

Heroes Elementary *Implementation Plan* 2026-2027



Mission

The Heroes Elementary School staff and community utilizes high expectations and positive innovative strategies that engage, inspire and challenge students to be independent, productive citizens. All students use technology, collaboration, and critical thinking in order to be successful.

Vision

Heroes Elementary School staff is in collaborative partnership with students, parents, and the community in order to provide a safe, positive, educational environment that prepares students for college and careers in the 21st century. We inspire a lifelong love of learning and nurture each child's natural curiosity.

Core Values

KINDNESS SAFETY RESPONSIBILITY RESPECT



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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 **Heroes 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

Through surveys, focus groups, leadership teams, family engagement opportunities, and ongoing stakeholder conversations, the Heroes Elementary community identified a Community School as a way to strengthen relationships, expand opportunities for students and families, and ensure that all voices are valued in shaping the school experience. Stakeholders expressed a desire for a school where students, families, staff, and community partners work together to support student success and well-being.

This vision aligns with the California Community Schools Framework by fostering relationship-centered spaces where students and families feel welcomed and connected, promoting shared power through collaborative decision-making structures such as the Community School Leadership Council (CSLC), SSC, and ELAC, and creating meaningful classroom-community connections through partnerships and community-based learning opportunities. The school is also committed to continuous improvement through regular reflection, data review, and stakeholder feedback.

Moving forward, Heroes Elementary will continue strengthening these values by expanding opportunities for stakeholder voice, increasing family and student leadership, deepening community partnerships, and using data and feedback to guide ongoing improvement efforts. Through this work, the school will continue building a collaborative, inclusive, and responsive learning environment where all students can thrive.

Deepening Needs and Asset Assessment

Heroes Elementary has utilized several meaningful strategies to understand the needs and assets of the school community, including Panorama surveys, family and staff feedback, focus groups, parent meetings, SSC and ELAC discussions, Community School Leadership Council (CSLC) meetings, and ongoing conversations with students, families, staff, and community partners. These efforts have helped identify community strengths, areas of need, and priorities related to academic achievement, student engagement, family engagement, wellness, and community-based learning.

Moving forward, the school will build on this foundation by expanding opportunities for stakeholder voice and participation through surveys, listening sessions, leadership groups, and collaborative planning processes. Heroes Elementary will continue engaging administrators, certificated staff, classified staff, students, families, and community partners in decision-making and continuous improvement efforts.

Special attention will be given to ensuring the voices of historically marginalized groups are represented, including English Learners, students with disabilities, foster youth, and families who may face barriers to participation. The school will continue providing accessible engagement opportunities, multilingual communication, flexible meeting options, and targeted outreach to ensure all stakeholders have meaningful opportunities to contribute to the Community School process.

Identifying Collective Priorities

Heroes Elementary developed its Community School priorities through a collaborative process that included Panorama surveys, needs assessment data, attendance and academic data reviews, family and staff feedback, student input, focus groups, SSC and ELAC discussions, Community School Leadership Council (CSLC) meetings, and ongoing conversations with key stakeholders. Through these engagement efforts, stakeholders identified a strong desire to strengthen family-school relationships, increase student engagement, and expand meaningful learning opportunities to improve student learning outcomes.

The community also highlighted the importance of supporting the whole child by fostering positive relationships, providing access to resources and enrichment opportunities, and creating inclusive spaces where all stakeholders feel valued and heard. These insights helped shape the school's collective priorities and continue to guide Community School implementation.

Priority 1: Family and School Connections

Outcome/Indicators: Increase family engagement and participation in school activities.

Priority 2: Academic Achievement

Outcome/Indicators: Improve student academic performance in i-Ready and mClass reading assessments.

Priority 3: Student Engagement

Outcome/Indicators: Increase student attendance through powerful engagement opportunities.

These priorities reflect the voices of students, families, staff, and community partners and will continue to evolve through ongoing engagement, reflection, and continuous improvement efforts.

School Overarching Priority	Outcome/Indicators We Aim to Improve
Family and School Connections	Family attendance to school activities
Academic Achievement	Student scores in i-Ready/ mCLASS assessments
Student Engagement	Reduce Chronic Absenteeism

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.

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: Family and School Connections

Priority 1 Snapshot	
Priority (What are we improving?)	Goal (By when? For whom?)
Family and School Connections	By June 2027, 75% or more of Heroes Elementary families will participate in at least three school engagement opportunities throughout the school year, including educational workshops, family events, leadership meetings, or volunteer activities, as measured through schoolwide attendance tracking and participation data.

