



DAVIS ELEMENTARY SCHOOL

Community School

2026-2027



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.

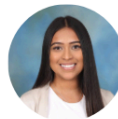
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Brain Power Under the Tower!



Santa Ana Unified School District:

Our Vision and Approach



At Santa Ana Unified School District (SAUSD), our work is grounded in a clear and ambitious vision: to raise the economic well-being of our community. We believe that when our students thrive academically, socially, and emotionally, the broader Santa Ana community thrives alongside them. Education is not just an individual outcome—it is a collective pathway toward opportunity, stability, and long-term prosperity.

To move toward this vision, we center our work on three core values: **engagement, empowerment, and equity**.

We begin with **meaningful engagement**—creating authentic opportunities for students, families, staff, and community members to share their voices, experiences, and aspirations. This engagement builds the foundation for shared understanding and collective ownership of the work. As trust and relationships deepen, **engagement leads to empowerment**, where individuals and groups have the knowledge, voice, and agency to shape decisions within their schools and community. This pathway **ultimately leads to equity**—ensuring that systems are intentionally designed so all students have access to the opportunities, resources, and supports they need to thrive.

Our Community School Strategy in Action

In SAUSD, our Community School Strategy is grounded in the **California Community Schools Framework** and is operationalized through the **Capacity-Building Strategies**, which serve as the foundation for how we design, implement, and sustain this work.

- **Shared Commitment, Understanding, and Priorities**
We engage students, families, staff, and community partners in developing a shared vision, core values, and clear priorities for each school. Through deep listening and inclusive processes, we build a common understanding of what matters most and align our efforts toward collective goals.
- **Centering Community-Based Learning**
We connect learning to the lived experiences, cultures, and assets of our community. Instruction is designed to be relevant, engaging, and meaningful, allowing students to see themselves in their learning and apply their knowledge to real-world contexts.
- **Collaborative Leadership**
We establish shared leadership structures that elevate diverse voices in decision-making. Students, families, staff, and community partners actively participate in shaping school direction, ensuring that leadership is distributed and reflective of the community.
- **Sustaining Staff and Resources**
We build the capacity of educators and staff while aligning resources to support long-term implementation. This includes developing systems, practices, and supports that ensure the work is not dependent on individuals but embedded within the organization.
- **Strategic Community Partnerships**
We cultivate strong, intentional partnerships that expand opportunities and support for students and families. These partnerships are aligned to school priorities and are integrated into a coordinated system of support that addresses both academic and non-academic needs.

A Phased Approach to Implementation

To bring these strategies to life, SAUSD utilizes a four-phase implementation model that operationalizes this vision through a structured, phased approach that emphasizes continuous improvement, shared leadership, and community-driven decision-making.

- **Phase 1: Building the Foundation**

We establish a shared understanding of the Community School Strategy, co-develop a collective vision and core values, and build structures for inclusive leadership and decision-making.

- **Phase 2: Asset Mapping and Needs Assessment**

We engage 75–100% of stakeholders to understand community strengths, identify needs, and define clear priorities grounded in lived experiences and data.

- **Phase 3: Deep Implementation and Continuous Improvement**

We implement priority-aligned actions, monitor progress, and use improvement cycles to refine and strengthen our work over time.

- **Phase 4: Institutionalization and Sustainability**

We embed systems, practices, and leadership structures to ensure the work is sustained long-term and integrated into the district's and school's core operations.



This phased approach allows us to move beyond isolated initiatives and instead build a coherent system where engagement, empowerment, and equity are continuously strengthened through aligned structures and practices, ensuring our work remains grounded in community voice, responsive to need, and focused on achieving equitable outcomes for all students.

Bringing the SAUSD Community School Model to Life

This is how our Community School Strategy comes to life at the school level—grounded in community, driven by purpose, and focused on meaningful impact. What follows is the Davis Implementation Plan, reflecting on our progress and outlining the actions we will take in the coming year.

Strategies, Priorities and Goals

At Davis Elementary, the Community School Strategy continues to guide our efforts to create a safe, inclusive, and student-centered learning environment that supports the academic, social-emotional, and overall well-being of every student. As we continue deepening implementation of the Community School framework, our work remains grounded in collaboration, relationship-building, shared leadership, and continuous improvement.

