

Attachment IV a - Community Schools Planning Artifacts-Community Asset Mapping and Needs/Gap Analysis
2023–24 California Community Schools Partnership Program
Newport-Mesa Unified School District - Implementation Grant Cohort 3
Everett Rea Elementary
School Code: 30 66597 6029326

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Rea Community Asset and Needs Assessment Overview	
Methodology	<ul style="list-style-type: none"> Acadience Reading Scores (grades K-2), STAR Reading data (grades 3-6), Attendance data, California Healthy Kids Survey, caregiver, staff, and student surveys, Early Developmental Index (to assess Kinder-readiness), Family Financial Stability Index, Dataquest 2023-2024 The input gathering process was intentionally designed to gather as many voices as possible from parents and family members. A variety of tools were used to collect feedback including hard copies and online surveys. With a focus question of “Why a Community School for Rea?” at the forefront of the discussion, ideas were shared on how the integrated approach to education will benefit students, families and the community overall.
Assets: <ul style="list-style-type: none"> Boys and Girls Club provides a 5 day a week afterschool program for students in grades TK-6 until 6 pm. Rea is a Certified AVID Elementary School. There is a college-going culture around Rea Elementary School campus and across all grade levels. Pennants hang in their classrooms and around the campus, along with personalized individual pennants that promote AVID and college readiness. Rea has various support staff and specialized teachers: <ul style="list-style-type: none"> Full time counselor (2) Reading Teachers Science Teacher (grades TK-6) Music Teacher (grades TK-6) PE Teacher (grades 3-6) Bilingual staff The input meetings revealed some positive themes: <ul style="list-style-type: none"> Reading: Parents appreciate the focus on improving reading scores and the specialized reading classes. Teachers felt there was a direct impact to classroom success for students. Parental Involvement: The school's efforts in providing opportunities for parental involvement at school are appreciated. In particular, they enjoy flag deck, AVID Nights, PaCT in preschool, and reading programs for parents, Community Support: Partnerships with local organizations and initiatives like food banks and clothing donations show a commitment to supporting families beyond the classroom. Enrichment and Expanded Learning: The availability of Boys and Girls Club for after school care, homework support and activities are appreciated. There was an emphasis on the importance of homework support. Students commented that they enjoy Robotics and going to the Boys and Girls Club. Bilingual Staff: The presence of the School Community Facilitator is appreciated, enhancing the school's 	

inclusivity and support for diverse student backgrounds. Parents also appreciate that the SCF has a wide range of resources to refer parents to for various needs and questions.

- **Science and Music Education:** The provision of music classes is recognized as an important part of the school's curriculum.

Areas of Needs and Key Findings:

- **Financial Stability:**

- In 2022-2023, the percentage of **unduplicated students was 94%**. According to the CDE, it is estimated that 90% of students are unduplicated for this school year.
- Rea community faces economic challenges with an **'unstable' Family Financial Stability Index score of 4**.

- **Student Engagement and Participation:**

- **Chronic absenteeism affects 21% of the student body and 28% at risk of chronic absenteeism**, with a schoolwide average daily attendance rate of 92.6%.
- According to the **California Healthy Kids Survey**, only **43%** of 5th graders **feel meaningful participation in school activities**.
- Positive feedback for Flag Deck, Pilot Cup, Art Masters, School Play, and Jogathon.
- Parents placed a high value on small reading groups and uniforms. In addition, parents express satisfaction with the academic and extracurricular support provided by Rea and suggest improvements in language classes and the scheduling of certain activities to enhance student learning and engagement.

- **Academic Achievement and Readiness:**

- Despite improvements in Acadience assessment scores, only 42% of K-2 students are at or above benchmark in spring 2023, a **significant portion of students in grades K-2 are still not at grade level in reading**.
- Low proficiency in **STAR Reading for grades 3-6** (22% to 47% demonstrating grade-level proficiency).
- Most grade levels are showing increases in reading and math scores but there are large percentage of students not yet scoring at grade level on standardized measures for ELA and Mathematics (Acadience, STAR Reading, and STAR Math).
- **Only 38% of children in the Rea community are considered 'Ready for Kindergarten'**, with lower percentages in:
 - 31% ready in gross and fine motor
 - 33% ready in overall social competence
 - 15% ready in communication skills and general knowledge

- **Expanded Learning:**

- 104 or 30% students at Rea attend expanded learning programs
- 128 or 37% Rea students attended summer school in 2023

- There are some enrichment after school activities including dance, school play, Heritage Language, and AVID After School Academy.
- **Parent and Community Engagement:**
 - Currently, there is a very high rate of family participation in goal-setting conferences (99%).
 - An area of continued growth that the leadership team at Rea identified was an increase in family participation in AVID nights.
 - **Strong interest in educational parent workshops on ways to support their students in homework, parenting classes, technology, how parents can support students emotionally**
 - **Parents express a need for services at the HOPE clinic for sick children; more hours at HOPE clinic in late afternoon/evening and weekend.**
 - There are many **community partners** that currently provide local resources (Melinda Hoag Smith Center for Healthy Living, SOS, Help me Growth, Assistance League for school uniforms, Costa Mesa Library, Girls Inc, Costa Mesa parks and recreation programs) that benefit Rea Elementary's students, families, and community. It is important to **capitalize on these and strengthen coordination and partnership.**
 - There is a small number of parents that participate in the English classes offered by Huntington Beach Union High School District Adult Education program that is hosted on the property adjacent to the Rea School campus. More outreach to families is needed to connect parents to this valuable community resource.

Rea Elementary School has a comprehensive array of assets that support its students and community, as well as identified needs that present opportunities for further development and support. A community schools grant would provide essential resources to address these complex issues, enhancing the educational experience and overall well-being of students and their families.

Addressing Areas of Needs:

- **Student Engagement:** Chronic absenteeism and low rates of meaningful participation indicate a need for increased engagement strategies, such as student-led initiatives, peer mentoring programs, or more inclusive extracurricular activities.
- **Academic Achievement:** Despite some improvements, there remain significant gaps in proficiency levels in reading and math, as well as readiness for kindergarten metrics that are concerning.
- **Improve Academic Achievement:** The data indicates a significant need for targeted academic support, especially in reading proficiency among younger students. Implement kindergarten readiness programs, focusing on gross and fine motor skills, social competence, communication skills, and general knowledge.

- **Expand Enrichment and Learning Readiness Programs:** There's a clear preference for a variety of after-school, enrichment, and summer programs that include opportunities in STEM, arts, and physical education.
- **Strengthen Parent and Community Engagement:** Parent/caregiver input indicates a need to increase in collaboration with community agencies to provide health care resources to families, increase workshops on educational support at home, and enhance communication channels between school and home to ensure parents are well-informed and equipped to support their children's learning. This ensures parents/caregivers have the necessary information and resources to support their children's education effectively.

Leveraging Assets:

- **After-School Programs:** The Boys and Girls Club offers significant afterschool support, emphasizing homework help and enrichment activities, including Robotics. **CS growth area:** The Community Schools initiative will provide Rea Elementary opportunities to develop a formal process and system for communication and collaboration between Expanded Learning staff and school day staff to review data, discuss students' needs, and provide additional practice and targeted academic support for students. In addition, the Community Schools Admin Intern, having access to data gained by participating in the Rea MTSS monthly team meetings, will be able to create systems of more targeted intervention and support.
- **Specialized Academic Support:** Rea Elementary has a strong academic foundation with AVID programming, dedicated reading, science, and music teachers, and specialized support for grades. **CS growth area:** Since the community schools initiative emphasizes collaborative teaching practices and professional development opportunities for staff. This could help Rea's dedicated teachers share strategies, learn from one another, and integrate more innovative teaching methods into their classrooms, enhancing the overall quality of education.
- **Parental and Community Engagement:** High levels of parental involvement, appreciated community partnerships, and support from local organizations enhance the school's ability to meet broader family needs. **CS growth area:** By actively involving families and community members, a Community Schools initiative would strengthen the connection between the school and its community. This could lead to more volunteer opportunities, community-led programs, and workshops that could benefit not just students but their families as well—enhancing the efforts of AVID programming by ensuring students have the support they need both at school and at home.
- **Bilingual Support and Inclusivity:** The presence of bilingual staff and the School Community Facilitator enhances communication and inclusivity for diverse student backgrounds. **CS growth area:** The Community Schools Initiative prioritizes communication and inclusivity through roles like bilingual staff and School Community Facilitators who can transform a school into a more engaging, supportive, and inclusive environment. These staff members can help in the needs assessment process by ensuring that all parent voices are included.

A community schools grant could provide essential resources to address these complex issues, enhancing the educational experience and overall well-being of students and their families.

Expanded and Enriched Learning Time			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
Before School (times/services)	Enrichment for the upper grades: <ul style="list-style-type: none"> • Band Participation • Robotics Participation 	25 students in Band (4th-6th grade) participate 2 mornings each week before school 24 students in Robotics (4th-6th grade participate 1 morning per week before school	Students, families, and staff value extended day enrichment opportunities. Families are asking for more opportunities for younger students (TK-3rd grade)
After School (times/services)	<ul style="list-style-type: none"> • Data source: Community Schools Input from Parents/Caregivers • Enrollment in 5 day after school program (Boys and Girls Club) • Enrollment in enrichment 	NMUSD partners with Boys and Girls Club to provide an afterschool program for 138 students at Rea. The afterschool program begins immediately upon the end of the regular school day and operate until at least 6:00 pm, It provides after school care every school day. The Boys & Girls Club after-school program focuses on thier "Impact Model"—a structured, daily rotation consisting of academic reinforcement, physical fitness and social recreation, and enrichment opportunities. <ul style="list-style-type: none"> • In addition, there is a wide range of enrichment offerings including: <ul style="list-style-type: none"> ○ the School Play: two days per week after school for 3rd-6th grade students (44 	Only 39% of the students are participating in the after school programs. Students, families, and staff value extended day enrichment opportunities. Families are asking for more opportunities for younger students (TK-3rd grade), more structured sports training/opportunities, and additional languages (in addition to Spanish) Parents and staff expressed that they value assistance with homework and academic support after school and would like to see that expand. Surveyed families in regards to

