

Annual Progress Report (APR) 2024-25 Responses

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Cover

The contact information written on Year 3 APR is presented below.

Contact Information

	Responses
Region	Southern Coast
Cohort	Cohort 3
LEA	Newport-Mesa Unified
School Name	Pomona Elementary
CDS Code	30 66597 6029466
Name	Kelly Galen
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People involved in filling in the APR

Please indicate the approximate number of people who have been involved in preparing your school's Annual Progress Report.

People involved in preparing the APR

Role	Number involved	Total number in school	Others specified
Principal	1	1	NULL
Assistant Principal (if applicable)	0	0	NULL
Community School Coordinator(s)	4	1	NULL
School Counselor/Social Worker/Psychologist	1	3	NULL
Teacher(s)	3	22	NULL
Instructional Coach(es) (if applicable)	1	1	NULL
Other staff	3	NA	NULL
Student(s)	0	Auto-populated	NULL
Parent/Guardians(s)	0	Auto-populated	NULL
Community member(s) (members of the surrounding community that do not have an affiliation with the school)	0	Auto-populated	NULL
Community partner(s) (school partners with an MOU or any other formal agreement to provide supports or services)	0	0	NULL
Other (please specify):	NA	NA	NA

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Capacity-Building Strategies

Please indicate your current phase of growth and development for each Capacity-building Strategy.

Shared Commitment, Understanding and Priorities

Please indicate your current phase of growth and development	Visioning
Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development	Outreach materials, Surveys, Interview/focus group data from school staff, Interview/focus group data from students and/or families, Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering Committee, etc.), Needs and Assets Assessment tools/participation rates
Other (please specify)	NA

Centering Community Based Learning

Please indicate your current phase of growth and development	Visioning
Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development	Needs and Assets Assessment results, School climate surveys, Student engagement or attendance rates, Family and community engagement or attendance, Community learning tours and/or home visits
Other (please specify)	NA

Collaborative Leadership

Please indicate your current phase of growth and development	Visioning
Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development	Survey data, Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering Committee, etc.), School staff direct input (Interview/focus groups), Students and/or families direct input (Interview/focus groups)
Other (please specify)	NA

Sustaining Staff and Resources

Please indicate your current phase of growth and development	Visioning
Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development	Community school-aligned job descriptions, Roles and responsibilities document that includes a process for ongoing revision, Councils or Committee meeting minutes (School Site Council, English Learner Advisory Council, Steering, etc.), Teachers and staff surveys (e.g., school climate surveys)
Other (please specify)	NA

Strategic Community Partnerships

Please indicate your current phase of growth and development	Engaging
Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development	Contract agreements/MOUs/Service Delivery Applications ,School climate surveys,Partnership evaluations
Other (please specify)	NA

Narrative of Accomplishments

Please reflect on what you have accomplished this year with respect to one or more of the capacity-building strategies and how that accomplishment was made possible through the CCSPP ...

This year, Pomona Elementary School has strengthened the capacity-building strategy, Strategic Community Partnerships to support student success. We implemented a series of parent engagement opportunities designed to inform and involve families in their children's education. We hosted family academic mornings that were organized to focus on the core academic areas of math and number sense, providing parents with hands-on experiences of the instructional strategies used in class. Parents joined their students in the classroom and learned how to play academic math games that support student learning at home. Teachers also demonstrated how to modify the activity for students who need enrichment and intervention. Additionally, we offered monthly "Coffee with the Principal" sessions, providing an open forum for parents to ask questions, offer feedback, and learn about school-wide initiatives. To ensure accessibility, these events included translation services. These efforts fostered a welcoming school environment, empowered parents with knowledge about their child's learning, and encouraged ongoing communication between families and educators. Both the family academic morning and the Coffee with the Principals were developed in response to the parent feedback expressing a desire for opportunities to learn how to support their child in their learning at home as well as a desire to have a forum to communicate with school leadership. We also continued to work with our community partners, including The Crossing Church, Newport Beach Lions Club, Newport Beach Assistance League, Let's Be Kind, the Melinda Hoag Foundation, and Share Ourselves to continue programs and opportunities for our students through their services, volunteerism, and donations. This year, we also partnered with the Second Harvest Food Bank to serve our community and offer a free food pantry once a month.