Over the past several years, Davis Elementary has strengthened systems that support the whole child through integrated student supports, expanded family engagement opportunities, collaborative leadership structures, inquiry-based learning, and strategic community partnerships. Through ongoing reflection and engagement with students, families, staff, and community partners, the school continues refining priorities and aligning resources to meet the evolving needs of the school community.

For the 2026–2027 school year, Davis Elementary will continue focusing on three collective priorities: improving academic achievement, strengthening parent engagement and leadership, and fostering a welcoming, safe, and engaging school environment. These priorities were identified through needs and asset assessment processes that included Panorama survey data, attendance and academic data analysis, student listening sessions, family and staff feedback, Community School Leadership Council discussions, and collaboration with school and community partners.

To support these priorities, the school will continue strengthening Multi-Tiered System of Supports (MTSS), attendance intervention systems, family engagement structures, inquiry-based instructional practices through the International Baccalaureate (IB) framework, and collaborative leadership teams that promote shared decision-making and continuous improvement.

Davis Elementary remains committed to building sustainable systems that elevate student voice, strengthen partnerships, increase family participation, and ensure that all students have equitable access to the academic, behavioral, wellness, and enrichment supports needed to thrive.

Strategy 1: Shared Commitment, Understanding, and Priorities

When students, families, staff, and community partners develop a shared understanding of and commitment to the Community School Strategy, it creates the conditions for meaningful collaboration, transparency, and collective ownership. Through deep listening, relationship-building, and inclusive engagement, schools identify shared priorities and establish a strong foundation for continuous improvement.

Building Shared Commitment Grounded in Overarching Values

At Davis Elementary, we believe a community school is essential to creating a safe, inclusive, and relationship-centered environment where all students and families feel valued, supported, and connected. Our school community recognizes that student success extends beyond academics and requires strong partnerships between students, families, staff, and community organizations. Through the Community School Strategy, Davis Elementary continues to strengthen systems that support the whole child academically, socially, emotionally, and physically.

Our work aligns closely with the California Community Schools Framework Overarching Values. We prioritize relationship-centered spaces by fostering a welcoming school climate where students, families, staff, and community partners build positive and trusting relationships. Through inclusive practices, collaborative structures, and culturally responsive engagement, we strive to create a sense of belonging where every member of the school community feels respected, heard, and supported.

We also continue strengthening shared power through collaborative leadership and shared decision-making structures that elevate the voices of students, families, staff, and community partners. Through the Community School Leadership Council (CSLC), student leadership opportunities, family engagement events, staff collaboration, and ongoing partnership meetings, Davis Elementary continues building collective ownership around schoolwide priorities and goals.

As an International Baccalaureate (IB) Primary Years Programme (PYP) school, we continue strengthening classroom-community connections through inquiry-based and community-connected learning experiences that encourage students to apply their learning to real-world situations. Students engage in meaningful learning opportunities that reflect their lived experiences, cultures, and community strengths, helping learning become more relevant, engaging, and connected to the broader community.

Davis Elementary also remains committed to continuous improvement by regularly reviewing academic, attendance, engagement, and climate data to guide decision-making and strengthen supports for students and families. Feedback gathered through surveys, focus groups, student listening sessions, leadership teams, and community partner collaboration continues shaping our priorities and implementation efforts. Through ongoing reflection, collaboration, and data-informed decision-making, we will continue refining systems and practices to better support the evolving needs of our school community.

Moving forward, Davis Elementary will continue deepening authentic engagement, strengthening MTSS and integrated student support systems, increasing opportunities for student and family voice, and aligning schoolwide initiatives to ensure all students have equitable access to the supports and opportunities needed to thrive academically, socially, and emotionally.

Deepening Needs and Asset Assessment

Davis Elementary has continued to build upon its needs and asset assessment process by using multiple forms of engagement to better understand the strengths, priorities, and needs of our school community. The school gathered input through Panorama surveys, LCAP family surveys, student listening sessions, Community School Leadership Council (CSLC) meetings, Instructional Leadership Team (ILT) collaboration, staff meetings, and ongoing communication with community partners.

This year, the school strengthened student voice through leadership opportunities such as Junior Coaches and student listening sessions. Families provided feedback through multilingual surveys, workshops, school events, and direct outreach efforts. Staff input was gathered through ILT meetings, collaborative planning structures, and ongoing discussions related to academics, attendance, school climate, and student supports.