Expanded and Enriched Learning Time			
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		students participate November - April); 2 evening performances in April <ul style="list-style-type: none"> ○ Dance: 61 students in grades 1-6 participate three days per week; 16 students in TK-K participate one day per week; two performances each year ○ Heritage Language (Spanish): 58 students in TK-6th grade participate one day per week after school ○ AVID After School Academy: 21 upper grade students participate in college and career exploration twice a month after school 	types of enrichment that they would like for their student. Top enrichment choices: <ul style="list-style-type: none"> ● Arts and Drawing (57%) ● STEM (57%) ● Dance (43%) ● Sports (40%)
Summer Programs	<ul style="list-style-type: none"> ● Enrollment in summer school 	<ul style="list-style-type: none"> ● 128 or 37% of Rea students attended summer school in 2023. Summer school was for 20 days and ran from 7:30 am to 5:00 pm. ● Summer School consisted of a morning instructional block 	Based on a teacher survey the top needs to address in summer school includes: <ul style="list-style-type: none"> ● Reading ● Math, SEL ● Physical Activity

Expanded and Enriched Learning Time			
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		(community building activities, math, and ELA). The afternoon consisted of enrichment classes in art, dance, music, STEM, and theater.	<ul style="list-style-type: none"> • Music, and • STEM
During School (learning pathways, differentiated instruction, lab times, etc.)	<ul style="list-style-type: none"> • Small group instruction (Include Support Teachers and Classroom Teachers) • AVID • Science • Music • Enrichment offerings 	Most grade levels are showing increases in reading and math scores but there are large percentage of students not yet scoring at grade level on standardized measures for ELA and Mathematics (Acadience, STAR Reading, and STAR Math). Rea is a Schoolwide AVID School with coordinated implementation of WICOR strategies in all classrooms (Writing, Inquiry, Collaboration, Organization, and Reading), as well as college culture and parent involvement with Family Nights and goal setting conferences. Students participate in science instruction with a science specialist in the lab as well as music specialist (vocal and instrumental) on a weekly basis.	There is a need to augment professional development and instructional programming to accelerate student achievement in ELA, ELD, and Mathematics. Rea Elementary School's leadership team recognizes the following as strengths. Organization continues to be a strength as all grade levels kindergarten through 6th grade use binders, dividers, folders, and/or planners to teach students the lifelong skill of organization. Goal setting is another strength at Rea. We have a schoolwide goal to meet with every family for goal setting conferences in October of each

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		<p>There are additional school day enrichment experiences for all students including Art Masters, Recess Art, Walk Through History, and field trips to build language, literacy, and content knowledge.</p>	<p>year. In the upper grades the conferences are student- led. WICOR strategies are a strength throughout the grades levels and academic areas. In classrooms across the school you can see one pagers, note taking using 2 and 3 column notes as well as Cornell notes in 5th and 6th grades. Anchor charts line our walls to provide support in all academic areas.</p> <p>An area of growth recognized by the Rea Elementary School leadership team is using higher level thinking questions within our note-taking strategies. Also, students routinely participating in Socratic Seminars and Philosophical Chairs and including Costa's Higher Level thinking and questions in these activities. Although writing is a strength in our individual classrooms, a need for a</p>

Expanded and Enriched Learning Time			
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			schoolwide comprehensive writing program is also seen as an area of possible growth.

Collaborative Leadership and Practices			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
Teacher Leadership Development & Opportunities	<ul style="list-style-type: none"> Community Schools Input from Staff Results of Professional Development survey (November 1) Participation in Thinking Maps, Handwriting Without Tears, Right from the Beginning, etc. Site Leadership PBIS Team SST R&R 	<p>10 teachers participate in Leadership Team meetings twice each month. PBIS Team collaborates monthly (6 staff) Student Success Team/MTSS Team consists of teachers, specialists, and administrators and meets weekly. Role and Recompense system provides teachers leadership opportunities across a wide span of school program needs (e.g., English Learner Coordinator, AVID Site Coordinator, etc.).</p> <ul style="list-style-type: none"> During the summer of 2023, 5 Rea teachers participated in the Handwriting Without Tears training. Teachers learned how to teach handwriting with purposeful hands-on, multisensory manipulatives and music. In addition, they learn about appropriate pencil grip, position concepts, alphabet knowledge, and letter formation 	<p>There is a need to provide professional development on using student performance data to guide teaching strategies. This encourages a collective approach to elicit and respond to student feedback.</p> <p>On November 1, 2023, NMUSD administered a Professional Development Needs survey. Most staff expressed interest in learning how to differentiate lessons and assignments and managing a differentiated classroom.</p> <p>Rea Elementary School's leadership team identifies several areas of strength. Teachers and administration have attended several AVID training sessions.</p> <p>This consistent training ensures AVID systems are implemented across the entire school. Rea</p>

Collaborative Leadership and Practices			
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			<p>has school wide as well as grade level SMART goals. These goals are reviewed across grade level teams and supported by our reading intervention team. The communication and collaboration among staff at Rea is also a strength. Teams meet to talk about AVID at Rea and in the classrooms. Our staff and grade level meetings occur regularly to discuss and analyze AVID strategies and implementation. Site leadership is trained and actively involved with AVID.</p>
Parent Leadership Development and Opportunities	Parent Education Offerings <ul style="list-style-type: none"> • Parent Orientation • Latino Family Literacy series • ELAC guest speakers 	<p>We host a parent orientation program at the beginning of each school year (three weekly sessions). We host two 6-week sessions of Latino Family Literacy program (fall session completed and spring session began 1/9/24). We are scheduled to host a 6-week college planning book group for parents in the spring. We host four ELAC meetings per</p>	<p>Families value involvement opportunities currently offered including school day involvement opportunities of weekly flag deck and preschool Parent and Child Together Time (first 15 minutes of preschool day). Families are interested in more parent workshops for</p>

Collaborative Leadership and Practices			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
	<ul style="list-style-type: none"> • AVID Family Nights (literacy, STEM, college nights) • PTA • Healthy Smiles 	year with guest speakers identified according to Needs Assessment data and in collaboration with ELAC President during the collaborative planning process. We host four AVID Family Nights per year (Literacy, STEM, College Night, AVID in the Classroom) with more than 100 parents in attendance at each event. We have an active PTA that plans school events including annual Jogathon and December and Spring Family Nights.	homework help, social emotional topics, and would like child care to be provided for parent workshops. During the parent input meeting, parents expressed that they would like more: Homework support for parents ✓✓ <ul style="list-style-type: none"> • Workshop to learn the way our kids are learning ✓ • Parenting classes ✓ • How parents can support students emotionally ✓ • Child care • Technology support - Parent's workshops
Student Leadership Development and Opportunities	<ul style="list-style-type: none"> • Peer Leaders • Library Focus Groups 	Meaningful involvement of students in decisions and school programs is a high priority based on data in recent California Healthy Kids Survey results. Peer Leaders meet weekly (13 6th grade students) to plan and lead school events. Peer Leaders lead weekly schoolwide flag decks as well as Spirit Days. Peer	Students value being engaged in decisions and serve as leaders for school events and programs. There is a need to expand leadership opportunities to other grade levels.

Collaborative Leadership and Practices			
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		Leaders assist with school events such as Jogathon and worked with mural artist to provide input on school murals that promote growth mindset, achievement, and kindness. 30 students in grades 3-6 participated in Library Focus groups in the fall with the Library Media Technician and Principal to provide input on book purchases and well as library systems and offerings.	
Shared Decision-Making Bodies that center the voices of students, families and community	<ul style="list-style-type: none"> • SSC • ELAC • PTA 	School Site Council is comprised of 10 members representing staff and parents. SSC meets four times per year to make decisions on Single Plan for Student Achievement (and related budgets), Home-School Compact, Parent/Family Engagement Policy, Safe School Plan, and provide LCAP input. ELAC meets four times per year and provides input on programs for English Learners. The PTA Board meets monthly to provide input for school programs as well as allocate PTA budget to support school programs for students.	How can we increase the number of families participating in the shared decision-making at our school?

Community and Family Engagement			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
Multiple Modes of Family Communication & Involvement (e.g. Home Visits, student-teacher-family conferences, regular class information & outreach)	<ul style="list-style-type: none"> • Goal Setting Conferences • Parent-Teacher-Student Conferences • AVID Family Nights • Attendance Data 	<p>99% of students had a family member participate in the Fall goal setting conference. Upper grades included students in the conference (parent-teacher-student conferences).</p> <p>AVID Family Nights - 100+ parents participate on average at each family night.</p> <p><u>Early Learning Data</u></p> <ul style="list-style-type: none"> • Rea's Early Development Index indicates that only 38 % of the children in the Rea community are "Ready for Kindergarten" upon entering Kindergarten. <ul style="list-style-type: none"> ○ 31% ready in gross and fine motor ○ 33% ready in overall social competence ○ 15% ready in communication skills and general knowledge • Rea's preschool has a Parent and Child Together Time (PaCT) program. PaCT is a program that takes place in preschool classrooms for 15 minutes each day. Its objective is to promote developmentally appropriate activities that enhance children's literacy, language, social-emotional, math, and physical 	<p>How can we enhance the parent conference experience for student academic growth and connection of students/families to extended day and other resources?</p> <p>How can we enhance communication and involvement?</p> <p>How can we leverage texting for more ongoing communication with families?</p> <p>Even though Rea has many parent/family information events for preschool parents, many children are entering kindergarten with the skills necessary to be successful in school. This is based on the EDI data.</p> <p>Proposal to create a Learning Link Program to</p>

Community and Family Engagement			
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		<p>development to prepare them for kindergarten success. Parents participate in interactive activities with their child during PaCT and receive informative tip sheets with additional activities to work on at home. 88% of the parents participate regularly in PaCT.</p> <ul style="list-style-type: none"> The Early Learning Department also has Parent Empowerment Project (PEP) presentations at Rea Elementary which are open to all PreK/TK/K families. The goal of the PEP workshops is to build strong and effective partnerships with families that can help children and families thrive. During the 2023-2024 school year, the parent workshops offered are: Toilet Training (The Priority Center); "Parenting Under Stress" (Hoag Mental Health Center); Early Literacy (Public Libraries); "Ways to Improve Dental Health" (Healthy Smiles); Nutrition Series (CHOC) <p>Attendance Data:</p> <ul style="list-style-type: none"> According to these data sources, there are 12 students with Severe Chronic absence rates (3% of the student body) 	<p>serve Pomona and Rea.</p> <p>The attendance data and staff input indicate a need to intensify support for student attendance needs.</p> <p>New ideas for 2023-2024:</p> <ul style="list-style-type: none"> Sending letters, having a multidisciplinary School Attendance Review Team (SART) meeting Using social media to talk about the importance of attendance. <p>How can we build capacity for home visits and create a system that feels supportive to families?</p>

Community and Family Engagement			
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		and 50 students with Chronic absence rates (14% of the student body). Our schoolwide average daily attendance rate is 92.62%.	
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	<ul style="list-style-type: none"> Adult School through Huntington Beach Union High School District Adult Education at BESST Center 	There is a small number of parents that participate in the English classes offered by Huntington Beach Union High School District Adult Education program that is hosted on the property adjacent to the Rea School campus.	More outreach to families is needed to connect parents to this valuable community resource.