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Engaging Educational Partners

As part of establishing collective priorities for the CCSPP, schools engage the entire community in identifying their top community school priorities and vision. A community school is a “whole-child” school improvement strategy where the LEA and school(s) work closely with staff, students, and families.

Please reflect on your engagement with various groups in developing your community school. In your response, include the following: 1. An estimated number of participants per group that was involved during the planning and implementation process. 2. The total number of individuals within the identified group, as applicable. 3. Select all the processes you used to engage each group in developing your community school.

Administrators

group	response	value
Administrators	Number served	3
Administrators	Total in school	3
Administrators	Processes involved	Surveys,Focus groups,Visioning exercises,School council /steering committee meetings,Other meetings and forums
Administrators	Other (Write-In)	NA

Certificated Staff

group	response	value
Certificated staff	Number served	29
Certificated staff	Total in school	29
Certificated staff	Processes involved	Surveys,Focus groups,Visioning exercises,School council /steering committee meetings,Other meetings and forums
Certificated staff	Other (Write-In)	NA

Classified Staff

group	response	value
Classified staff	Number served	30
Classified staff	Total in school	30
Classified staff	Processes involved	Surveys,Focus groups,Visioning exercises,School council /steering committee meetings,Other meetings and forums
Classified staff	Other (Write-In)	NA

Students

group	response	value
Students	Number served	28
Students	Total in school	Auto-populated
Students	Processes involved	Surveys
Students	Other (Write-In)	NA

Family Members

group	response	value
Family members	Number served	45
Family members	Total in school	Auto-populated
Family members	Processes involved	Surveys,Focus groups,Visioning exercises,School council /steering committee meetings,Other meetings and forums
Family members	Other (Write-In)	NA

Community Members

group	response	value
Community members	Number served	10
Community members	Total in school	Auto-populated
Community members	Processes involved	Other meetings and forums,School events
Community members	Other (Write-In)	NA

Community Partners

group	response	value
Community partners	Number served	4
Community partners	Total in school	4
Community partners	Processes involved	Other meetings and forums,School events,Other
Community partners	Other (Write-In)	Community Events

Narrative

Please use this space to provide any additional information regarding your engagement of educational partners

N/A

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Engaging Marginalized Students

Please reflect on how your community schools work is shaped by the perspectives, assets, and needs of historically marginalized students and families. In your response, include the following: 1. An estimate of how many individuals (e.g., students, caregivers, community members) from this group you have engaged in your community school development at any point during the process the implementation process 2. The total number of individuals within the identified group, as applicable 3. A brief description of how these individuals have been engaged. Examples include creating culturally inclusive spaces, fostering student leadership, hosting focus groups, etc.

English Language Learners

group	response	value
English language learners	Total in school	Auto-populated
English language learners	Comments	MTSS, PBIS, Latino Family Literacy, increased communication, parent workshops, Dr. Reveles
English language learners	Number engaged	121

Students with Disabilities

group	response	value
Students with disabilities	Total in school	Auto-populated
Students with disabilities	Comments	MTSS, PBIS, Latino Family Literacy, increased communication, parent workshops, SAI team, instructional coach
Students with disabilities	Number engaged	44

Socioeconomically Disadvantaged Students

group	response	value
Socioeconomically disadvantaged students	Total in school	Auto-populated
Socioeconomically disadvantaged students	Comments	MTSS, PBIS, Latino Family Literacy, increased communication, parent workshops, Second Harvest Free Farmer's Market, Melinda Hoag Health Center, Assistance League
Socioeconomically disadvantaged students	Number engaged	255

Racially Marginalized Populations

group	response	value
Racially marginalized populations	Total in school	NA
Racially marginalized populations	Comments	MTSS, PBIS, Latino Family Literacy, increased communication, parent workshops, Dr. Reveles, OC GRIP
Racially marginalized populations	Number engaged	255

Homeless Youth

group	response	value
Homeless youth	Total in school	Auto-populated
Homeless youth	Comments	MTSS, PBIS, Latino Family Literacy, increased communication, parent workshops, Share Ourselves, Assistance League
Homeless youth	Number engaged	68

