

Annual Progress Report (APR) 2024-25 Responses

Table of contents

Cover	1
People involved in filling in the APR	2
Capacity-Building Strategies	3
Engaging Educational Partners	5
Engaging Marginalized Students	7
Whole-child and Family Supports Inventory	10
Goals and Actions	24

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	Whittier Elementary
CDS Code	30 66597 6029516
Name	Natalie Elliott
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	1	NULL
Teacher(s)	2	35	NULL
Instructional Coach(es) (if applicable)	1	1	NULL
Other staff	4	35	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	NA	NULL
Other (please specify):	NA	NA	NA

[to cover page](#)

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 ...

At Whittier, one of our accomplishments was both leveraging and strengthening community partnerships. This year, we developed a strong relationship with our local library and its librarians. We wanted our students to not only foster a love of literacy during school, but also outside of school. In addition, our local library offers a plethora of free services, such as tutoring, crafts, and family activities. The more our students can visit the library, the more likely it is that visiting the library becomes part of their routine at home, inevitably integrating more literacy into their lives.

Whittier kicked off the year with the OC Library attending our Black to School Night to create a presence and provide families with information about the library. Additionally, the local librarian also attended our first PTA General Meeting to provide parents with a list of services available for free at the library. Furthermore, the library hosted, Whittier Night Out, at the facility where families received a tour, created a literacy-based craft, listened to a read aloud, and learned how to obtain a library card. In December, we had two family events at the library that were differentiated by primary and upper grades. We also partnered with another nearby school. Students created holiday crafts that reflected characters from a story read by the librarian, received hot chocolate and cookies, and explored the library. We will continue these differentiated library nights in the late spring, reflecting the nature of the season, and encourage summer reading!

to cover page

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,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	15
Certificated staff	Total in school	35
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	7
Classified staff	Total in school	30
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	15
Students	Total in school	Auto-populated
Students	Processes involved	Surveys
Students	Other (Write-In)	NA

Family Members

group	response	value
Family members	Number served	100
Family members	Total in school	Auto-populated
Family members	Processes involved	Surveys,School council /steering committee meetings,Other meetings and forums,School events
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	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	NA
Community partners	Processes involved	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

to cover page

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 systems, student leadership groups
English language learners	Number engaged	173

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 systems, student leadership groups, SAI and RTI teams
Students with disabilities	Number engaged	60

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 systems, student leadership groups, Free Farmers Market Food Pantry, community partnerships
Socioeconomically disadvantaged students	Number engaged	420

Racially Marginalized Populations

group	response	value
Racially marginalized populations	Total in school	448
Racially marginalized populations	Comments	Increased communication and engagement, stakeholder input and involvement, parent workshops, MTSS, schoolwide PBIS systems, student leadership groups
Racially marginalized populations	Number engaged	445

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 systems, student leadership groups, community partnerships
Homeless youth	Number engaged	68

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 systems, student leadership groups, community partnerships
Foster youth	Number engaged	5

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 systems, student leadership groups, SART meetings, positive attendance incentives
Chronically absent students	Number engaged	64

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

[to cover page](#)

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	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,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
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	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
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	188	General Funds	Share Ourselves Mobile Clinic - TB Screening for Volunteers. Students referred to SOS and Melinda Hoag 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 Screening for Volunteers. Students referred to SOS and Melinda Hoag for dental, vision, and health needs. District vision/hearing screenings
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Parents/Family members	60	General Funds	Share Ourselves Mobile Clinic - TB Screening for Volunteers. Students referred to SOS and Melinda Hoag 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 Screening for Volunteers. Students referred to SOS and Melinda Hoag for dental, vision, and health needs. District vision/hearing screenings
Mental health Screening and Services	Students	15	General Funds	Referred to Care Solace, Melinda Hoag, Hazel Health
Mental health Screening and Services	Staff	0	General Funds	Referred to Care Solace, Melinda Hoag, Hazel Health

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	450	General Funds	Parent Square, email, hard copy + digital flyers, BTSN, parent conferences (Oct/March), Social Media, Facebook, ELAC, SSC, Coffee with the Principal, Dolphin Dispatch, Flag Deck, Marquee, Sandwich boards throughout the front of the school, banners / posters, parent workshops, flyers in the community
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Staff	40	General Funds	Parent Square, email, hard copy + digital flyers, BTSN, parent conferences (Oct/March), Social Media, Facebook, ELAC, SSC, Coffee with the Principal, Dolphin Dispatch, Flag Deck, Marquee, Sandwich boards throughout the front of the school, banners / posters, parent workshops, flyers in the community
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Parents/Family members	500	General Funds	Parent Square, email, hard copy + digital flyers, BTSN, parent conferences (Oct/March), Social Media, Facebook, ELAC, SSC, Coffee with the Principal, Dolphin Dispatch, Flag Deck, Marquee, Sandwich boards throughout the front of the