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Assets: <ul style="list-style-type: none"> Boys and Girls Club provides a 5 day a week afterschool program for students in grades TK-6 until 6 pm. Pomona has various support staff and specialized teachers: <ul style="list-style-type: none"> Full time counselor (2) Reading Teachers Science Teacher (grades TK-6) Music Teacher (grades TK-6) PE Teacher (grades 3-6) Bilingual staff The parent, staff, and student input meetings revealed some positive themes: <ul style="list-style-type: none"> Academic Support and Enrichment: Comments showed an appreciation for enrichment programs like science, intensive reading support, and having science, music, and band as part of the school day. Parental Support and Involvement: The staff expressed appreciation for parent volunteers. The "Muffins for Moms" and "Doughnuts for Dads" events suggest a commitment to family engagement and community building. In addition parents found value in the Grupo Crecer parent education classes and the Fentanyl presentation from OCDE. Counseling and Support Services: The availability of counseling services and that the principal has an open door policy is an important aspect for Pomona parents. A few parents expressed appreciation for the support given to newcomers. Bilingual Staff: The presence of more bilingual staff is appreciated, enhancing the school's inclusivity and support for diverse student backgrounds. Science and Music Education: The provision of music classes is recognized as an important part of the school's curriculum 	

Areas of Needs and Key Findings:

- **Financial Stability:**

- In 2022-2023, the percentage of **unduplicated students was 99%**. According to the CDE, it is estimated that 93% of students are unduplicated for this school year.
- Pomona community faces economic challenges with an **'unstable' Family Financial Stability Index score of 4**.

- **Student Engagement and Participation:**

- **Chronic absenteeism affects 29% of the student body and 33% at risk of chronic absenteeism**, with a schoolwide average daily attendance rate of 90%.
- According to the **California Healthy Kids Survey**, only **49%** of 5th graders **feel meaningful participation in school activities..**
- Parents placed a high value on programs that teach students skills like music and dance, suggesting a demand for more diverse and accessible extracurricular options..

- **Academic Achievement and Readiness:**

- Despite improvements in Acadience assessment scores (from 33.6% to 43.6% at or above benchmark), a **significant portion of students in grades K-2 are still not at grade level in reading**.
- Low proficiency in **STAR Reading for grades 3-6** (21% to 31% demonstrating grade-level proficiency).
- **Only 27% of children in the Pomona community are considered 'Ready for Kindergarten'**, with lower percentages in:
 - 30% ready in gross and fine motor
 - 21% ready in overall social competence
 - 21% ready in communication skills and general knowledge

- **Expanded Learning:**

- 110 or 37% students at Pomona attend expanded learning programs
- 75 or 26% Pomona students attended summer school in 2023
- Responses indicate a need for more hours and programs that cater to parents' schedules and there appears to be a need for before school care.

- **Parent and Community Engagement:**

- Currently, there is a high rate of family participation in goal-setting conferences (98%).
- Pomona parents indicated their preference for more communication regarding school events and their child's progress.
- Parents/caregivers expressed a desire for more volunteer opportunities for Pomona families. Several notes suggest that parents are looking for more opportunities to volunteer at the school, such as helping to take care of children before and after classes and volunteering in general.
- **Pomona parents expressed a strong interest in educational parent workshops on bullying, cyber-bullying, behavior management and drug awareness.**

- **Parents express a need for resources and training to support children's learning at home.**
- There are many **community partners** that currently provide local resources (The Crossing, Melinda Hoag Smith Center for Healthy Living, OC GRIP (Orange County Gang Reduction Intervention Partnership), SOS, Assistance League) that benefit Pomona's Elementary's students, families, and community. It is important to **capitalize on these and strengthen coordination and partnership.**
- There is a small number of parents that participate in the English classes offered by Huntington Beach Union High School District Adult Education program that is hosted on the property adjacent to the Rea School campus. More outreach to families is needed to connect parents to this valuable community resource.

The overview of Pomona's assets, needs, and opportunities paints a comprehensive picture of the current state and potential future directions for Pomona Elementary School. A community schools grant would provide essential resources to address these complex issues, enhancing the educational experience and overall well-being of students and their families.

Addressing Areas of Need:

- **Boost Student Engagement and Participation:** To boost student engagement and participation, it is important to create an environment where students feel motivated and supported to attend and participate actively in their education. Some strategies include to introduce more diverse and accessible extracurricular options, including music, dance, and sports, to increase students' meaningful participation in school activities; provide professional development for teachers in student-centered teaching strategies for both whole group and small group instruction; incorporating hands-on activities, real-world applications, and opportunities for creative expression; etc.
- **Academic Achievement and Readiness:** Although progress has been made, there are still disparities in the reading and math proficiency levels and kindergarten readiness metrics that should be addressed.
- **Expand Learning Opportunities:** There's a clear preference to increase the availability of before and after school care and expanded learning programs to cater to parents' schedules. By providing before school programs, it will bridge the gap between work and school schedules, promote social and educational well-being, and foster a supportive and inclusive environment for all families.
- **Enhance Parent and Community Engagement:** Parent/caregiver input indicates a need to increase in collaboration with community agencies to provide health care resources to families, increase workshops on educational support at home, and enhance communication channels between school and home to ensure parents are well-informed and equipped to support their children's learning. This ensures parents/caregivers have the necessary information and resources to support their children's education effectively.

Leveraging Assets:

- **Enhance Existing Programs:** Boys and Girls Club, a community-based youth development organization, offers significant after school support, helping in both academic and social development. Community input suggests a need to strengthen the afterschool program by integrating more academic support and enrichment activities. **CS growth area:** The Community Schools initiative will provide Pomona Elementary opportunities to develop a formal

process and system for communication and collaboration between Expanded Learning staff and school day staff to review data, discuss students' needs, and provide additional practice and targeted academic support for students. In addition, the Community Schools Admin Intern, having access to data gained by participating in the Pomona MTSS monthly team meetings, will be able to create systems of more targeted intervention and support.

- **Build on Family Engagement Initiatives:** Parents at Pomona Elementary show a strong commitment to supporting their child's education, as demonstrated by a 98% attendance rate at parent-teacher conferences. In addition, parents expressed interest in more events like "Muffins for Moms" and "Doughnuts for Dads" as well as workshops on topics such as bullying, cyber-bullying, behavior management, and drug awareness. **CS growth area:** The Community Schools Initiative, with the support of the Community Schools Admin Intern, can significantly enhance school-parent engagement by fostering an environment that encourages active participation from both parents and the community in the educational process. The Community Schools Admin Intern can work with the PTA to expand events like "Muffins for Mom" to include more diverse activities that cater to various interests and schedules, ensuring more parents can participate.
- **Capitalize on Community Partnerships:** The Pomona Elementary families appreciate the support from local organizations such as The Crossing, Melinda Hoag Smith Center for Healthy Living, and OC GRIP. **CS growth area:** The Community Schools approach recognizes that education is influenced by a wide range of social, economic, and environmental factors, and looks to address these through comprehensive support. By acting as a liaison among the school, families, and community partners, the Community Schools Admin Intern ensures that resources are effectively mobilized to support students' comprehensive needs, leveraging the community's assets to enrich the educational experience and foster a supportive and engaged community around the school.

These themes collectively emphasize the diverse and pressing needs at Pomona Elementary, spanning from academic support to health and wellness, expanded learning programs, family engagement, and issues with school attendance. **A community schools grant could provide essential resources to address these complex issues, enhancing the educational experience and overall well-being of students and their families.**

Expanded and Enriched Learning Time			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
Before School (times/services)	<p>Before school enrichment:</p> <ul style="list-style-type: none"> Band Class 	<p>30 students in grades 4-6 participate in band twice a week.</p> <p>Staff observations and challenges include students being dropped off early in the morning before school starts and staffing allocation/support is not provided</p>	<p>Families are asking for additional support in the morning to juggle work schedules. In addition, there is a need to provide a safe environment for students prior to school beginning.</p> <p>Families have demonstrated the ability to arrive early before school starts, thus proving that before school classes would be utilized and beneficial to students and families.</p>
After School (times/services)	<ul style="list-style-type: none"> Enrollment in 5 day after school program Enrollment in enrichment 	<p>NMUSD partners with Boys and Girls Club to provide an afterschool program for 120 students at Pomona. The afterschool program begins immediately upon the end of the regular school day and operate until at least 6:00 pm. It provides after school care every school day. The Boys & Girls Club after-school program focuses on their "Impact Model"—a structured, daily rotation consisting of academic reinforcement, physical fitness and social recreation, and enrichment opportunities.</p>	<p>Some of the comments from the parent input meeting indicate:</p> <ul style="list-style-type: none"> A need for more hours and programs that cater to parents' schedules, as well as programs that teach students skills like music and dance, suggesting a demand for more diverse and accessible extracurricular options. Homework support

Expanded and Enriched Learning Time			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
		Only 37% of the students are participating in the after school programs. In addition, there is a range of enrichment offerings including: Dance, after school sports, Musical Theater, and STEM classes	Surveyed families in regards to types of enrichment that they would like for their students. Top enrichment choices: <ul style="list-style-type: none"> • Arts and Drawing (57%) • STEM (57%) • Dance (43%) • Sports (40%)
Summer Programs	<ul style="list-style-type: none"> • Enrollment in summer school 	<p>75 or 26% Pomona students attended summer school in 2023. Summer school was for 20 days and ran from 7:30 am to 5:00 pm.</p> <p>Summer School consisted of a morning instructional block (community building activities, math, and ELA). The afternoon consisted of enrichment classes in art, dance, music, STEM, and theater.</p>	<p>Based on a teacher survey the top needs to address in summer school includes:</p> <ul style="list-style-type: none"> • Reading • Math, SEL • Physical Activity • Music, and • STEM
During School (learning pathways, differentiated instruction, lab times, etc.)	<ul style="list-style-type: none"> • Small group instruction (Include Support Teachers and Classroom Teachers) 	Over the last 2 years, there has been an increase in the number of children at Pomona who scored at or above benchmark on the Acadience assessment in grades K-2. In 2021-2022, 33.6% of students were at or above benchmark on the Acadience assessment. In 2022-2023	There is a need to augment professional development and instructional programming to accelerate student achievement in ELA, ELD, and Mathematics.

