



DAVIS ELEMENTARY SCHOOL

Community School

2025-2026



VISION

As a Community School, Davis Elementary strives to cultivate a vibrant, respectful, inclusive and nurturing educational community in which all students flourish.

MISSION

At Davis Elementary, we are committed to fostering the social, emotional, and academic growth of every student through a rigorous, inquiry-based curriculum that engages and empowers our students as globally-minded learners. The curriculum includes a commitment to develop foundational academic skills in reading, writing and mathematics, as well as developing higher order thinking skills through interdisciplinary units of study. As a community-centered school, we nurture the whole child, supporting each child's development in a safe, inclusive, and respectful environment in which every student has the opportunity to flourish.

CORE VALUES



Community

We foster a strong sense of community by encouraging inclusivity, kindness, and mutual support among students, staff, and families.



Education

We are committed to providing a high-quality education that nurtures curiosity, promotes critical thinking, and inspires a lifelong love of learning.



Collaboration

We believe in the power of collaboration, working together as students, educators, families, and community partners to achieve shared goals and create a positive learning environment.



Respect

We cultivate an environment of respect where every individual is valued, diversity is celebrated, and all voices are heard.

SUPPORTED BY



Peter Richardson
Principal



Denise Zertuche
Assistant Principal



Catherine Ocampo
CS Coordinator



Christina Sullivan
Literacy Coach



Nadine Castro
Senior Social Worker



Patricia Calkins
Counselor



Martha Patarroyo
FACE Liaison



Paola Diaz
Community Worker



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1405 French Street
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Brain Power Under the Tower!



CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Wallace R. Davis Elementary School
Santa Ana Unified School District
Principal, Peter Richardson
(714) 564-2200

Strategies, Priorities and Goals

Strategy 1: Shared Commitment, Understanding, and Priorities

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

At Davis Elementary, we believe that transforming our school into a community school is essential to fostering a racially just, relationship-centered, and inclusive learning environment. A community school allows us to unite diverse stakeholders in a shared vision of educational equity and holistic student support. Our commitment to the California Community Schools Framework is reflected in our dedication to:

- 1. Racially Just, Relationship-Centered Spaces**

We strive to create a welcoming and inclusive environment where every student feels valued and supported. This involves implementing culturally relevant curricula and restorative practices that honor and celebrate our students' diverse backgrounds, and providing rigorous academic instruction that allows all students to reach and surpass academic standards.

- 2. Shared Power**

Our Community School Leadership Council emphasizes shared decision-making among students, parents, teachers, administrators, and community partners. This democratic approach ensures that all voices are heard and respected in the planning and implementation of our community school strategy.

- 3. Classroom-Community Connections**

We aim to bridge the gap between the classroom and the community by integrating real-life experiences and local issues into our teaching. This approach makes learning more relevant and engaging for students, fostering a sense of agency and responsibility for our community.

4. **A Focus on Continuous Improvement**

We are committed to an ongoing cycle of reflection, assessment, and improvement. By regularly analyzing data and soliciting feedback from all stakeholders, we continuously refine our strategies to better meet the needs of our students and community.

Developmental Plans for the 2025–2026 School Year:

- **Professional Development:** Continue implementing professional development on cultural competency, anti-racist and culturally responsive teaching, unconscious bias, restorative practices, and equity-focused education.
- **Stakeholder Engagement:** Maintain monthly Community School Council and Student Council meetings, and engage families through focus groups, town halls, and surveys. Aim to achieve 75%-100% deep engagement.
- **Curriculum Integration:** Implement a curriculum that includes project-based, community-based, and inquiry-driven learning as we work toward International Baccalaureate (IB) Primary Years Programme (PYP) authorization.
- **Continuous Improvement:** Use academic, attendance, and engagement data to guide strategies for student support through our site Coordination of Services Team (COST). Continue collaborating with *Communities in Schools* (CIS) to refine and improve our COST process to support students.
- **Accessibility & Communication:** Maintain a bilingual infographic on our school website.
- **Partnerships:** Expand relationships with community organizations to provide more resources for students and families.

