ins (wellness center)	Number of wellness activities/opportunities	180 wellness activities/opportunities.	660 wellness activities/opportunities	1000 wellness activities/opportunities
Participation of students and parent	OTHER: - Sign in sheets - Calendar events			

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 2024 - June 2025
Bi-Weekly workshops	- Mental health, wellness, etc.	- Social Worker - Instructional Support Administrator - Senior Community Relations Specialist	August 2024 - June 2025
Daily walk-ins, one on one counseling	- Parent support, student support, mental health, attendance, etc.	- Social Worker - Instructional Support Administrator	August 2024 - June 2025



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		- Senior Community Relations Specialist	
Bi-Weekly presentations in class	- Presentations in classroom: mental health, SEL, etc.	- Social Worker - ISA - SCRS	August 2024 - June 2025
Assemblies (mental health)	- SEL, wellness, etc.	- Social worker - Partners (Kaiser) - ISA, SCRS	August 2024 - June 2025

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 we reflect on the 2024–2025 school year, we recognize the progress made in several key areas, along with areas needing further development. Throughout the year, we made adjustments to our original goals based on ongoing data analysis and student needs.

Family Engagement

Last year our data revealed minimal parent involvement during the school year. We made an effort this school year to increase our parent involvement. We had over 40 parent workshops/community events/ school events. We will continue to communicate with our families, through ParentSquare, the DHS website, email, and phone calls to better support and inform parents/guardians.

Attendance and Tardiness

We are pleased to report that chronic absenteeism decreased from over 30% last year to 22% this year. To continue this momentum, we will:

- Monitor students with frequent tardiness, both in the morning and throughout the day.
- Implement tracer systems and attendance meetings (SART Student Attendance Review Team) with students and parents to address patterns of tardiness.
- Conduct parent conferences for students who are tardy three or more times in a single week.



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- For students who were chronically tardy or absent in 2024–2025, we will closely monitor their attendance and initiate SART/SARB interventions as needed.
- Establish Quarterly Attendance Recognition: through incentives and awards throughout the year (Perfect Attendance, Most Improved Attendance, and above 90% attendance rate).

Student Wellness and Mental Health

Our Wellness Center has seen significant improvements, having two social workers on campus with two different locations on campus, has strengthened support for student mental health. According to sign-in data, over 600 students visited the center for social-emotional support. In response to this growing need, we will continue to host a series of workshops and activities throughout the 2025–2026 school year focused on social-emotional learning and mental health.

Community Events

Our 2nd annual Don Chela Festival was a great success, featuring robust student participation, community partners, vendors, and a well-received performance by our school band. Many parents attended and engaged in the event. Given its success, we will continue hosting the Don Chela Festival and add more Don Chela events throughout the school year to further foster school spirit and community involvement. This school year we partnered with the United Empowerment Foundation for our on site garden. Many parents and students participated in our inauguration May 24, 2025. Our Guardian Garden will provide our students and community on how to cultivate and plant different types of vegetables/plants for the upcoming 2025-2026 school year.
