



DIAMOND ELEMENTARY

A COMMUNITY SCHOOL



MISSION

Our mission is to empower every student to reach their full potential by fostering respect, inclusivity, equity, and a love of learning. We prioritize academic excellence, holistic wellness, and creative problem-solving, preparing students to become responsible, engaged citizens who positively impact their communities and the world.



VISION

At Diamond Elementary, we create a supportive community where students thrive academically and personally. We emphasize holistic wellness, fostering growth in physical, emotional, and social areas. Through curiosity, critical thinking, and a commitment to equity, students are prepared to tackle challenges and make meaningful contributions to their communities and the world, ensuring that every student has the opportunity and support to succeed, regardless of background or circumstance.

CORE VALUES



EMPOWERMENT

We build confidence and inspire students to take ownership of their learning and future.



RESPECT

We value every individual and treat others with kindness, empathy, and dignity.



GROWTH

We embrace challenges and celebrate progress, knowing that growth happens every day.



WELLNESS

We support the physical, emotional, and social well-being of our students and community.



KNOWLEDGE

We foster curiosity, critical thinking, and a lifelong love of learning.



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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 supports 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 Diamond's Elementary Implementation Plan, reflecting on our progress and outlining the actions we will take in the coming year.

Strategies, Priorities and Goals

This section outlines how the Community School Strategy will be implemented at the school site. It reflects both the school's current understanding and the actions that will be taken to build toward a fully realized community school.

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 Diamond Elementary, our school community believes that becoming a community school means creating a safe, welcoming, and inclusive environment where students, families, staff, and community partners work together to support the success of the whole child. Through surveys, empathy interviews, CSLC meetings, family engagement opportunities, Panorama data, and ongoing collaboration, our community identified the importance of strengthening relationships, increasing family and student voice, improving school connectedness, and ensuring equitable access to supports and opportunities.

Our work aligns with the California Community Schools Framework overarching values by creating relationship-centered spaces where students and families feel valued, heard, and connected. We continue strengthening shared power through collaborative leadership structures such as CSLC, SSC, ILT, and COST, where students, families, staff, and community partners actively contribute to decision-making and school improvement efforts. We also strengthen classroom-community connections through meaningful partnerships, family engagement opportunities, community-connected learning experiences, and expanded supports that reflect the strengths, cultures, and lived experiences of our students and families.

Continuous improvement remains central to our work. We regularly use Panorama data, attendance data, academic data, and community feedback to reflect on progress, identify areas of need, and adjust supports in a more intentional and coordinated way. Moving forward, Diamond Elementary will continue deepening authentic engagement, elevating student and family voice, strengthening partnerships, and aligning resources and systems to ensure all students are supported academically, socially, and emotionally.

Deepening Needs and Asset Assessment

Diamond Elementary has used multiple strategies to better understand the strengths, needs, and experiences of our school community. Our most meaningful engagement efforts included Panorama surveys, empathy interviews, focus groups, attendance and academic data reviews, CSLC discussions, COST processes, family engagement events, and ongoing feedback from students, families, staff, and community partners. These efforts allowed us to gather both quantitative and qualitative data to better understand barriers impacting student success, school connectedness, attendance, academic achievement, and family engagement.

Particular attention was given to historically marginalized groups, including English learners, students with disabilities, socioeconomically disadvantaged students, and students experiencing chronic absenteeism. Through targeted outreach, bilingual communication, relationship-building, and inclusive engagement opportunities, we worked to ensure these voices were represented in shaping our priorities and supports. Programs such as Attendance Academy, W.I.N.G.S., mentoring supports, and expanded family engagement opportunities helped us deepen our understanding of student and family needs while strengthening trust and connection with the school community.

Moving forward, Diamond Elementary will continue strengthening engagement by increasing opportunities for ongoing input and collaboration across all interest-holder groups, including administrators, certificated staff, classified staff, students, families, community partners, and expanded learning staff. We will continue using Panorama data, academic and attendance data, empathy interviews, and collaborative leadership structures such as CSLC, SSC, ILT, and COST to monitor progress and guide decision-making. Our goal is to deepen authentic engagement, strengthen representation, and ensure our community school efforts continue to reflect the voices, experiences, and assets of our entire school community.

Identifying Collective Priorities

Diamond Elementary developed its collective priorities through an inclusive process grounded in community voice, data analysis, and ongoing collaboration. Input was gathered through Panorama surveys, empathy interviews, focus groups, attendance and academic data reviews, CSLC discussions, SSC meetings, COST processes, family engagement events, and ongoing conversations with students, families, staff, and community partners. This process allowed us to better understand both the strengths of our school community and the barriers impacting student success.