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

Part B: Engaging Various Stakeholders

As part of the planning process, Davis Elementary has already completed a **deep needs and asset assessment** to identify key areas for improvement and development across stakeholder groups. As we enter the 2025–2026 school year and welcome new staff to our campus, our goal is to **update and validate this assessment** to ensure it continues to reflect the current needs, priorities, and vision of our evolving school community. This inclusive process ensures that all voices are heard and that our initiatives remain responsive to the strengths and needs of our diverse school population.

Engagement Strategies for Different Groups

Administrators

- Processes: Regular meetings, surveys, and one-on-one interviews
- Engagement Plan: Administrators will participate in decision-making through leadership meetings and the Community School Leadership Council. Input will be collected through ongoing surveys and interviews to inform implementation priorities.

Certificated Staff (Teachers)

- Processes: Focus groups, surveys, professional development sessions, and visioning exercises
- Engagement Plan: Teachers will be included in shaping instructional practices, PD needs, and supports through regular collaboration opportunities and feedback loops built into staff meetings and the Instructional Leadership Team (ILT).

Classified Staff

- Processes: Focus groups, surveys, and staff meetings
- Engagement Plan: Support staff will share input on school culture, operations, and student needs during classified check-ins and targeted surveys.

Students

- Processes: Student Council meetings, surveys, interviews, and classroom-based activities
- Engagement Plan: Students will participate in monthly council meetings, classroom visioning activities, and one-on-one interviews to ensure their voices help shape school priorities. We will continue to ensure inclusive student representation across subgroups.

Families

- Processes: Focus groups, surveys, community forums, and Parent-Teacher Conferences

- Engagement Plan: Families will be engaged through culturally responsive outreach, workshops, forums, and focus groups. Input will inform school events, programming, and communication strategies. We will continue aiming for 75%-100% survey response rates.

Community Members and Partners

- Processes: Forums, interviews, and partnership meetings
- Engagement Plan: Partners will be invited to share insights and support services aligned with school priorities. We will deepen collaboration through formalized partner meetings and shared goal-setting.

Engaging Historically Marginalized Groups

We prioritize the engagement of **English Language Learners and socioeconomically disadvantaged families**. Our targeted strategies include:

- **Targeted Outreach:** Personalized home visits, phone calls, and 1:1 meetings to foster trust and remove barriers
- **Dedicated Focus Groups:** For ELL families and families experiencing economic hardship to ensure their needs are captured in planning
- **Bilingual Communication:** All materials are shared in English and Spanish, with interpreters available at key events
- **Supportive Partnerships:** Collaborating with organizations that provide wraparound support for these groups
- **Culturally Responsive Practices:** Hosting events that celebrate culture, family strengths, and community identity

Part C: Collective Priorities

Collective Priority

Outcome/Indicators you aim to improve

Priority 1: Academic Growth and Achievement

Goal: Improving Academics, Specifically in ELA

Outcome:

Increase ELA proficiency among K–3 students by an additional 5% each academic year.

Metrics:

- **Baseline Data:**

- Kindergarten and 1st Grade ELA reading fluency proficiency was 48% core in 2023–2024, which rose to 54% core in 2024-25.
- 2nd and 3rd Grade ELA reading fluency proficiency was 50% in 2023–2024, which dropped to 44% in 2024-25.
- The 2025–2026 goal is to increase to 59% (K–1) and 49% (2–3).

- **Monitoring Strategies:**

- DIBELS benchmark assessments
- SIPPS mastery checkpoints
- Formative classroom assessments
- IB-aligned unit reviews

- **Intervention Strategies:**

- Tier 2 and Tier 3 SIPPS small groups
- Literacy coach-led support and data reviews
- After school foundational skills tutoring groups

Actions:

- Implement SIPPS with fidelity for 1 hour daily across targeted grades (K–3).

- Provide job-embedded coaching and data-driven planning support through the site Literacy Coach.
- Design and deliver IB-aligned, inquiry-based ELA instruction through transdisciplinary units.
- Increase early childhood education enrollment to capacity and strengthen transitions from ECE to Kindergarten through targeted outreach.
- Offer after school tutoring and Saturday School for foundational skills practice and enrichment.
- Host parent literacy workshops and distribute take-home book bags in collaboration with SAELI and the Wellness Center.
- Use MTSS organized through COST to identify and support students needing Tier 2 and Tier 3 interventions.

