



MISSION

At Diamond Elementary, our mission is to empower every student to achieve their full potential by fostering a culture of respect, empathy, and inclusivity. We are committed to lifelong learning and growth, encouraging students to set ambitious goals, persevere through challenges, and excel academically. We prioritize holistic wellness, supporting the physical, emotional, and social health of our students. By promoting knowledge and innovation, we inspire curiosity, critical thinking, and creativity. Our goal is to prepare students to solve real-world problems and become engaged, responsible citizens who positively impact their communities and the world.

CORE VALUES



EMPOWERMENT



RESPECT



GROWTH



WELLNESS



KNOWLEDGE

VISION

At Diamond Elementary, we envision a thriving educational community where every student is empowered to achieve their full potential. We cultivate a culture of respect and empathy, fostering strong, compassionate relationships and valuing diverse perspectives. Our commitment to lifelong learning and growth ensures that students set ambitious goals, persevere through challenges, and achieve academic excellence. We prioritize wellness, providing resources and support for the holistic development of our students' physical, emotional, and social health. Through knowledge and innovation, we inspire curiosity, critical thinking, and creativity, preparing students to solve complex real-world problems. As community builders, our students are engaged and responsible citizens who make a positive impact on their communities and the world.



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CCSPP: DIAMOND ELEMENTARY IMPLEMENTATION PLAN 2024-2025

School Site Contact Information

School Site Contact Information

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Strategies, Priorities and Goals

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

At Diamond Elementary, our commitment to becoming a community school stems from the recognition that a holistic approach to education—one that integrates academic health, social services, youth development, and community engagement—is crucial for student success. Our goal is to create an inclusive, racially-just environment where relationships are at the core of our educational practice. By fostering shared power, connecting classroom learning with the community, and focusing on continuous improvement, we aim to build a supportive, empowering, and effective learning environment.

Developmental Plans:

Racially-Just, Relationship-Centered Spaces:

- **Professional Development:** Implement ongoing professional development on cultural competency, anti-racist teaching practices, and unconscious bias. Utilize external experts for workshops and provide resources for continuous learning.
- **Cultural Celebrations:** Host events such as cultural heritage days, multicultural fairs, and international food festivals. Integrate these events into the curriculum to enhance students' understanding and appreciation of different cultures.

- **Restorative Practices:** Train staff and students in restorative justice practices to build a culture of empathy and accountability. Implement restorative circles to address conflicts and build trust within the school community.

Shared Power:

- **Enhanced Community School Leadership Council (CSLC):** Continue to strengthen the CSLC with diverse representation from students, parents, teachers, community members, and administrators. The council will meet regularly to discuss school policies, initiatives, and improvements.
- **Transparent Decision-Making:** Develop and share transparent agendas for all council meetings. Use consensus-building techniques to ensure all voices are heard and decisions reflect the collective input of the community.
- **Stakeholder Feedback:** Conduct regular surveys to gather input from all stakeholders. Use the feedback to inform decision-making and report back to the community on how their input has shaped school policies and practices.

Classroom-Community Connections:

- **Project-Based Learning:** Implement project-based learning units (Project Lead the Way-PLWT) that address real-world community issues, such as local environmental challenges, community health initiatives, or social justice topics.
- **Community Partnerships:** Partner with local organizations and businesses to bring community experts into the classroom. These experts can provide students with insights into various professions, community challenges, and opportunities.
- **Community Service Projects:** Encourage students to participate in community service projects that align with their academic learning. These projects will help students develop a sense of responsibility and connection to their community.

Continuous Improvement:

- **Data Collection and Analysis:** Implement a system for regularly collecting and analyzing data on student performance, attendance, and behavior. Use this data to identify areas for improvement and adjust strategies as needed.
- **Reflection and Adaptation:** Establish a cycle of reflection and adaptation for all programs and initiatives. Hold regular review meetings to assess progress, celebrate successes, and make necessary adjustments.
- **Professional Development:** Provide continuous professional development opportunities for staff to stay current with best practices in education, community engagement, and student support.

By adhering to these plans, Diamond Elementary will continue to evolve into a model community school that promotes educational equity and supports the holistic development of every student.

Part B:

As part of the planning process, we have gone through an initial process of understanding needs and assets. As we initiate the implementation grant process and obtain site-level resources, we will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision.

To engage different groups (administrators, certificated staff, classified staff, students, family members, community members, and community partners), we will use the following processes:

Engagement Strategies:

- **Surveys:** Distribute surveys to all stakeholders, including students, staff, families, and community members, to gather comprehensive input on needs and assets. Ensure surveys are available in multiple languages to accommodate non-English speakers.
- **Focus Groups and Interviews:** Conduct focus groups and one-on-one interviews with historically marginalized groups, such as special education families, English learners, and families experiencing homelessness, to ensure their specific needs and challenges are addressed.
- **Community Forums:** Organize community forums to gather broad input on priorities and the vision for the community school. Use these sessions to build a shared understanding and commitment to the community school model.
- **One-on-One Interviews:** Engage key stakeholders in in-depth interviews to gain deeper insights into specific needs and challenges. These interviews can provide valuable qualitative data to complement survey findings.
- **Visioning Exercises:** Facilitate visioning exercises with students, staff, and community members to help them visualize the future of the school and set long-term goals. Use creative methods such as mind mapping, storytelling, and graphic recording to capture their ideas.

