



Davis Elementary School

Implementation Plan 2024-2025



Mission

Davis will create 21st-century scholars.

Vision

Our community school strives to cultivate a vibrant learning environment where education flourishes alongside a deep sense of community, fostering collaboration, respect, and inclusivity for all.



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.



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Santa Ana, CA 92701



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www.sausd.us/davis



[@daviselementarysausd](https://www.instagram.com/daviselementarysausd)



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CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Wallace R. Davis Elementary School
Santa Ana Unified School District
Principal, Peter Richardson
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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 to provide 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 better to meet the needs of our students and community.

Developmental Plans for the 2024-2025 School Year:

To ensure these values are reflected in our community school work, we will implement the following developmental plans for the 2024-2025 school year:

Professional Development:

- We will implement ongoing professional development on cultural competency, anti-racist and culturally responsive teaching, unconscious bias, restorative practices, and equity-focused education. This will involve external experts for workshops and continuous learning resources to ensure an inclusive and supportive school environment for all students.

Stakeholder Engagement:

- Regularly engage with students, parents, and community members through surveys, focus groups, and town hall meetings to gather input and foster a sense of shared ownership in the school's initiatives.
- Aim to achieve 75%-100% deep engagement as a community school.
- Continue having monthly Community School Council Meetings and Student Council Meetings to ensure students' voices are heard.

Curriculum Integration:

- Design and implement a curriculum that incorporates community-based learning, project-based activities, and real-world problem-solving to connect classroom instruction with community issues and resources.
- We are also working towards becoming an authorized International Baccalaureate Primary Years Programme (IB PYP) school. This involves designing and implementing an inquiry-based curriculum and community-based learning practices to enhance student engagement and overall academic achievement.

Continuous Improvement:

- Establish a robust system for tracking and analyzing student academic achievement, attendance, and engagement to inform our continuous improvement efforts.
- Partner with Communities In Schools (CIS) to implement their model and have our Coordination of Services Team (COST) collaborate.
- Implement an infographic on our website that is available in both English and Spanish.
- Provide continuous professional development opportunities for staff to stay current with best practices in education, community engagement, and student support.

Partnership Development:

- Strengthen and expand partnerships with local organizations to provide additional resources and support for students and families, ensuring that our community school remains responsive to the needs of our stakeholders.

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 conducted an initial needs and asset assessment to identify key areas for improvement and development. As we initiate the implementation grant process and obtain site-level resources, our goal for the 2024-2025 school year is to deepen this assessment by engaging the entire community in identifying their top community school priorities and vision. This comprehensive engagement will ensure that our initiatives align with the needs and aspirations of all stakeholders.

Engagement Strategies for Different Groups

- Administrators:
 - Processes: Regular meetings, surveys, and one-on-one interviews.
 - Engagement Plan: Administrators will be actively involved in the decision-making process through regular leadership meetings and participation in the Community School Leadership Team. Surveys and interviews will be conducted to gather their insights and feedback on the implementation process and emerging needs.
- Certificated Staff (Teachers):
 - Processes: Focus groups, surveys, professional development workshops, and visioning exercises.
 - Engagement Plan: Teachers will participate in focus groups and surveys to provide feedback on curriculum integration, professional development needs, and classroom support. Visioning exercises during staff meetings will help align their instructional practices with the community school vision.
- Classified Staff:
 - Processes: Surveys, focus groups, and regular staff meetings.
 - Engagement Plan: Classified staff, including support staff and paraprofessionals, will be engaged through surveys and focus groups to understand their perspectives on school climate and operational needs. Regular staff meetings will include discussions on community school initiatives and their roles in supporting these efforts.
- Students:
 - Processes: Student council meetings, surveys, one-on-one interviews, and visioning exercises.
 - Engagement Plan: Students will have a voice through monthly Student Council meetings and participation in surveys and interviews. Visioning exercises in classrooms and during council meetings will help gather their ideas and priorities for the school community. Special attention will be given to ensuring diverse student representation.
- Family Members:
 - Processes: Surveys, focus groups, parent-teacher conferences, and community forums.