Davis Elementary also continued prioritizing engagement with historically marginalized groups, including English Learners, socioeconomically disadvantaged students and families, students receiving attendance and behavioral interventions, and students requiring additional academic support. Personalized outreach, bilingual communication, one-on-one meetings, and targeted supports through MTSS and COST helped strengthen relationships and improve understanding of barriers impacting student success.

As Davis Elementary continues implementing the Community School Strategy, the school will continue deepening engagement efforts by increasing opportunities for feedback and collaboration across all stakeholder groups while strengthening communication systems that ensure all voices remain connected to schoolwide priorities and decision-making processes.

Identifying Collective Priorities

The collective priorities at Davis Elementary were developed through a collaborative process that included input from students, families, staff, administrators, and community partners. The school used multiple sources of data and engagement strategies, including Panorama survey results, attendance data, academic performance data, student listening sessions, LCAP feedback sessions, Community School Leadership Council discussions, and staff collaboration meetings.

Through this process, several consistent themes emerged. Families and staff identified the importance of strengthening early literacy and academic achievement, particularly in foundational reading skills. Attendance data and student support discussions highlighted the continued need to strengthen attendance systems and provide earlier intervention for students experiencing high rates of absences before reaching chronic absenteeism. Stakeholders also emphasized the importance of family engagement, school connectedness, and creating a welcoming and inclusive school environment where students and families feel supported and involved.

As a result of this collaborative process, Davis Elementary identified the following collective priorities for the 2026–2027 school year:

School Overarching Priority	Outcome/Indicators We Aim to Improve
Academic Growth and Achievement	Percentage of K–3 students meeting literacy benchmarks as measured by i-Ready and SIPPS progress monitoring
Parent Engagement and Leadership	Favorable Panorama Family Support responses and percentage of families participating in school engagement opportunities
Welcoming, Safe, and Engaging School Environment	High Absence Rate and Chronic Absenteeism Rate

Priority 1: *Academic Growth and Achievement*

Priority 1 Snapshot

Priority (What are we improving?)	Goal (By when? For whom?)
Academic Growth and Achievement through strengthening foundational literacy skills, inquiry-based learning, and targeted instructional supports for all students, particularly in grades TK–3.	By May 2027, Davis Elementary will increase the percentage of K–3 students meeting literacy benchmarks as measured through i-Ready and SIPPS progress monitoring.

Measures of Success

How much did we do? (Effort)	How well did we do it? (Quality)	Is anyone better off? (Impact)
Number of SIPPS intervention groups implemented	Student attendance in intervention groups	Increased literacy achievement as measured by i-Ready
Number of students receiving intervention support	Progress monitoring completed on schedule	Increased percentage of students meeting literacy benchmarks
Number of instructional sessions provided	Literacy Coach collaboration with teachers.	Increased student growth in foundational reading skills

Strategic Supports (MTSS)

Strategy/Action	Tier of Support	Who is Served	Frequency	Expected Outcome	Alignment
Core literacy instruction, Walk to Read (SIPPS), and IB inquiry-based learning	Tier 1	All Students	Daily	Increased literacy achievement and student engagement	Academic Growth & Achievement
Collaborative teacher planning, IB unit development, and professional learning	Tier 1	Teachers	Monthly	Strengthened instructional practices and alignment across grade levels	Community-Based Learning
Literacy Coach: classroom	Tier 1	Teachers and all students	Monthly/Ongoing	Strengthened Tier 1 literacy	Academic Growth and

support and data-informed instructional planning				instruction and increased student progress	Achievement
SIPPS intervention groups and Literacy Coach support	Tier 2	Students below the benchmark	Weekly	Accelerated literacy growth and targeted skill development	Academic Growth & Achievement
Intensive literacy intervention and individualized support plans	Tier 3	Students significantly below the benchmark	ongoing	Increased student progress toward grade-level literacy expectations	Academic Growth & Achievement

Priority 2: *Parent Engagement and Leadership*

Priority 2 Snapshot

Priority (What are we improving?)	Goal (By when? For whom?)
Parent Engagement and Leadership through meaningful family learning opportunities, leadership development, family voice, and increased family capacity to support student learning at home.	By May 2027, Davis Elementary will increase favorable Panorama Family Support responses from 59% to 62%.