Engaging Historically Marginalized Groups:

- **Special Education Families:** Involve families in IEP meetings and specialized focus groups to ensure their voices are heard in the planning and implementation process. Provide resources and support to help them participate fully.
- **English Learners:** Provide materials and meetings in home languages to ensure accessibility for non-English speaking families. Involve bilingual staff to facilitate communication and engagement.
- **Families Experiencing Homelessness:** Offer targeted support services and flexible meeting options to accommodate their unique needs and challenges. Provide transportation, childcare, and meals to encourage participation.
- **Newcomers:**
 - **Support Services:** Develop targeted support services for newcomers, including language acquisition programs, orientation sessions about the school system, and access to social services.
 - **Buddy System:** Implement a buddy system where current students are paired with newcomers to help them acclimate to the school environment and community.
 - **Community Connections:** Establish connections with local organizations that support immigrant and refugee families to provide additional resources and support.
 - **Parent Workshops:** Organize workshops for newcomer parents to inform them about school policies, parent involvement opportunities, and community resources. Ensure these workshops are conducted in multiple languages as needed.

- **Preschool Families:**

- **Early Engagement:** Engage preschool families through early childhood education programs and activities that prepare children for kindergarten.
- **Parent Education:** Provide workshops and resources focused on early childhood development, effective parenting practices, and the importance of early learning.
- **Smooth Transition:** Facilitate a smooth transition from preschool to elementary school by offering orientation sessions, meet-and-greet events with kindergarten teachers, and familiarization tours of the school environment.

By utilizing these comprehensive strategies, Diamond Elementary will ensure an inclusive approach that considers the diverse needs and perspectives of all community members. This deepened engagement will help in accurately identifying priorities and shaping a shared vision for the community school model.

Part C:

Draft Collective Priority	Outcome/Indicators you aim to improve
Increasing Parent Engagement	<p>Outcome: Enhance parents' communication and involvement in school activities and decision-making processes.</p> <p>Metrics:</p> <ul style="list-style-type: none"> • Baseline Data: Current Family Engagement (Panorama data) score is 19%, with a district average of 19%. • Engagement Strategies: <ul style="list-style-type: none"> ○ Utilize the Dual-Capacity-Building Framework for Family School Partnerships to help guide our engagement strategies. ○ Use survey responses, attendance at school events, and participation in decision-making bodies to measure parent engagement. ○ Aim for a 75%-100% response rate in surveys. ○ Improve communication using a variety of platforms of expanded opportunities for parental engagement, including workshops, education classes, parent leadership, family events, and surveys. ○ Hold parent-like meetings to discuss concerns, share ideas, receive updates on school initiatives, and create a welcoming environment where they feel comfortable voicing their opinions and suggestions. ○ Prenatal to Age 9 Engagement: Offer "Mommy and Me" classes to support early childhood development and strengthen parent-child relationships. These classes will provide a space for parents to learn about child development, engage in activities that promote bonding, and connect with other parents for support and community building.

<p>Reducing Chronic Absenteeism</p>	<p>Outcome: Decrease the rate of chronic absenteeism by 2% each academic year.</p> <p>Metrics:</p> <ul style="list-style-type: none"> • Baseline Data: Before the pandemic, the rate of chronically absent students was 3.2%. This figure spiked to 9.6% during the 2020-2021 school year, improved to 4.9% in 2022-2023, and increased to 6.3% in 2023-2024. • Monitoring Strategies: Monitor attendance rates, student engagement levels, and parent participation in attendance-related interventions. <p>Strategies:</p> <ul style="list-style-type: none"> • Intervention Strategies: <ul style="list-style-type: none"> ○ Make regular phone calls to families of absent students. ○ Conduct home visits to address barriers to attendance. ○ Hold School Attendance Review Team (SART) meetings to develop intervention plans. ○ Hold trimester attendance campaigns and recognition for positive attendance and improved attendance efforts for students and families. ○ Use an integrated case management approach through Communities in Schools (CIS). ○ Connect students to mentors who will promote school connectedness. ○ Enhance after-school enrichment activities through the Extended Learning Department and various partnerships, such as Backhaus Dance, Playworks, and spirit days to engage students in meaningful activities during the school day to encourage regular school attendance. • Holistic Development for Preschool - 3rd Grade: <ul style="list-style-type: none"> ○ Early Intervention Programs: Implement early intervention programs that address attendance issues among preschool to 3rd grade students. This includes monitoring attendance closely and providing support to families to ensure regular attendance.
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	<ul style="list-style-type: none">○ Family Engagement: Strengthen family engagement for preschool to 3rd grade students by organizing workshops and informational sessions that highlight the importance of regular attendance and its impact on long-term academic success.○ School Readiness Initiatives: Develop and implement school readiness initiatives that prepare preschool children for the transition to kindergarten, ensuring they start school with a strong foundation.○ Health and Wellness Programs: Offer health and wellness programs that address the physical and emotional well-being of young students, ensuring they are healthy and ready to learn.○ Integrated Services: Provide integrated services such as early childhood education, health screenings, and social services to support the holistic development of young students.
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<p>Enhancing Social-Emotional Skills</p>	<p>Outcome: Improve students' growth mindset and self-efficacy.</p> <p>Metrics:</p> <ul style="list-style-type: none"> • Growth Mindset Assessment: Measure changes in students' growth mindset through surveys and assessments. • Self-Efficacy Scores: Track improvements in students' self-efficacy through self-report questionnaires and teacher observations. • Behavioral Indicators: Monitor changes in student behavior, such as increased participation, resilience in the face of challenges, and improved academic performance. <p>Strategies:</p> <ul style="list-style-type: none"> • Social-Emotional Learning (SEL) Programs: Implement SEL programs that focus on developing growth mindset and self-efficacy. Incorporate activities that encourage positive thinking, goal setting, and perseverance. Specifically, the "Know & Go" program will be introduced for TK-3 students to establish foundational SEL concepts. • Holistic Development for Preschool - 3rd Grade: Emphasize the holistic development of preschool to 3rd-grade students by integrating SEL activities that cater to their developmental needs. Implement programs that support emotional regulation, social skills, and early learning experiences. • Professional Development: Provide training for teachers on how to foster a growth mindset and support students' self-efficacy in the classroom. Share best practices and resources that can be integrated into daily instruction. • Student Workshops: Organize workshops and seminars for students that teach strategies for developing a growth mindset and building self-efficacy. Include activities such as role-playing, problem-solving exercises, and reflection sessions. • Parental Involvement: Engage parents in workshops and informational sessions to help them understand and support the development of their children's social-emotional skills. Provide resources and strategies that parents can use at home.
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	<ul style="list-style-type: none">● Mentorship Programs: Establish mentorship programs where older students or community members mentor younger students, providing guidance and encouragement to build their confidence and resilience.
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Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students’ lives and communities, improving their sense of ownership and agency.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Increase Teacher Understanding of Community-Based Learning Principles</p> <ul style="list-style-type: none">● Goals:<ul style="list-style-type: none">○ Enhance teacher capacity to connect classroom instruction with students' lives and community issues.○ Develop a curriculum that reflects the cultural and historical context of the community.	<p>Action Steps:</p> <ul style="list-style-type: none">● Professional Development Workshops: Conduct workshops focused on community-based learning principles, culturally responsive teaching, and experiential learning.● Resource Library: Create a resource library with community-based learning materials, lesson plans, and best practices. Ensure teachers have easy access to these resources.● Collaboration with Community Leaders: Partner with community leaders to develop curriculum content that is culturally relevant and aligned with community needs. Invite leaders to co-teach or guest lecture in classrooms.