- Engagement Plan: Families will be engaged through surveys and focus groups to gather their input on school programs and support services. Parent-teacher conferences and community forums will provide platforms for parents to share their experiences and contribute to the visioning process. Workshops and informational sessions will be organized to keep them informed and involved.
- Community Members and Partners:
 - Processes: Community forums, one-on-one interviews, and partnership meetings.
 - Engagement Plan: Community members and partners will be invited to participate in forums and interviews to share their insights and resources. Partnership meetings will be held to discuss collaborative opportunities and align community resources with school needs. We will also leverage existing relationships with local organizations to deepen community engagement.

Engagement of Historically Marginalized Student and Family Groups

We recognize the importance of engaging historically marginalized groups to ensure their needs are prioritized. Our focus is on English Language Learners and socioeconomically disadvantaged families. Our strategies include:

- **Targeted Outreach:** Personalized outreach efforts such as home visits, phone calls, and one-on-one meetings to build trust and gather input.
- **Dedicated Focus Groups:** Establish focus groups specifically for English Language Learners and socioeconomically disadvantaged families to understand their unique challenges, needs and ideas for engagement in our community school strategy.
- **Bilingual Resources:** Provide all communications and resources in multiple languages to ensure accessibility. Implement an infographic on our website available in both English and Spanish.
- **Partnerships with Support Organizations:** Collaborate with organizations that serve English Language Learners and socioeconomically disadvantaged families to provide additional support and resources.
- **Culturally Responsive Practices:** Implement culturally responsive engagement practices that honor and respect the backgrounds and experiences of these groups.

By employing these strategies, Davis Elementary will ensure that all community members, especially English Language Learners and socioeconomically disadvantaged families, have a voice in shaping the priorities and vision of our community school. This inclusive approach will help us build a supportive, equitable, and responsive educational environment for all students and families.

Part C: Collective Priorities

Collective Priority	Outcome/Indicators you aim to improve
<p>Reducing Chronic Absenteeism</p>	<p>Outcome: Reduce chronic absenteeism rate by 5% each academic year.</p> <p>Metrics:</p> <ul style="list-style-type: none"> ● Baseline Data: Our baseline data indicates that the rate of chronically absent students before the pandemic was under 6%. This figure spiked to 33% during the 2021-2022 school year, improved to 16% in 2022-2023, and held steady at 17% in 2023-2024. ● Monitoring Strategies: Track attendance rates regularly and analyze data through the district’s data hub. ● Intervention Strategies: Implement personalized interventions based on SART meetings and home visit findings. <p>Actions:</p> <ul style="list-style-type: none"> ● Form an Attendance Team comprising key stakeholders such as the Principal, Counselor, Community School Coordinator, FACE Liaison, and Attendance Site Clerk. ● Engage parents through organized meetings focused on best attendance practices and district attendance procedures. ● Conduct Student Attendance Review Team (SART) meetings to identify specific barriers to school attendance and develop personalized strategies. ● Implement home visits to offer tailored support to families. ● Attendance Awareness for Preschool-6th grade

<p>Increasing Parent Engagement</p>	<p>Outcome: Increase parent engagement by 5% as measured by survey responses and participation in school events.</p> <p>Metrics:</p> <ul style="list-style-type: none">● Baseline Data: Parent engagement score was 28% in the 2023-2024 school year, exceeding the district average of 19%.● Monitoring Strategies: Measure parent engagement through PanoramaEd survey responses and attendance records at school events and workshops.● Intervention Strategies: Implement communication improvements based on feedback from focus groups and surveys. <p>Actions:</p> <ul style="list-style-type: none">● Organize family events such as Back to School Night, STEAM Night, Literacy Nights, and Open House.● Hold regular Parent-Teacher Conferences to ensure continuous and open dialogue about student progress.● Offer a variety of workshops, including 'Mommy and Me, 0-3 aged' (Parents as Teachers), Mental Health, Diabetes, and Medi-Cal/Cal Optima sessions.● Aim for a 75%-100% response rate in surveys.● Partner with Santa Ana College Continuing Education to provide parents with English and Digital Literacy classes.● Initiate focus groups comprising teachers and families to explore more effective communication strategies.
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Improving Early Childhood Academic Performance in ELA

Outcome: Increase the percentage of K-3 students achieving proficiency in English Language Arts by 5% each academic year.