Expanded and Enriched Learning Time			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
	<ul style="list-style-type: none"> • AVID • Science • Music • Enrichment offerings 	<p>it grew 9.6% to 43.6%. However, there is still a large percentage of students not yet scoring at grade level on standardized measures in grades K-2.</p> <p>The CHKS indicates that 49% of 5th graders felt there was meaningful participation in school (i.e. Do you get to do interesting activities at school?; Are you given a chance to help decide school activities or rules?)</p>	<p>In addition, the CHCKS data suggests that professional development has a focus on equipping teachers with the skills to create more inclusive and engaging classroom environments. This includes training on differentiated instruction and strategies for fostering student engagement and participation.</p>

Collaborative Leadership and Practices			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
Teacher Leadership Development & Opportunities	<ul style="list-style-type: none"> Community Schools Input from Staff Results of teacher professional development survey (November 1) Participation in Thinking Maps, Handwriting Without Tears, Right from the Beginning, etc. Site Leadership PBIS Team SST R&R 	<ul style="list-style-type: none"> 8 teachers participate in Leadership Team meetings 1 time/month. PBIS Team, 4 members collaborates every other month Student Success Team/MTSS Team consists teachers, specialists, and administrators and meets monthly.. Role and Recompense system provides teachers leadership opportunities across a wide span of school program needs (e.g., English Learner Coordinator, etc.). During the summer of 2023, 3 Pomona teachers participated in the Handwriting Without Tears training. Teachers learned how to teach handwriting with purposeful hands-on, multisensory manipulatives and music. In addition, they learn about appropriate pencil grip, position concepts, alphabet knowledge, and letter formation <p>2023-2024 PD Opportunities for all staff in August:</p> <ul style="list-style-type: none"> PreK/TK (General Ed and Special Ed)-over 70 teachers participated in a professional development on: 	<p>Provide professional development on using student performance data to guide teaching strategies. This encourages a collective approach to elicit and respond to student feedback.</p> <p>On November 1, 2023, NMUSD administered a Professional Development Needs survey.</p> <p>Most staff expressed interest in learning how to differentiate lessons and assignments and managing a differentiated classroom.</p> <ul style="list-style-type: none"> Differentiating lessons and assignments -Preschool: 75%, Elementary: 69% Managing a differentiated

Collaborative Leadership and Practices			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
		<ul style="list-style-type: none"> ○ Early Learning Assessments ○ Early Literacy-in particular Alphabet Knowledge, Print Awareness, and Phonological Awareness ● K-6 grade: <ul style="list-style-type: none"> ○ “Write from the Beginning...and Beyond” writing program ○ Studies Weekly Implementation Training: Materials, Tech, & ELA Integration and Pacing Updates 	<p>classroom</p> <p>-Preschool: 63%, Elementary: 63%</p> <p>With respect to students’ social and emotional learning, the most common areas of staff interest are student mental health and well-being (with 65% of 2023-24 staff expressing interest, up from 59% from the previous year) and understanding the components of a trauma-informed/compassionate classroom (59%, up from 44%).</p> <p>Over two-thirds of classified staff (67%) express interest in PD around understanding the components of PBIS (compared to only 45% of certificated staff).</p>

Collaborative Leadership and Practices			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
			<p>Other high-interest areas for 2023-24 survey respondents include supporting disruptive and unresponsive students (with 89% indicating interest in this area), increasing parents' engagement in their child's learning (84%), and encouraging collaboration between educators and parents (71%).</p> <ul style="list-style-type: none"> • Supporting disruptive and unresponsive students: Preschool: 76%, Elementary: 91% • Increasing parents' engagement in their child's learning: Preschool: 70%, Elementary: 79% • Encouraging collaboration between educators and parents: Preschool: 90%, Elementary: 68%

Collaborative Leadership and Practices			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
Parent Leadership Development and Opportunities	<ul style="list-style-type: none"> • Parent Education Offeries • Parent 	<ul style="list-style-type: none"> • Grupo Crescer (6-8 week program) virtual Parenting skills 	<p>Looking for parenting classes in person.</p> <p>Families value involvement opportunities current offered including school day involvement opportunities of weekly flag deck and preschool Parent and Child Together Time (first 15 minutes of preschool day). Families are interested in more parent workshops for homework help, social emotional topics, and would like child care to be provided for parent workshops.</p> <p>During the parent input meeting, parents expressed that they valued and would like more volunteer opportunities..</p>

Collaborative Leadership and Practices			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
Student Leadership Development and Opportunities	<ul style="list-style-type: none"> • Student Council • Peer Conflict Resolution Training • PALs Student Leadership • Lunch Intramural 		Students value being engaged in decisions and serve as leaders for school events and programs. There is a need to expand leadership opportunities to other grade levels.
Shared Decision-Making Bodies that center the voices of students, families and community	<ul style="list-style-type: none"> • SSC • ELAC • PTA 	School Site Council is comprised of 10 members representing staff and parents. SSC meets 4 times per year to make decisions on Single Plan for Student Achievement (and related budgets), Home-School Compact, Parent/Family Engagement Policy, Safe School Plan, and provide LCAP input. ELAC meets 4 times per year and provides input on programs for English Learners. The PTA Board meets monthly to provide input for school programs as well as allocate PTA budget to support school programs for students.	

Community and Family Engagement			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	<ul style="list-style-type: none"> • Goal Setting Conferences • Parent-Teacher-Student Conferences • Cultural Family Events • Literacy, STEM Nights • Attendance Data 	<ul style="list-style-type: none"> • 98.27% of students had a family member participate in the Fall goal setting conference. <p><u>Early Learning Data</u></p> <ul style="list-style-type: none"> • Pomona's Early Development Index indicates that only 27% of the children in the Pomona community are "Ready for Kindergarten" upon entering Kindergarten. <ul style="list-style-type: none"> ○ 30% ready in gross and fine motor ○ 21% ready in overall social competence ○ 21% ready in communication skills and general knowledge • Pomona's preschool has a Parent and Child Together Time (PaCT) program. PaCT is a program that takes place in preschool classrooms for 15 minutes each day. Its objective is to promote developmentally appropriate activities that enhance children's literacy, language, social-emotional, math, and physical development to prepare them for kindergarten success. Parents participate in interactive activities with their child during PaCT and receive informative tip sheets 	<p>The parent surveys and input from parent forums indicate an interest in night family/teacher conferences, look for creative ways to engage families and build/strengthen trust, Professional Development for teachers on engaging parents/caregivers.</p> <p>Even though Pomona has many parent/family information events for preschool parents, many children are entering kindergarten without the skills necessary to be successful in school. This is based on the EDI data.</p> <ul style="list-style-type: none"> • Proposal to create a Learning Link Program to serve Pomona and Rea.

Community and Family Engagement			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
		<p>with additional activities to work on at home. 90% of the parents participate regularly in PaCT.</p> <ul style="list-style-type: none"> The Early Learning Department also has Parent Empowerment Project (PEP) presentations at Pomona Elementary which are open to all PreK/TK/K families. One of the goals of the PEP workshops is to build strong and effective partnerships with families that can help children and families thrive. During the 2023-2024 school year, the parent workshops offered are: Toilet Training (The Priority Center); "Parenting Under Stress" (Hoag Mental Health Center); Early Literacy (OC Public Libraries); "Ways to Improve Dental Health" (Healthy Smiles OC); and a 3 part Nutrition Series (CHOC) <p>Attendance Data:</p> <ul style="list-style-type: none"> According to the data, there are 14 students with Severe Chronic absence rates (7% of the student body) and 64 students with Chronic absence rates (22% of the student body). Our schoolwide average daily attendance rate is 90%. 	<p>New ideas for 2023-2024:</p> <ul style="list-style-type: none"> Sending letters, having a multidisciplinary School Attendance Review Team (SART) meeting Using social media to talk about importance of attendance

Community and Family Engagement			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	<ul style="list-style-type: none"> Adult School through Huntington Beach Adult School at BESST Center 	There is a small number of parents that participate in the English classes offered by Huntington Beach Union High School District Adult Education program that is hosted on the property adjacent to the Rea School campus. More outreach to families is needed to connect parents to this valuable community resource.	There is a small number of parents that participate in the English classes offered by Huntington Beach Union High School District Adult Education program that is hosted on the property adjacent to the Rea School campus. More outreach to families is needed to connect parents to this valuable community resource.