Measures of Success

How much did we do? (Effort)	How well did we do it? (Quality)	Is anyone better off? (Impact)
Number of workshops provided	Workshop attendance rates	Increased favorable Panorama Family Support responses
Number of families participating	Family participation and engagement	Increased family understanding of grade-level expectations
Number of grade levels represented	Family feedback collected	Increased family confidence supporting learning at home

Strategic Supports (MTSS)

Strategy/Action	Tier of Support	Who is Served	Frequency	Expected Outcome	Alignment
Grade Level Goals workshops focused on literacy, learning expectations, and IB-aligned learning	Tier 1	All Families	Monthly	Increased family capacity to support student learning at home	Parent Engagement & Leadership
Family engagement events, Wellness Center programming, and parent education classes	Tier 1	All Families	Ongoing	Increased family participation and connection to school resources	Parent Engagement & Leadership
SSC, ELAC, CSLC, and SAELI leadership opportunities	Tier 1	Interested Families	Monthly	Increased family voice and participation in decision-making	Collaborative Leadership
Targeted outreach, individualized parent meetings, and family support referrals	Tier 2	Families needing additional support	Ongoing	Increased access to resources and school supports	Parent Engagement & Leadership
Personalized support through community worker, FACE liaison, MH Specialist, and community partnerships	Tier 3	Families with intensive support needs	Ongoing	Increased family connectedness and successful linkage to services	Strategic Community Partnerships

Priority 3: Welcoming, Safe, and Engaging School Environment

Priority 3 Snapshot	
Priority (What are we improving?)	Goal (By when? For whom?)

Welcoming, Safe, and Engaging School Environment through attendance improvement, student connectedness, relationship-centered practices, and coordinated student support systems that promote student success and belonging.

By May 2027, Davis Elementary will reduce the High Absence rate from 24.6% to 21.6%.

Measures of Success

How much did we do? (Effort)	How well did we do it? (Quality)	Is anyone better off? (Impact)
Number of attendance campaigns implemented	Student participation rates	Reduced High Absence rate
Number of students participating	Staff implementation of attendance initiatives	Reduced the chronic absenteeism rate
Number of attendance incentives provided	Attendance recognition activities completed	Increased student attendance and school connectedness

Strategic Supports (MTSS)

Strategy/Action	Tier of Support	Who is Served	Frequency	Expected Outcome	Alignment
Beat the Bell campaign, attendance incentives, attendance messaging, and attendance recognition awards	Tier 1	All Students	Daily/Monthly	Increased positive attendance habits and school connectedness	Welcoming, Safe, and Engaging School Environment
Attendance messaging, family communication, and monthly attendance awareness campaigns	Tier 1	All students and families	Monthly and ongoing throughout the school year	Increased attendance awareness, improved family understanding of the importance of attendance, and increased student attendance rates	Welcoming, Safe, and Engaging School Environment
Attendance Team data	Tier 2	Students with emerging	Monthly	Early identification	Welcoming, Safe, and

reviews and attendance monitoring		attendance concerns		and intervention before chronic absenteeism occurs	Engaging School Environment
COST referrals, mentoring, parent meetings, and attendance improvement plans	Tier 2	Students identified with attendance concerns	Ongoing	Improved attendance and increased student engagement	Welcoming, Safe, and Engaging School Environment
SART process, home visits, individualized attendance plans, and case management supports	Tier 3	Students with chronic attendance concerns	Ongoing	Reduced chronic absenteeism and increased attendance rates	Welcoming, Safe, and Engaging School Environment
SARB referrals and community resource connections	Tier 3	Students with persistent attendance concerns	As needed	Increased family support and removal of barriers impacting attendance	Strategic Community Partnerships

The following capacity-building strategies outline how our site will continue to strengthen the systems and practices that support the successful implementation of these priorities. Together, these strategies ensure that our work is sustainable, aligned, and continuously improving.

Strategy 2: Centering Community-Based Learning

Centering community-based learning ensures that instruction is relevant, culturally responsive, and connected to the lived experiences of students and the broader community. This approach strengthens student engagement, deepens learning, and builds meaningful connections between the classroom and the real world.

Connecting Community-Based Learning to Site Priorities

Community-Based Learning most directly supports Davis Elementary's priority of Academic Growth and Achievement. As an authorized International Baccalaureate (IB) Primary Years Programme (PYP) school, Davis Elementary uses inquiry-based learning experiences that connect academic content to students' lived experiences, cultures, interests, and community. Through transdisciplinary learning, real-world problem solving, and student agency, community-based learning helps strengthen literacy, critical thinking, collaboration, and student engagement. These experiences make learning more relevant and meaningful while supporting academic growth and achievement for all students.