<p>Priority 2: Parent Engagement and Leadership</p>	<p>Goal: Increasing Parent Engagement</p> <p>Outcome: Maintain a 90 %+ Panorama survey response rate and increase active participation in school events, leadership opportunities, and workshops.</p> <p>Metrics:</p> <ul style="list-style-type: none"> ● Baseline Data: <p>Baseline Data:</p> <ul style="list-style-type: none"> ● 2022–2023: <ul style="list-style-type: none"> ○ Parent Engagement Score: 20% ○ Panorama Surveys Completed: 147 ● 2023–2024: <ul style="list-style-type: none"> ○ Parent Engagement Score: 28% ○ Panorama Surveys Completed: 222 ● 2024–2025: <ul style="list-style-type: none"> ○ Parent Engagement Score: 94% ○ Panorama Surveys Completed: 308 ● 2025–2026 Goal: <ul style="list-style-type: none"> ○ Maintain a Parent Engagement Score of 90% or above ○ Maintain a Panorama Family Survey completion rate between 75%–100% ● Monitoring Strategies: <ul style="list-style-type: none"> ○ Panorama survey completion data ○ Event and workshop sign-in sheets ○ Feedback forms from parent activities
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- Participation rosters from leadership councils (SSC, ELAC, CSLC, SAELI)

- **Engagement Strategies:**

- Culturally responsive family focus groups
- Use of multilingual communication and outreach
- Collaboration with FACE and the Wellness Center to reduce barriers to engagement

Actions:

- Offer accessible parent workshops such as English, GED, mental health, and digital literacy in collaboration with Santa Ana College Continuing Education.
- Continue SAELI parent leadership trainings to empower early learning support.
- Conduct multilingual family focus groups to explore communication strategies and parent needs.
- Increase parent involvement in schoolwide events like Back to School Night, STEAM Night, Open House and Día del Niño.
- Provide leadership opportunities through SSC, ELAC, CSLC, and SAELI.
- Streamline survey access through digital kiosks, QR codes, and in-person support to aim for 75%–100% participation.

Priority 3: Welcoming, Safe, and Engaging School Environment

Goal: Reducing Chronic Absenteeism

Outcome:

Reduce chronic absenteeism by an additional 3% each academic year to ensure all students have consistent access to core instruction.

Metrics:

- **Baseline Data:**

- Chronic absenteeism was under 6% pre-pandemic
- Increased to 33% in 2021–2022
- Improved to 16% in 2022–2023
- 17.5% in 2023–2024
- Decreased to 14.4% in 2024–2025

- **Monitoring Strategies:**

- Biweekly review of attendance data using the district’s data hub
- Meeting agendas from the Attendance Team and COST
- Documentation of intervention plans and home visits
- Number of students case-managed by CIS

- **Intervention Strategies:**

- Personalized Tier 2 and Tier 3 interventions (e.g., SART, home visits)
- CIS mentorship and case management
- Incentives and schoolwide attendance campaigns

Actions:

- Conduct biweekly attendance data reviews with the Attendance Team (Principal, Counselor, Community School Coordinator, FACE Liaison, and Attendance Clerk).
- Implement tiered intervention plans through COST and CIS case management.
- Conduct Student Attendance Review Team (SART) meetings and home visits to address barriers with chronically absent students.
- Offer schoolwide and classroom-level incentives to promote attendance.
- Maintain consistent communication with families and host workshops focused on attendance improvement.
- Promote Attendance Awareness from Preschool to 6th grade through newsletters, incentive programs, and class-based recognition.
- Provide mental health support through Healthy Tomorrows and recess activities through Playworks to support student well-being and connection to school.

Strategy 2: Centering Community-Based Learning

Site Level Goals and Measures of Progress

Goals	Action Steps
Strengthen inquiry-based instruction through IB PYP implementation	<ul style="list-style-type: none"> • Implement transdisciplinary units that integrate ELA, science, and social studies through real-world and community-based themes. • Embed IB learner profile traits, SAUSD Graduate Profile traits, and student agency into unit planning. • Collaborate with the IB Coordinator to support unit design and planning. • Use student council input, classroom conversations, and surveys to inform inquiry topics. • Create student-led action projects that reflect local issues or needs.
Leverage partnerships to enhance access to hands-on, culturally relevant learning	<ul style="list-style-type: none"> • Collaborate with Project RISE to integrate science-focused, place-based learning. • Expand partnerships with The Wooden Floor, the Chicano Mentoring Association, Western Youth, and Healthy Tomorrows to support arts, mentoring, and SEL. • Partner with Santa Ana College and SAELI to strengthen early literacy, parent engagement, and storytelling events. • Use Playworks to promote structured play, conflict resolution, and teamwork aligned with IB's 'Balanced' learner profile trait. • Incorporate community and family knowledge through events like STEAM Night and Día del Niño.

