

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	Everett A. Rea Elementary
CDS Code	30 66597 6029326
Name	Sara Bartel
Title	Community Schools Admin Intern
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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)	1	1	NULL
School Counselor/Social Worker/Psychologist	1	2	NULL
Teacher(s)	2	30	NULL
Instructional Coach(es) (if applicable)	1	1	NULL
Other staff	2	5	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)	NA	NA	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,Partners participation in school events
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, Rea Elementary made significant progress through several capacity-building strategies, with Strategic Community Partnerships being the most impactful. Guided by the California Community Schools Partnership Program (CCSPP), we launched initiatives including Family Academic Mornings, the Second Harvest Food Bank Farmer's Market, the Padres Unidos parent leader group, and expanded community partnerships. Family Academic Mornings empowered families to support learning at home. Teachers modeled strategies, and parents practiced and asked questions to ensure clarity and confidence. With over 90% attendance, these sessions boosted both student achievement and family engagement.

The Second Harvest Food Bank partnership, a district first, served thousands of community members and hundreds of families. The Lions Club also played a key role, providing volunteers, pop-up tents, and a generous donation to support engagement efforts tied to the food bank market.

Padres Unidos was created to elevate parent leadership. Formed from graduates of the Latino Family Literacy series, members welcomed new families, volunteered, participated in focus groups, attended workshops, and supported community events like Make & Take.

We also strengthened relationships with long-time partners such as the Melinda Hoag Foundation, Share Ourselves, OC Public Libraries, Let's Be Kind, Costa Mesa PD and OC GRIP, the City of Costa Mesa, Lions Club, the American Legion, and others. Their time, services, and donations enriched our school and supported student well-being.

This collaborative model reflects CCSPP's vision for community-rooted schools and has already produced measurable benefits. Energized by this year's success, we are committed to expanding this work to continue its impact on students, families, and the broader community.

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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,School events
Administrators	Other (Write-In)	NA

Certificated Staff

group	response	value
Certificated staff	Number served	10
Certificated staff	Total in school	44
Certificated staff	Processes involved	Surveys,Focus groups,Visioning exercises,School council /steering committee meetings,Other meetings and forums,School events
Certificated staff	Other (Write-In)	NA

Classified Staff

group	response	value
Classified staff	Number served	10
Classified staff	Total in school	36
Classified staff	Processes involved	Surveys,Focus groups,Visioning exercises,School council /steering committee meetings,Other meetings and forums,School events
Classified staff	Other (Write-In)	NA

Students

group	response	value
Students	Number served	51
Students	Total in school	Auto-populated
Students	Processes involved	Surveys,Focus groups
Students	Other (Write-In)	NA

Family Members

group	response	value
Family members	Number served	25
Family members	Total in school	Auto-populated
Family members	Processes involved	Surveys,Focus groups
Family members	Other (Write-In)	NA

Community Members

group	response	value
Community members	Number served	15
Community members	Total in school	Auto-populated
Community members	Processes involved	NA
Community members	Other (Write-In)	NA

Community Partners

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

Narrative

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

NA

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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	Increased communication and engagement, stakeholder input and involvement, parent workshops, MTSS, Schoolwide PBIS, Student Leadership groups, Latino Family Literacy, Parent Empowerment workshop series with Dr. Reveles, Grupo Crecer
English language learners	Number engaged	147

Students with Disabilities

group	response	value
Students with disabilities	Total in school	Auto-populated
Students with disabilities	Comments	Increased communication and engagement, stakeholder input and involvement, parent workshops, MTSS, Schoolwide PBIS, Student LEadership groups, Latino Family Literacy, SAI team
Students with disabilities	Number engaged	95

Socioeconomically Disadvantaged Students

group	response	value
Socioeconomically disadvantaged students	Total in school	Auto-populated
Socioeconomically disadvantaged students	Comments	Increased communication and engagement, stakeholder input and involvement, parent workshops, MTSS, Schoolwide PBIS, Student Leadership groups, Latino Family Literacy, Free Farmers Market Food Pantry, Community Partnership, Parent Empowerment workshop series with Dr. Reveles, Grupo Crecer
Socioeconomically disadvantaged students	Number engaged	305

Racially Marginalized Populations

group	response	value
Racially marginalized populations	Total in school	NA
Racially marginalized populations	Comments	Increased communication and engagement, stakeholder input and involvement, parent workshops, MTSS, Schoolwide PBIS, Student Leadership groups, Latino Family Literacy, Community Partnership, Parent Empowerment workshop series with Dr. Reveles, Grupo Crecer
Racially marginalized populations	Number engaged	315