Reflection on Current Practice

Davis Elementary has made significant progress in implementing community-based learning through the International Baccalaureate (IB) Primary Years Programme. During the 2025–2026 school year, all classroom teachers participated in collaborative planning and implemented inquiry-based units that encouraged students to explore real-world topics and make connections between classroom learning and their community. New teachers, Special Education staff, the Community School Coordinator, and the librarian also participated in IB training to strengthen implementation across the school.

Students engaged in learning experiences that promoted inquiry, collaboration, critical thinking, and student voice. Community partnerships, College and Career Day, family engagement events, and classroom inquiry lessons helped connect learning to authentic experiences beyond the classroom. Through these experiences, students explored real-world topics, developed problem-solving skills, and made meaningful connections between their learning and the world around them. Through this work, Davis Elementary successfully earned authorization as an IB World School in June 2026.

One area of strength has been the increased use of inquiry-based learning and collaborative teacher planning. An opportunity for growth is continuing to expand student action opportunities and community-connected learning experiences across all grade levels as the school further develops its IB program.

Identifying the Focus for Growth

The focus for strengthening community-based learning was identified through classroom observations, teacher collaboration, student engagement data, family feedback, and reflection during the IB authorization process. While the school has established strong inquiry-based instructional practices, staff identified opportunities to further strengthen authentic community connections, student action, and real-world learning experiences that allow students to apply their learning beyond the classroom.

As an authorized IB World School, Davis Elementary will continue expanding opportunities for students to engage in meaningful inquiry, civic engagement, and community-connected learning experiences that support both academic achievement and student agency.

Goal for Community-Based Learning

Directions: Identify one clear, focused goal for strengthening community-based learning at your site. This goal should be specific, meaningful, and directly connected to the priority identified above.

Goal	Action Steps
Strengthen community-based learning through the implementation of high-quality IB inquiry units that connect academic learning to real-world experiences, student interests, and community issues.	• Continue collaborative IB unit planning across all grade levels to strengthen inquiry-based and community-connected learning experiences. • Expand opportunities for student action that allow students to apply learning to real-world issues and community needs. • Integrate community partnerships, guest speakers, and experiential learning opportunities into IB units throughout the school year. • Provide ongoing professional learning and collaboration opportunities to strengthen implementation of the IB Primary Years Programme (PYP).

Strategy 3: Collaborative Leadership

Collaborative leadership ensures that students, families, staff, and community partners share in decision-making and collectively shape the direction of the school. Through shared governance structures—such as the Community School Leadership Council (CSLC)—schools build trust, strengthen relationships, and create systems where decisions are informed by diverse perspectives and sustained over time.

In a community school, collaborative leadership extends beyond a single team. It is embedded across all structures where decisions are made, ensuring alignment, transparency, and shared ownership throughout the school community.

Reflection on Current Collaborative Leadership Structures

Davis Elementary has established multiple leadership structures that support shared decision-making and collaboration across the school community. The Community School Leadership Council (CSLC), Instructional Leadership Team (ILT), School Site Council (SSC), English Learner Advisory Committee (ELAC), COST Team, and grade-level teams all contribute to schoolwide planning, implementation, and continuous improvement efforts.

During the 2025–2026 school year, CSLC met six times and successfully developed and approved council bylaws, helping strengthen shared governance and stakeholder participation. Students contributed through Junior Coaches and student listening sessions, while families provided input through SSC, ELAC, CSLC, Panorama surveys, LCAP engagement opportunities, workshops, and school events. Staff participated in leadership and decision-making through ILT meetings, grade-level collaboration, and ongoing schoolwide planning discussions.

One area of strength has been the school's commitment to elevating student, family, staff, and community voice when identifying priorities and making decisions. An opportunity for growth is continuing to strengthen communication and alignment across leadership teams to ensure information, feedback, and decisions are consistently shared throughout the school community.

System of Shared Governance and Leadership Structures

Collaborative leadership at Davis Elementary is centered around the Community School Leadership Council (CSLC), which serves as a connecting structure between students, families, staff, administrators, and community partners. Information gathered through CSLC discussions helps inform schoolwide priorities and supports alignment across other leadership teams.