Enhance Literacy and Numeracy

- **Goals:**
 - Increase early literacy skills in Preschool through 3rd grade.
 - Increase early numeracy skills in Preschool through 3rd grade.
 - Provide targeted support and interventions to improve English Language Learners (ELLs) fluency and reclassification rates.

Action Steps:

- **Early Literacy Initiatives:**
 - **DIBELS and MAP Assessments:** Utilize DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and MAP (Measures of Academic Progress) assessments to monitor students' progress in early literacy.
 - **SIPPS Core Replacement Program (K-3):** Implement the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) program to support foundational literacy skills.
 - **Heggerty Phonemic Awareness Program (TK/K):** Implement the Heggerty program to enhance phonemic awareness in early learners.
 - **Workshops for Parents:** Conduct workshops to educate parents on strategies to support early literacy at home.
- **Early Numeracy Initiatives:**
 - **Foundational Math Skills:** Develop and implement strategies to build foundational math skills in young learners.
 - **Professional Development in Math Routines:** Provide training on effective math routines and habits of practice to improve instruction.
 - **Frax Program:** Implement the Frax program to increase students' math fluency through engaging, game-based learning.
- **iReady Implementation:**
 - **Personalized Learning:** Use iReady to assess individual student needs and provide personalized learning pathways in ELA and math.
 - **Close Skill Gaps:** Utilize iReady data to identify and address skill gaps, ensuring targeted instruction for each student.
 - **Build Capacity:** Regularly review iReady reports to monitor student progress and adjust instruction accordingly.
- **AVID Strategies:**
 - **Teacher Collaboration Sessions:** Facilitate teacher collaboration sessions focused on sharing instructional practices and analyzing student work in literacy and numeracy.

	<ul style="list-style-type: none"> ○ Focused Note-Taking and Thinking Maps: Implement Thinking Maps across all grades (TK-5th) and content areas to engage students in cognitive processes. Students will build critical thinking, problem-solving, comprehension, and communication skills. ○ WICOR Strategies: Implement AVID (Advancement Via Individual Determination) strategies, focusing on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) to improve reading comprehension and problem-solving skills. As an AVID school, we are committed to advancing students' achievement through proven strategies that ensure our students are prepared for college and career readiness. ● Interventions and Support for ELLs: <ul style="list-style-type: none"> ○ Summit K12 Online Program: Implement the Summit K12 online program to provide personalized learning pathways for ELLs. ○ Targeted Interventions: Offer targeted interventions to increase English fluency and support the reclassification of ELLs. ○ Provide professional development on effective strategies for supporting ELLs in literacy and numeracy. ● Professional Development Workshops: <ul style="list-style-type: none"> ○ Literacy and Numeracy Strategies: Conduct workshops focused on early literacy and numeracy instruction strategies. ○ Culturally Responsive Teaching: Provide training on culturally responsive teaching methods and integrate community-based learning into literacy and numeracy lessons. ○ Design Thinking and Critical Science: Offer professional development in design thinking and critical science, and integrate these concepts into literacy and numeracy lessons (can be included with PLTW). ● Resource Library: <ul style="list-style-type: none"> ○ Develop a resource library with materials for early literacy and numeracy, including culturally relevant books, manipulatives, and digital resources. ○ Ensure teachers have access to lesson plans, best practices, instructional guides, and iReady resources. ● Holistic Development for Preschool - 3rd Grade:
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- **Integrated Learning Experiences:** Utilize play-based learning and thematic units that blend literacy and numeracy with other subjects to make learning more engaging and relevant.
- **Social-Emotional Learning (SEL):** Teach skills for emotional regulation and self-control, and foster positive relationships to create a supportive and nurturing environment.
- **Physical Development:** Enhance fine and gross motor skills through activities like drawing, cutting, and physical play, which are essential for writing and cognitive development.
- **Family Engagement Initiatives:** Develop family engagement initiatives, such as "Mommy and Me" classes, to support early childhood development and strengthen parent-child relationships.
- **Health and Wellness Programs:** Offer health and wellness programs, including nutrition education and physical activities, to promote overall well-being.
- **Integrated Services:** Provide integrated services that address the academic, social-emotional, and physical development of young children, including access to health screenings, counseling services, and social support networks.

