

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	Wilson Elementary
CDS Code	30 66597 6029524
Name	Shannon Cheatley
Title	Community Schools Admin Intern
Email	scheatley@nmusd.us
Phone	(949) 515-6995

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)	3	30	NULL
Instructional Coach(es) (if applicable)	1	1	NULL
Other staff	4	24	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

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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, Data examining staff/teacher retention/vacancy rates, Councils or Committee meeting minutes (School Site Council, English Learner Advisory Council, Steering, etc.), Professional development or training sessions, 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, Wilson Elementary School has made significant progress in the capacity-building strategy of Strategic Community Partnerships through the creation of our CAFE (Community and Family Engagement) partnership group. Guided by the philosophy of the California Community Schools Partnership Program (CCSPP), CAFE brings together a diverse coalition of community members—including parents, local leaders, businesses, nonprofits, and service organizations—with the shared mission of ensuring student success. This partnership has enabled our school to begin asking a transformative question: “What if we joined forces with our community to empower the next generation?” With support from CCSPP, we’ve shifted from isolated outreach to intentional, inclusive collaboration. Through CAFE, we have deepened pre-existing relationships, and formed new and meaningful relationships with partners such as Melinda Hoag Foundation, Share Our Selves (SOS), Orange County Public Libraries, Project Hope Alliance, Girls Inc., Let’s Be Kind, Northgate Markets, our School Resource Officer, the City of Costa Mesa, and civic organizations like the Elks, Rotary, Lions Club, and American Legion. These partners have provided volunteer time, services, and donations that enrich our school environment and contribute to the well-being of all of our students. This collaborative model reflects CCSPP’s vision for empowered, community-rooted schools and has already begun to yield positive outcomes for students, families, and community members alike. We are energized by the momentum and remain committed to deepening this work in the years to come.

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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	10
Certificated staff	Total in school	30
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	10
Classified staff	Total in school	24
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	18
Students	Total in school	Auto-populated
Students	Processes involved	Surveys
Students	Other (Write-In)	NA

Family Members

group	response	value
Family members	Number served	58
Family members	Total in school	Auto-populated
Family members	Processes involved	Surveys,Focus groups,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	School council /steering committee meetings,Other meetings and forums
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, Disciplina Positiva
English language learners	Number engaged	148

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, Disciplina Positiva, SAI team
Students with disabilities	Number engaged	58

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, Disciplina Positiva, Free Farmers' Market Food Pantry, Community Partnership, CAFE
Socioeconomically disadvantaged students	Number engaged	324

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, Disciplina Positiva, Groundswell
Racially marginalized populations	Number engaged	320

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, Disciplina Positiva, Community Partnerships, CAFE, Project Hope Alliance
Homeless youth	Number engaged	39

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, Disciplina Positiva, Community Partnerships, CAFE, Project Hope Alliance
Foster youth	Number engaged	8

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, Disciplina Positiva, SART meetings, Positive Attendance Incentives
Chronically absent students	Number engaged	42

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	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,C. Expanded capacity (e.g., increased offerings, hired new staff) to offer support
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,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	12	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	130	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 K, 2nd, 5th
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 K, 2nd, 5th
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Parents/Family members	28	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 K, 2nd, 5th
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 K, 2nd, 5th
Mental health Screening and	Students	10	General Funds	Referred students

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	324	General Funds	Previously Blackboard; Expanded to Parent Square, Email, Flyers, Conferences, BTSN, ELAC, SSC, Cafecito, CAFE, Weekly Bulletin, Friday Flag Rally
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Staff	35	General Funds	Previously Blackboard; Expanded to Parent Square, Email, Flyers, Conferences, BTSN, ELAC, SSC, Cafecito, CAFE, Weekly Bulletin, Friday Flag Rally
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Parents/Family members	462	General Funds	Previously Blackboard; Expanded to Parent Square, Email, Flyers, Conferences, BTSN, ELAC, SSC, Cafecito, CAFE, Weekly Bulletin, Friday Flag Rally
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Other individuals	5	General Funds	Previously Blackboard; Expanded to Parent Square, Email, Flyers, Conferences, BTSN, ELAC, SSC, Cafecito, CAFE, Weekly Bulletin, Friday Flag Rally
Home Visits	Students	4	General Funds	Community School Admin Intern, SCF, and counselor conduct Home Visits on an as needed basis
Home Visits	Staff	170	General Funds	Community School Admin Intern, SCF, and counselor