The CSLC works alongside SSC, ELAC, ILT, COST, and grade-level teams to support continuous improvement efforts and monitor progress toward school goals. School leadership regularly reviews attendance, academic, engagement, and climate data while incorporating stakeholder feedback gathered through surveys, listening sessions, meetings, and school events. This interconnected system helps ensure decisions remain responsive to the needs of the school community while promoting transparency and shared ownership.

Identifying the Focus for Strengthening Collaborative Leadership

The focus for strengthening collaborative leadership was identified through stakeholder feedback, leadership team discussions, and reflection on current communication and decision-making structures. While Davis Elementary has established multiple opportunities for stakeholder engagement and shared leadership, staff and leadership teams identified the need to further strengthen communication, alignment, and representation across school teams.

As the school continues implementing the Community School Strategy, efforts will focus on strengthening connections between leadership groups, increasing opportunities for stakeholder voice, and ensuring that decisions and progress updates are communicated consistently throughout the school community.

Goal for Strengthening Collaborative Leadership

Directions: Identify one clear, focused goal for strengthening collaborative leadership at your site. This goal should reflect your identified area of growth and support the development of shared leadership across your school.

Goal	Action Steps
Strengthen collaborative leadership by increasing stakeholder participation, strengthening communication across leadership teams, and expanding opportunities for shared decision-making throughout the school community.	• Continue hosting six Community School Leadership Council (CSLC) meetings annually to review data, monitor progress, and gather stakeholder feedback. • Strengthen communication and alignment between CSLC, SSC, ELAC, ILT, COST, and grade-level teams through regular sharing of priorities, updates, and decisions. • Expand opportunities for student voice through Junior Coaches, student listening sessions, and schoolwide feedback opportunities. • Increase family, staff, and community partner participation in leadership structures and school decision-making processes.

Strategy 4: Sustaining Staff and Resources

Sustaining staff and resources ensures that the Community School Strategy is supported by the people, structures, and funding necessary for long-term success. This includes building staff capacity, aligning resources to priorities, and developing systems that allow the work to continue beyond initial funding.

Reflection on Current Staffing and Resource Alignment

Davis Elementary has continued aligning staffing and resources to support the implementation of the Community School Strategy and schoolwide priorities. Key staff members, including the Principal, Assistant Principal/IB Coordinator, Community School Coordinator, Literacy Coach, Counselor, FACE Liaison, Community Worker, and Extended Learning Site Coordinator, work collaboratively to support academic achievement, family engagement, attendance improvement, and student wellness.

Resources have been strategically aligned to support identified priorities through literacy interventions, attendance supports, family engagement opportunities, Wellness Center services, inquiry-based learning, and coordinated student support systems. Existing leadership structures, including the Community School Leadership Council (CSLC), ILT, SSC, ELAC, Attendance Team, and COST Team, help ensure resources and supports are connected to student and family needs.

One area of strength has been the school's ability to align staffing, partnerships, and resources to support the whole child. An opportunity for growth is continuing to build sustainable systems and shared ownership of the work so that Community School practices remain embedded in school structures, regardless of staffing changes or funding adjustments.

Identifying the Focus for Sustainability

The focus for sustainability was identified through reflection on current staffing structures, available resources, grant-funded supports, and long-term implementation needs. As Davis Elementary continues deepening implementation of the Community School Strategy, school leaders identified the importance of strengthening systems, building staff capacity, and embedding Community School practices into existing school structures.

The school recognizes that sustainability depends on shared leadership, cross-team collaboration, and clearly defined systems that can continue over time. Moving forward, efforts will focus on strengthening staff capacity, maintaining key supports, and ensuring resources remain aligned to school priorities and student needs.

Goal for Sustaining Staff and Resources

Directions: Identify one clear, focused goal for strengthening sustainability at your site. This goal should reflect your identified area of growth and support long-term implementation of your Community School Strategy.

Goal

Action Steps

Strengthen the long-term sustainability of the Community School Strategy by building staff capacity, strengthening shared ownership of key initiatives, and aligning resources to support academic achievement, family engagement, and student wellness.

- Continue integrating Community School priorities into existing leadership structures, including CSLC, ILT, SSC, ELAC, Attendance Team, and COST.
- Provide ongoing professional learning and collaboration opportunities that strengthen staff capacity to support Community School and IB implementation.
- Maintain strategic alignment of staffing and resources to support literacy, attendance, family engagement, wellness, and student support systems.
- Develop sustainable systems and processes that allow Community School practices to continue beyond grant-funded supports.