Through this engagement process, several key themes consistently emerged. Families and staff emphasized the importance of building stronger relationships, increasing meaningful family engagement, and creating more opportunities for student and family voice. Attendance and school climate data highlighted the need to strengthen school connectedness and provide more targeted supports for students experiencing chronic absenteeism. Academic data, including i-Ready and site-based assessments, also revealed the need for continued focus on improving student achievement in English Language Arts and Mathematics through targeted instruction and coordinated supports.

These insights led to the development of our three collective priorities, which continue to guide our Community School Strategy and may continue to evolve as engagement deepens and community needs shift.

School Overarching Priority	Outcome/Indicators We Aim to Improve
Building Capacity	Parent Leadership Participation – Increase the number of families actively participating in leadership opportunities and shared decision-making structures, including CSLC, SSC, ELAC, and W.I.N.G.S.
Fostering Belonging	Student Connectedness and Self-Efficacy – Increase student sense of belonging and self-efficacy as measured by Panorama Student Survey results.
Accelerating Learning	English Learner Language Acquisition – Increase English Learner language proficiency as measured by Summative ELPAC growth and reclassification outcomes.

From Strategy to Action: Priority Implementation Plans

Each priority identified through the needs and asset assessment is implemented through a focused action plan. These plans translate community voice into measurable outcomes and strategic actions, ensuring that the Community School Strategy leads to meaningful impact for students.

Each priority includes:

- A clear goal (SMART)
- Measures of success (How much did we do? How well did we do it? Is anyone better off?)
- Strategic supports across a Multi-Tiered System of Supports (MTSS) (Tier 1, Tier 2, and Tier 3)
- Alignment to the Capacity-Building Strategies and Whole Child systems of support

The following priority implementation plans represent how our Community School Strategy is operationalized through MTSS. Each plan reflects our commitment to continuous improvement by aligning community voice, strategic action, and measurable outcomes to improve student success.

Priority 1: Building Capacity

Priority 1 Snapshot	
Priority (What are we improving?)	Goal (By when? For whom?)
Parent Leadership Participation – Increase the number of families actively participating in leadership opportunities and shared decision-making structures, including CSLC, SSC, ELAC, SAELI, W.I.N.G.S., Padres en Accion, and Garden Committee.	By June 2027, Diamond Elementary will leverage its exceptionally strong foundational family trust to expand parent leadership capacity and peer-to-peer networks. Moving from our current baseline of 13 actively involved parents, the school will increase its

cohort of parent leaders to a minimum of 20 parents who are trained and supported to serve on formal governance committees (CSLC, SSC, ELAC, SAELI, W.I.N.G.S., Padres en Accion, and Garden Committee).

Concurrently, through these leadership pipelines and intentional parent networking opportunities, family favorable perceptions on the annual Panorama Survey will move toward the following targets:

- Family-Peer Connectedness: Increase parent confidence in their “ability to connect with other parents” by 16%, moving from a localized baseline of 49% to 65% favorable.
- Family Engagement & Decision-Making Input: Sustain our exemplary schoolwide baselines of 98% favorability in Family Engagement and 97% favorability in Input Before Decisions, while intentionally expanding outreach to secure proportional representation among families of English Learners (EL) and Students with Disabilities (SWD).

Measures of Success

How much did we do? (Effort)	How well did we do it? (Quality)	Is anyone better off? (Impact)
Number of parents serving on CSLC, SSC, ELAC, SAELI, W.I.N.G.S., Padres en Accion, and Garden Committee	Percentage of parent representatives regularly attending leadership meetings	Increased parent leadership participation across school leadership groups
Number of leadership meetings held throughout the school year	Representation of English Learner and Special Education families within leadership groups	Increased family engagement and leadership opportunities

Strategic Supports (MTSS)

Strategy/Action	Tier of Support	Who is Served	Frequency	Expected Outcome	Alignment
Two-Way Communication & Parent Networking Cafés: Maintain bilingual messaging channels and host monthly informational workshops/café s facilitated by the FACE Liaison. Structure these meetings with dedicated peer-networking time to explicitly counter the 49% parent connection barrier.	Tier 1	All Diamond Elementary Families	Ongoing / Monthly	Enhanced family-to-family social capital, peer trust, and predictable access to school resources.	<i>Welcoming & Inclusive School Climate / Parent-to-Parent Networks</i>
Active Outreach via Community Platforms: Promote and coordinate broad family participation in established physical wellness and presence pathways on campus, specifically <i>Padres en Acción</i> and <i>SAELI</i> .	Tier 1	All Families	Weekly / Ongoing	Increased parent footprint on campus, physical wellness integration, and informal spaces for parents to form peer friendships.	<i>Family and Community Engagement</i>