Foster Youth

group	response	value
Foster youth	Total in school	Auto-populated
Foster youth	Comments	MTSS, PBIS, Latino Family Literacy, increased communication, parent workshops, Share Ourselves, Assistance League
Foster youth	Number engaged	1

Chronic Absent students

group	response	value
Chronically absent students	Total in school	Auto-populated
Chronically absent students	Comments	MTSS, PBIS, Latino Family Literacy, increased communication, parent workshops, home visits, SART meetings, positive attendance awards and recognition
Chronically absent students	Number engaged	33

Other Marginalized Student Group

group	response	value
Other 1 (Write-in):	NA	NA
Other 1 (Write-in):	Total in school	NA
Other 1 (Write-in):	NA	NA
Other 1 (Write-in):	Comments	NA
Other 1 (Write-in):	NA	NA
Other 1 (Write-in):	Number engaged	NA

Other Marginalized Student Group

group	response	value
Other 2 (Write-in):	NA	NA
Other 2 (Write-in):	Total in school	NA
Other 2 (Write-in):	NA	NA
Other 2 (Write-in):	Comments	NA
Other 2 (Write-in):	NA	NA
Other 2 (Write-in):	Number engaged	NA

Other Marginalized Student Group

group	response	value
Other 3 (Write-in):	NA	NA
Other 3 (Write-in):	Total in school	NA
Other 3 (Write-in):	NA	NA
Other 3 (Write-in):	Comments	NA
Other 3 (Write-in):	NA	NA
Other 3 (Write-in):	Number engaged	NA

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Whole-child and Family Supports Inventory

To make progress towards achieving CCSPP goals, grantees may offer a variety of supports that address the holistic needs of students and families (see Whole-Child and Family Supports Inventory). For each potential support below, please identify if the support was part of your Community Schools Implementation Plan or Needs and Assets Assessment.

Are these whole child and family supports part of your Community Schools Implementation? (Select as many services that apply.)

Supports Implementation or Availability

WCFSI Support	Is it present?	How have you implemented the support this year?
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Yes	A. Expanded partnerships,C. Expanded capacity (e.g., increased offerings, hired new staff) to offer support
Mental health Screening and Services	Yes	A. Expanded partnerships,C. Expanded capacity (e.g., increased offerings, hired new staff) to offer support
Nutrition Services and Support	Yes	A. Expanded partnerships,C. Expanded capacity (e.g., increased offerings, hired new staff) to offer support,D. Collecting data and tracking improvement
Academic Support (tutoring, specialist, etc.)	Yes	A. Expanded partnerships,B. Provided training / professional development,C. Expanded capacity (e.g., increased offerings, hired new staff) to offer support,D. Collecting data and tracking improvement
Counseling Center	Yes	A. Expanded partnerships,B. Provided training / professional development,C. Expanded capacity (e.g., increased offerings, hired new staff) to offer support,D. Collecting data and tracking improvement
Multi-Tiered System of Support	Yes	A. Expanded partnerships,D. Collecting data and tracking improvement
Coordination of Services Team (e.g., COST team)	No	NA
Before School (times/services)	Yes	C. Expanded capacity (e.g., increased offerings, hired new staff) to offer support
After School (times/services)	Yes	A. Expanded partnerships,B. Provided training / professional development,C. Expanded capacity (e.g., increased offerings, hired new staff) to offer support,D. Collecting data and tracking improvement
Summer Programs	Yes	B. Provided training / professional development,C. Expanded capacity (e.g., increased offerings, hired new staff) to offer support,D. Collecting data and tracking improvement
During School (learning pathways, differentiated instruction, lab times, etc.)	Yes	B. Provided training / professional development,C. Expanded capacity (e.g., increased offerings, hired new staff) to offer support
Teacher Leadership Development and Opportunities	Yes	A. Expanded partnerships,B. Provided training / professional development,C. Expanded capacity (e.g., increased offerings, hired new staff) to offer support,D. Collecting data and tracking improvement
Parent Leadership Development and Opportunities	Yes	A. Expanded partnerships,B. Provided training / professional development,C. Expanded capacity (e.g., increased offerings, hired new staff) to offer support
Student Leadership Development and Opportunities	Yes	A. Expanded partnerships,B. Provided training / professional development,C. Expanded capacity (e.g., increased offerings, hired new staff) to offer support
Shared Decision-Making Bodies that center the voices of students, families and community	Yes	A. Expanded partnerships