<p>Enhance Student Engagement through Real-World Learning Experiences</p> <ul style="list-style-type: none">● Goals:<ul style="list-style-type: none">○ Increase student engagement and ownership of their learning.○ Provide students with opportunities to apply their knowledge in real-world contexts.	<p>Action Steps:</p> <ul style="list-style-type: none">● Project-Based Learning Modules: Implement project-based learning modules (Project Lead the Way-PLTW) that address real-world community issues. Ensure these projects are interdisciplinary and connect with multiple subject areas.● Child Creativity Professional Development: Provide professional development for staff on design thinking and critical science, which can be integrated into project-based learning modules like PLTW.● Mentorship Programs: Establish partnerships with local businesses and organizations to provide students with mentorship opportunities. These experiences will help students apply classroom knowledge to real-world situations.● Community Service Projects: Organize community service projects that align with curriculum goals and address local needs. Encourage students to take leadership roles in planning and executing these projects.
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Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Strengthen Shared Decision-Making Structures</p> <ul style="list-style-type: none"> ● Goals: <ul style="list-style-type: none"> ○ Ensure all stakeholders have a voice in school governance. ○ Improve transparency and accountability in decision-making processes. 	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Site-Based Advisory Councils: Enhance advisory councils with diverse representation from students, parents, teachers, and community members. Ensure these councils meet regularly and have a clear mandate. ● Training for Council Members: Provide training on effective governance, leadership skills, and collaborative decision-making for council members. Include sessions on conflict resolution and consensus-building. ● Clear Decision-Making Protocols: Develop and share clear protocols for decision-making and conflict resolution. Ensure these protocols are transparent and accessible to all stakeholders.
<p>Foster a Culture of Professional Learning and Trust</p> <ul style="list-style-type: none"> ● Goals: <ul style="list-style-type: none"> ○ Build a supportive and collaborative work environment for staff. ○ Encourage continuous professional growth and development. 	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Collaborative Meetings: Implement regular collaborative meetings where staff can share best practices, discuss challenges, and support each other. Use these meetings to foster a sense of community and shared purpose. ● Peer Mentoring Programs: Develop peer mentoring programs where experienced teachers mentor new or less experienced colleagues. Provide opportunities for mentors and mentees to collaborate and learn from each other. ● Professional Development: Offer ongoing professional development focused on leadership skills, collaborative practices, and effective teaching strategies. Ensure these opportunities are aligned with the school's goals and priorities.

System of Shared Governance and Site-Level Leadership Structure

System of Shared Governance:

The governance structure at Diamond Elementary includes several key teams and councils, each playing a crucial role in supporting the community school model and ensuring alignment with its four pillars: Integrated Student Supports, Family and Community Engagement, Collaborative Leadership, and Extended Learning Time and Opportunities.

- **Community School Council:** Oversees the implementation and monitoring of the community school model, ensuring alignment with the four pillars of community schools. The council includes representatives from all stakeholder groups, including students, parents, staff, and community members.

- **Coordination of Services Team (COST):** Identifies and addresses student needs holistically, ensuring that the overall system of support works together effectively. The team coordinates services such as counseling, health services, and social-emotional supports.
- **Instructional Leadership Team (ILT):** Supports instructional delivery in each classroom by providing professional development and utilizing student data to target focused areas of instruction. The team works to enhance teaching practices and improve student outcomes.
- **School Site Council (SSC):** Monitors academic progress and achievement, coordinating supplemental funding and developing the School Plan for Student Achievement (SPSA). The council includes parents, teachers, and administrators who work together to support school improvement initiatives.
- **English Learner Advisory Committee (ELAC):** Supports the academic and English Language Learner (ELL) goals in the SPSA. The committee engages and collaborates with ELL parents to support students in overcoming barriers to learning and to enhance language acquisition and academic success.
- **PBIS Team:** Provides a systematic model to foster an environment addressing student behavior expectations, utilizing a multi-tiered framework of support for student needs. The team implements Positive Behavioral Interventions and Supports (PBIS) to promote a positive school climate.
- **AVID Site Team:** Focuses on closing the achievement gap and providing college readiness for all students through the implementation of AVID (Advancement Via Individual Determination) strategies. The team supports students in developing skills needed for academic success and college preparation.
- **Student Leadership Council:** Consists of representatives from upper-grade classes to plan service activities and provide feedback to administration, ensuring student voices are heard. The council promotes student leadership and engagement in school decision-making processes.
- **Santa Ana Learning Early Initiatives (SAELI):** Engages parents and community members in early childhood education initiatives. The program aims to enhance early learning experiences and prepare young children for academic success.
- **Community Advisory Committee (CAC):** Comprises parents of students with special needs and community members. The committee advises the school on policies and programs related to special education and ensures that the needs of students with disabilities are met effectively.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Ensure Staffing Supports the Needs of the Student Population</p> <ul style="list-style-type: none"> ● Goals: <ul style="list-style-type: none"> ○ Ensure all staff are trained in community school principles and practices. 	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Ongoing Training: Provide ongoing training and professional development for staff on community school principles, culturally responsive teaching, and effective student support practices. Ensure training is tailored to the needs of different staff roles. ● Supportive Work Environment: Create a supportive work environment that promotes staff retention. Foster a positive and collaborative work environment. Encourage regular team-building activities and recognition programs to acknowledge staff achievements and contributions. Provide opportunities for staff to participate in decision-making processes and school improvement initiatives.
<p>Develop a Sustainability Plan for Resources</p> <ul style="list-style-type: none"> ● Goals: <ul style="list-style-type: none"> ○ Secure long-term funding sources to support community school initiatives. ○ Build partnerships with local organizations to share resources. 	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Funding Opportunities: Identify and apply for grants, donations, and other funding opportunities. Develop a comprehensive fundraising plan that includes outreach to local businesses, foundations, and government agencies. ● Resource Sharing Agreements: Establish formal agreements with community organizations for resource sharing. These agreements should outline the roles and responsibilities of each partner and specify how resources will be allocated and managed. ● Continuous Evaluation: Implement a system for continuous evaluation of resource allocation and utilization. Regularly assess the effectiveness of resource use and make adjustments as needed to ensure sustainability.