Metrics:

- **Baseline Data:** For Kindergarten and 1st grade, proficiency was 48% in the 2023-2024 school year. Our goal for 2024-2025 is to increase this to 53%. For 2nd and 3rd grade, proficiency was 50% in the 2023-2024 school year. Our goal for 2024-2025 is to increase this to 55%.
- **Monitoring Strategies:** Monitor student progress using DIBELS assessment data, SIPPS mastery test data and regular progress reports.
- **Intervention Strategies:** Implement the SIPPS reading program and inquiry-based curriculum with fidelity and provide targeted support through the site literacy plan.

Actions:

- Increase enrollment in the Early Childhood Education program to 60 students.
- Implement the SIPPS differentiated reading program one hour daily, five days a week, with fidelity.
- Create a literacy plan led by a staff member provided through the LCRS grant and the Instructional Leadership Team (ILT).
- Design and implement an inquiry-based curriculum as a candidate school for the International Baccalaureate Primary Years Programme (IB PYP) to increase engagement in reading for a purpose.
- Increase parent participation in the Santa Ana Early Learning Initiative (SAELI) so parents can learn about the importance of early learning.

Strategy 2: Centering Community-Based Learning

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Enhance Educator Understanding of Community-Based Learning</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Conduct regular sessions focused on the principles and practices of Community-Based Learning. ● Provide training on culturally responsive teaching methods, indigenous knowledge systems, and community asset mapping. ● Partner with community organizations to facilitate workshops and learning sessions for educators. ● Implement an inquiry-based curriculum as a candidate school for the International Baccalaureate Primary Years Programme (IB PYP). ● Send a cohort of teachers to get trained on IB PYP to enhance their professional development. ● Support teachers in designing and executing community-based projects that integrate real-life experiences and address issues relevant to students’ lives and communities. ● Foster a sense of ownership and agency in students, create opportunities for them to present their work to the community through exhibitions, presentations, and community events.
<p>Build Strong Relationships Between Educators and Families</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Implement the Project Rise Model to engage parents and teachers as equal partners in curriculum construction, with teachers and parents co-designing lessons. ● Increase participation in SAELI (Santa Ana Early Learning Initiative) to empower parents in leadership and event creation at our school. ● Organize family and community events to build relationships and gather input on educational practices. ● Establish regular communication channels between educators and families to share insights and collaborate on student learning. ● Encourage family participation in classroom activities and school events to strengthen the home-school connection.

Strategy 3: Collaborative Leadership

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Continue to strengthen our Community School Leadership Council.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Strengthen Community School Leadership Council. ● Ensure comprehensive shared decision-making alignment. ● Add more school partners to the governance process to ensure equitable participation and transparency in school decisions. ● Schedule regular Community School Leadership Council meetings. ● Communicate with parents and other committee members to facilitate needs assessment. ● Invite various educational partners to participate.
<p>Continue to enhance the coordination of services through integrated teams.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Continue to meet with all parent advisory groups and other relevant stakeholders. ● Ensure services are well-coordinated and effectively meet the needs of our school community through ongoing collaboration. ● Maintain regular meetings and open communication channels to support this goal. ● Partner with CIS and a Healthy Tomorrows intern to help case manage attendance and support student achievement.

System of shared governance and site-level leadership:

System of Shared Governance and Site-Level Leadership Structure:

Community School Leadership Council (CSLC): The CSLC consists of students, families, teachers, staff, and organization partners. This council meets monthly to identify community assets, assess needs, and plan actions to transform our school into a thriving learning environment through partnership and collaboration.

School Site Council (SSC): The SSC is composed of the Principal, TOSA, teachers, support staff, and parents. It collaborates to develop and monitor the School Plan for Student Achievement (SPSA). As a legally required decision-making body for any school receiving federal funds, the SSC ensures that our initiatives align with federal requirements and address the specific needs of our students.

Attendance Team: Our Attendance Team includes the Principal, Counselor, Community School Coordinator, Family and Community Engagement Liaison, and Attendance Site Clerk. This team supports students and families by removing barriers and addressing needs to improve student attendance and decrease chronic absenteeism.

Positive Behavior Intervention and Supports (PBIS) Team: The PBIS Team is composed of the Principal, teachers, and support staff. The team develops and implements support systems to create a positive and welcoming environment for students and staff. The goal is to maintain a robust tiered support system that addresses students' behavioral, social, and emotional needs. The team regularly reviews data to identify areas of focus that will benefit students.