Measures of Success		
How much did we do? (Effort)	How well did we do it? (Quality)	Is anyone better off? (Impact)

Number of family engagement opportunities offered	Families participating in engagement opportunities	How many families were reached by the end of the school year			
Strategic Supports (MTSS)					
Strategy/Action	Tier of Support	Who is Served	Frequency	Expected Outcome	Alignment
Family workshops and parent education opportunities	Tier I	All families	Monthly	Increased knowledge and engagement	Family Engagement
Community-building events (Family Nights, Literacy Night, etc.)	Tier I	All families	Monthly	Stronger school-family connections	Family Engagement
SSC, ELAC, and leadership participation opportunities	Tier I	All families	Monthly	Increased family voice in decision-making	Collaborative Leadership
Family surveys and focus groups to gather feedback	Tier I	Families with significant barriers to engagement	As needed	Reduced barriers and increased school connectedness	Continuous Improvement
Personalized outreach to underrepresented families	Tier II	Families with low participation	Ongoing	Increased engagement among historically marginalized groups	Equity & Access

Priority 2: Academic Achievement

Priority 2 Snapshot

Priority (What are we improving?)	Goal (By when? For whom?)
Academic Achievement	By June 2027, Heroes Elementary will increase reading achievement by ensuring that students in grades K–3 meet Core/Core+ proficiency on the mCLASS assessment and that 50% of students in grades 4–5 meet their i-Ready Reading Stretch Growth goals.

Measures of Success

How much did we do? (Effort)	How well did we do it? (Quality)	Is anyone better off? (Impact)
Number of intervention groups implemented with literacy coach	Percentage of students regularly attending intervention	Increased percentage of K–3 students meeting Core/Core+ proficiency on mCLASS and increased percentage of 4th and 5th grade students meeting i-Ready Reading Stretch Growth goals

Strategic Supports (MTSS)

Strategy/Action	Tier of Support	Who is Served	Frequency	Expected Outcome	Alignment
Implement targeted reading intervention through the transition from SIPPS to UFLI and other evidence-based literacy programs.	Tier II	Identified students	Multiple times weekly	Accelerated growth toward grade-level proficiency	MTSS

Tutoring	Tier II	Identified students	Trimester	Improved academic outcomes and reduced achievement gaps	Equity & Access
Parentis Foundation reading clubs and literacy enrichment opportunities	Tier II	Identified students	Weekly	Increased reading proficiency, engagement, and positive reading habits	Community Partnerships
Data chats using mCLASS and i-Ready results to inform instruction	Tier I	Teachers and support staff	Trimester	Timely identification of student needs and instructional adjustments	Continuous Improvement
Literacy Coach classroom support and data-informed small group instruction	Tier I/II	Teachers and students	Weekly	Strengthened Tier 1 literacy instruction and increased student progress	Academic Growth and Achievement

Priority 3: Student Engagement

Priority 3 Snapshot

Priority (What are we improving?)	Goal (By when? For whom?)
Student Engagement	By June 2027, Heroes Elementary will reduce chronic absenteeism from 13% to 10% or less.

Measures of Success

How much did we do? (Effort)	How well did we do it? (Quality)	Is anyone better off? (Impact)
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Number of classrooms participating in attendance matters campaign		How many classes completed attendance matters campaign levels		Reduction in chronic absenteeism rates	
Strategic Supports (MTSS)					
Strategy/Action	Tier of Support	Who is Served	Frequency	Expected Outcome	Alignment
Capturing Kids' Hearts relationship-building practices and SEL supports	Tier I	All students	Daily	Increased belonging, engagement, and positive school climate	Student Engagement
Attendance monitoring and early intervention processes	Tier I	All students	Ongoing	Improved attendance and reduced absenteeism	Attendance
Mentoring program and check-ins for students at risk of chronic absenteeism	Tier II	Identified students	Ongoing	Increased engagement and improved attendance	Whole Child Supports
Family outreach, attendance conferences, and resource referrals	Tier II/III	Students with attendance concerns and their families	As needed	Strengthened family-school partnership and improved attendance outcomes	Family Engagement
Individualized attendance plans and wraparound supports	Tier III	Students with chronic absenteeism	Ongoing	Reduced barriers to attendance and improved school engagement	Equity & Access
Attendance matters campaign	Tier I	All students	Ongoing	Improved attendance and reduced absenteeism	Attendance

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

Priority Supported: Student Engagement

How Community-Based Learning Advances This Priority:

Community-based learning directly strengthens student engagement by making school feel relevant, purposeful, and connected to students' real lives. When students learn beyond the classroom walls through authentic real-world experiences, they develop a sense of belonging not just to their school, but to the broader community around them. This sense of connection is a powerful driver of daily attendance and enthusiasm for learning.