Attachment IV a - Community Schools Planning Artifacts-Community Asset Mapping and Needs/Gap Analysis
2023–24 California Community Schools Partnership Program
Newport-Mesa Unified School District - Implementation Grant Cohort 3
Whittier Elementary School Code: 30 66597 6029516

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Whittier Community Asset and Needs Assessment Overview	
Methodology	<ul style="list-style-type: none"> Acadience Reading Scores (grades K-2), STAR Reading data (grades 3-6), Attendance data, Expanded Learning programs enrolment data, California Healthy Kids Survey, caregiver, staff, and student surveys, Early Developmental Index (to assess Kinder-readiness), Family Financial Stability Index, Dataquest 2023-2024 The input gathering process was intentionally designed to gather as many voices as possible from parents and family members. A variety of tools were used to collect feedback including hard copies and online surveys. With a focus question of “Why a Community School for Whittier?” at the forefront of the discussion, ideas were shared on how the integrated approach to education will benefit students, families and the community overall.
Assets: <ul style="list-style-type: none"> NMUSD District Expanded Learning Program provides a 5 day a week afterschool program for students in grades TK-6 until 6 pm. Whittier has a Dual Immersion Spanish program Whittier has various support staff and specialized teachers: <ul style="list-style-type: none"> Full time counselor (2) Reading Teachers Science Teacher (grades TK-6) Music Teacher (grades TK-6) PE Teacher (grades 3-6) Bilingual staff Expanded Learning: 322 or 71% students at Whittier attend expanded learning programs The parent input meeting revealed some positive themes: <ul style="list-style-type: none"> Bilingual Education: The strong appreciation for dual-language programs and bilingual education highlights the value placed on inclusivity and multicultural understanding. Parent Involvement: Some success that parents commented on were school wide Flag Deck assemblies, PTA events like the Fall Festival, Math nights, and Group Crecer. Appreciation for Arts and Innovation: The after school enrichment programs in art, dance, theater, and cooking are highly valued, showcasing a desire for a curriculum that fosters creativity, self-expression, and practical life skills. Community Support: Partnerships with local organizations and initiatives like food banks and clothing donations show a commitment to supporting families beyond the classroom. 	

- **Respectful Environment:** The emphasis on anti-bullying efforts, staff respect for families, and a celebratory, welcoming campus culture reflects a community that prioritizes a respectful and inclusive educational environment.
- **Bilingual Staff:** The presence of more bilingual staff is appreciated, enhancing the school's inclusivity and support for diverse student backgrounds.
- **Science and Music Education:** The provision of science and music classes is recognized as an important part of the school's curriculum.

Areas of Needs and Key Findings:

- **Financial Stability:**

- In 2022-2023, the percentage of **unduplicated students was 94%**. According to the CDE, it is estimated that 91% of students are unduplicated for this school year.
- Whittier community faces economic challenges with an **'unstable' Family Financial Stability Index score of 4**.

- **Student Engagement and Participation:**

- **Chronic absenteeism affects 20% of the student body and 32% at risk of chronic absenteeism**, with a schoolwide average daily attendance rate of 97%.
- According to the **California Healthy Kids Survey**, only **34%** of 5th graders **feel meaningful participation in school activities**.

- **Academic Achievement and Readiness:**

- Despite improvements in Acadience assessment scores (from 51.6% to 59.5% at or above benchmark), a **significant portion of students in grades K-2 are still not at grade level in reading**.
- Low proficiency in **STAR Reading for grades 3-6** (17% to 45% demonstrating grade-level proficiency).
- **Only 33% of children in the Whittier community are considered 'Ready for Kindergarten'**, with lower percentages in:
 - 23% ready in gross and fine motor
 - 18% ready in overall social competence
 - 18% ready in communication skills and general knowledge
- **Professional Development for Teachers:** Recognizing the need for ongoing professional development to enhance teaching strategies, especially in differentiated instruction and social-emotional learning.

- **Expanded Learning:**

- 322 or 71% students at Whittier attend expanded learning programs
- 110 or 24% Whittier students attended summer school in 2023

- Students and families expressed preference for diverse after-school enrichment activities including chess, swim, soccer, and choir.
- **Parent and Community Engagement:**
 - The need for more busing, food insecurity resources, and consistent access to necessary supplies and adult education opportunities highlights the importance of removing barriers to education and ensuring every student has the tools they need to succeed.
 - Parents would like more active involvement through workshops, volunteer programs, and parenting classes, enhancing the school-community connection.
 - **Strong interest in educational parent workshops on anxiety, vaping, bullying, social-emotional development, behavior management and drug awareness.**
 - There are many **community partners** that provide local resources (Melinda Hoag Smith Center for Healthy Living, Assistance League, St. Andrews Church, Lions Club, English Classes) that benefit Whittier Elementary's students, families, and community. It is important to **capitalize on these and strengthen coordination and partnership** while forging additional partnerships with a reading program, Girls Inc., and Big Brother Big Sister Program.

Addressing Areas of Needs:

- **Student Engagement:** The problem of frequent absenteeism, coupled with findings from the California Healthy Kids Survey indicating that a mere 34% of 5th graders feel a significant sense of involvement in school activities, underscores the necessity for an increase in mentorship initiatives. It also highlights the importance of implementing engaging, practical learning experiences that align with students' interests and have direct applications to the real world.
- **Academic Achievement:** Despite some improvements, there remain significant gaps in proficiency levels in reading and math, as well as readiness for kindergarten metrics that are concerning.
- **Improve Academic Achievement:** The data indicates a significant need for targeted academic support, especially in reading proficiency among younger students. Implement kindergarten readiness programs, focusing on gross and fine motor skills, social competence, communication skills, and general knowledge.
- **Expand Enrichment and Learning Readiness Programs:** There's a clear preference for a variety of after-school, enrichment, and summer programs that include opportunities in STEM, arts, and physical education.
- **Strengthen Parent and Community Engagement:** Parents highlighted in a survey, that they are interested in workshops on topics such as positive behavior management, supporting children at home with academics, addressing bullying, and understanding fentanyl. The goal is to ensure that childcare services are available during these sessions.. Additionally, expanding volunteer and adult education opportunities can foster a more active and involved community.

Leveraging Assets:

- **After-School Programs:** With a significant percentage of students participating in expanded learning programs, Whittier can introduce more diverse after-school options as indicated by parent interest, such as chess, swimming, soccer, and choir. This diversification could also extend to summer school offerings. **CS growth area:** By fostering strong partnerships with local organizations, businesses, and community members, Whittier's community school can draw on a wealth of resources and expertise to enhance their expanded learning programs. These partnerships can provide students with access to enrichment opportunities, mentorships, and other real-world learning experiences that complement and extend the school curriculum.
- **Focus on Arts and Science Education:** The appreciation for arts, music, and science education suggests a pathway for more specialized programs or clubs that focus on these areas, potentially in collaboration with local organizations or through grants aimed at enhancing STEAM (Science, Technology, Engineering, Arts, and Mathematics) education. **CS growth area:** The Community Schools Initiative can play a pivotal role to enhance the appreciation for arts, music, and science education. One strategy aligned to community schools model is to provide teachers with professional development opportunities that will enhance their ability to deliver interdisciplinary lessons that spark students' curiosity and appreciation for arts, music, and science. This can include workshops, conferences, and collaborative planning sessions that encourage innovative teaching methods and project based learning.
- **Strengthen Community Partnerships:** Parents and staff appreciate the support from local organizations such as Think Together at Shalimar, Melinda Hoag Smith Center for Healthy Living, and the public libraries. Expanding these partnerships to include more targeted programs like a reading initiative, Girls Inc., and Big Brother Big Sister can address specific needs such as literacy and mentorship. **CS growth area:** The Community Schools approach recognizes that education is influenced by a wide range of social, economic, and environmental factors, and looks to address these through comprehensive support. By acting as a liaison among the school, families, and community partners, the Community Schools Admin Intern ensures that resources are effectively mobilized to support students' comprehensive needs, leveraging the community's assets to enrich the educational experience and foster a supportive and engaged community around the school.
- **Bilingual Support and Inclusivity:** The community values the dual immersion Spanish program and the presence of bilingual staff. **CS growth area:** The Community Schools Initiative prioritizes communication and inclusivity through roles like bilingual staff and School Community Facilitators who can transform a school into a more engaging, supportive, and inclusive environment. These staff members can help in the needs assessment process by ensuring that all parent voices are included.

Whittier has the potential to transform into a more vibrant community hub by leveraging its assets and addressing its needs through strategic planning and community involvement. **It suggests a desire for schools to serve as community hubs that not only educate but also support and nurture students and their families in a holistic manner.** This approach requires a commitment to ongoing dialogue with all stakeholders, continuous evaluation of program effectiveness, and the flexibility to adapt strategies as needs and opportunities evolve.

Expanded and Enriched Learning Time			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
Before School (times/services)	Before School Care: <ul style="list-style-type: none"> Whittier Strong Start 	<p>During the 2022-2023 school year, NMUSD piloted an expanded before school program from 6:30-8:00 am at Whittier Elementary called "Strong Start".</p> <p>In 2023-2024, 20 students attend the Strong Start Program.</p> <p>In the Strong Start Before School Program. Students receive:</p> <ul style="list-style-type: none"> Focused homework help Independent Learning Opportunities (silent reading, arts/crafts) Group Learning Games & Enrichment Activities Breakfast 	<p>There was an increase 50% increase in participation in the before school program this year compared to 2022-23</p>
After School (times/services)	<ul style="list-style-type: none"> Enrollment in 5 day after school program Enrollment in enrichment 	<p>NMUSD's Project Kidz Connect (PKC) expanded learning program 322 or 71% students at Whittier. These students either attend the 5 day a week after school program and/or after school enrichment classes.</p> <p>The afterschool program begins immediately upon the end of the regular school day and operate until at least 6:00 pm,</p>	<p>Students, families, and staff value the extended day program, PKC, and enrichment programs such as soccer, dance, karate, art, stem, legos, musical theater, etc. PKC also implements Literature League and AR</p>

Expanded and Enriched Learning Time			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
		PKC is contracting with other outside enrichment providers to provide art, dance, chess, STEM, and sports opportunities for all students at school sites.	opportunities for students to work on their reading goals. PKC will also implement Red Words which is part of the tier 2 intervention plan during the school day. Surveyed families in regards to types of enrichment that they would like for their student. Top enrichment choices: <ul style="list-style-type: none"> • Arts and Drawing (57%) • STEM (57%) • Dance (43%) • Sports (40%)
Summer Programs	<ul style="list-style-type: none"> • Enrollment in summer school 	110 or 24% of Whittier students attended summer school in 2023. Summer school was for 20 days and ran from 7:30 am to 5:00 pm. Summer School consisted of a morning instructional block (community building	There is a need for more participation from our Whittier students. Families had a hard time getting transportation to the nearest summer school

Expanded and Enriched Learning Time			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
		activities, math, and ELA). The afternoon consisted of enrichment classes in art, dance, music, STEM, and theater.	site. Based on a teacher survey the top needs to address in summer school includes: <ul style="list-style-type: none"> • Reading • Math, SEL • Physical Activity • Music, and • STEM
During School (learning pathways, differentiated instruction, lab times, etc.)	<ul style="list-style-type: none"> • Small group instruction (Include Support Teachers and Classroom Teachers) • AVID • Science • Music • Enrichment offerings • Spanish Dual Immersion 	Over the last 2 years, there has been an increase in the number of children at Whittier who scored at or above benchmark on the Acadience assessment in grades K-2. In 2021-2022, 51.6% of students were at or above benchmark on the Acadience assessment. In 2022-2023 it grew 7.9% to 59.5%. However, there is still a large percentage of students not yet scoring at grade level on standardized measures in grades K-2.	There is a need to provide more professional development and instructional programming to accelerate student achievement in ELA, ELD, and Mathematics. In addition, the CHCKS data suggests that professional development have a focus on equipping teachers with the skills to

Expanded and Enriched Learning Time			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
			create more inclusive and engaging classroom environments. This includes training on differentiated instruction and strategies for fostering student engagement and participation.