At Davis Elementary, community-based learning is embedded in our identity as both an IB Candidate School and a Community School. In 2025–2026, our approach will focus on connecting classroom instruction to the lived experiences, cultures, and strengths of our students and families. Through transdisciplinary IB units and project-based action learning, students will engage in inquiry that is relevant and includes community voice.

To further strengthen the classroom-community connection, we will host events where students interact directly with local partners. For example, College and Career Day brings in professionals and organizations that reflect the diversity and aspirations of our student body. These interactions help students make meaningful connections between academic content and real-world opportunities.

By integrating community voices into learning and continuing to build partnerships that enhance instruction and enrichment, we aim to foster student engagement, deepen cultural relevance, and support a strong sense of purpose in their educational journey.

Strategy 3: Collaborative Leadership

Site Level Goals and Measures of Progress

Goals	Action Steps
Strengthen our Community School Leadership Council (CSLC) to foster inclusive, shared decision-making.	Action Steps: <ul style="list-style-type: none"> Continue strengthening the Community School Leadership Council through inclusive planning and shared ownership. Ensure alignment between CSLC work and schoolwide priorities from the School Site Council (SSC), English Learner Advisory Council (ELAC), and ILT. Expand CSLC membership by inviting additional school partners and community representatives. Schedule and facilitate monthly CSLC meetings focused on school goals, data, and engagement. Communicate with families and staff to gather input and share progress. Create opportunities for students to participate in agenda setting, icebreakers, and presentations.
Strengthen coordination of services through integrated teams and deepen collaboration with CIS and Healthy Tomorrows.	Action Steps: <ul style="list-style-type: none"> Maintain regular meetings with advisory groups, including ELAC, SSC, Safety team, and the PBIS team. Coordinate support services through biweekly COST meetings that include CIS and Healthy Tomorrows. Use integrated data (attendance, academics, behavior) to inform Tier 2 and Tier 3 interventions. Continue collaboration with CIS case management and the Healthy Tomorrows social worker for student support. Monitor the impact of integrated services on chronic absenteeism, which decreased from 17.5% in 2023-24 to 14.4% in 2024-25. Ensure clear communication across all service providers and leadership teams.

System of Shared Governance and Site-Level Leadership Structure:

Community School Leadership Council (CSLC):

The CSLC includes students, families, teachers, staff, and organization partners. This council meets monthly to assess community needs, identify assets, and guide school improvement efforts. In 2025–2026, the CSLC will continue to support shared decision-making by reviewing school goals, monitoring implementation, and guiding community-based strategies aligned to the IB framework and our chronic absenteeism reduction plan.

School Site Council (SSC):

The SSC is composed of the Principal, AP, teachers, support staff, and parents. It is responsible for developing and monitoring the School Plan for Student Achievement (SPSA), ensuring that state and federal funding aligns with student needs. The SSC collaborates with the CSLC to ensure a unified vision for school improvement.

COST Attendance Team:

Includes the Principal, Counselor, Community School Coordinator, FACE Liaison, and Attendance Clerk. This team tracks attendance data, coordinates home visits, and leads interventions through SART, CIS, and COST to reduce chronic absenteeism, now improved from 17.5% to 14.4%.

Positive Behavior Intervention and Supports (PBIS) Team:

Develops behavior support systems to maintain a safe, inclusive school environment. Meets monthly to analyze SEL and behavior data, implementing schoolwide supports aligned with MTSS.

Student Leadership Council:

Composed of 4th–6th grade students, this group leads school events, spirit days, and service projects. They provide feedback during CSLC meetings and help shape student-centered initiatives.

Instructional Leadership Team (ILT):

Made up of the Principal, resource teachers, and grade-level leads, the ILT uses student achievement data to guide instructional planning. In 2025–2026, the ILT will continue integrating IB inquiry-based learning and the sitewide literacy plan.

