



SUN Community School Profile 2015

Gresham High School

Lead Agency: Metropolitan Family Service

Service Area & Target Groups/Focus

Children, adults and families who are homeless, living in poverty and/or at risk of academic failure – primarily from school neighborhood, but services are open to anyone.

School Population: 1,550 students; Grades 9-12; 52% Free and Reduced Lunch;
46% Students of Color (African American 5%, American Indian/AK Native 1%, Asian 4%,
Hispanic 30%, Native Hawaiian/Pacific Islander 1%, Multiple Race 5%, White 54%)



Core Services

Extended-Day Activities (children and adults)

Academic support

Credit Recovery
9th Grade Tutoring & Mentoring
Homework Club
IB Study Session
College & Career Readiness
College Possible

Enrichment

Arts & Crafts
Latin Dance Class
Latino Culture Club
Baking/Cooking Class
Otaku Craft
Otaku Meet
Puentes Club
Studio Latino Theatre Art Class
Studio Latino Music Production & Recording
Studio Latino Photography & Film Production
Why Not? Spoken
Basketball Analytics
League of Legends
Rey Academy Club
Wii Mania

Summer Programs

SUN Summer Learning.
Enrichment. Academics. Play.
(L.E.A.P.) Camp
Summer Lunch Program

Recreation

Open Basketball
Futsal (Indoor Soccer)
League of Legends
Fitness Training

Youth Leadership/Involvement

Asian & Pacific Islander (API) Club
MEChA
Military Culture & Career Club

Empowerment/Skill-Building

The Untouchables (Anti-Bullying Group)
Freshman Success (SSSES)

Adult Education

Zumba
Cooking
ESL

Community/Cultural Events

GBSD FAFSA Night
Latino Parent Night
Latino Connection Night
Halloween Festival
SUN Celebration
Coffee Chat
Newcomer Family Night
9th Grade Parent Meeting
Winter Wonderland

Family Education & Engagement

On-going communication with students and families
Attend and/or participate in school/district meetings and events
Organize parent/community events, including GBSD FAFSA night, Latino Family Night, Latino Connection Night, Halloween Festival, SUN Celebration, Coffee Chat, Newcomer Family Night, 9th grade Parent Meeting, Winter Wonderland

Case Management and Skill-Building

Central City Concern—Esperanza Juvenil

College Possible

El Programa Hispano Catolico—Puentes

El Programa Hispano Catolico—SSSES

Latino Network—Studio Latino

Metropolitan Family Service—Schools Uniting Neighborhoods

Metropolitan Family Service—SSSES

Mt. Hood Community College—TRIO

Western Psychological Counseling Services

System Coordination, Service Integration & Site Management

Recruitment & connection of students & families with services; development of referral system

SUN CS Advisory Body (school staff, parents, students, and partner agencies)

Partner Meetings

Student Staffing Meetings

Site Management in Out-of-School Time

Partner and Resource Development

9 Community Agency Partners

175.3 volunteer hours contributed

53,694.37 leveraged in cash & in-kind donations

Evaluation

Outputs

405 youth served

63% students of color

52% identified as being “at risk of academic failure”

43% qualified for free and reduced lunch

102 adults served

709 people served in non-enrollment events
(family educational nights, cultural fairs, etc.)

Outcomes

67% of students increased benchmark scores in Reading *

59% of students increased benchmark scores in Math *

Average daily attendance of SUN CS students was **71%**

***due to changes in state testing these numbers are
not available for this year**

SUN Spotlight

When I started the lunch knitting club during the winter term, a core group of students formed who were interested in improving their knitting skills. One student was not interested in knitting at all and would come just to spend time with her friends. Each week I would ask her if she changed her mind and wanted to try, but she would continually turn me down and just eat her lunch while watching the others. As she saw others trying, succeeding, and improving, she finally took the risk to try herself. As she learned the basics of knitting, she got frustrated at the imperfections in her patterns and would continually start over. The students around her would encourage and support her as she practiced, but her patience wore thin and she would restart every week. .

This class allowed a space for her to reflect on her internal insecurities through naming and processing them through the act of knitting. This student eventually stopped starting over and allowed the small defects to be part of her projects. She realized that she needed to stop paying so much attention to the errors because they were restricting her from actually completing her goal of finishing the project. Eventually, she became one of the fastest knitters in the group. She came to enjoy it so much that she wanted to take knitting needles home and continue to knit more after the class was over.