Key Staff / Personnel

Directions: Identify the key staff roles that are critical to implementing and sustaining your Community School Strategy at your site. Include both existing roles and any roles you are working to strengthen or refine.

Support Team Title	Support Team Member Name
Principal	Peter Richardson
Assistant Principal / IB Coordinator	Denise Zertuche
Community School Coordinator	Catherine Ocampo
Literacy Coach	Christina Sullivan
Counselor	Patricia Calkins
Expanded Learning Site Supervisor	Vanessa Sanchez
Expanded Learning Site Coordinator	Jose Caceres
Family and Community Engagement (FACE) Liaison	Martha Patarroyo
Padres Unidos Community Worker	Paola Diaz

Planning for Long-Term Sustainability

Davis Elementary is committed to sustaining the Community School Strategy by embedding key practices into existing school systems and leadership structures. The school will continue leveraging collaborative leadership teams, strategic partnerships, and shared ownership to ensure Community School priorities remain integrated into daily operations. Staffing, resources, and supports will continue to be aligned to identified needs and school priorities, while ongoing capacity-building efforts will strengthen the ability of staff and stakeholders to sustain the work over time.

As funding and staffing structures evolve, Davis Elementary will continue prioritizing sustainable practices that support academic achievement, family engagement, attendance improvement, student wellness, and the successful implementation of the International Baccalaureate (IB) Primary Years Programme. Through continuous improvement and shared leadership, the school will maintain a strong foundation for long-term success.

Strategy 5: Strategic Community Partnerships

Strategic community partnerships expand the capacity of schools to support students and families by connecting them to relevant, culturally responsive resources and opportunities. Strong partnerships are aligned to school priorities, integrated into the school system, and actively contribute to continuous improvement.

Reflection on Current Partnerships

Davis Elementary has established strong community partnerships that directly support the school's collective priorities of academic achievement, family engagement, and student well-being. Rather than operating as standalone services, these partnerships are integrated into school systems and help expand opportunities and supports for students and families.

Key partnerships include Santa Ana College Continuing Education, SAELI, Healthy Tomorrows, Chicano Mentoring Association, Raising a Reader, Tzu Chi Foundation, United Way/AAA (Automobile Club), Assistance League, Healthy Smiles, Serve the People, Engage 360, and various district departments. These partnerships provide academic enrichment, parent education, attendance incentives, health services, mental health supports, family resources, and leadership opportunities that align with identified school priorities.

United Way/AAA has become a strategic partner in supporting schoolwide attendance and academic goals. Representatives regularly participate in Community School Leadership Council meetings, volunteer at school events, and provide incentives that reinforce student success. Through their support, students have been recognized for achievements such as improved attendance, perfect attendance, and meeting academic goals. As the partnership continues to grow, United Way/AAA has expressed interest in expanding opportunities to further support student achievement and family engagement during the 2026–2027 school year.

One area of strength has been the school's ability to connect students and families to meaningful resources and supports through strong partner relationships. An opportunity for growth is continuing to strengthen coordination among partners, ensuring services remain aligned to school priorities, and expanding opportunities for partners to contribute to academic achievement, family engagement, and student success.

Identifying the Focus for Strengthening Partnerships

The focus for strengthening partnerships was identified through needs assessment data, stakeholder feedback, attendance and academic data reviews, and ongoing collaboration with staff, families, and community partners. Through these discussions, the school identified the need to continue strengthening intentional alignment between partnerships and school priorities while increasing collaboration and communication among partners.

As Davis Elementary continues implementing the Community School Strategy, partnerships will be leveraged to support academic growth, family engagement, attendance improvement, student wellness, and access to resources. The school will continue prioritizing partnerships that address identified needs while building on the strengths and assets of the school community.

Goal for Strategic Community Partnerships

Directions: Identify one clear, focused goal for strengthening partnerships at your site. This goal should reflect your identified area of growth and ensure that partnerships are aligned, intentional, and impactful.

Goal	Action Steps
Strengthen strategic community partnerships by ensuring all partnerships are intentionally aligned to school priorities and contribute to improved outcomes for students and families.	• Continue partnering with community organizations and district departments that support academic achievement, family engagement, attendance improvement, health services, and student wellness. • Strengthen communication and collaboration with partners through regular meetings, shared planning, and ongoing evaluation of services and supports. • Expand opportunities for community partners to participate in family engagement events, student learning experiences, and schoolwide initiatives. • Regularly review partnership impact and alignment to ensure resources and services continue meeting the evolving needs of students and families.