English Learner Advisory Committee (ELAC):

Engages families of English Language Learners in reviewing programs and strategies that support language acquisition and academic success.

Community Advisory Committee (CAC):

Provides guidance on programs and policies related to special education. Members include parents of students with disabilities and support inclusive practices.

Shared Governance Practices

- **Inclusive Decision-Making:** All leadership teams operate using shared decision-making principles, ensuring diverse perspectives shape schoolwide priorities.
- **Transparency:** Meeting agendas, minutes, and updates are regularly shared with staff and families to keep the community informed.
- **Equitable Participation:** Governance teams are intentionally inclusive, with focused efforts to involve historically marginalized voices.
- **Continuous Improvement:** Teams regularly assess progress, adapt strategies, and use data and feedback to improve decision-making.

Strategy 4: Sustaining Staff and Resources

Site Level Goals and Measures of Progress

Goals	Action Steps
Strengthen sustainability planning to ensure long-term staffing and program support beyond the life of the grant.	Action Steps: <ul style="list-style-type: none"> • Conduct a site-level needs assessment to identify critical roles and programs aligned with community school priorities. • Maintain and update a staffing/program inventory detailing scope, impact, and funding needs. • Develop long-term sustainability plans for core staff positions, including the Community School Coordinator, FACE Liaison, CIS support, and mental health interns. • Pursue a diversified funding plan using LCAP, Title I, and community partnerships. • Track the impact of services using attendance, academic, and family engagement data to support funding justifications.
Expand early outreach to increase enrollment and family engagement in early childhood education.	Action Steps: <ul style="list-style-type: none"> • Strengthen our partnership with SAELI to align school readiness goals and empower family voice. • Conduct preschool outreach by visiting local centers and connecting with current families to identify siblings ages 0–5. • Host early learning workshops for parents in collaboration with SAELI and ECE. • Increase ECE enrollment through referrals and family events. • Distribute bilingual materials promoting the importance of early childhood education.

Key Staff/Personnel

Principal, Peter Richardson	<ul style="list-style-type: none"> • Oversee the overall operation of the school, ensure alignment with the community school model, and lead the implementation of school-wide initiatives. • Provide leadership in developing and implementing school policies, manage school resources, support staff professional development, and foster a positive school culture. • Guide curriculum development and instructional practices.
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	<ul style="list-style-type: none"> • Complete expenditure reports, oversee the Annual Progress Report and implementation plan, and ensure alignment with school goals. • Ensure alignment of core commitments with goals, objectives, and activities in the Single Plan for Student Achievement. • Lead yearly assets and needs gap analysis. • Practice and model authentic leadership. • Maintain focus on student learning and support.
Assistant Principal/IB Coordinator, Denise Zertuche	<ul style="list-style-type: none"> • Support the principal in overseeing daily school operations, instructional programs, and student services. • Collaborate with the Community School Coordinator and leadership teams to align initiatives with school goals and core commitments. • Assist in monitoring student attendance, behavior, and academic progress, contributing to intervention planning and implementation. Provide instructional leadership by supporting teachers through observations, feedback, and professional development. • Help coordinate schoolwide events, staff meetings, and community engagement activities. • Participate in the Coordination of Services Team (COST), Leadership Council, and PBIS to support a safe and inclusive school environment.
Community School Coordinator, Catherine Ocampo	<ul style="list-style-type: none"> • Conduct asset and gap/needs analysis to identify needs and leverage existing assets for the benefit of students. • Oversee and coordinate the Community Schools Annual Progress Report and Implementation Plan with other Community Schools Leadership Council members. • Ensure alignment of goals and activities with Community Schools' Core Commitments and Single Plan for Student Achievement. • Collaborate in analyzing student attendance data and participation in after-school activities to support action planning. • Support the Student Leadership Council and identifies opportunities for experiential learning in the school and community. • Collaborate in addressing the physical and emotional needs of families that might prevent student attendance and achievement (Support during SART Meetings)
Extended Learning Site Supervisor, Vanessa Sanchez-Murgo	<ul style="list-style-type: none"> • Lead and facilitate after-school programming for all students in enrichment programs such as karate, STEM projects, art, instrumental music, dance, girls' club, crafts, soccer, basketball, etc. • Coordinate structured recess activities with the