WCFSI Support	Is it present?	How have you implemented the support this year?
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Yes	C. Expanded capacity (e.g., increased offerings, hired new staff) to offer support,D. Collecting data and tracking improvement
Positive Behavioral Supports	Yes	A. Expanded partnerships,B. Provided training / professional development,C. Expanded capacity (e.g., increased offerings, hired new staff) to offer support,D. Collecting data and tracking improvement
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Yes	B. Provided training / professional development
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Yes	B. Provided training / professional development
Project-Based Learning	No	NA
Culturally-Sustaining and Responsive Curriculum and Pedagogy	Yes	NA
Community-Based Curriculum, Pedagogy, and Projects	No	NA
Personalized Learning Plans	Yes	D. Collecting data and tracking improvement
Performance Assessments (e.g., capstones, portfolios, etc.)	Yes	D. Collecting data and tracking improvement
Advisory System to ensure every student has a home base / family group and an advisor who knows them well	No	NA
Other: (Write in)_1	NA	NA
Other: (Write in)_2	NA	NA
Other: (Write in)_3	NA	NA
Other: (Write in)_4	NA	NA
Other: (Write in)_5	NA	NA
Other: (Write in)_6	NA	NA

How many people were served by each support? What funding sources you used? What activities were related to that support?

Integrated Student Supports and Services Supports

WCFSI Support	Group served	How many were served?	What funding sources?	Example of activities
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Students	112	General Funds	Vision Screening for students, Share Ourselves mobile clinic/TB testing
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Staff	NA	General Funds	Vision Screening for students, Share Ourselves mobile clinic/TB testing
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Parents/Family members	NA	General Funds	Vision Screening for students, Share Ourselves mobile clinic/TB testing
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Other individuals	NA	General Funds	Vision Screening for students, Share Ourselves mobile clinic/TB testing
Mental health Screening and Services	Students	5	General Funds	Care Solace referrals, Melinda Hoag Health Center
Mental health Screening and Services	Staff	NA	General Funds	Care Solace referrals, Melinda Hoag Health Center
Mental health Screening and Services	Parents/Family members	NA	General Funds	Care Solace referrals, Melinda Hoag Health Center
Mental health Screening and Services	Other individuals	NA	General Funds	Care Solace referrals, Melinda Hoag Health Center
Nutrition Services and Support	Students	NA	NA	Second Harvest Mobile Food Pantry
Nutrition Services and Support	Staff	3	NA	Second Harvest Mobile Food Pantry
Nutrition Services and Support	Parents/Family members	NA	NA	Second Harvest Mobile Food Pantry
Nutrition Services and Support	Other individuals	150	NA	Second Harvest Mobile Food Pantry
Academic Support (tutoring, specialist, etc.)	Students	75	Title I	RTI, MTSS, Literacy TOSA coaching, Family Academic Morning
Academic Support (tutoring, specialist, etc.)	Staff	NA 15	Title I	RTI, MTSS, Literacy TOSA coaching, Family Academic Morning

Community, Student, and Family Engagement Supports

WCFSI Support	Group served	How many were served?	What funding sources?	Example of activities
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Students	255	General Funds	Parent Square newsletter and teacher communications, conferences, Back to School Night
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Staff	45	General Funds	Parent Square newsletter and teacher communications, conferences, Back to School Night
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Parents/Family members	509	General Funds	Parent Square newsletter and teacher communications, conferences, Back to School Night
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Other individuals	NA	General Funds	Parent Square newsletter and teacher communications, conferences, Back to School Night
Home Visits	Students	5	NA	Visited homes to follow up on attendance and student well-being
Home Visits	Staff	NA	NA	Visited homes to follow up on attendance and student well-being
Home Visits	Parents/Family members	NA	NA	Visited homes to follow up on attendance and student well-being
Home Visits	Other individuals	NA	NA	Visited homes to follow up on attendance and student well-being
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Students	NA	NA	Adult education classes offered on campus through Huntington Beach School District
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Staff	NA	NA	Adult education classes offered on campus through Huntington Beach School District
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Parents/Family members	NA	NA	Adult education classes offered on