Key Staff/Personnel

<p>Principal, Denise Bertrand, Ed.D</p>	<p>Role: Guides the implementation and alignment of core commitments with school goals and activities, fostering authentic leadership and focusing on professional development.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> ● Leads the school's vision and mission, ensuring that all initiatives support the overall strategic plan.
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	<ul style="list-style-type: none"> • Promotes a culture of continuous improvement and professional growth among staff. • Ensures that the community school model is integrated into daily school operations and long-term planning. • Engages with all stakeholders, including families, community members, and district officials, to support the school's goals.
Teacher on Special Assignment (T.O.S.A.), Natalie Mireles	<p>Role: Supports instructional delivery and professional development.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • Works closely with teachers to implement evidence-based teaching strategies. • Analyzes student performance data to identify areas for instructional improvement. • Provides coaching and mentoring to teachers, helping them develop effective classroom practices. • Facilitates professional development sessions focused on best practices in instruction and assessment.
Site Coordinator of Community School, Evelin Soto	<p>Role: Oversees community school initiatives and coordinates between stakeholders.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • Manages the implementation of community school programs and activities, ensuring alignment with the four pillars of community schools. • Coordinates with teachers, staff, parents, and community partners to integrate services and supports. • Monitors the effectiveness of community school initiatives and makes adjustments as needed. • Organizes regular meetings with stakeholders to gather feedback and ensure continuous improvement.
Family and Community Engagement Liaison (F.A.C.E.), Roxanne Lopez	<p>Role: Focuses on increasing family involvement and engagement in school activities.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • Builds strong relationships with families to foster a welcoming and inclusive school environment. • Organizes workshops and other events to engage parents in their children's education. • Provides resources and support to families to help them navigate the school system.

	<ul style="list-style-type: none"> • Collaborates with community organizations to offer additional services and support to families.
Future Ready Coach, Kathryn Smith	<p>Role: Supports teachers with instructional practices and technology integration, providing professional development and coaching.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • Assists teachers in integrating technology into their lessons to enhance student learning. • Provides training on the latest educational technologies and tools. • Develops and shares resources for innovative instructional strategies. • Supports teachers in using data to inform instruction and improve student outcomes.
School Counselor, Nohely Diaz	<p>Role: Provides ongoing counseling services, including social-emotional learning (SEL) activities and college and career awareness, within a Multi-Tiered Systems of Support.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • Offers individual and group counseling to support students' mental health and well-being. • Implements SEL programs to help students develop critical social and emotional skills. • Provides college and career guidance, helping students set and achieve their post-secondary goals. • Collaborates with teachers and families to support students' academic and personal growth.

<p>Engage 360 Extended Learning Site Supervisor, Zami Vega</p>	<p>Role: Coordinates inclusive before and after-school programs, collaborating with community providers to offer enrichment activities.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • Develops and oversees a variety of extended learning programs that support students' academic, social, and emotional development. • Works with community partners to offer diverse enrichment activities, such as arts, sports, and STEM programs. • Ensures that all extended learning programs are accessible and inclusive for all students. • Monitors program effectiveness and adjusts offerings based on student needs and interests.
<p>Grade Level Leaders</p>	<p>Responsibilities:</p> <ul style="list-style-type: none"> • Attend monthly meetings and actively engage in the cycle of improvement. • Disseminates information to the grade level team. • Leads grade level team in analysis of student work and data. • Provide coaching and training to grade level members. • May serve as site and district representative.

Plans or Steps to Build Sustainability

To ensure the long-term sustainability of our community school initiatives beyond the life of the implementation grant, we are considering the following plans and steps:

Long-Term Funding:

- **Secure Grants and Partnerships:** Actively pursue additional grants and funding opportunities from federal, state, and local sources to provide ongoing financial support. We will build relationships with local businesses, foundations, and community organizations to secure financial and in-kind contributions.
- **Corporate Sponsorships and Donations:** Engage with local businesses and corporations to secure sponsorships and donations that support specific programs and activities within the community school model.
- **Fundraising Events:** Organize fundraising events such as community fairs, auctions, and donation drives to raise funds for sustaining key initiatives and programs.