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. Professional development is offered monthly.
Teacher Leadership Development and Opportunities	Staff	10	General Funds	Instructional Leadership Team meets monthly. Professional development is offered monthly.
Teacher Leadership Development and Opportunities	Parents/Family members	0	General Funds	Instructional Leadership Team meets monthly. Professional development is offered monthly.
Teacher Leadership Development and Opportunities	Other individuals	0	General Funds	Instructional Leadership Team meets monthly. Professional development is offered monthly.
Parent Leadership Development and Opportunities	Students	0	Other	PTA, ELAC, SSC, CAFE Disciplina Positiva, Latino Family Literacy, CS Advisory Council
Parent Leadership Development and Opportunities	Staff	0	Other	PTA, ELAC, SSC, CAFE Disciplina Positiva, Latino Family Literacy, CS Advisory Council
Parent Leadership Development and Opportunities	Parents/Family members	0	Other	PTA, ELAC, SSC, CAFE Disciplina Positiva, Latino Family Literacy, CS Advisory Council
Parent Leadership Development and Opportunities	Other individuals	0	Other	PTA, ELAC, SSC, CAFE Disciplina Positiva, Latino Family Literacy, CS Advisory Council
Student Leadership Development and Opportunities	Students	28	Other	2024-25 Student Leadership; Groundswell; SAMS 2025-26

Expanded and Enriched Learning Time

WCFSI Support	Group served	How many were served?	What funding sources?	Example of activities
Before School (times/services)	Students	55	Other	Running Club
Before School (times/services)	Staff	0	Other	Running Club
Before School (times/services)	Parents/Family members		Other	Running Club
Before School (times/services)	Other individuals	0	Other	Running Club
After School (times/services)	Students	91	Expanded Learning Opportunities Program (ELOP)	PKC, Brainy Bots, Mariachi, iCook, sports, music, etc.
After School (times/services)	Staff	0	Expanded Learning Opportunities Program (ELOP)	PKC, Brainy Bots, Mariachi, iCook, sports, music, etc.
After School (times/services)	Parents/Family members		Expanded Learning Opportunities Program (ELOP)	PKC, Brainy Bots, Mariachi, iCook, sports, music, etc.
After School (times/services)	Other individuals	0	Expanded Learning Opportunities Program (ELOP)	PKC, Brainy Bots, Mariachi, iCook, sports, music, etc.
Summer Programs	Students	72	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	324	General Funds	Differentiated instruction
During School (learning pathways, differentiated instruction, lab times, etc.)	Staff	0	General Funds	Differentiated instruction
During School (learning pathways, differentiated instruction, lab times, etc.)	Parents/Family members		General Funds	Differentiated instruction
During School (learning pathways, differentiated instruction, lab times, etc.)	Other individuals	0	General Funds	Differentiated instruction

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	62	General Funds	IEPs, 504s
Personalized Learning Plans	Staff	NA	General Funds	IEPs, 504s
Personalized Learning Plans	Parents/Family members	NA	General Funds	IEPs, 504s
Personalized Learning Plans	Other individuals	NA	General Funds	IEPs, 504s
Performance Assessments (e.g., capstones, portfolios, etc.)	Students	324	General Funds	Acadience, STAR, ELPAC, SBAC
Performance Assessments (e.g., capstones, portfolios, etc.)	Staff	30	General Funds	Acadience, STAR, ELPAC, SBAC
Performance Assessments (e.g., capstones, portfolios, etc.)	Parents/Family members		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	324	General Funds	Schoolwide PBIS
Positive Behavioral Supports	Staff	55	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	324	General Funds	PBIS, Restorative Consequences PD training for staff. Restorative consequences are utilized by staff. Next year PAL
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Staff	45	General Funds	PBIS, Restorative Consequences PD training for staff. Restorative consequences are utilized by staff. Next year PAL
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Parents/Family members		General Funds	PBIS, Restorative Consequences PD training for staff. Restorative consequences are utilized by staff. Next year PAL
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. Restorative consequences are utilized by staff. Next year PAL
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Students	324	General Funds	Lessons taught by the counselor in classroom. Calm Corner. Mood Meter. PD focusing on wellness and mindful practices.
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Staff	45	General Funds	Lessons taught by the counselor in classroom. Calm Corner. Mood Meter. PD focusing on wellness and mindful practices.