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Parent Leadership Development Academies: Implement targeted training series (such as PIQE or site-designed leadership tracks) to build parents' skills in data literacy, school budgets, and advocacy.	Tier 2	Parents seeking deeper involvement, intentionally recruiting new families to grow our leadership cohort from 13 to 20.	Multi-week series / Cohort based	A cultivated cohort of parent advocates possessing high self-efficacy regarding school governance systems.	<i>Building Capacity / Professional Development for Families</i>
Shared Power & Governance Placement: Actively position graduate parent leaders into official campus governance seats, ensuring strong parent voice and representation on committees.	Tier 3	Our targeted 20 parent leaders serving on SSC, ELAC, CSLC, and W.I.N.G.S.	Monthly according to committee bylaws	Increased parent leadership, representation, and participation in school governance and shared decision-making structures.	Collaborative Leadership / Shared Power & Voice

Priority 2: Fostering Belonging

Priority 2 Snapshot	
Priority (What are we improving?)	Goal (By when? For whom?)
Student Connectedness and Self-Efficacy – Increase student sense of belonging and self-efficacy as measured by Panorama Student Survey results.	By June 2027, Diamond Elementary School will improve student culture and social-emotional wellness by embedding Capturing Kids’ Hearts

(CKH) relationship-building frameworks and Playworks structured play systems campus-wide.

Progress will be measured by the annual Spring Panorama Survey, moving toward the following growth targets:

- **Sense of Belonging (School Connectedness):** Increase schoolwide favorable perceptions by 8% (moving from a baseline of 67% to 75%). For the Students with Disabilities (SWD) subgroup, favorable perceptions will increase by 11% (moving from a baseline of 59% to 70%), intentionally closing the historical equity gap.
- **Self-Efficacy:** Increase schoolwide favorable perceptions by 7% (moving from a baseline of 55% to 62%), with a targeted 10% increase among the SWD population to foster strong social-emotional and academic resilience.

Measures of Success

How much did we do? (Effort)	How well did we do it? (Quality)	Is anyone better off? (Impact)
Number of classrooms implementing daily CKH relational routines (Greetings at the Door, Good Things, and Social Contracts).	Percentage of classrooms demonstrating consistent implementation of CKH practices during walkthroughs.	Increased student sense of belonging as measured by Panorama Student Survey results.

Strategic Supports (MTSS)

Strategy/Action	Tier of Support	Who is Served	Frequency	Expected Outcome	Alignment
Schoolwide Relational Routines: Implement daily CKH practices including morning door greetings, high-fives/fist-bumps,	Tier 1	All students TK–5 and staff (including Special	Daily	Increased student belonging, predictable social safety, and a unified, positive classroom culture.	Culture of Belonging / Relationship-Centered Spaces

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"Good Things," and the co-creation of classroom Social Contracts.		Education settings)			
Inclusive Structured Recess: Provide organized community-building and low-anxiety play opportunities during recess using Playworks frameworks and common playground positive language.	Tier 1	All students TK–5	Daily	Reduced social anxiety, elimination of peer isolation on the yard, and increased positive peer interactions.	<i>Expanded Learning Opportunities / Belonging</i>
Targeted Mentoring & CICO: Pair identified students with designated staff mentors for morning and afternoon Check-In/Check-Out utilizing CKH-aligned confidence prompts.	Tier 2	Students (grades 2–5) identified via low baseline Panorama scores, prioritizing the SWD subgroup.	Daily / Weekly	Elevated student self-efficacy, stronger connection to a campus adult champion, and improved schoolwide connectedness.	<i>Integrated Student Supports</i>
Growth Mindset Connection Groups: Provide targeted small-group social-emotional instruction led by the school counselor, focusing on resilience and processing setbacks.	Tier 2	Selected students demonstrating gaps in self-management or self-efficacy .	Bi-Weekly	Direct growth in student coping strategies, academic confidence, and self-belief.	Integrated Student Supports
Site-Based Mental Health Support: Provide intensive individual counseling and specialized	Tier 3	Students demonstrating severe social-emotional or	Weekly / Intensive	Stabilized emotional health, targeted improvement in specific social skills, and	<i>Integrated Student Supports</i>