Progress Monitoring and Communication

Ongoing progress monitoring and transparent communication are essential to ensuring that the Community School Strategy remains responsive, accountable, and grounded in community voice. In SAUSD, this work is not only about implementing actions, but also about continuously reflecting on progress and sharing results with the broader school community.

Schools are expected to regularly monitor the implementation of their priorities, including reviewing actions taken, analyzing data, and determining the extent to which students are benefiting from these efforts. This includes using the guiding questions:

- How much did we do?
- How well did we do it?
- Is anyone better off?

In addition, schools commit to sharing progress with students, families, staff, and community partners at key points throughout the year. At a minimum, this includes three structured opportunities for communication:

- Beginning of the year (establishing priorities and goals)
- Mid-year (reflecting on progress and making adjustments)
- End of year (sharing outcomes and identifying next steps)

These opportunities may align with existing structures such as trimester updates, Community School Leadership Council meetings, family engagement events, or other school-wide communication platforms.

Site Plan for Progress Monitoring and Communication

Davis Elementary will monitor progress on its Community School priorities through ongoing data reviews, collaborative leadership structures, and continuous stakeholder engagement. School leadership teams, including the Community School Leadership Council (CSLC), Instructional Leadership Team (ILT), School Site Council (SSC), English Learner Advisory Committee (ELAC), Attendance Team, and COST Team, will regularly review academic, attendance, engagement, and school climate data to assess progress toward identified goals.

Progress monitoring will occur throughout the school year using multiple data sources, including i-Ready and literacy data, attendance data, Panorama survey results, family participation data, student listening sessions, and stakeholder feedback. Teams will utilize the guiding questions, “How much did we do?”, “How well did we do it?”, and “Is anyone better off?” to evaluate the effectiveness and impact of implementation efforts.

Findings and progress updates will be shared regularly with students, families, staff, community partners, and leadership teams through CSLC meetings, SSC meetings, ELAC meetings, staff meetings, family engagement events, newsletters, and school communication platforms. This ongoing cycle of reflection, data analysis, and stakeholder feedback will help ensure the Community School Strategy remains responsive to the evolving needs of the school community and aligned to school priorities.

Communication Plan

Davis Elementary is committed to maintaining transparent communication regarding Community School implementation and progress throughout the school year. Progress updates will be shared with students, families, staff, community partners, and leadership teams at three key points during the year.

Beginning of the Year (August–September)

School priorities, goals, and implementation plans will be shared through CSLC, SSC, ELAC, staff meetings, family engagement events, newsletters, and school communication platforms to ensure stakeholders understand the focus areas for the school year.

Mid-Year (January–February)

Progress updates will be shared through CSLC, SSC, ELAC, staff meetings, and family engagement opportunities. Leadership teams will review attendance, academic, engagement, and school climate data to celebrate successes, identify areas for growth, and make adjustments as needed.

End of Year (May–June)

Final outcomes, accomplishments, and areas for continued growth will be shared with stakeholders through CSLC, SSC, ELAC, staff meetings, family engagement events, and end-of-year reports. Feedback gathered from students, families, staff, and community partners will help inform planning and priority setting for the following school year.

Through ongoing communication and shared reflection, Davis Elementary will continue strengthening transparency, stakeholder engagement, and collective ownership of the Community School Strategy.

Closing Reflection

This implementation plan represents more than a set of actions—it reflects a shared commitment to building something better, together. As a living document, it will continue to grow and evolve through cycles of reflection, learning, and improvement, grounded in the voices and experiences of our community.

Our work is anchored in the belief that **engagement leads to empowerment, and empowerment leads to equity**. By intentionally creating space for authentic engagement, we ensure that those most impacted by our systems have a voice in shaping them. By fostering empowerment, we build shared responsibility and collective leadership. And through this process, we move closer to achieving equitable outcomes for all students.

This is the work of transformation—where systems shift, voices are elevated, and every student is supported to thrive.

This implementation plan template was developed by the California Department of Education (CDE) and the State Transformational Assistance Center (S-TAC), and has been adapted by Santa Ana Unified School District to align with our Community School Model and our commitment to engagement, empowerment, and equity. March 2026.