Integration into Regular Operations:

- **Incorporate Community School Initiatives:** Integrate successful community school programs and practices into the school's regular operations to ensure continuity and sustainability. This includes embedding community partnerships, extended learning opportunities, and family engagement activities into the daily routine and culture of the school.
- **Policy and Procedure Development:** Develop policies and procedures that institutionalize community school practices, making them a permanent part of the school's operational framework. This will include creating dedicated roles and responsibilities for staff to manage and sustain these initiatives.
- **Staff Training and Development:** Provide ongoing professional development for staff to build capacity and ensure that community school practices are effectively implemented and sustained. This includes training on grant writing, partnership development, and program management.

Continuous Resource Evaluation:

- **Regular Resource Assessment:** Implement a system for regularly assessing and adjusting resource allocation to ensure the effective use and sustainability of community school initiatives. This includes evaluating the impact of programs and making data-driven decisions to optimize resource use.
- **Strategic Planning:** Develop a long-term strategic plan that includes specific goals for resource development and sustainability. This plan will outline the steps needed to secure funding, build partnerships, and integrate community school practices into the school's operations.
- **Sustainability Committee:** Establish a sustainability committee composed of key stakeholders, including school staff, parents, and community partners. This committee will be responsible for overseeing the implementation of sustainability plans, monitoring progress, and making recommendations for continuous improvement.

Leveraging Community Resources:

- **Partnership Development:** Strengthen existing partnerships and develop new ones with community organizations, local government agencies, and nonprofits to leverage additional resources and support for community school initiatives.

- **Shared Services and Facilities:** Explore opportunities for shared services and facilities with community partners, such as co-located health services, after-school programs, and adult education classes, to maximize resource utilization and sustainability.

Advocacy and Awareness:

- **Community Engagement:** Engage the broader community in advocacy efforts to raise awareness about the benefits of the community school model and to garner support for sustaining these initiatives. This includes communicating successes and impact stories to stakeholders and the public.
- **Policy Advocacy:** Advocate for policies at the district, state, and federal levels that support the long-term sustainability of community schools. This includes participating in coalitions and networks that promote community school funding and support.

By implementing these comprehensive sustainability plans, Diamond Elementary aims to ensure the continued success and impact of our community school initiatives, providing lasting benefits for our students, families, and the broader community.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Build and Maintain Strategic Community Partnerships</p> <ul style="list-style-type: none"> ● Goals: <ul style="list-style-type: none"> ○ Establish strong, mutually beneficial relationships with community partners. ○ Ensure community partners are actively involved in planning and development. 	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Community Asset Mapping: Conduct community asset mapping to identify potential partners and resources. Use this information to build a comprehensive directory of community assets. ● Formal Agreements: Establish formal agreements with community organizations outlining the roles, responsibilities, and expectations of each partner. Ensure these agreements are regularly reviewed and updated. ● Regular Evaluation Meetings: Organize regular meetings with community partners to evaluate the effectiveness of partnerships and identify areas for improvement. Use these meetings to strengthen relationships and ensure alignment with the school's goals.
<p>Align Partnerships with School Vision and Priorities</p> <ul style="list-style-type: none"> ● Goals: <ul style="list-style-type: none"> ○ Ensure partnerships support the school's mission and goals. ○ Adapt partnerships to meet the evolving needs of the school community. 	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Partnership Review: Regularly review partnership goals and outcomes to ensure they align with the school's mission and priorities. Use feedback from students, staff, and community members to inform these reviews. ● Responsive Partnerships: Ensure partnerships are responsive to student and community needs. Develop mechanisms for gathering and incorporating feedback from stakeholders. ● Engage Partners in Planning: Actively involve community partners in the school's planning processes. Ensure they have a voice in decision-making and are included in discussions about school initiatives and priorities.

Partnerships

Established Partnerships:

At Diamond Elementary, our established partnerships play a critical role in supporting our community school model by providing a wide range of services and enrichment activities for our students and families. These partnerships help to address various needs and enhance the overall learning experience.

Backhaus Dance:

- Role: Collaborates with the school to offer dance programs.
- Impact: Integrates physical fitness, creativity, and cultural expression into the curriculum, promoting physical health and cultural awareness among students.
- Priority Alignment: Supports physical health and cultural awareness, aligning with the vision of holistic student development.

Playworks:

- Role: Provides structured play and physical activities.
- Impact: Promotes social skills, teamwork, and physical health through organized play and physical activities, helping students develop important life skills.
- Priority Alignment: Enhances social-emotional learning and physical well-being, fostering a positive school climate.

Healthy Smiles:

- Role: Provides dental health services to students.
- Impact: Ensures that students receive essential dental care, contributing to their overall health and well-being.
- Priority Alignment: Supports student health, aligning with integrated student supports.

Santa Ana College:

- Role: Offers digital literacy and ESL courses for families.
- Impact: Supports family engagement and education by providing courses that enhance digital skills and English language proficiency, empowering parents to support their children's education.
- Priority Alignment: Promotes family and community engagement through educational support for families.

Big Brothers Big Sisters of Orange County and Inland Empire:

- Role: Mentoring program for students.
- Impact: Provides students with positive role models and mentors, helping them build self-esteem, improve academic performance, and develop strong interpersonal skills.
- Priority Alignment: Enhances student support and mentorship, fostering personal and academic growth.