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small-group sessions focused on deep social skills attainment, self-regulation techniques, and therapeutic coping mechanisms.		behavior distress impacting their school connection.		increased peer relational competence.	
Case Carrier Targeted Support: Special education case carriers explicitly target individualized behavior and social goals/skills using CKH relational common language during specialized support times.	Tier 3	Students with active IEP social, emotional, or behavioral goals.	Consistent with IEP frequencies	Precise progress toward individualized IEP skill metrics, fostering higher student self-efficacy and classroom	<i>Collaborative Leadership / Shared Power & Voice</i>

Priority 3: Accelerating Learning

Priority 3 Snapshot

Priority (What are we improving?)	Goal (By when? For whom?)
English Learner Language Acquisition – Increase English Learner language proficiency as measured by Summative ELPAC growth and reclassification outcomes.	By May 2027, Diamond Elementary School will accelerate academic growth and language acquisition for English Learners. As measured by the Summative ELPAC assessment, the percentage of EL students moving one or more proficiency levels will increase from a baseline of 38.5% to an attainable target of 48%. Concurrently, responding to direct ELAC stakeholder needs assessment data, the school will increase student academic self-efficacy and performance by providing targeted before/after-school tutoring and establishing regular bilingual home-support consultations, aiming to lift local ELA and Math

benchmark passing rates among the EL subgroup by a minimum of 10%.

Measures of Success

How much did we do? (Effort)	How well did we do it? (Quality)	Is anyone better off? (Impact)
Number of teachers providing Designated ELD instruction.	Teacher participation in ELD professional learning and collaboration opportunities.	Increased English language proficiency levels among English Learners.

Strategic Supports (MTSS)

Strategy/Action	Tier of Support	Who is Served	Frequency	Expected Outcome	Alignment
Protected Designated ELD Instruction: Deliver daily proficiency-aligned Designated ELD instruction to support English Learners' language development and progress toward English proficiency.	Tier 1	All active English Learners (TK–5)	Daily	Seamless access to core content, increased oral language production, and predictable classroom routines.	<i>Core Academic Excellence / Curriculum Alignment</i>
Integrated ELD Instruction:	Tier 1	All active English	Daily	Increased academic language	<i>Core Academic Excellence /</i>

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Embed language development routines, academic discourse, and language supports across content areas to increase access to grade-level learning.		Learners (TK–5)		development, meaningful participation in grade-level content, and improved access to rigorous instruction across all subject areas.	<i>Curriculum Alignment</i>
Extended-Daily Tutoring & Motivation Initiatives: Provide targeted before and after-school academic tutoring focused on math and reading foundational skills, utilizing an asset-based incentive system (prizes/recognition tokens) to celebrate student milestone growth.	Tier 2	EL students demonstrating academic gaps on local math/ELA benchmarks (<i>Direct ELAC Request</i>).	2–3 times per week	Accelerated closing of foundational skill gaps, heightened academic self-efficacy, and strong student engagement.	<i>Targeted Interventions / Expanded Learning Opportunities</i>

Bilingual Home-Support Academic Cafés: Host targeted parent meetings specifically for families whose children are scoring at lower proficiency levels in ELD. Distribute concrete take-home academic guides, bilingual learning games, and materials (<i>Direct ELAC Request</i>).	Tier 2	Parents of students performing at lower bands on the ELPAC or local assessments.	Block-based / Ongoing	Increased parent capacity, removal of language barriers to home support, and aligned home-school routines.	<i>Family Engagement / Building Capacity</i>
Designated Homework Consultations: Establish structured virtual consultation windows where classroom teachers provide real-time, bilingual guidance to parents on how to unpack homework	Tier 2 / 3 Bridge	Families requesting intensive home-school alignment.	Scheduled set timeframes	Reduced homework stress at home, improved assignment completion quality, and heightened student confidence.	<i>Home-School Alignment / Extended Learning</i>

concepts without linguistic anxiety (<i>Direct ELAC Request</i>).					
Multi-Disciplinary Language Wraparound: Coordinate cross-collaborative data tracking sessions between the EL coordinator, special education case carriers, and specialized support staff to modify instructional access.	Tier 3	Dual-identified students (EL scholars who also possess an active IEP) showing profound language blocks.	Consistent with IEP tracking cycles	Precise alignment between linguistic growth and specialized cognitive accommodations, maximizing access.	<i>Integrated Student Supports / Inclusive Practice</i>

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

The community-based learning strategy most directly supports Diamond Elementary's priority of Accelerating Learning. Diamond Elementary uses community-based learning to strengthen student engagement and academic growth by connecting learning to students' lived experiences and community assets. Through partnerships with Earthroots and Child Creativity Lab, students participate in hands-on, collaborative learning experiences connected to environmental literacy, sustainability, STEAM, problem-solving, and the real-world application of academic skills. These opportunities help increase engagement, deepen learning, and support student growth in English Language Arts and Mathematics while also strengthening collaboration, student voice, and school connectedness.