WCFSI Support	Group served	How many were served?	What funding sources?	Example of activities
Teacher Leadership Development and Opportunities	Students	NA	General Funds	Leadership team meets monthly, professional development offered on site, and district professional development opportunities
Teacher Leadership Development and Opportunities	Staff	13	General Funds	Leadership team meets monthly, professional development offered on site, and district professional development opportunities
Teacher Leadership Development and Opportunities	Parents/Family members	NA	General Funds	Leadership team meets monthly, professional development offered on site, and district professional development opportunities
Teacher Leadership Development and Opportunities	Other individuals	NA	General Funds	Leadership team meets monthly, professional development offered on site, and district professional development opportunities
Parent Leadership Development and Opportunities	Students	NA	General Funds	ELAC, SSC, CS Advisory Council, PTA
Parent Leadership Development and Opportunities	Staff	NA	General Funds	ELAC, SSC, CS Advisory Council, PTA
Parent Leadership Development and Opportunities	Parents/Family members	NA	General Funds	ELAC, SSC, CS Advisory Council, PTA
Parent Leadership Development and Opportunities	Other individuals	NA	General Funds	ELAC, SSC, CS Advisory Council, PTA
Student Leadership Development and Opportunities	Students	10	General Funds	Student Council
Student Leadership Development and Opportunities	Staff	NA	General Funds	Student Council
Student Leadership Development and Opportunities	Parents/Family members	NA	General Funds	Student Council
Student Leadership Development and Opportunities	Other individuals	NA	General Funds	Student Council

Expanded and Enriched Learning Time

WCFSI Support	Group served	How many were served?	What funding sources?	Example of activities
Before School (times/services)	Students	20	Expanded Learning Opportunities Program (ELOP)	Band Before school
Before School (times/services)	Staff	NA	Expanded Learning Opportunities Program (ELOP)	Band Before school
Before School (times/services)	Parents/Families	NA	Expanded Learning Opportunities Program (ELOP)	Band Before school
Before School (times/services)	Other individuals	NA	Expanded Learning Opportunities Program (ELOP)	Band Before school
After School (times/services)	Students	117	Expanded Learning Opportunities Program (ELOP)	ELOP: PKC expanded learning and enrichment program provides students with academic enrichment after school
After School (times/services)	Staff	NA	Expanded Learning Opportunities Program (ELOP)	ELOP: PKC expanded learning and enrichment program provides students with academic enrichment after school
After School (times/services)	Parents/Families	NA	Expanded Learning Opportunities Program (ELOP)	ELOP: PKC expanded learning and enrichment program provides students with academic enrichment after school
After School (times/services)	Other individuals	NA	Expanded Learning Opportunities Program (ELOP)	ELOP: PKC expanded learning and enrichment program provides students with academic enrichment after school
Summer Programs	Students	85	Expanded Learning Opportunities Program (ELOP)	Summer Scholars program offers four weeks of free summer learning and enrichment for students
Summer Programs	Staff	21 NA	Expanded Learning Opportunities Program (ELOP)	Summer Scholars program offers four weeks of free summer learning and enrichment for students

Community-based Curriculum and Pedagogy Supports

WCFSI Support	Group served	How many were served?	What funding sources?	Example of activities
Project-Based Learning	Students	NA	NA	NA
Project-Based Learning	Staff	NA	NA	NA
Project-Based Learning	Parents/Family members	NA	NA	NA
Project-Based Learning	Other individuals	NA	NA	NA
Personalized Learning Plans	Students	47	General Funds	IEPs and 504s
Personalized Learning Plans	Staff	NA	General Funds	IEPs and 504s
Personalized Learning Plans	Parents/Family members	NA	General Funds	IEPs and 504s
Personalized Learning Plans	Other individuals	NA	General Funds	IEPs and 504s
Performance Assessments (e.g., capstones, portfolios, etc.)	Students	255	General Funds	Acadience, STAR data, SBAC, LPAC
Performance Assessments (e.g., capstones, portfolios, etc.)	Staff	30	General Funds	Acadience, STAR data, SBAC, LPAC
Performance Assessments (e.g., capstones, portfolios, etc.)	Parents/Family members	NA	General Funds	Acadience, STAR data, SBAC, LPAC
Performance Assessments (e.g., capstones, portfolios, etc.)	Other individuals	NA	General Funds	Acadience, STAR data, SBAC, LPAC