Student Leadership Council: The Student Leadership Council consists of 4th, 5th, and 6th graders. Its purpose is to allow students to develop leadership skills by organizing and carrying out school activities and service projects. Most importantly, it ensures that student voices are heard in school governance.

Instructional Leadership Team (ILT): The ILT comprises the Principal, resource teachers, and grade-level representatives. This team meets monthly to analyze student achievement data and collaborate on strategies to improve academic instruction for all students. The ILT plays a crucial role in aligning instructional practices with the school's academic goals.

English Learner Advisory Committee (ELAC): The ELAC supports the academic and English Language Learner (ELL) goals in the SPSA. The committee engages and collaborates with ELL parents to help students overcome barriers to learning and enhance language acquisition and academic success.

Community Advisory Committee (CAC): The CAC comprises parents of students with special needs and community members. This committee advises the school on policies and programs related to special education and ensures that the needs of students with disabilities are met effectively.

Shared Governance Practices:

Inclusive Decision-Making: All councils and committees operate under principles of shared decision-making, where the input and perspectives of all members are valued and considered.

Transparency: Meeting agendas, minutes, and decisions are documented and shared with the broader school community to maintain transparency.

Equitable Participation: Efforts are made to ensure diverse representation in all governance structures, with particular attention to including voices from historically marginalized groups.

Continuous Improvement: The governance system is designed to be dynamic, allowing for regular review and adaptation based on feedback and changing needs.

By establishing this comprehensive system of shared governance and site-level leadership, Davis Elementary School ensures that the entire school community is actively involved in shaping the educational experience and fostering a collaborative, supportive, and effective learning environment.

Strategy 4: Sustaining Staff and Resources

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Being Intentional with SAELI (Santa Ana Early Learning Initiative)</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Partnership Development: Strengthen the partnership with SAELI to ensure alignment of goals and strategies. ● Family Engagement: Utilize SAELI's resources to increase family engagement in early learning initiatives, ensuring parents have the tools and knowledge to support their children's education. ● Outreach: Visit preschools to do outreach about our school and increase enrollment. ● Sibling Outreach: Reach out to students at our school to see if they have siblings aged 0-5.
<p>Develop sustainability plans to ensure core staffing through long-term funding.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Needs Assessment: Conduct a thorough needs assessment to identify critical programs and staff positions essential for the success of the community school model. ● Inventory Creation: Create and regularly update an inventory of these programs and positions, detailing their impact and funding requirements. ● Sustainability Planning: Develop sustainability plans for each program and staff position, including strategies for securing long-term funding. ● Funding Diversification: Identify and pursue diverse funding sources, such as grants, partnerships, and local funding initiatives, to ensure continued support of essential programs and staff. ● Monitoring and Evaluation: Implement a system for monitoring the effectiveness of funded programs and staff positions, using data to demonstrate impact and attract ongoing support. ● Surveys: Conduct surveys with families and students to identify the programs they find valuable.

Key Staff/Personnel

<p>Principal, Peter Richardson</p>	<ul style="list-style-type: none"> ● Oversee the overall operation of the school, ensures alignment with the community school model, and leads the implementation of school-wide initiatives. ● Provide leadership in developing and implementing school policies, manages school resources, supports staff professional development, and fosters a positive school culture. ● Guide curriculum development and instructional practices. ● 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/needs gap analysis. ● Practice and model authentic leadership. ● Maintain focus on student learning and support.
<p>Community School Coordinator, Catherine Ocampo</p>	<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. ● Coordinate programs on campus during and after school day in conjunction with the Engage 360 after-school program. ● 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 and monitor the Student Leadership Council and identify 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)

<p>Extended Learning Site Supervisor, Vanessa Sanchez-Murgo</p>	<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.
<p>Teacher on Special Assignment, Sandra Yaghoubi</p>	<ul style="list-style-type: none"> ● Supports integration of community school initiatives with academic goals and provides professional development. ● Lead the Coordination of Support Services Team to support identified students according to each student’s individual need for Tier 2 interventions and supports ● Lead the Student Success Team (SST) meetings and monitor implementation of individually tailored interventions and supports at the Tier 2 and Tier 3 levels ● Collaborate in providing professional development for school staff on cultural proficiency, restorative and trauma-informed practices
<p>Future Ready Instructional Coach, Denise Zertuche</p>	<ul style="list-style-type: none"> ● Trains and supports staff in core curriculum and academic interventions. <ul style="list-style-type: none"> ○ Use of state-adopted, district-approved programs ○ Model, co-teach, coach, collaborate. ● Ensure alignment and integration of academic goals in Single Plan for Student Achievement and Community Schools Implementation Plan. ● Lead the development and implementation of transdisciplinary units of study that incorporate inquiry-based, community-based strategies for teaching and learning, according to the IB PYP model. ● Participate in the Coordination of Services Team to meet individual students’ needs.
<p>Literacy Coach, Staff Member To Be Determined</p>	<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