Homeless Youth

group	response	value
Homeless youth	Total in school	Auto-populated
Homeless youth	Comments	Increased communication and engagement, stakeholder input and involvement, parent workshops, MTSS, Schoolwide PBIS, Student Leadership groups, Latino Family Literacy, Community Partnership, Parent Empowerment workshop series with Dr. Reveles, Grupo Crecer
Homeless youth	Number engaged	62

Foster Youth

group	response	value
Foster youth	Total in school	Auto-populated
Foster youth	Comments	Increased communication and engagement, stakeholder input and involvement, parent workshops, MTSS, Schoolwide PBIS, Student Leadership groups, Latino Family Literacy, Community Partnership, Parent Empowerment workshop series with Dr. Reveles, Grupo Crecer
Foster youth	Number engaged	2

Chronic Absent students

group	response	value
Chronically absent students	Total in school	Auto-populated
Chronically absent students	Comments	Increased communication and engagement, stakeholder input and involvement, parent workshops, MTSS, Schoolwide PBIS, Student Leadership groups, Latino Family Literacy, Parent Empowerment workshop series with Dr. Reveles, Grupo Crecer, early intervention attendance conferences, SART meetings, Positive attendance recognition and incentives
Chronically absent students	Number engaged	21

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 CCSP 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	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	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
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,D. Collecting data and tracking improvement
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,D. Collecting data and tracking improvement
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

WCFSI Support	Is it present?	How have you implemented the support this year?
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Yes	A. Expanded partnerships
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	A. Expanded partnerships,B. Provided training / professional development,D. Collecting data and tracking improvement
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	A. Expanded partnerships,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	No	NA
Other: (Write in)_2	NA	NA
Other: (Write in)_3	No	NA
Other: (Write in)_4	NA	NA
Other: (Write in)_5	No	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	136	General Funds	Share Ourselves Mobile Clinic- TB tests for adult volunteers. Students referred to Share Ourselves clinic and Melinda Hoag center for dental, vision, and health needs. District vision/hearing screenings
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Staff	0	General Funds	Share Ourselves Mobile Clinic- TB tests for adult volunteers. Students referred to Share Ourselves clinic and Melinda Hoag center for dental, vision, and health needs. District vision/hearing screenings
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Parents/Family members	11	General Funds	Share Ourselves Mobile Clinic- TB tests for adult volunteers. Students referred to Share Ourselves clinic and Melinda Hoag center for dental, vision, and health needs. District vision/hearing screenings
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Other individuals	0	General Funds	Share Ourselves Mobile Clinic- TB tests for adult volunteers. Students referred to Share Ourselves clinic and Melinda Hoag center for dental, vision, and health needs. District vision/hearing screenings
Mental health Screening and	Students	7	General Funds	Students referred

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	344	General Funds	Blackboard and/or Aeries communication (email, text); Flyers, Conferences, BTSN, ELAC, SSC, Cafecito, Weekly Bulletin, Friday Flag Deck; personal invitation calls to grade-level events; social media
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Staff	25	General Funds	Blackboard and/or Aeries communication (email, text); Flyers, Conferences, BTSN, ELAC, SSC, Cafecito, Weekly Bulletin, Friday Flag Deck; personal invitation calls to grade-level events; social media
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Parents/Family members	510	General Funds	Blackboard and/or Aeries communication (email, text); Flyers, Conferences, BTSN, ELAC, SSC, Cafecito, Weekly Bulletin, Friday Flag Deck; personal invitation calls to grade-level events; social media
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Other individuals	0	General Funds	Blackboard and/or Aeries communication (email, text); Flyers, Conferences, BTSN, ELAC, SSC, Cafecito, Weekly Bulletin, Friday Flag Deck; personal invitation