Positive and Restorative School Climate Supports

WCFSI Support	Group served	How many were served?	What funding sources?	Example of activities
Positive Behavioral Supports	Students	255	General Funds	PBIS strategies and implementation serves all students and staff on campus
Positive Behavioral Supports	Staff	75	General Funds	PBIS strategies and implementation serves all students and staff on campus
Positive Behavioral Supports	Parents/Families	NA	General Funds	PBIS strategies and implementation serves all students and staff on campus
Positive Behavioral Supports	Other individuals	NA	General Funds	PBIS strategies and implementation serves all students and staff on campus
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Students	255	General Funds	PBIS, restorative practices, counseling
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Staff	75	General Funds	PBIS, restorative practices, counseling
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Parents/Families	NA	General Funds	PBIS, restorative practices, counseling
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Other individuals	NA	General Funds	PBIS, restorative practices, counseling
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Students	255	General Funds	Push-in lessons by counselor, Let's Be Kind week, calm corner
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Staff	75	General Funds	Push-in lessons by counselor, Let's Be Kind week, calm corner
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Parents/Families	NA	General Funds	Push-in lessons by counselor, Let's Be Kind week, calm corner

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Goals and Actions

Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above.

Goal Statements

Goal number	Was this goal present last year?	Goal Statement
goal1	NA	Increase the attendance of the 98 students who are currently at risk of being chronically absent by 20% .
goal2	NA	Increase participation in the expanded learning programs by 10% .
goal3	NA	Use surveys, feedback forms, and attendance records to measure parents' appreciation. The target is to achieve a 25% increase in positive feedback from parents on family engagement activities within the school year. This includes qualitative feedback on the variety, timing, relevance, and impact of the activities offered .

Describe your goals and how you developed them

Goal number	Goal Statement	Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment
goal1	Increase the attendance of the 98 students who are currently at risk of being chronically absent by 20% .	The Pomona Elementary attendance reports will demonstrate increased attendance, with a specific focus on at-risk students. Increased attendance will then lead to improving overall student well-being and academic success.
goal2	Increase participation in the expanded learning programs by 10%.	Increased enrollment in Expanded Learning Programs that includes engaging activities such as STEM (Science, Technology, Engineering, Math), robotics, arts/dance/drama, and sports. Increased enrollment will improve overall student well-being and academic success, in addition to aligning with school day academic standards, behaviors, and habits .
goal3	Use surveys, feedback forms, and attendance records to measure parents' appreciation. The target is to achieve a 25% increase in positive feedback from parents on family engagement activities within the school year. This includes qualitative feedback on the variety, timing, relevance, and impact of the activities offered.	The goal aligns with the broader objective of enhancing family-school partnerships, improving student outcomes, and fostering a supportive community environment. Engaging families in meaningful ways contributes to a positive school climate and supports children's education both at school and at home .

Describe the actions taken to support your goals

goal	Goal Statement	Explain the action(s) you took in the SY 2024-2025 to meet this goal.
goal1	Increase the attendance of the 98 students who are currently at risk of being chronically absent by 20%.	1. Incentives and Classroom Attendance Competitions: Reward improved attendance with small incentives, and hold class level competitions to encourage a team spirit around attendance. (Monthly attendance award) 2. Student Attendance Review Team Meetings: Regular meetings involving the Community School Admin Intern, School Community Facilitator, Classroom Teacher, Administration, and Counselor to discuss and strategize. 3. Increase School/Family Communication: Regular phone calls and, if necessary, home visits to engage families in their children's school attendance and address any barriers. 4. Student Engagement Activities: Organize engaging activities that cater to a variety of interests to motivate students to attend school.
goal2	Increase participation in the expanded learning programs by 10%.	1. Community outreach and involvement to bring in guest speakers and role models to connect and provide experiences for students. 2. Provide professional development for ELOP staff in mentorship. 3. Maximize family outreach through the utilization of emails, school announcements, social media, and school websites. 4. Increase student showcase performances.
goal3	Use surveys, feedback forms, and attendance records to measure parents' appreciation. The target is to achieve a 25% increase in positive feedback from parents on family engagement activities within the school year. This includes qualitative feedback on the variety, timing, relevance, and impact of the activities offered.	1. Offer flexible meeting times to support families' work schedules. 2. Survey parents on desired workshops and parenting classes. 3. Advance notice and communication leading up to the conferences. 4. Use various platforms and tools to provide frequent student updates regarding progress....text messages, emails, newsletters, social media, student work samples, assessment results. 5. Offer Family Academic Mornings to strengthen the school and home connection.