Reflection on Current Practice

Diamond Elementary has begun implementing community-based learning through meaningful partnerships and hands-on learning experiences that connect students to their school and broader community. Through partnerships with Earthroots and Child Creativity Lab, students participate in garden-based learning, STEAM activities, collaborative projects, and experiential learning opportunities that promote problem-solving, creativity, environmental literacy, and real-world application of academic skills. The Community School Garden has provided opportunities for students to engage in planting, harvesting, sustainability practices, and collaborative learning experiences that strengthen responsibility, teamwork, and student engagement. Child Creativity Lab STEAM experiences have also supported hands-on learning through engineering, design, and inquiry-based activities that encourage collaboration and critical thinking.

Through this work, we have learned that students are more engaged and motivated when learning is interactive, collaborative, and connected to real-life experiences. These opportunities have also strengthened student voice, participation, and school connectedness while increasing family and community involvement. At the same time, we recognize opportunities for growth in creating more consistent implementation of community-based learning experiences across grade levels and increasing teacher collaboration around integrating community-connected learning into classroom instruction.

Identifying the Focus for Growth

Through our needs assessment, Panorama data, classroom observations, and ongoing feedback from students, families, and staff, Diamond Elementary identified student engagement and academic growth as important areas for continued growth. Students expressed interest in more hands-on, collaborative, and meaningful learning experiences that connect to real-world applications and their lived experiences. Staff also identified the need for additional opportunities to integrate engaging, community-connected learning experiences into classroom instruction to support student participation and deeper learning.

Our experiences with the Community School Garden, Earthroots partnership, and Child Creativity Lab demonstrated that students are highly engaged during hands-on, experiential learning opportunities that encourage collaboration, creativity, problem-solving, and student voice. These experiences also increased family participation and strengthened connections between the school and community. As a result, our team identified the need to strengthen and expand consistent community-based learning opportunities across grade levels while increasing opportunities for students to engage in meaningful, real-world learning experiences connected to community assets and partnerships.

Goal for Community-Based Learning

Goal	Action Steps
By June 2027, Diamond Elementary will increase community-based learning opportunities across all grade levels by implementing at least one hands-on, community-connected learning experience per trimester through the Community School Garden, Earthroots partnership, and Child Creativity Lab STEAM activities, resulting in increased student engagement, collaboration, and participation in real-world learning experiences.	1. <i>Collaborate with Earthroots and Child Creativity Lab to provide hands-on, community-connected learning experiences that integrate environmental literacy, STEAM, collaboration, and problem-solving across grade levels.</i> 2. <i>Support teachers in incorporating garden-based and STEAM learning experiences into classroom instruction through collaborative planning, shared resources, and cross-curricular connections.</i> 3. <i>Provide students with regular opportunities to participate in experiential learning activities through the Community School Garden, STEAM events, and project-based learning experiences connected to real-world issues and community assets.</i> 4. <i>Increase family and community involvement through student showcases, STEAM nights, garden events, and collaborative learning opportunities that celebrate student learning and community partnerships.</i>

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

Diamond Elementary utilizes multiple collaborative leadership structures to support shared decision-making, continuous improvement, and implementation of the Community School Strategy. Key leadership teams include the Community School Leadership Council (CSLC), School Site Council (SSC), English Learner Advisory Committee (ELAC), Coordination of Services Team (COST), Instructional Leadership Team (ILT), grade-level teams, and family leadership groups such as Padres en Acción and W.I.N.G.S.

These teams regularly review Panorama results, attendance data, academic performance, and family feedback to identify needs, monitor progress, and inform decisions that impact students and families. Collaborative leadership is strengthened through regular meetings, shared planning processes, data reflection, and opportunities for stakeholder feedback.

A key strength is the active engagement of families, staff, and community partners in decision-making processes. The CSLC has become an important space for shared leadership, helping align Community School priorities with schoolwide goals and elevating community voice. Opportunities for growth include increasing student leadership representation, strengthening communication between teams, and ensuring that decisions and recommendations are consistently shared across leadership structures.