Community Providers:

- Role: Offer enrichment activities such as karate, music, and STEM during out-of-school hours.
- Impact: Fosters real-world learning and community problem-solving by engaging students in diverse enrichment activities that complement their academic learning.
- Priority Alignment: Supports extended learning opportunities, aligning with holistic education goals.

Early Childhood Education (ECE):

- Role: Provides foundational educational programs for young children.
- Impact: Prepares young learners for academic success by offering early education programs that focus on developing essential skills and knowledge.

- Priority Alignment: Enhances early learning, supporting academic preparedness.

CHOC P.O.D.E.R (Pediatric Obesity Diabetes Education and Research):

- Role: Provides health education and resources to address pediatric obesity and diabetes.
- Impact: Promotes healthy lifestyles and manages chronic health conditions among students through education and support.
- Priority Alignment: Supports student health and wellness, addressing critical health needs.

Latino Health Access:

- Role: Offers health and wellness programs tailored to the needs of Latino families.
- Impact: Enhances the health and well-being of our community by providing culturally relevant health education and resources.
- Priority Alignment: Supports culturally relevant health education, promoting community wellness.

Santa Ana Early Learning Initiatives (SAELI):

- Role: Engages parents and community members in early childhood education initiatives.
- Impact: Enhances early learning experiences and prepares young children for academic success through community-driven initiatives.
- Priority Alignment: Strengthens early childhood education, fostering school readiness.

Community Advisory Committee (CAC):

- Role: Advises the school on policies and programs related to special education.
- Impact: Ensures that the needs of students with disabilities are met effectively, promoting inclusive education practices.
- Priority Alignment: Supports inclusive education, addressing the needs of all students.

Extended Learning Programs Engage 360:

- Role: Coordinates inclusive before and after-school programs.
- Impact: Offers enrichment activities and academic support during extended learning hours, helping students to continue learning outside of regular school hours.
- Priority Alignment: Provides extended learning opportunities, enhancing student engagement and achievement.

SAUSD Support Services:

- Role: Provides mental health services in school and referrals to outside agencies, along with parent workshops on mental health.
- Impact: Supports students' mental health and well-being by offering accessible mental health services and educating parents on mental health issues.
- Priority Alignment: Promotes mental health and well-being, supporting holistic student development.

SAUSD Nutrition Services:

- Role: Provides breakfast, lunch, and snacks for after-school students.
- Impact: Ensures that students have access to nutritious meals throughout the day, supporting their physical health and readiness to learn.

- Priority Alignment: Supports student health through nutrition, enhancing learning readiness.

Child Creativity Lab:

- Role: Provides creativity and STEM-based enrichment activities.
- Impact: Enhances students' problem-solving skills, creativity, and engagement in STEM fields through hands-on, project-based learning experiences.
- Priority Alignment: Promotes STEM education and creative problem-solving, fostering academic excellence.

PBS SoCal:

- Role: Partners with the school to offer educational programming and resources.
- Impact: Provides students with access to high-quality educational content, including videos, digital resources, and interactive learning tools that support the curriculum and enhance learning experiences.
- Priority Alignment: Enhances educational resources, supporting student learning and engagement.

Starbase:

- Role: Offers STEM education programs.
- Impact: Engages students in hands-on STEM learning experiences, fostering interest in science, technology, engineering, and mathematics.
- Priority Alignment: Promotes STEM education, supporting academic achievement and career readiness.

Fostering Interest in Nature (FIIN) Camp:

- Role: Provides nature-based education and outdoor experiences.
- Impact: Engages students in hands-on environmental learning experiences, fostering an appreciation for nature and promoting environmental stewardship.
- Priority Alignment: Supports environmental education, enhancing students' understanding of and connection to the natural world.

These partnerships are integral to the success of our community school model, providing essential resources and support that enhance the educational experience and overall well-being of our students and families. By collaborating with these organizations, we are able to address a wide range of needs and create a supportive, enriching environment for our school community.

New Partnerships to Explore:

To further enhance the support and resources available to our students and families, Diamond Elementary is exploring the following new partnerships:

Community in Schools (CIS):

- Role: Provide integrated student support and case management.

- Potential Impact: Community in Schools (CIS) can offer comprehensive case management services, connecting students and families with resources such as counseling, academic support, and health services. This partnership will help address barriers to learning and support students' overall well-being.
- Priority Alignment: Supports integrated student supports and holistic development.

Healthy Tomorrows:

- Role: Provide comprehensive health education and preventive services.
- Potential Impact: By partnering with Healthy Tomorrows, we can offer students and families access to a range of health services, including physical exams, immunizations, and health education workshops. This partnership aims to promote overall wellness and preventive care, ensuring that students are healthy and ready to learn.
- Priority Alignment: Supports comprehensive health education and preventive care.

Project RISE (Resources, Inspiration, Support, and Empowerment):

- Role: Provide academic support and enrichment programs.
- Potential Impact: Project RISE can offer tutoring, mentoring, and enrichment activities that support academic achievement and personal growth. This partnership will help students develop strong academic skills, build self-confidence, and foster a love for learning through various innovative and engaging programs.
- Priority Alignment: Enhances academic support and personal growth through enrichment programs.

Farm to SAUSD:

- Role: Promote healthy eating habits and provide fresh, local produce to students.
- Potential Impact: The Farm to SAUSD program will connect students with local farms, providing access to fresh fruits and vegetables while educating them about healthy eating habits. This partnership can include school gardens, nutrition education, and farm visits, enhancing students' understanding of where their food comes from and the importance of healthy eating.
- Priority Alignment: Promotes healthy eating and nutrition education.