	<p>assistance of the Site Coordinator, by training activity monitors, organizing games, and identifying needed recess equipment.</p> <ul style="list-style-type: none"> • Lead and facilitate the Student Council, which includes Junior Coaches who help lead structure recess activities. • Provide students with a snack after school and a hot meal in the late afternoon.
Literacy Coach, Christina Sullivan	<ul style="list-style-type: none"> • Coordinate Reading Implementation Plan. • Model, co-teach, and observe reading lessons to coach and support teachers in reading instruction delivery according to the science of learning to read. • Train classified staff in the science of reading and how to support students in learning to read. • Coordinate reading intervention for targeted students and provide direct reading services to targeted students.
School Counselor, Patricia Calkins	<ul style="list-style-type: none"> • Facilitate professional development and ongoing support of social-emotional curriculum (Second Step) for teachers. • Co-organize professional development for school staff on restorative and trauma-informed practices • Provide Tier 1 counseling services, including schoolwide lessons on Davis scholar expectations (“The 4 Be’s”), bullying prevention, friendship, kindness, the importance of school attendance, empathy, suicide prevention, respect, sportsmanship, college and career, safety online, and transition to intermediate school. • Provide Tier 2 counseling services in small group interventions for growth mindsets, social skills, anger management, problem-solving, and mindfulness. • Provide Tier 3 counseling services through ongoing individual counseling and case management for other cooperating therapists. • Collaborate in analyzing attendance data and action planning to support students.
Family and Community Engagement Liaison, Martha Patarroyo	<ul style="list-style-type: none"> • Build relationships with community agencies, including the French Court Neighborhood Association • Promote and coordinate access to community resources for Davis families in housing, food, clothing, medical, mental health, legal, etc. • Participate as a team member of the Coordination of Services Team, Community School Leadership Team, and PBIS. • Plan and lead activities in the Wellness Center on the Davis campus to engage parents in workshops on the education system in the United States, English as a Second Language, parenting, parent leadership, nutrition, technology, arts and crafts, mental health, and Parent Cafecitos.

	<ul style="list-style-type: none"> • Coordinate parent participation in SAELI (Santa Ana Early Learning Initiative)
Extended Learning Site Coordinator, Jose Caceres	<ul style="list-style-type: none"> • Lead and facilitate after-school programming for all students in enrichment programs such as karate, STEM projects, art, instrumental music, dance, girls' club, crafts, soccer, basketball, etc. • Coordinate structured recess activities by training activity monitors, organizing games, and identifying needed recess equipment. • Provide students with a snack after school and a hot meal in the late afternoon. • Lead and support the Student Council/Junior Coaches to promote student voice and leadership across campus.

Strategies for Sustaining Impact Post-Grant Implementation

In 2025–2026, Davis Elementary will continue to strengthen internal capacity by investing in collaborative systems, distributed leadership, and staff development to ensure long-term sustainability of the Community School model. With the addition of an Assistant Principal (TBD), leadership responsibilities will be more equitably shared, allowing for focused support in instructional leadership, student behavior, and staff coaching. The administrative team, including the Principal, Community School Coordinator, and FACE Liaison, will continue to work together to sustain core services and deepen initiatives aligned with our school's vision and goals.

Although we will not have a TOSA in the upcoming year, we will sustain academic, engagement, and wellness efforts through our Literacy Coach, Community School Coordinator, a newly appointed Assistant Principal/IB Coordinator, and strong external partnerships. We are also committed to building internal leadership pipelines by engaging teacher leaders in school initiatives and cross training classified staff to ensure continuity across programs such as COST, the Community School Leadership Council (CSLC), and family engagement events.

As an IB Primary Years Programme (PYP) Candidate School, Davis is committed to sustaining and growing our IB aligned instructional model. With several new teachers joining the staff, we plan to provide onboarding and IB specific professional development to ensure all educators are equipped to deliver inquiry-based, transdisciplinary instruction. By embedding IB principles into planning structures and coaching cycles, we aim to build internal capacity to carry this work forward regardless of grant status.