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CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation. As you fill in this question, please identify how each goal and action influences the CCSPP outcome areas listed in the Request for Applications.

Goals and Metric N°1

Goal Statement	Goal Metric 1	Results 22-23 M1	Results 23-24 M1	Results 24-25 M1	Desired Outcome for Y4 M1
Increase the attendance of the 98 students who are currently at risk of being chronically absent by 20%.	Chronic absenteeism rates	23.50%	15.90%	Data not yet available on CA School Dashboard	13.50%
Increase participation in the expanded learning programs by 10%.	Other locally determined measures	110 or 37% students at Pomona attend expanded learning programs (Boys and Girls Club) 75 or 26% Pomona students attended summer school in 2023	NA	108 or 38% of students at Pomona are participating in Expanded Learning Pomona currently has 85 students enrolled in Summer Scholars Academy	We will be serving PK-1st grade students in the 25-26 school year. Our goal is to reach 120 kids in PKC
Use surveys, feedback forms, and attendance records to measure parents' appreciation. The target is to achieve a 25% increase in positive feedback from parents on family engagement activities within the school year. This includes qualitative feedback on the variety, timing, relevance, and impact of the activities offered.	Other locally determined measures	N/A	N/A	N/A	Next year we plan to implement a short feedback survey after each engagement opportunity

Goals and Metric N°2

Goal Statement	Goal Metric 2	Results 22-23 M2	Results 23-24 M2	Results 24-25 M2	Desired Outcome for Y4 M2
Increase the attendance of the 98 students who are currently at risk of being chronically absent by 20%.	NA	NA	NA	NA	NA
Increase participation in the expanded learning programs by 10%.	NA	NA	NA	NA	NA
Use surveys, feedback forms, and attendance records to measure parents' appreciation. The target is to achieve a 25% increase in positive feedback from parents on family engagement activities within the school year. This includes qualitative feedback on the variety, timing, relevance, and impact of the activities offered.	NA	NA	NA	NA	NA

Describe any changes you made to your planned goals, metrics, desired outcomes, or actions for the upcoming school year (SY 2025-2026) based on reflections on prior practice.

Goal 1: Increase the attendance of the 98 students identified as at-risk of being chronically absent by 20% We successfully decreased the chronic absenteeism rate by establishing clear procedures and systems among staff to monitor absences and communicate with families. We established a daily attendance huddle in which the office assistant, Community Schools admin intern, and health assistant discuss student absences. The attendance huddle is in addition to the daily email communication between the office assistant and CS admin that details attendance concerns and reasons for the absences. The counselor, school community facilitator, and CS admin would also conduct home visits to address absences when a student had missed consecutive days of school. This team also conducted SART meetings with families and made phone calls home to address absences. We also recognized the class with the highest monthly attendance at flag deck and presented them with an attendance trophy. Weekly attendance winners were recognized on social media and in the parent newsletter. We will continue to utilize these strategies next year and also develop a plan to address tardiness.

Goal 2: Increase participation in expanded learning programs by 10% Our goal was to increase participation by 10%, and during the 2024-2025 school year we had 108 students participate in ELOP and 134 in enrichment. For the 2025-2026 school year, we will continue to promote the program within the community to increase awareness and enrollment.

Goal 3: Use surveys, feedback forms, and attendance records to measure parents' satisfaction. The target is to achieve a 25% increase in positive feedback from parents on family engagement activities within the school year. This includes qualitative feedback on the variety, timing, relevance, and impact of the activities offered. This year we had low parent participation on the LCAP, EL Needs, and Title I Needs assessments which did not allow us to get an accurate picture of parents' overall satisfaction. Our goal next year is to implement short feedback surveys after events.