System of Shared Governance and Leadership Structures

Diamond Elementary's collaborative leadership system is centered around the Community School Leadership Council (CSLC), which serves as a hub for shared decision-making, stakeholder engagement, and continuous improvement. The CSLC includes representation from students, families, staff, administrators, and community partners and works collaboratively to review data, monitor Community School priorities, and provide recommendations for school improvement.

Information and recommendations from CSLC discussions are shared with SSC, ELAC, COST, ILT, grade-level teams, and family leadership groups to ensure Community School priorities remain aligned with academic goals, student supports, and family engagement efforts. Information, feedback, and recommendations are shared across these teams to ensure alignment between Community School priorities, academic goals, student supports, family engagement efforts, and schoolwide decision-making. This interconnected leadership structure promotes transparency, shared ownership, and collective responsibility for student success.

Identifying the Focus for Strengthening Collaborative Leadership

Through CSLC discussions, Panorama survey results, family engagement events, and feedback from students, families, and staff, Diamond Elementary identified opportunities to strengthen representation, communication, and shared decision-making across leadership structures. While families and staff are actively involved in many school teams, the school would like to increase student voice, strengthen communication between committees, and ensure recommendations and decisions are consistently shared across groups.

Goal for Strengthening Collaborative Leadership

Goal	Action Steps
By June 2027, Diamond Elementary will strengthen collaborative leadership by increasing stakeholder participation, representation, and shared decision-making across CSLC, SSC, ELAC, COST, ILT, and family leadership structures, ensuring that students, families, staff, and community partners actively contribute to school improvement efforts.	1. Strengthen communication and alignment between CSLC, SSC, ELAC, COST, ILT, and other leadership teams through regular sharing of priorities, data, and action steps. 2. Increase opportunities for student, family, and community partner voice within leadership structures and decision-making processes. 3. Build leadership capacity among students, families, and staff through training, mentorship, and shared leadership opportunities. 4. Utilize data, stakeholder feedback, and continuous improvement processes to guide decision-making and monitor progress toward Community School priorities.

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

Diamond Elementary has intentionally aligned staffing, partnerships, and resources to support the implementation and sustainability of its Community School Strategy. Key staff members, including the Community School Coordinator, administration, FACE Liaison, counselor, COST team members, instructional leadership staff, intervention staff, and support personnel, collaborate to support the school's priorities of Building Capacity, Fostering Belonging, and Accelerating Learning.

Collaborative leadership structures such as the Community School Leadership Council (CSLC), SSC, COST, and instructional leadership teams help guide decision-making, review data, elevate community voice, and align resources to student and family needs. The CSLC has played an important role in strengthening shared ownership and collaboration among students, families, staff, and community partners.

Resources and staffing structures support family engagement, student connectedness, social-emotional wellness, and academic growth. The Community School Coordinator helps coordinate partnerships, implementation efforts, and family engagement activities, while the FACE Liaison supports outreach, communication, workshops, and connections to resources. Counseling supports, MTSS systems, and partnerships such as Healthy Tomorrows strengthen wellness, mentoring, attendance, and relationship-centered supports aligned to school climate goals.

Instructional leadership teams, intervention staff, and teachers support ELA, ELD, and Math priorities through data analysis, targeted interventions, progress monitoring, and aligned instructional practices. Community partnerships including Playworks, Healthy Tomorrows, Engage 360, and Big Brothers Big Sisters of OC & IE expand access to mentoring, enrichment, wellness services, and family engagement opportunities.

Diamond Elementary has also developed internal systems that support sustainability, including W.I.N.G.S. (Welcoming Inclusive Network for Growth & Support), a school-based support network created to strengthen connections, resources, and leadership opportunities for families of students receiving special education services.

Several practices have supported sustainability efforts, including strong collaboration across teams, integrated systems such as CSLC and COST, intentional family engagement efforts, and the alignment of resources to schoolwide priorities. At the same time, the school continues working to strengthen staff capacity, increase shared ownership across teams, clarify roles and responsibilities, and build long-term systems that support continuous improvement and sustainability of the Community School Strategy.

Identifying the Focus for Sustainability

Based on reflection, stakeholder feedback, and the needs assessment process, Diamond Elementary identified collaborative leadership, staffing alignment, shared ownership, and long-term resource coordination as key focus areas for strengthening sustainability within its Community School Strategy. Input gathered through CSLC discussions, staff collaboration, family engagement efforts, SSC meetings, and continuous improvement processes highlighted the importance of building systems that support coordination, communication, and alignment between staffing structures, partnerships, and school priorities.