Strategy 5: Strategic Community Partnerships

Site Level Goals and Measures of Progress

Goals

Action Steps

Continue Implementing the
Communities in Schools (CIS) Model

- **Principal and Community School Coordinator Training:** The Principal and Community School Coordinator will continue to receive training and support through CIS.
- **CIS Support:** CIS surrounds students with a community of support, empowering them to stay in school and succeed.
- **Professional Learning:** CIS professional development will help build relationships and connect students with supports to thrive academically.
- **Chronic Absenteeism Focus:** CIS will support the school's chronic absenteeism intervention strategies.
- **Holistic Support:** The CIS model will help us integrate student support holistically.
- **Case Management:** Partner with CIS and Healthy Tomorrows to provide Tier 2 and Tier 3 student case management.
- **Continuous Improvement:** Implement feedback mechanisms like surveys and focus groups to assess CIS effectiveness.
- **Performance Metrics:** Monitor the impact of CIS on student outcomes, family engagement, and schoolwide improvement.

Elevating Parent Engagement Through Early Years Through SAELI

- **Build Parent Capacity:** Support parent involvement in early literacy and school events at SAELI meetings.
- **Parent Leadership Development:** Develop parent leaders through SAELI to implement Chispa Projects.
- **Partnership with Project Rise:** Co-develop lesson plans with parents and teachers to align learning goals.
- **Family Engagement:** Leverage SAELI resources to strengthen early family involvement.
- **Outreach:** Conduct preschool visits to share information about our school and early learning.
- **Sibling Outreach:** Identify students with younger siblings (ages 0–5) to involve families in early learning programs.
- **Inclusive Events and Activities:** Organize inclusive and culturally responsive events with SAELI.
- **Support Services:** Collaborate with local organizations to offer services like tutoring, mental health support, and family counseling.

Responsive Partnerships Aligned with School Community Priorities

Davis Elementary cultivates relationships and develops programs, services, and partnerships with both Santa Ana Unified School District departments and external community-based organizations. In 2025–2026, the school will continue its deep partnerships with Communities in Schools (CIS) and the Santa Ana Early Learning Initiative (SAELI), while strengthening newer collaborations that support our three collective priorities: academic growth, family engagement, and school connectedness.

Key partnerships include:

- **Communities in Schools (CIS):** Provides training, mentoring, and case management for chronically absent students. Supports schoolwide coordination of Tier 2 and Tier 3 services.
- **Santa Ana Early Learning Initiative (SAELI):** Builds parent leadership, supports early childhood learning, and co-designs events and Chispa projects.
- **Padres Unidos:** Provides a part-time Community Worker to support parent education and promote enrollment in early childhood programs such as ECE.
- **Early Childhood Education (ECE):** Offers half-day and full-day preschool programs on the Davis campus for 3- and 4-year-olds, five days per week.
- **Project Rise (RISE):** Partners with SAELI to promote early literacy and co-design family engagement opportunities.

- **Healthy Tomorrows:** Provides mental health interns who offer individual and group counseling, as well as case management support.
- **Santa Ana College (Continuing Education):** Offers adult education classes for families (ESL, GED, Digital Literacy) through the Davis Wellness Center.
- **Healthy Smiles, Serve the People and UCI Eye Mobile:** Provide health screenings and services for students and adults in dental and vision care.
- **Tzu Chi Foundation:** Supplies diapers and other essential items in collaboration with the FACE Liaison.
- **Newport Church:** Coordinates weekly food distributions open to all community members, adjacent to the Davis campus.
- **Latino Health Access and CHOC:** Provide parent workshops and resources on nutrition, diabetes prevention, mental health, and preventive care.
- **Chicano Mentoring Association, Operation School Bell, and United Way:** Provide seasonal support such as school uniforms, supplies, holiday drives, and volunteers for literacy and enrichment events.
- **Fellowship of Christian Athletes and SAPAAL:** Offer recreational after-school programming like soccer and softball.
- **Engage 360 (Extended Learning):** Delivers enrichment through after-school and summer programs.
- **Raising a Reader:** Supplies weekly take-home book bags to TK and Kindergarten students to promote literacy at home.
- **SAUSD Nutrition Services:** Provides daily free breakfast and lunch to all students, and continues meal services during summer break.
- **SAUSD Support Services:** Offers mental health support on campus and referrals to external agencies for additional care.
- **Community Advisory Committee (CAC):** Shares resources and guidance for parents of students with special needs through monthly meetings.

These partnerships are reviewed and aligned through the Community School Leadership Council to ensure they directly support our school priorities and remain responsive to the needs of students, staff, families, and community members.