WCFSI Support	Group served	How many were served?	What funding sources?	Example of activities
Teacher Leadership Development and Opportunities	Students	0	General Funds	AVID Instructional Leadership Team meets monthly; Professional development offered monthly on site, additional district PD opportunities
Teacher Leadership Development and Opportunities	Staff	12	General Funds	AVID Instructional Leadership Team meets monthly; Professional development offered monthly on site, additional district PD opportunities
Teacher Leadership Development and Opportunities	Parents/Family members		General Funds	AVID Instructional Leadership Team meets monthly; Professional development offered monthly on site, additional district PD opportunities
Teacher Leadership Development and Opportunities	Other individuals	0	General Funds	AVID Instructional Leadership Team meets monthly; Professional development offered monthly on site, additional district PD opportunities
Parent Leadership Development and Opportunities	Students	0	Other	Padres Unidos (Parent Leadership group), PTA, ELAC, SSC, Latino Family Literacy, CSDAC, Parent Workshops
Parent Leadership Development and Opportunities	Staff	0	Other	Padres Unidos (Parent Leadership group), PTA, ELAC, SSC, Latino Family Literacy, CSDAC, Parent Workshops
Parent Leadership Development and Opportunities	Parents/Family members	20	Other	Padres Unidos (Parent Leadership group), PTA, ELAC, SSC, Latino Family Literacy, CSDAC, Parent Workshops

Expanded and Enriched Learning Time

WCFSI Support	Group served	How many were served?	What funding sources?	Example of activities
Before School (times/services)	Students	90	Expanded Learning Opportunities Program (ELOP)	Breakfast (estimate 45 students/day), Robotics Club and Music (approx. 45)
Before School (times/services)	Staff	0	Expanded Learning Opportunities Program (ELOP)	Breakfast (estimate 45 students/day), Robotics Club and Music (approx. 45)
Before School (times/services)	Parents/Family members		Expanded Learning Opportunities Program (ELOP)	Breakfast (estimate 45 students/day), Robotics Club and Music (approx. 45)
Before School (times/services)	Other individuals	0	Expanded Learning Opportunities Program (ELOP)	Breakfast (estimate 45 students/day), Robotics Club and Music (approx. 45)
After School (times/services)	Students	197	Expanded Learning Opportunities Program (ELOP)	Project Kids Connect after school program, Enrichment classes (Spanish, Dance, etc.), Art Club, AVID Academy scholars (tutoring) and enrichment
After School (times/services)	Staff	0	Expanded Learning Opportunities Program (ELOP)	Project Kids Connect after school program, Enrichment classes (Spanish, Dance, etc.), Art Club, AVID Academy scholars (tutoring) and enrichment
After School (times/services)	Parents/Family members		Expanded Learning Opportunities Program (ELOP)	Project Kids Connect after school program, Enrichment classes (Spanish, Dance, etc.), Art Club, AVID Academy scholars (tutoring) and enrichment
After School (times/services)	Other individuals	0	Expanded Learning Opportunities Program (ELOP)	Project Kids Connect after school program, Enrichment classes (Spanish, Dance, etc.), Art Club, AVID Academy scholars (tutoring) and enrichment

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	96	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	344	General Funds	Assessment portfolios (Acadience, STAR reading and STAR math, ELPAC, SBAC, goal setting, etc.) and AVID portfolios
Performance Assessments (e.g., capstones, portfolios, etc.)	Staff	27	General Funds	Assessment portfolios (Acadience, STAR reading and STAR math, ELPAC, SBAC, goal setting, etc.) and AVID portfolios
Performance Assessments (e.g., capstones, portfolios, etc.)	Parents/Family members		General Funds	Assessment portfolios (Acadience, STAR reading and STAR math, ELPAC, SBAC, goal setting, etc.) and AVID portfolios
Performance Assessments (e.g., capstones, portfolios, etc.)	Other individuals	0	General Funds	Assessment portfolios (Acadience, STAR reading and STAR math, ELPAC, SBAC, goal setting, etc.) and AVID portfolios

WCFSI Support	Group served	How many were served?	What funding sources?	Example of activities
Positive Behavioral Supports	Students	344	General Funds	Schoolwide PBIS
Positive Behavioral Supports	Staff	80	General Funds	Schoolwide PBIS
Positive Behavioral Supports	Parents/Family members		General Funds	Schoolwide PBIS
Positive Behavioral Supports	Other individuals	0	General Funds	Schoolwide PBIS
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Students	344	General Funds	PBIS; restorative practice (next year PAL)
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Staff	82	General Funds	PBIS; restorative practice (next year PAL)
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Parents/Family members		General Funds	PBIS; restorative practice (next year PAL)
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Other individuals	0	General Funds	PBIS; restorative practice (next year PAL)
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Students	344	General Funds	Lessons by counselor and classroom teacher for SEL and mindfulness; Calm Corner; literature to support behavioral expectations and strategies
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Staff	79	General Funds	Lessons by counselor and classroom teacher for SEL and mindfulness; Calm Corner; literature to support behavioral expectations and strategies
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Parents/Family members		General Funds	Lessons by counselor and classroom teacher for SEL and mindfulness; Calm Corner; literature to support behavioral expectations and strategies

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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	Increase participation in AVID nights to ensure that at least 70% of all elementary students and their families throughout the school attend these events.