The school identified a need to continue strengthening staff capacity around Community School implementation, MTSS systems, relationship-centered practices, family engagement, and integrated student supports. Diamond Elementary also recognized the importance of embedding Community School practices into existing leadership structures and school systems to support long-term sustainability beyond specific funding sources or individual roles.

Additionally, the school identified the importance of sustaining strong partnerships and internal support structures that expand opportunities and services for students and families. Partnerships including Playworks, Healthy Tomorrows, Engage 360, and Big Brothers Big Sisters of OC & IE continue to support mentoring, wellness services, enrichment opportunities, and family engagement efforts aligned to the school's priorities. Internal systems such as W.I.N.G.S. (Welcoming Inclusive Network for Growth & Support) also strengthen sustainable support structures for families of students receiving special education services.

As a result, Diamond Elementary's sustainability focus centers on strengthening collaborative leadership structures such as the CSLC, building staff and family leadership capacity, aligning

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resources to identified priorities, and developing sustainable systems that support long-term implementation and continuous improvement of the Community School Strategy.

Goal for Sustaining Staff and Resource

Goal	Action Steps
By June 2027, Diamond Elementary will strengthen the sustainability of its Community School Strategy by increasing collaborative leadership capacity, aligning staffing and resources to identified priorities, and embedding Community School practices into existing school systems and structures.	1. Strengthen collaborative leadership structures such as CSLC, COST, SSC, and instructional leadership teams. 2. Build staff capacity around Community School implementation, MTSS, relationship-centered practices, and family engagement. 3. Align staffing, partnerships, and resources to support Building Capacity, Fostering Belonging, and Accelerating Learning priorities. 4. Develop sustainable systems for communication, implementation monitoring, and continuous improvement.

Key Staff / Personnel

Support Team Title	Support Team Member Name
Principal	Dr. Denise Bertrand
Assistant Principal	Ricardo Silvestre
Community School Coordinator	Evelin Soto
School Psychologist	Dr. Jeanie Han
School Counselor	Nohely Diaz
FACE Liaison	Roxanne Lopez
Engage 360 Site Supervisor	Zami Vega
Instructional Leadership Team (ILT)	Teacher Leaders / Grade-Level Leads
COST Team	Administration, Counselor, Psychologist, Community School Coordinator, Support Staff
Healthy Tomorrows: Senior Social Worker	Marisol Dominguez
Playworks: Coach	Cameron Macdonald
Big Brothers Big Sisters of OC & IE : High School Bigs Program Specialist	Angel Ortega
Padres en Acción	Family & Community Leadership Group

W.I.N.G.S. (Welcoming Inclusive Network for Growth & Support)

Special Education Family Support Network

Planning for Long-Term Sustainability

Diamond Elementary is planning for long-term sustainability by embedding Community School practices into existing school systems, leadership structures, and collaborative teams. Structures such as the CSLC, COST, SSC, and instructional leadership teams help ensure that Community School priorities remain integrated into ongoing schoolwide planning, decision-making, and continuous improvement efforts.

The school is also focused on building internal staff and family leadership capacity to strengthen shared ownership of the Community School Strategy beyond specific funding sources. Ongoing professional learning, collaborative planning, and family leadership opportunities help support sustainability and strengthen implementation across multiple teams and stakeholders.

Additionally, Diamond Elementary continues to strengthen partnerships and align resources to support the priorities of Building Capacity, Fostering Belonging, and Accelerating Learning. Partnerships including Playworks, Healthy Tomorrows, Engage 360, and Big Brothers Big Sisters of OC & IE help expand access to mentoring, wellness services, enrichment opportunities, and family supports. Internal systems such as W.I.N.G.S. (Welcoming Inclusive Network for Growth & Support) also help sustain support structures for families of students receiving special education services.

The school will continue using data, stakeholder feedback, and collaborative leadership processes to guide resource alignment, strengthen coordination across programs and partnerships, and ensure Community School practices remain sustainable and responsive to evolving student and family needs.

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

Diamond Elementary has established several strategic partnerships that support the school's Community School Strategy and align to the priorities of Building Capacity, Fostering Belonging, and Accelerating Learning. Key partnerships including Playworks, Healthy Tomorrows, Engage 360, and Big Brothers Big Sisters of OC & IE help expand access to mentoring, wellness supports, enrichment opportunities, family engagement, and relationship-centered student supports.

These partnerships are integrated into the school's systems and structures through ongoing collaboration with leadership teams, coordination with student support systems such as COST, participation in family engagement efforts, and alignment to identified student and family needs. Partnerships support schoolwide priorities by strengthening student connectedness, improving

access to wellness and mentoring supports, expanding enrichment opportunities, and increasing family and community engagement within the school community.