Collaborative Leadership and Practices			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
Teacher Leadership Development & Opportunities	<ul style="list-style-type: none"> Community Schools Input from Staff Results of teacher professional development survey (November 1) Participation in Thinking Maps, Handwriting Without Tears, Right from the Beginning, etc. Site Leadership PBIS Team SST R&R 	<ul style="list-style-type: none"> 10 teachers and 2 admins participate in Leadership Team meetings twice a month. PBIS Team collaborates 1-2 times a month with 4 staff members and 2 admins Student Success Team/MTSS Team consists teachers, specialists, and administrator and meet weekly. Role and Recompense system provides teachers leadership opportunities across a wide span of school program needs (e.g., English Learner Coordinator, etc.). During the summer of 2023, 8 Whittier teachers participated in the Handwriting Without Tears training (including the preschool teacher). Teachers learned how to teach handwriting with purposeful hands-on, multisensory manipulatives and music. In addition, they learn about appropriate pencil grip, position 	<p>There is a need for professional development in the areas of leadership and professional learning communities to help with grade level PLC. Provide professional development on using student performance data to guide teaching strategies. This encourages a collective approach to elicit and respond to student feedback.</p> <p>On November 1, 2023, NMUSD administered a Professional Development Needs survey.</p> <p>Most staff expressed interest in learning how to differentiate lessons and assignments and managing a differentiated classroom.</p> <ul style="list-style-type: none"> Differentiating lessons and assignments

Collaborative Leadership and Practices			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
		<p>concepts, alphabet knowledge, and letter formation</p> <ul style="list-style-type: none"> The PreK and TK teachers at Whittier are participating in LETRS for Early Childhood Educators professional learning provides deep knowledge and clarity of effective literacy skills necessary to prepare the youngest learners for success in kindergarten and beyond. 	<p>-Preschool: 75%, Elementary: 69%</p> <ul style="list-style-type: none"> Managing a differentiated classroom -Preschool: 63%, Elementary: 63% <p>With respect to students' social and emotional learning, the most common areas of staff interest are student mental health and well-being (with 65% of 2023-24 staff expressing interest, up from 59% from the previous year) and understanding the components of a trauma-informed/compassionate classroom (59%, up from 44%).</p> <p>Over two-thirds of classified staff (67%) express interest in PD around understanding the components of PBIS (compared to only 45% of certificated staff).</p>

Collaborative Leadership and Practices			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
			<p>Other high-interest areas for 2023-24 survey respondents include supporting disruptive and unresponsive students (with 89% indicating interest in this area), increasing parents' engagement in their child's learning (84%), and encouraging collaboration between educators and parents (71%).</p> <ul style="list-style-type: none"> • Supporting disruptive and unresponsive students: Preschool: 76%, Elementary: 91% • Increasing parents' engagement in their child's learning: Preschool: 70%, Elementary: 79% • Encouraging collaboration between educators and parents: Preschool: 90%, Elementary: 68%

Collaborative Leadership and Practices			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
Parent Leadership Development and Opportunities	<ul style="list-style-type: none"> • Parent Education Offerings • PTA 	<ul style="list-style-type: none"> • Grupo Crecer parenting classes provided by NMUSD virtually • Parent education series on MTSS and other educational topics to help their child be successful at school • Parent volunteer program where parents come in during lunch time to help with structured play time. It is called Juegos y Sonrisas. We have about 10 volunteers • PTA Organization. There are about 15 members that participate in leadership roles such as SSC. • ELAC committee for parents of English Learners. There are about 30 participants that meets 4-5 times throughout the school year. 	Families value opportunities for involvement offered during the day. Parents attend weekly flag deck assemblies. There is a need for more resources in the areas of mental health, parent education, and medical services and insurance guidance. Parents will benefit from learning English classes and understanding the dynamics of the classroom especially in the area of SEL.
Student Leadership	<ul style="list-style-type: none"> • Student Council • Peer Conflict 	There are 18 members in the student council that meets 1 -2 times a month.	Students value being engaged in decisions and serve as

Collaborative Leadership and Practices			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
Development and Opportunities	Resolution Training <ul style="list-style-type: none"> • PALs Student Leadership • Lunch Intramural 	The students are involved in planning our spirit weeks, canned food drive, recycle program, participates in the branding meeting, and help with our morning flag deck.	leaders for school events and programs. There is a need to expand leadership opportunities to other grade levels.
Shared Decision-Making Bodies that center the voices of students, families and community	<ul style="list-style-type: none"> • SSC • ELAC • PTA 	<ul style="list-style-type: none"> • School Site Council is comprised of 8 members representing staff and parents. SSC meets 4-5 times per year to make decisions on Single Plan for Student Achievement (and related budgets), Home-School Compact, Parent/Family Engagement Policy, Safe School Plan, and provide LCAP input. ELAC meets 4-5 times per year and provides input on programs for English Learners. The PTA Board meets 4 - 5 times a year to provide input for school programs as well as allocate PTA budget to support school programs for students. 	More ways to increase participation of families participating in the shared decision - making at our school.

Community and Family Engagement			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	<ul style="list-style-type: none"> • Goal Setting Conferences • Parent-Teacher-Student Conferences • Cultural Family Events • Literacy, STEM Nights • Attendance Data 	<p>Attendance Data:</p> <ul style="list-style-type: none"> • According to the data, there are 11 students with Severe Chronic absence rates (2% of the student body) and 54 students with Chronic absence rates (12 % of the student body). Our schoolwide average daily attendance rate is 97% present. <p><u>Early Learning Data</u></p> <ul style="list-style-type: none"> • Whittier's Early Development Index indicates that only 33% of the children in the Whittier community are "Ready for Kindergarten" upon entering Kindergarten. <ul style="list-style-type: none"> ○ 23% ready in gross and fine motor ○ 18% ready in overall social competence ○ 18% ready in communication skills and general knowledge 	<p>There is a need to intensify support for student attendance needs with data and staff input. How can we support for more home visits and what can we do so families feel supported in the area of attendance.</p> <p>New ideas for 2023-2024:</p> <ul style="list-style-type: none"> • Sending letters, having a multidisciplinary School Attendance Review Team (SART) meeting • Using social media to talk about importance of attendance <p>In the community input meeting, parents expressed the importance of community, with specific mentions of a close-knit feeling, active parent-teacher association,</p>

Community and Family Engagement			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
		<ul style="list-style-type: none"> Whittier's preschool has a Parent and Child Together Time (PaCT) program. PaCT is a program that takes place in preschool classrooms for 15 minutes each day. Its objective is to promote developmentally appropriate activities that enhance children's literacy, language, social-emotional, math, and physical development to prepare them for kindergarten success. Parents participate in interactive activities with their child during PaCT and receive informative tip sheets with additional activities to work on at home. 67% of the parents participate regularly in PaCT. The Early Learning Department also has Parent Empowerment Project (PEP) presentations at Whittier Elementary which are open to all PreK/TK/K families. One of the goals of the PEP 	<p>and a welcoming atmosphere on campus. They also expressed the importance of involving parents through workshops, suggesting a commitment to parental engagement in the school community.</p> <p>Other input from community input meetings:</p> <ul style="list-style-type: none"> Emphasis on home support for academic success, suggesting that parents want tools or resources to help their children with schoolwork at home. The importance of value and finance education for both parents and students, indicating a desire for a well-rounded educational experience that includes life skills.

Community and Family Engagement			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
		workshops is to build strong and effective partnerships with families that can help children and families thrive. During the 2023-2024 school year, the parent workshops offered are: Toilet Training (The Priority Center); "Parenting Under Stress" (Hoag Mental Health Center); Early Literacy (OC Public Libraries); "Ways to Improve Dental Health" (Healthy Smiles OC); and a 3 part Nutrition Series (CHOC)	<ul style="list-style-type: none"> • Attention to family well-being and relationships through family therapy. • Education on critical social issues such as bullying and drugs. • Nutritional education, which may reflect a focus on health and wellness. <p>How can we enhance the parent conference experience for student academic growth and connection of students/families to extended day and other resources? How can we enhance communication and involvement? How can we leverage texting for more ongoing communication with families?</p> <p>Even though Whittier has</p>

Community and Family Engagement			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
			<p>many parent/family information events for preschool parents, many children are entering kindergarten with the skills necessary to be successful in school. This is based on the EDI data.</p> <p>Proposal to create a Learning Link Program to serve Whittier.</p>
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	<ul style="list-style-type: none"> Adult School through Huntington Beach Adult School at BESST Center 	There is a small number of parents that participate in the English classes offered by Huntington Beach Union High School District Adult Education program that is hosted on the property adjacent to the Rea School campus.	<p>There is a need for training for ESL, job training, and financial literacy.</p> <p>More outreach to families is needed to connect parents to this valuable community resource.</p>

Attachment IV a - Community Schools Planning Artifacts-Community Asset Mapping and Needs/Gap Analysis
2023–24 California Community Schools Partnership Program
Newport-Mesa Unified School District - Implementation Grant Cohort 3
Wilson Elementary School Code: 30 66597 6029524