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 Rea Elementary attendance reports will demonstrate increased attendance, specifically focusing on the 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	Increase participation in AVID nights to ensure that at least 70% of all elementary students and their families throughout the school attend these events.	AVID nights are designed to support students' academic success and involve families in their educational journey, aligning with the school's mission to foster a collaborative learning environment and enhance student achievement.

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%.	<p><U+25CF>Incentives and Classroom Attendance Competitions: Reward improved attendance with small incentives, and hold class-level competitions to encourage a team spirit around attendance.</p> <p><U+25CF>Student Engagement Activities: Organize engaging activities that cater to a variety of interests to motivate students to attend school.</p> <p><U+25CF>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 on individual student cases.</p> <p><U+25CF>Assigned Mentors for At-Risk Students: Pair at-risk students with mentors who can provide support, guidance, and motivation.</p> <p><U+25CF>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.</p>
goal2	Increase participation in the expanded learning programs by 10%.	<p><U+25CF>Offer before school academic, athletic, and music programs.</p> <p><U+25CF> Use surveys to identify enrichment activities that are of interest to students and parents.</p> <p><U+25CF> Community outreach and involvement to bring in guest speakers and role models to connect and provide experiences for students.</p> <p><U+25CF>Provide professional development for ELOP staff in mentorship.</p> <p><U+25CF> Maximize family outreach through the utilization of emails, school announcements, social media, and school websites.</p> <p><U+25CF>Increase student showcase performances</p>
goal3	Increase participation in AVID nights to ensure that at least 70% of all elementary students and their families throughout the school attend these events.	<p><U+25CF>Finalize calendar for AVID Family Nights and other events involving parent-child interaction around learning/academics.</p> <p><U+25CF>Establish a system for efficient tracking of parents attending AVID Family Night and related events.</p> <p><U+25CF>Engage Office Assistant in maintaining a log with parent attendance data.</p> <p>Consider how to create competition for grade levels to have the largest percentage of participants.</p> <p><U+25CF>Engage School Community Facilitator to assist with promoting and publicizing events, as well as providing targeted communication/follow up to encourage parents to participate.</p>

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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	32%	17.20%	The data is not available on the CA School Dashboard	15%
Increase participation in the expanded learning programs by 10%.	Other locally determined measures	N/A	104	125	170
Increase participation in AVID nights to ensure that at least 70% of all elementary students and their families throughout the school attend these events.	Other locally determined measures	N/A	70%	86.63%	90%

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
Increase participation in AVID nights to ensure that at least 70% of all elementary students and their families throughout the school attend these events.	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: Improve Attendance Specific Goal: Increase attendance among the 98 at-risk students by 20%. In 2023–2024, the site’s chronic absenteeism rate decreased from 16.25% to 12.68% (a 21.95% improvement), with 51 students classified as chronically absent. Targeted strategies drove this progress: early intervention conferences with caregivers, incentive programs (e.g., extra recess, treats, class challenges), and systems to reduce tardies (e.g., “No Tardy Party”). Strong attendance monitoring, daily communication between the CS Admin Intern and office staff, consistent SART meetings, and home visits helped address barriers. The CS Admin Intern analyzed data regularly to guide actions. These efforts led to a measurable reduction in chronic absenteeism. Continued refinement based on student data will guide next steps. Goal 2: Expanded & Enriched Learning Time Specific Goal: Increase expanded learning program participation by 10%. This year, 125 students enrolled in after-school programs and 197 in enrichment, representing 57% and 90% participation respectively. With the school expanding to include upper grades, interest has grown—210 students now wish to enroll, though space may be limited. The ELOP Admin Intern has promoted programs and collaborated with staff to ensure offerings are engaging. Efforts will continue into 2025–2026 to meet demand and sustain high participation.

Goal 3: Community and Family Engagement Specific Goal: Ensure 70% of students and families attend AVID nights. This goal was exceeded with 86.63% participation (299 of 344 families). Attendance was boosted by consistent outreach, flexible scheduling (including morning events), and personal invitations. The CS Admin Intern tracked participation and worked closely with staff. Plans are underway to add an evening academic event and build on successful engagement practices.