Environmental Organizations:

- Role: Collaborate on sustainability and environmental education projects.
- Potential Impact: Partnering with environmental organizations will allow us to integrate sustainability and environmental education into our curriculum. This could include hands-on learning projects, such as school gardens, recycling programs, and conservation initiatives. These activities will help students develop a deeper understanding of environmental issues and foster a sense of responsibility towards their community and the planet.
- Priority Alignment: Enhances environmental education and sustainability practices.

Local Businesses:

- Role: Highlight local businesses and bring in professionals as guest speakers.
- Potential Impact: By establishing partnerships with local businesses, we can invite professionals to share their expertise and experiences with students. These guest speaker sessions will help students explore various career interests, understand different professional paths, and gain inspiration from real-world experiences.

- **Priority Alignment:** Connects classroom learning with real-world experiences and career exploration.

By exploring and establishing these new partnerships, Diamond Elementary aims to expand the range of resources and opportunities available to our students. These partnerships will support our mission to provide a holistic education that addresses the academic, physical, and social-emotional needs of our students, preparing them for success in school and beyond.

Evaluation and Continuous Improvement

Progress Monitoring and Collective Problem-Solving:

Data Collection:

- **Surveys:** Implement regular surveys to gather feedback from all stakeholders, including students, parents, teachers, and community members. These surveys will cover various aspects of the school experience, such as academic support, social-emotional learning, family engagement, and community partnerships.
- **Focus Groups:** Conduct focus groups with diverse stakeholder groups to gain deeper insights into specific issues and gather qualitative data. These groups will include historically marginalized populations to ensure their voices are heard.
- **One-on-One Interviews:** Engage in one-on-one interviews with key stakeholders, such as school leaders, teachers, parents, and community partners, to obtain detailed feedback and personal perspectives on school initiatives and programs.

Data Analysis:

- **Regular Analysis:** Regularly analyze data on student performance, attendance, behavior, and wellness to identify trends, strengths, and areas for improvement. Use this data to inform decision-making and prioritize interventions.
- **Dashboard Tools:** Utilize data dashboard tools to visualize and track progress on key metrics. Share these dashboards with stakeholders to promote transparency and collective accountability.

Reflection and Adaptation:

- **Cycle of Reflection:** Establish a cycle of reflection and adaptation for all programs and initiatives. This includes holding regular review meetings with stakeholders to assess progress, celebrate successes, and make necessary adjustments.
- **Feedback Loops:** Create feedback loops where data and insights from evaluations are used to refine and improve programs continually. Encourage open communication and collaborative problem-solving to address challenges and barriers.

Ongoing Professional Development:

- **Continuous Learning:** Provide continuous professional development opportunities for staff to stay current with best practices in education, community engagement, and student support. This includes workshops, training sessions, and access to professional learning communities.

- **Skill Development:** Focus on developing skills in data analysis, culturally responsive teaching, trauma-informed practices, and community engagement. Ensure that all staff are equipped to support the holistic development of students.

This implementation plan for Diamond Elementary builds on the strong foundation laid in previous years and aligns with the California Community Schools Framework, ensuring a comprehensive and cohesive approach to school transformation. This plan aims to foster a supportive and inclusive environment that promotes educational equity and supports the holistic development of every student.

Site Level Goals and Measures of Progress

Goals	Action Steps
Strengthen Student Support Services through Integration with Communities In Schools (CIS)	<p>Action Steps:</p> <ul style="list-style-type: none">● Conduct an Orientation Session:<ul style="list-style-type: none">○ Introduce the CIS team to school staff and explain the services provided.● Develop a Referral System:<ul style="list-style-type: none">○ Create a streamlined process for teachers and staff to refer students to CIS services.● Coordinate Services:<ul style="list-style-type: none">○ Ensure that CIS services complement existing support programs and address gaps in student support.● Monitor and Evaluate Impact:<ul style="list-style-type: none">○ Track the effectiveness of CIS interventions by measuring student outcomes such as academic performance, attendance, and behavior.● Engage Families:<ul style="list-style-type: none">○ Collaborate with CIS to organize family engagement activities and workshops that support student development.○ Provide parents with resources and strategies to reinforce learning and development at home.

<p>Enhance Student Academic Achievement and Personal Growth through Comprehensive Support and Enrichment Programs with Project RISE</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Integrate Project RISE Services into School Operations: <ul style="list-style-type: none"> ○ Conduct an orientation session for school staff to introduce the Project RISE team and outline available services by the beginning of the 2024-2025 school year. ○ Develop a referral system for teachers and staff to identify and refer students who may benefit from Project RISE services. ● Implement Academic Support and Enrichment Programs: <ul style="list-style-type: none"> ○ Schedule regular tutoring sessions and enrichment activities, ensuring that all students have access to these resources. ○ Organize mentoring programs where students can receive guidance and support from Project RISE mentors. ● Monitor and Evaluate Student Outcomes: <ul style="list-style-type: none"> ○ Track student participation in Project RISE programs and services. ○ Measure changes in academic performance, attendance, and behavior through quarterly reports. ○ Collect feedback from students, families, and staff to assess the impact of Project RISE interventions. ● Engage Families in Student Support: <ul style="list-style-type: none"> ○ Organize workshops and informational sessions for parents to help them support their children's academic and personal growth. ○ Provide resources and strategies for parents to use at home to reinforce learning and development.
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