	<p>how to support students in learning to read.</p> <ul style="list-style-type: none"> ● Coordinate reading intervention for targeted students and provide direct reading services to targeted students
<p>School Counselor, Patricia Calkins</p>	<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 and suicide prevention, respect, sportsmanship, college and career, safety online, 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.
<p>Family and Community Engagement Liaison, Martha Patarroyo</p>	<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. ● Coordinate parent participation in SAELI (Santa Ana Early Learning Initiative)
<p>Extended Learning Site Coordinator,</p>	<ul style="list-style-type: none"> ● Lead and facilitate after-school programming for

<p>Jose Caceres</p>	<p>all students in enrichment programs such as karate, STEM projects, art, instrumental music, dance, girls' club, crafts, soccer, basketball, etc.</p> <ul style="list-style-type: none"> ● 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.
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Strategies for Sustaining Impact Post-Grant Implementation

We have completed year 1 of the grant, and our steps for this upcoming school year are to develop a sustainability plan that integrates funding. Since this is a work in progress, we are still exploring various strategies to ensure the long-term success of our community school initiatives. Our initial focus will be to conduct a thorough needs assessment to identify critical programs and staff positions essential for the success of the community school model. This assessment will help us understand the specific needs of our school and prioritize the programs and roles that require sustained support.

Once we have identified these critical programs and positions, we will create and regularly update an inventory detailing their impact and funding requirements. This inventory will serve as a comprehensive resource to guide our sustainability efforts and ensure we are effectively allocating resources where they are most needed. Developing sustainability plans for each program and staff position is a key step in our strategy. These plans will include detailed strategies for securing long-term funding, ensuring that we have a clear roadmap for maintaining essential support for our school community.

Funding diversification is another critical component of our sustainability efforts. We will identify and pursue diverse funding sources, such as grants, partnerships, and local funding initiatives, to ensure continued support for essential programs and staff. By expanding our funding base, we can reduce our reliance on any single source and create a more stable financial foundation. To ensure the effectiveness of our funded programs and staff positions, we will implement a robust system for monitoring and evaluation. Using data to demonstrate the impact of these initiatives, we can make a compelling case for ongoing support and continually refine our strategies to maximize their effectiveness.

Additionally, we will conduct surveys with families and students to identify the programs they find most valuable. This feedback will be crucial in guiding our sustainability efforts and ensuring that we are meeting the needs and preferences of our school community. By exploring and implementing these strategies, Davis Elementary aims to build a sustainable model that continues to thrive beyond the life of the implementation grant. These efforts will ensure that the school can maintain and expand its community school initiatives, providing lasting benefits to students, families, and the broader community.