WCFSI Support	Group served	How many were served?	What funding sources?	Example of activities
Teacher Leadership Development and Opportunities	Students	0	General Funds	Instructional Leadership Team meets monthly. PD is offered monthly.
Teacher Leadership Development and Opportunities	Staff	11	General Funds	Instructional Leadership Team meets monthly. PD is offered monthly.
Teacher Leadership Development and Opportunities	Parents/Family members	30	General Funds	Instructional Leadership Team meets monthly. PD is offered monthly.
Teacher Leadership Development and Opportunities	Other individuals	0	General Funds	Instructional Leadership Team meets monthly. PD is offered monthly.
Parent Leadership Development and Opportunities	Students	0	NA	PTA, ELAC, SSC, Parent Workshops, CS Advisory Council
Parent Leadership Development and Opportunities	Staff	11	NA	PTA, ELAC, SSC, Parent Workshops, CS Advisory Council
Parent Leadership Development and Opportunities	Parents/Family members	30	NA	PTA, ELAC, SSC, Parent Workshops, CS Advisory Council
Parent Leadership Development and Opportunities	Other individuals	0	NA	PTA, ELAC, SSC, Parent Workshops, CS Advisory Council
Student Leadership Development and Opportunities	Students	30	General Funds	2024-25 Student Council, Playworks
Student Leadership Development and Opportunities	Staff	20	General Funds	2024-25 Student Council, Playworks
Student Leadership Development and Opportunities	Parents/Family members	30	General Funds	2024-25 Student Council, Playworks
Student Leadership Development and Opportunities	Other individuals	0	General Funds	2024-25 Student Council, Playworks
Shared Decision-Making Bodies that center the voices of students, families and community	Students	30	General Funds	ILT, ELAC, PTA, Student Leadership, Surveys
Shared Decision-Making Bodies that center the voices of students, families and community	Staff	15	General Funds	ILT, ELAC, PTA, Student Leadership, Surveys
Shared Decision-Making Bodies that center the voices of students, families and community	Parents/Family members ¹⁸	30	General Funds	ILT, ELAC, PTA, Student Leadership, Surveys

Expanded and Enriched Learning Time

WCFSI Support	Group served	How many were served?	What funding sources?	Example of activities
Before School (times/services)	Students	30	Expanded Learning Opportunities Program (ELOP)	Expanded/Enriched learning before school
Before School (times/services)	Staff	0	Expanded Learning Opportunities Program (ELOP)	Expanded/Enriched learning before school
Before School (times/services)	Parents/Family members		Expanded Learning Opportunities Program (ELOP)	Expanded/Enriched learning before school
Before School (times/services)	Other individuals	0	Expanded Learning Opportunities Program (ELOP)	Expanded/Enriched learning before school
After School (times/services)	Students	255	Expanded Learning Opportunities Program (ELOP)	STEM, music, swim, math, Mariachi, culinary, sports, chess, musical theater
After School (times/services)	Staff	0	Expanded Learning Opportunities Program (ELOP)	STEM, music, swim, math, Mariachi, culinary, sports, chess, musical theater
After School (times/services)	Parents/Family members		Expanded Learning Opportunities Program (ELOP)	STEM, music, swim, math, Mariachi, culinary, sports, chess, musical theater
After School (times/services)	Other individuals	0	Expanded Learning Opportunities Program (ELOP)	STEM, music, swim, math, Mariachi, culinary, sports, chess, musical theater
Summer Programs	Students	116	Expanded Learning Opportunities Program (ELOP)	Summer Scholars Academy
Summer Programs	Staff	0	Expanded Learning Opportunities Program (ELOP)	Summer Scholars Academy
Summer Programs	Parents/Family members		Expanded Learning Opportunities Program (ELOP)	Summer Scholars Academy
Summer Programs	Other individuals	0	Expanded Learning Opportunities Program (ELOP)	Summer Scholars Academy
During School (learning pathways, differentiated instruction, lab times, etc.)	Students	450	General Funds	Differentiated Instruction, AVID
During School (learning pathways, differentiated instruction, lab times, etc.)	Staff	0	General Funds	Differentiated Instruction, AVID
During School (learning pathways, differentiated instruction, lab times, etc.)	Parents/Family members	20	General Funds	Differentiated Instruction, AVID

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	59	General Funds	IEPs, 504s
Personalized Learning Plans	Staff	0	General Funds	IEPs, 504s
Personalized Learning Plans	Parents/Family members	0	General Funds	IEPs, 504s
Personalized Learning Plans	Other individuals	0	General Funds	IEPs, 504s
Performance Assessments (e.g., capstones, portfolios, etc.)	Students	450	General Funds	Acadience, STAR, ELPAC, SBAC
Performance Assessments (e.g., capstones, portfolios, etc.)	Staff	40	General Funds	Acadience, STAR, ELPAC, SBAC
Performance Assessments (e.g., capstones, portfolios, etc.)	Parents/Family members	0	General Funds	Acadience, STAR, ELPAC, SBAC
Performance Assessments (e.g., capstones, portfolios, etc.)	Other individuals	0	General Funds	Acadience, STAR, ELPAC, SBAC