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Wilson Community Asset and Needs Assessment Overview	
Methodology	<ul style="list-style-type: none"> Acadience Reading Scores (grades K-2), STAR Reading data (grades 3-6), Attendance data, Expanded Learning programs enrolment data, California Healthy Kids Survey, caregiver, staff, and student surveys, Early Developmental Index (to assess Kinder-readiness), Family Financial Stability Index, Dataquest 2023-2024 The input gathering process was intentionally designed to gather as many voices as possible from parents and family members. A variety of tools were used to collect feedback including hard copies and online surveys. With a focus question of “Why a Community School for Wilson?” at the forefront of the discussion, ideas were shared on how the integrated approach to education will benefit students, families and the community overall.
Assets: <ul style="list-style-type: none"> Think Together provides a 5 day a week afterschool program for students in grades TK-6 until 6 pm. Wilson has various support staff and specialized teachers: <ul style="list-style-type: none"> Full time counselor (2) Reading Teachers Science Teacher (grades TK-6) Music Teacher (grades TK-6) PE Teacher (grades 3-6) Bilingual staff The parent, staff, and student input meetings revealed some positive themes: <ul style="list-style-type: none"> Dedicated and Caring Staff: The dedication of staff members, their commitment to students, and the personal attention and care they provide are highly regarded by parents. Parental Support and Involvement: The school's efforts in supporting parents in helping their students and providing opportunities for parental involvement at school are appreciated. School Pride and Spirit: Wildcat Rallies, spirit weeks, and the principal's focus on respect contribute to a strong sense of school pride and community spirit. Counseling and Support Services: The availability of counseling services and reading support groups is an important aspect for parents. Bilingual Staff: The presence of more bilingual staff is appreciated, enhancing the school's inclusivity and support for diverse student backgrounds. Music Education: The provision of music classes is recognized as an important part of the school's curriculum 	

Areas of Needs and Key Findings:**• Financial Stability:**

- In 2022-2023, the percentage of **unduplicated students was 98%**. According to the CDE, it is estimated that 94% of students are unduplicated for this school year.
- Wilson community faces economic challenges with an **'unstable' Family Financial Stability Index score of 3**.

• Student Engagement and Participation:

- **Chronic absenteeism affects 21% of the student body and 27% at risk of chronic absenteeism**, with a schoolwide average daily attendance rate of 92.8%.
- According to the **California Healthy Kids Survey**, only **44%** of 5th graders **feel meaningful participation in school activities**.
- Positive feedback for after-school activities, Wildcat Rallies, and spirit weeks.
- Parents placed a high value on academic support, kindness education, and family holiday programs.

• Academic Achievement and Readiness:

- Despite improvements in Acadience assessment scores (from 45.8% to 55.8% at or above benchmark), a **significant portion of students in grades K-2 are still not at grade level in reading**.
- Low proficiency in **STAR Reading for grades 3-6** (15% to 26% demonstrating grade-level proficiency).
- **Only 52% of children in the Wilson community are considered 'Ready for Kindergarten'**, with lower percentages in social competence and communication skills.
 - There is a need for increased and differentiated special education, tutoring, and early childhood learning services.

• Expanded Learning:

- Families expressed interest in increasing access to and participation in expanded learning and summer school programs can be increased (currently 29% and 39% of students participate respectively).
- Students and families expressed preference for diverse after-school enrichment activities including dance, sports, arts, and STEM.

• Parent and Community Engagement:

- Currently, there is a high rate of family participation in goal-setting conferences (75%).
- Parents favor night-time workshops, direct involvement through classroom visits and phone calls, and digital communication via emails.
- Parents/caregivers expressed a preference for flexible event attendance options with translation support.

- **There is strong interest in educational parent workshops on bullying, cyber-bullying, behavior management and drug awareness.**
- **Parents expressed a need for resources and training to support children's learning at home.**
- There are many **community partners** that currently provide local resources (Melinda Hoag Smith Center for Healthy Living, SOS, WIC, City of Costa Mesa Parks and Recreation) that benefit Wilson Elementary's students, families, and community. It is important to **capitalize on these and strengthen coordination and partnership.**

These themes collectively reflect the diverse and pressing priorities at Wilson Elementary, spanning from academic support to health and wellness, extended day programs, community engagement, and specific challenges faced by English learners. A community schools grant would provide essential resources to address these complex issues, enhancing the educational experience and overall well-being of students and their families.

Addressing Areas of Needs:

- **Student Engagement:** The problem of frequent absenteeism, coupled with findings from the California Healthy Kids Survey indicating that a mere 44% of 5th graders feel a significant sense of involvement in school activities, underscores the necessity for an increase in mentorship initiatives. It also highlights the importance of implementing engaging, practical learning experiences that align with students' interests and have direct applications to the real world.
- **Academic Achievement:** Despite some improvements, there remain significant gaps in proficiency levels in reading and math, as well as readiness for kindergarten metrics that are concerning.
- **Improve Academic Achievement:** The data indicates a significant need for targeted academic support, especially in reading proficiency among younger students. Implement kindergarten readiness programs, focusing on gross and fine motor skills, social competence, communication skills, and general knowledge.
- **Expand Enrichment and Learning Readiness Programs:** There's a clear preference for a variety of after-school activities. Expanding these programs can address academic, social, and emotional needs more effectively.
- **Strengthen Parent and Community Engagement:** Enhancing communication and engagement methods, including digital platforms and translation services, could make school programs more accessible to all families. Workshops and resources that support home learning and address specific parental concerns would also be beneficial

Leveraging Assets:

- **After-School Programs:** Think Together, a community-based youth development organization, offers significant afterschool support, helping in both academic and social development. **CS growth area:** The Community Schools initiative will provide Wilson Elementary opportunities to develop a formal process and system for communication

and collaboration between Expanded Learning staff and school day staff to review data, discuss students' needs, and provide additional practice and targeted academic support for students. In addition, the Community Schools Admin Intern, having access to data gained by participating in the Wilson MTSS monthly team meetings, will be able to create systems of more targeted intervention and support.

- **Specialized Staff and Support:** The presence of full-time counselors, reading, science, and music teachers, as well as bilingual staff, contributes significantly to the diverse learning environment. **CS growth area:** The Community Schools initiative will provide Wilson Elementary opportunities to further amplify the benefits of having these various support staff, by fostering a holistic learning environment and ensuring that education is not only multifaceted but also deeply rooted in the local community. The Community Schools Admin Intern will help bridge the gap between the school and the broader community. This role involves not only facilitating partnerships with local organizations and services that can enhance educational opportunities and provide additional support for students, but also engaging families and community members in the educational process.
- **Parental and Community Engagement:** High levels of parental involvement and community engagement, including positive feedback on staff dedication and the provision of various programs, establish a strong support network for students. **CS growth area:** The addition of a community school admin intern will play a pivotal role in enhancing parent and community engagement by acting as a conduit between the school, families, and the broader community. The CS administrative intern will assist in identifying opportunities for parent workshops and involvement, as well as in mobilizing community resources to support families and students. Active engagement will enhance the participation of families and the broader community in school activities and decision-making, nurturing leadership within the school community and aiding in the development of a more inclusive and supportive educational setting.
- **Academic and Extra-Curricular Programs:** A range of academic and extracurricular programs, including music education and physical education, enrich the students' learning experiences. **CS growth area:** A community school admin intern will play an important role in enhancing the educational experience by creating systems for targeted intervention, fostering partnerships and leveraging resources to expand and diversify academic and extracurricular offerings. By building these connections, it will create a supportive network, enabling students to explore new interests and talents while strengthening their academic foundations.

These themes collectively emphasize the diverse and pressing needs at Wilson Elementary, spanning from academic support to health and wellness, extended day programs, community engagement, and specific challenges faced by English learners. **A community schools grant could provide essential resources to address these complex issues, enhancing the educational experience and overall well-being of students and their families.**

Expanded and Enriched Learning Time			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
Before School (times/services)	Before school enrichment: <ul style="list-style-type: none"> Running Club facilitated by a teacher. 	<ul style="list-style-type: none"> Running Coach funded through Role & Recompense. One time a week on Wednesdays at 7:15 a.m. (Running Club) Student runners have opportunity to run at 3 community marathon/running events. 	Students and families expressed preference for diverse expanded learning enrichment activities including dance, sports, arts, and STEM. Can any of these be provided before school?
After School (times/services)	<ul style="list-style-type: none"> Enrollment in 5 day after school program Enrollment in enrichment Data source: Community Schools Input from Parents/Caregivers 	NMUSD partners with Think Together to provide an afterschool program for 105 or 29% students at Wilson. The afterschool program begins immediately upon the end of the regular school day and operate until at least 6:00 pm. It provides after school care every school day. Think Together's Afterschool Expanded Learning Programs provides homework help and enrichment activities to TK-6 students. Think Together has created an enrichment curriculum focused on English Language Arts, Math, STEM, Youth Development, and Arts & Enrichment.	<p>Families expressed interest in increasing access to and participation in expanded learning and summer school programs can be increased (currently 29% and 39% of students participate respectively).</p> <p>In the community input meeting parents expressed interest in:</p> <ul style="list-style-type: none"> dance (more days) A variety of sports Arts and crafts (possibly selling their artwork)

Expanded and Enriched Learning Time			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
			<ul style="list-style-type: none"> • STEM classes • Community garden • Spanish instruction; dual-immersion class • Better snacks, healthy snacks • More computer skills • Have someone in the front office always • Health class • Physical well being • drug use prevention • Anti-bullying classes • More lighting for winter months <p>Surveyed families in regards to types of enrichment that they would like for their student. Top enrichment choices:</p> <ul style="list-style-type: none"> • Arts and Drawing (57%) • STEM (57%) • Dance (43%) • Sports (40%)