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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 rate of the 97 students currently at risk of chronic absenteeism by 20%.
goal2	NA	Increase participation in the expanded learning programs by 10%.
goal3	NA	Increase parent attendance at parent/teacher conferences from 75% to 80%

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 rate of the 97 students currently at risk of chronic absenteeism by 20%.	The Wilson Elementary attendance reports demonstrated 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 parent attendance at parent/teacher conferences from 75% to 80%	Increased parent attendance at parent/teacher conferences from 75% to 90%.

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 rate of the 97 students currently at risk of chronic absenteeism 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. 2. Student Engagement Activities: Organize engaging activities that cater to a variety of interests to motivate students to attend school. 3. 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. 4. Assigned Mentors for At-Risk Students: Pair at-risk students with mentors who can provide support, guidance, and motivation. 5. Increased 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 programs by 10%.	<U+25CF>Offered before school running club. <U+25CF> Used surveys to identify enrichment activities that are of interest to students and parents. <U+25CF> Utilized community outreach and involvement to bring in guest speakers and role models to connect and provide experiences for students. <U+25CF>Provided professional development for ELOP staff in mentorship. <U+25CF> Maximized family outreach through the utilization of emails, school announcements, social media, and school websites. <U+25CF>Increased student showcase performances
goal3	Increase parent attendance at parent/teacher conferences from 75% to 80%	Increased participation at conferences from 75%-90%, as indicated in the parent-teacher conference schedules; strengthened communication, collaboration, and alignment between home and school, thus strengthening the systems of support for students.

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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 rate of the 97 students currently at risk of chronic absenteeism by 20%.	Chronic absenteeism rates	30.50%	17%	The data is not currently available on the CA School Dashboard	14%
Increase participation in the expanded learning programs by 10%.	Other locally determined measures	Not available	105 Students attended After School 138 Students attended Summer Scholars Academy 243	91 Students have attended After School Programs 72 students are enrolled to attend Summer Scholars Academy 55 students in running club before school	Goal 100 - I think we are being capped at 90 Goal 80 55 students
Increase parent attendance at parent/teacher conferences from 75% to 80%	Other locally determined measures	Not available	75%	90%	92%

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 rate of the 97 students currently at risk of chronic absenteeism by 20%.	NA	NA	NA	NA	NA
Increase participation in the expanded learning programs by 10%.	NA	NA	NA	NA	NA
Increase parent attendance at parent/teacher conferences from 75% to 80%	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 attendance among the 97 students identified as at risk of chronic absenteeism by 20%. We successfully reduced the number of students classified as chronically or severely chronically absent. Strategies included schoolwide attendance incentives like “No Tardy Parties” for individuals and classwide rewards such as extra recess, popcorn parties, and goodie bags. We formed an attendance team made up of the Community Schools Admin Intern, School Community Facilitator, School Counselor, Office Assistant, School Nurse, and ELOP Admin Intern. This team held regular attendance huddles and SART meetings, made home calls, and conducted home visits as needed. These actions significantly contributed to improved attendance. We will continue refining these strategies and updating our attendance goal based on updated student data. Goal 2: Increase participation in expanded learning programs by 10%. Our goal was to increase participation in expanded learning programs 10%. During the 2024-2025 school year, 91 students participated in ELOP and 147 students attended enrichment. For 2025–2026, we will clarify whether there is a cap due to funding, and will adjust the goal accordingly. We’ll also enhance promotion efforts to increase awareness and access. Goal 3: Increase parent attendance at Parent-Teacher Conferences from 75% to 80%. We exceeded this goal, with 90% of parents attending Spring 2025 conferences. This was achieved through consistent outreach, communication, and clearly conveying the importance of conferences. We plan to maintain this strong engagement by continuing these effective practices and identifying additional supports to further remove participation barriers.