In addition to external partnerships, Diamond Elementary has developed internal support structures such as W.I.N.G.S. (Welcoming Inclusive Network for Growth & Support), a school-based support network designed to strengthen connections, resources, and leadership opportunities for families of students receiving special education services.

Several partnership practices have contributed positively to implementation, including strong communication, aligned supports, ongoing collaboration, and a shared commitment to supporting the whole child. Partnerships have helped strengthen school climate, mentoring opportunities, student engagement, wellness supports, and family connectedness.

At the same time, opportunities for growth remain. Diamond Elementary continues working to strengthen coordination across partnerships, deepen alignment between partnerships and schoolwide priorities, increase shared planning and data reflection processes, and ensure that partnerships remain sustainable, culturally responsive, and fully integrated into the school's continuous improvement efforts

Identifying the Focus for Strengthening Partnerships

Based on reflection, stakeholder feedback, and the needs assessment process, Diamond Elementary identified the need to strengthen alignment, coordination, and integration of partnerships within the school's Community School Strategy. Feedback gathered through CSLC discussions, family engagement efforts, staff collaboration, and student support processes highlighted the importance of ensuring that partnerships are directly connected to the school's priorities of Building Capacity, Fostering Belonging, and Accelerating Learning.

The school identified a need to continue strengthening coordination between partnerships, school staff, and student support systems such as COST to ensure services are responsive, collaborative, and aligned to identified student and family needs. The reflection process also highlighted the importance of clearly defining partner roles, improving communication and shared planning, and increasing opportunities for partners to contribute to schoolwide goals beyond providing isolated services.

Additionally, the school identified opportunities to strengthen partnerships that support mentoring, wellness services, family engagement, and targeted supports for students and families. As a result, Diamond Elementary's focus for strengthening partnerships centers on deepening collaboration, improving coordination of services, strengthening alignment to school priorities, and ensuring partnerships remain integrated into the school's continuous improvement efforts.

Goal for Strategic Community Partnerships

Goal	Action Steps
By June 2027, Diamond Elementary will strengthen strategic community partnerships by increasing alignment, collaboration, and coordination between partners, school systems, and identified student and family needs to support long-term implementation of the Community School Strategy.	1. Strengthen coordination and communication between partners, CSLC, COST, and school leadership teams. 2. Align partnership supports and services to the priorities of Building Capacity, Fostering Belonging, and Accelerating Learning. 3. Increase opportunities for collaborative planning, shared reflection, and data-informed decision-making with community partners. 4. Strengthen integration of mentoring, wellness, enrichment, and family engagement supports within existing school systems and structures.

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

Diamond Elementary will monitor progress on its Community School priorities through ongoing collaboration, data reflection, and continuous improvement processes. Leadership teams including CSLC, COST, SSC, and instructional leadership teams will regularly review implementation progress,

participation data, attendance, school climate data, academic data, and family feedback to determine the effectiveness of strategies and supports.

The school will use the guiding questions “How much did we do?”, “How well did we do it?”, and “Is anyone better off?” to reflect on implementation efforts and student outcomes. Data review and progress monitoring will occur throughout the year during leadership meetings, data reflection processes, and collaborative planning structures.

Students, families, staff, and community partners will be included in the progress monitoring process through surveys, engagement opportunities, CSLC discussions, family meetings, and ongoing feedback structures. Updates will be shared through ParentSquare, family engagement events, CSLC meetings, newsletters, school presentations, and other school communication platforms to ensure transparency and continued community involvement.

Communication Plan

Diamond Elementary will share progress on Community School priorities with students, families, staff, and community partners at least three times throughout the year, including at the end of each trimester.

At the beginning of the year, the school will communicate identified priorities, goals, and planned actions through CSLC meetings, staff meetings, family engagement events, ParentSquare communication, and schoolwide presentations.

At the end of the first and second trimesters, the school will share progress updates, reflect on implementation efforts, review data trends, celebrate successes, and identify adjustments needed to strengthen implementation. These updates will be shared through CSLC meetings, SSC meetings, family engagement events, newsletters, ParentSquare, and other school communication platforms.

At the end of the year, the school will share outcomes, reflect on lessons learned, celebrate progress, and identify next steps for continuous improvement. End-of-year updates will be shared through CSLC meetings, staff collaboration structures, family events, and schoolwide communication platforms.

Throughout the year, Diamond Elementary will continue using collaborative leadership structures and ongoing stakeholder feedback to ensure that communication remains transparent, responsive, and grounded in community voice.

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.