Expanded and Enriched Learning Time			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
Summer Programs	<ul style="list-style-type: none"> Enrollment in summer school 	<ul style="list-style-type: none"> 138 or 39% Wilson students attended summer school in 2023. Summer school was for 20 days and ran from 7:30 am to 5:00 pm. Students were self selected for summer school based on family need/choice. Summer School consisted of a morning instructional block (community building activities, math, and ELA). The afternoon consisted of enrichment classes in art, dance, music, STEM, and theater. 	Based on a teacher survey, the top needs to address in summer school includes: <ul style="list-style-type: none"> Reading Math SEL Physical Activity Music, and STEM
During School (learning pathways, differentiated instruction, lab times, etc.)	<ul style="list-style-type: none"> Small group instruction (Include Support Teachers and Classroom Teachers) <ul style="list-style-type: none"> 2 FT 3 PT Science Music Enrichment offerings 	Over the last 2 years, there has been an increase in the number of children at Wilson who scored at or above benchmark on the Acadience assessment in grades K-2. In 2021-2022, 45.8% of students were at or above benchmark on the Acadience assessment. In 2022-2023 it grew 10% to 55.8%. However, there is still large percentage of students not yet scoring at grade level on standardized	There is a need to provide more professional development for teachers and to offer differentiated instructional programming to accelerate student achievement in ELA, ELD, and Mathematics. In addition, the CHCKS data suggests that professional

Expanded and Enriched Learning Time			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
		<p>measures in grades K-2.</p> <p>The CHKS indicates that 44% of 5th graders felt there was meaningful participation in school (i.e. Do you get to do interesting activities at school?; Are you given a chance to help decide school activities or rules?)</p>	<p>development have a focus on equipping teachers with the skills to create more inclusive and engaging classroom environments. This includes training on differentiated instruction and strategies for fostering student engagement and participation.</p>

Collaborative Leadership and Practices			
Whole Child Supports	Sources of Data: How are we currently measuring this implementation and/or impact of these activities? What sources of data exist?	Baseline Data: What do we know about the scope & scale of existing supports, programs, practices, etc. (# served, frequency, quality, impact, etc.)?	Emerging Themes: What themes, assets, needs/gaps, and questions arise?
Teacher Leadership Development & Opportunities	<ul style="list-style-type: none"> Community Schools Input from Staff Results of teacher professional development survey (November 1) Participation in Thinking Maps, Handwriting Without Tears, Right from the Beginning, etc. Site Leadership PBIS Team SST R&R 	<ul style="list-style-type: none"> 9 teachers (Grade level plus SAI and Support) participate in Leadership Team meetings 1-2 times month. PBIS Team collaborates 1-2 times a month frequency) with (2 teachers and AP staff) Student Success Team/MTSS Team consists of teachers, specialists, and administrator; and meet weekly. Role and Recompense system provides teachers leadership opportunities across a wide span of school program needs (e.g., English Learner Coordinator, etc.). During the summer of 2023, 4 Wilson teachers participated in the Handwriting Without Tears training. Teachers learned how to teach handwriting with purposeful hands-on, multisensory manipulatives and music. In addition, they learn about appropriate pencil 	<p>Provide professional development on using student performance data to guide teaching strategies. This encourages a collective approach to elicit and respond to student feedback. During a staff input meeting some staff expressed support for Second Step, a SEL curriculum.</p> <p>On November 1, 2023, NMUSD administered a Professional Development Needs survey.</p> <p>Most staff expressed interest in learning how to differentiate lessons and assignments and managing a differentiated classroom.</p> <ul style="list-style-type: none"> Differentiating lessons and assignments -Preschool: 75%, Elementary: 69% Managing a differentiated classroom -Preschool: 63%, Elementary: 63%

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		<p>grip, position concepts, alphabet knowledge, and letter formation</p> <ul style="list-style-type: none"> ● 2023-2024 PD Opportunities for all staff in August: <ul style="list-style-type: none"> ● PreK/TK (General Ed and Special Ed)-over 70 teachers participated in a professional development on: <ul style="list-style-type: none"> ○ Early Learning Assessments ○ Early Literacy-in particular Alphabet Knowledge, Print Awareness, and Phonological Awareness ● K-6 grade: <ul style="list-style-type: none"> ○ “Write from the Beginning...and Beyond” writing program ○ Studies Weekly Implementation Training: Materials, Tech, & ELA Integration and Pacing Updates 	<p>With respect to students’ social and emotional learning, the most common areas of staff interest are student mental health and well-being (with 65% of 2023-24 staff expressing interest, up from 59% from the previous year) and understanding the components of a trauma- informed/ compassionate classroom (59%, up from 44%).</p> <ul style="list-style-type: none"> ● Over two-thirds of classified staff (67%) express interest in PD around understanding the components of PBIS (compared to only 45% of certificated staff). ● Other high-interest areas for 2023-24 survey respondents include supporting disruptive and unresponsive students (with 89% indicating interest in this area), increasing parents’ engagement in their child’s learning (84%), and encouraging collaboration

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			<p>between educators and parents (71%).</p> <ul style="list-style-type: none"> • Supporting disruptive and unresponsive students: Preschool: 76%, Elementary: 91% • Increasing parents' engagement in their child's learning: Preschool: 70%, Elementary: 79% • Encouraging collaboration between educators and parents: Preschool: 90%, Elementary: 68%
Parent Leadership Development and Opportunities	<ul style="list-style-type: none"> • Parent Education Classes • PTA 	<ul style="list-style-type: none"> • Grupo Crescer (6-8 week program) virtual Parenting skills 	<p>The principal expressed interest in parenting classes that are in person.</p> <p>Families value involvement opportunities currently offered including school day involvement opportunities of weekly flag deck and preschool Parent and Child Together Time (first 15 minutes of preschool day). Families are</p>

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			<p>interested in more parent workshops for homework help, social emotional topics, and would like child care to be provided for parent workshops. During the parent input meeting, parents expressed that they valued and would like more:</p> <ul style="list-style-type: none"> • Walk to School Day • Holiday parties (Halloween, Christmas) • Movie day/night • "Cafecito" with the principal • Parent/parenting classes • Think together • Art, STEM • Jogathon • Parent and child lunch day • Dance/Date Night • Positive that people (staff) speak Spanish • Reading together day • Exercise • Safety (What can parents do to support student and school safety?)

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Student Leadership Development and Opportunities	<ul style="list-style-type: none"> • Student Leadership • Peer Conflict Resolution Training • Peer Assistance Leadership (Student Leadership) • Lunch Intramural 		Students value being engaged in decisions and serve as leaders for school events and programs. There is a need to expand leadership opportunities to other grade levels.
Shared Decision-Making Bodies that center the voices of students, families and community	<ul style="list-style-type: none"> • SSC • ELAC • PTA 	<ul style="list-style-type: none"> • School Site Council is composed of members representing staff and parents. SSC meets 4 times per year to make decisions on Single Plan for Student Achievement (and related budgets), Home-School Compact, Parent/Family Engagement Policy, Safe School Plan, and provide LCAP input. ELAC meets 1 time every other month and provides input on programs for English Learners. The PTA Board meets 1 x a month to provide input for school programs as well as allocate PTA budget to support school programs for students. 	Goal 5-6 SSC meetings next year, to increase opportunities for community building, shared goal setting, and data review

Community and Family Engagement			
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Multiple Modes of Family Communication & Involvement (e.g. Home Visits, student-teacher-family conferences, regular class information & outreach)	<ul style="list-style-type: none"> Goal Setting Conferences Parent-Teacher-Student Conferences Cultural Family Events Literacy, STEM Nights Attendance Data 	<ul style="list-style-type: none"> 75 % of students had a family member participate in the Fall goal setting conference. The CHKS indicates that 44% of 5th graders felt there was meaningful participation in school (i.e. Do you get to do interesting activities at school?; Are you given a chance to help decide school activities or rules?) <p><u>Early Learning Data</u></p> <ul style="list-style-type: none"> Wilson's Early Development Index indicates that only 52% of the children in the Wilson community are "Ready for Kindergarten" upon entering Kindergarten. <ul style="list-style-type: none"> 45% ready in overall social competence 34% ready in communication skills and general knowledge Wilson's preschool has a 	<p>The parent surveys and input from parent forums indicate an interest in night family/teacher conferences, look for creative ways to engage families and build/strengthen trust, Professional Development for teachers on engaging parents/caregivers</p> <p>Even though Wilson has many parent/family information events for preschool parents, many children are entering kindergarten with the skills necessary to be successful in school. This is based on the EDI data.</p> <p>Proposal to create a <i>Learning Link</i> Program to serve Wilson.</p> <p>Expand PaCT to incoming kindergarten parents who enroll their child between January 29, 2024 and May 24, 2024.</p>

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		<p>Parent and Child Together Time (PaCT) program. PaCT is a program that takes place in preschool classrooms for 15 minutes each day. Its objective is to promote developmentally appropriate activities that enhance children's literacy, language, social-emotional, math, and physical development to prepare them for kindergarten success. Parents participate in interactive activities with their child during PaCT and receive informative tip sheets with additional activities to work on at home. 95% of the parents participate regularly in PaCT.</p> <ul style="list-style-type: none"> • The Early Learning Department also has Parent Empowerment Project (PEP) presentations at Wilson Elementary which are open to all PreK/TK/K families. One of the goals of the PEP 	Input from staff indicates a need to strengthen outreach to other preschools and family day care centers.

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		<p>workshops is to build strong and effective partnerships with families that can help children and families thrive. During the 2023-2024 school year, the parent workshops offered are: Toilet Training (The Priority Center); "Parenting Under Stress" (Hoag Mental Health Center); Early Literacy (OC Public Libraries); "Ways to Improve Dental Health" (Healthy Smiles OC); and a 3 part Nutrition Series (CHOC)</p> <p>Attendance Data:</p> <ul style="list-style-type: none"> According to the data, there are 70 students with Chronic absence rates (20% of the student body) . Our schoolwide average daily attendance rate is 92.8 %. 	<p>New ideas for 2023-2024:</p> <ul style="list-style-type: none"> Sending letters, having a multidisciplinary School Attendance Review Team (SART) meeting Using social media to talk about importance of attendance "No Tardy Party" and highlight students with perfect attendance

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Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	<ul style="list-style-type: none"> Adult School through Huntington Beach Adult School at BESST Center 	There is a small number of parents that participate in the English classes offered by Huntington Beach Union High School District Adult Education program that is hosted on the property adjacent to the Rea School campus.	More outreach to families is needed to connect parents to this valuable community resource.