Strategy 5: Strategic Community Partnerships

Site Level Goals and Measures of Progress

Goals

Action Steps

<p>Implementing the Communities in Schools (CIS) Model:</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Principal and Community School Coordinator Training: The principal and Community School Coordinator will receive training and support through Communities in Schools (CIS). ● CIS Support: CIS aims to surround students with community support, empowering them to stay in school and achieve in life. CIS is a national organization that ensures every student, regardless of race, gender, ability, zip code, or socioeconomic background, has what they need to realize their full potential in school and beyond. ● Professional Learning: The professional learning provided by CIS will support our schools in more effectively building student and family relationships and connecting them with additional supports to help them learn, advance in grade level, and graduate. ● Chronic Absenteeism Focus: One of the main purposes of this partnership is to help us lower chronic absenteeism in our school. ● Holistic Support: The CIS model will help us integrate student support holistically, aligning with chronic absenteeism, one of our collective priorities. ● Case Management: Partner with CIS and Healthy Tomorrow to provide an intern to do case management for tier 2 and tier 3 supports. ● Continuous Improvement: Implement regular feedback mechanisms, such as surveys and focus groups, to gather input from students, families, staff, and community partners on the effectiveness of CIS partnerships. ● Performance Metrics: Develop and monitor performance metrics to evaluate the impact of CIS partnerships on student outcomes, family engagement, and overall school improvement.
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<p>Elevating Parent Engagement Through Early Years Through SAELI:</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Build Parent Capacity: Enhance parent involvement in early literacy and school activities at SAELI meetings. ● Parent Leadership Development: Develop parent leaders through SAELI to bring Chispa Projects to our school, fostering active parent engagement and leadership. ● Partnership with Project Rise: Partner with Project Rise to help parents and teachers co-develop lesson plans, ensuring active parental involvement in the educational process and aligning teaching strategies with student needs. ● Family Engagement: Utilize SAELI’s resources to increase family engagement in early learning initiatives, ensuring parents have the tools and knowledge to support their children’s education from an early age. ● Outreach: Visit preschools to do outreach about our school and the benefits of early engagement. ● Sibling Outreach: Reach out to students at our school to see if they have siblings aged 0-5 years old to involve their families in early learning programs. ● Inclusive Events and Activities: In collaboration with SAELI, organize inclusive events and activities that engage the broader community and celebrate cultural diversity. ● Support Services: Partner with local organizations through SAELI to provide comprehensive support services, such as mental health resources, academic tutoring, and family counseling, to address the holistic needs of students and families.
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Responsive Partnerships Aligned with School Community Priorities

Davis Elementary cultivates relationships and develops programs, services, and partnerships with resources within the Santa Ana Unified School District and outside community-based agencies and partners. Below are programs, services, and partnerships that are either in place or in the progress of being put in place during the 2024-25 school year:

- Early Childhood Education (ECE) provides 1/2 day and full-day preschool classes on the Davis campus for 3 and 4-year-old students, 5 days per week.

- Padres Unidos contracts with Davis to provide a Community Worker three days per week who will focus on providing educational resources to parents and supporting enrollment in early childhood programs such as ECE.
- Children's Hospital of Orange County (CHOC) sends representatives to our Wellness Center to teach parents about health and wellness, such as diabetes prevention and treatment, nutrition, and breast cancer awareness.
- Latino Health Access sends representatives to our Wellness Center to provide parents with resources on health-related issues in our community.
- Santa Ana Early Childhood Initiative (SAELI) gives parents leadership training and experience, with monthly meetings/trainings and support for "Chispa" projects that parents carry out to support students at Davis.
- The Chicano Mentoring Association hosts annual turkey drives, holiday gift drives, and autism awareness fairs in the Davis neighborhood, providing fun and informational opportunities for families near the Davis campus.
- Fellowship of Christian Athletes reserves the Davis grass area through Facilitron Civic Center once per month and provides coaches for "Family Soccer Nights" at Davis when students can play soccer.
- SAPAAL (Santa Ana Police Athletic and Activity League) provides after-school girls' softball and coed soccer opportunities for upper-grade students.
- The community Advisory Committee (CAC) provides information and resources to parents of students with special needs through its monthly meetings.
- Engage 360 (Extended Learning) after-school enrichment programs, after-school programs serve students, and summer programs serve
- SAUSD Support Services provides mental health support in school and referrals to outside agencies
- Healthy Tomorrows interns will provide counseling and mental health support on campus starting in the 2024-25 school year.
- Healthy Smiles Dental provides dental services at Davis at least twice yearly for students whose parents consent.
- Operation School Bell, Assistance League of Santa Ana, provides school uniforms through a referral process for families who can benefit from this service.
- United Way/ Automobile Club of California provides guest readers on Read Across America Day and Read for the Record and volunteers for a field day on the last day of school.
- Raising a Reader provides book bags for TK and Kinder students so that they can take home 3 books to read with their parents each week.
- SAUSD Nutrition Services provides breakfast and lunch daily for all Davis students free of charge and breakfast and lunch for students during summer vacation.
- Tzu Chi Foundation provides diapers and other resources free of charge for families in our Davis neighborhood, coordinated by a FACE worker.
- Newport Church provides a weekly food distribution open to all community members on 14th St., adjacent to the Davis Elementary campus.

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