Positive and Restorative School Climate Supports

WCFSI Support	Group served	How many were served?	What funding sources?	Example of activities
Positive Behavioral Supports	Students	450	General Funds	Schoolwide PBIS
Positive Behavioral Supports	Staff	65	General Funds	Schoolwide PBIS
Positive Behavioral Supports	Parents/Family members	0	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	450	General Funds	PBIS, restorative consequences PD training for staff. PAL to be implemented in 25-26
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Staff	65	General Funds	PBIS, restorative consequences PD training for staff. PAL to be implemented in 25-26
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Parents/Family members	0	General Funds	PBIS, restorative consequences PD training for staff. PAL to be implemented in 25-26
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Other individuals	0	General Funds	PBIS, restorative consequences PD training for staff. PAL to be implemented in 25-26
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Students	450	General Funds	Lessons taught by counselor in classrooms, calm corners, mood meters, PDs that focused on wellness practices, book studies that emulated these practices, Mental Health Awareness Week
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Staff	65	General Funds	Lessons taught by counselor in classrooms, calm corners, mood meters, PDs that focused on wellness practices, book studies that emulated these practices, Mental Health Awareness Week

[to cover page](#)

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 147 students at risk of being chronically absent by 20% .
goal2	NA	Increase participation in the expanded learning enrichment 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 147 students at risk of being chronically absent by 20%.	The Whittier 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 enrichment 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 147 students at risk of being chronically absent by 20%.	<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. <U+25CF>Student Engagement Activities: Organize engaging activities that cater to a variety of interests to motivate students to attend school. <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. <U+25CF>Assigned Mentors for At-Risk Students: Pair at-risk students with mentors who can provide support, guidance, and motivation. <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.
goal2	Increase participation in the expanded learning enrichment programs by 10%.	<U+25CF>Offer before school academic, athletic, and music programs. <U+25CF> Use surveys to identify enrichment activities that are of interest to students and parents. <U+25CF> Community outreach and involvement to bring in guest speakers and role models to connect and provide experiences for students. <U+25CF>Provide professional development for ELOP staff in mentorship. <U+25CF> Maximize family outreach through the utilization of emails, school announcements, social media, and school websites. <U+25CF>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.	<U+25CF>Offer flexible meeting times to support families' work schedules. <U+25CF>Survey parents on desired workshops and parenting classes. <U+25CF>Advance notice and communication leading up to the conferences. <U+25CF> Use various platforms and tools to provide frequent student updates regarding progress....text messages, emails, newsletters, social media, student work samples, assessment results <U+25CF> Host literacy, math, and STEM nights for families/parents -feedback collected from LCAP survey -preparing site-specific parent feedback form (based on limited parent response)

to cover page

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 147 students at risk of being chronically absent by 20%.	Chronic absenteeism rates	22.80%	14.60%	The data is not available on the CA School Dashboard.	13.50%
Increase participation in the expanded learning enrichment programs by 10%.	Other locally determined measures	Not available	322	371	409
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	Not available	Not available	125	125

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 147 students at risk of being chronically absent by 20%.	NA	NA	NA	NA	NA
Increase participation in the expanded learning enrichment 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: Improve Attendance We aimed to increase attendance among 147 students at risk of chronic absenteeism by 20%. Through targeted strategies—monthly attendance certificates, trimester awards, classroom popsicle contests, and weekly social media/newsletter shoutouts—we successfully reduced the number of chronically absent students. An attendance team (Admin Intern, School Community Facilitators, Counselor, Nurse, and Office Assistant) conducted SART meetings, made phone calls, and completed home visits. These efforts led to improved attendance, and we will continue refining strategies to meet student needs.

Goal 2: Expand Learning Program Participation Our goal was to boost participation in Expanded Learning Opportunity Program (ELOP) enrichment by 10%. In 2024–25, 255 students participated. For 2025–26, the Community Schools Admin Intern and ELOP Admin Intern will collaborate to increase visibility and accessibility of these programs.

Goal 3: Strengthen Family Engagement To gauge family engagement, we used surveys, feedback forms, and attendance records, targeting a 25% increase in positive parent feedback. We hosted diverse events including Family Math/Literacy Nights, ELAC, SSC, Coffee with the Principal, Back to School Night, Open House, Advisory Council Meetings, Parent Workshops, Dine Outs, Library Nights, Flag Deck, Lunch with a Lucky One, Fall Festival, Jog-a-thon, Fiesta Friday, and Read Across America Week. Events were scheduled at various times to maximize accessibility and communicated via Parent Square, social media, flyers, and Dolphin Dispatch. For 2025–26, we aim to involve parents more in planning and implementing events beyond PTA-led efforts to support long-term sustainability through the Community Schools Framework.