By grounding instruction in experiences that students relate to, community-based learning transforms school from a place students have to be into a place they want to be. Students who work alongside community members, contribute to meaningful projects, and see their learning make a real impact are more likely to feel invested in showing up and participating. These experiences also build relationships between students, staff, families, and community partners which are at the heart of what makes a school environment feel welcoming and exciting.

Ultimately, community-based learning supports our student engagement priority by giving students a reason to care about their education, their school, and each other.

Reflection on Current Practice

Community-based learning is an identified growth area and a major focus for the coming school year. While we are in the early stages of implementation, we have taken intentional first steps to build a strong foundation. Our initial work has centered on introducing students to the local organizations and institutions that make up our community. Students have begun exploring what community-based learning looks and feels like by learning about and connecting with local community organizations such as the Santa Ana Police Department, the Santa Ana Courthouse, and Santa Ana College — gaining exposure to the people, roles, and purposes that shape our city.

Along with the exposure for students, we have also begun the work of preparing our teachers. Staff are receiving initial training on what community-based learning is, why it matters, and how to design a curriculum that connects with the real world. Building teacher capacity is a central part of our strategy, and we recognize that sustainable implementation starts with ensuring our teachers feel confident and equipped to implement community-based learning.

Even in these early stages, we can see that students respond positively when learning feels connected to their actual community. There is a noticeable spark of engagement when students recognize familiar places and see themselves as part of something larger than the classroom. We also recognize that we are still developing the structures, partnerships, and instructional routines that will make community-based learning a consistent part of student learning. Teacher training is ongoing, and we know that shifting pedagogy takes time, support, and practice. Our opportunity going forward is to move from introductory exposure to more sustained, curriculum-integrated community experiences where students are not just visiting their community, but actively learning from and contributing to it.

Identifying the Focus for Growth

Our area of focus was identified through a reflective process rooted in honest self-assessment and direct feedback from our staff. During our Annual Progress Report discussions last year, it was clear that community-based learning was still in the visioning stage. Our team had a shared belief in its value, but we also acknowledged that we had not yet built the systems or capacity needed to bring it to life in classrooms.

Teachers voiced their need and hope for more training on what community-based learning actually looks like in practice and how to implement it effectively within the classroom. In response, professional development and training were prioritized this year to begin closing that gap and move our staff from vision to action.

As implementation began, we continued to listen. Teachers shared that while the training was a valuable and necessary first step, they still have needs that must be addressed to move forward with confidence. Specifically, staff expressed a desire for more dedicated collaboration time with their colleagues, access to a set curriculum that integrates community-based learning, and continued training focused on practical classroom implementation strategies.

This feedback confirmed that our area of focus for strengthening community-based learning is building teacher capacity and creating the conditions for sustainable, curriculum-connected practice. We are building on momentum and listening carefully to what our team needs to take the next steps.

Goal for Community-Based Learning

Goal	Action Steps
Heroes Elementary will increase authentic community-based learning opportunities by ensuring that every grade level implements at least one community-connected learning experience that integrates classroom instruction with local community assets, partnerships, or real-world learning experiences.	• Develop a Community-Based Learning planning template and support teachers in designing at least one community-connected learning experience each semester. • Expand partnerships with local organizations, businesses, colleges, and community agencies (e.g., Santa Ana College, Santa Ana High School, local government agencies) to provide learning opportunities connected to grade-level standards. • Facilitate opportunities for families and community members to share their experiences, careers, cultures, and expertise with staff and students.

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

Collaborative leadership at Heroes Elementary is built on the belief that every stakeholder — students, families, staff, and community members — deserves a genuine voice in shaping our school's direction. Decision-making is distributed across several interconnected teams, each with a distinct focus that contributes to effective collaboration.

Our **Community School Leadership Council (CSLC)** serves as the cornerstone of our shared governance model. This multi-stakeholder group brings together staff, parents, and students to regularly review data, align services, and collaboratively plan around our community school priorities. It is where school-wide vision and direction are shaped with input from all stakeholders.

Supporting and intersecting with the CSLC are several other key leadership structures. The **School Site Council (SSC)** develops, monitors, and evaluates our School Plan for Student Achievement, Title I Parent Involvement Plan, and Safe School Plan using data to drive goals across climate, ELA, math, ELD, and parent engagement. The **English Learner Advisory Committee (ELAC)** ensures that the voices of our English Learner families inform decisions around services, resource allocation, and SPSA goals. The **Instructional Leadership Team (ILT)** and **Grade Level Leaders (GLL)** analyze student learning data to guide instructional decisions, professional development priorities, and the fidelity of classroom implementation. The **Coordination of Services Team (COST)** brings departments together to coordinate academic, behavioral, attendance, and socio-emotional supports for our most at-risk students through a tiered, data-driven approach. Our **PBIS Team** guides school-wide behavior systems and student engagement strategies, while the **Safety Committee** ensures our campus is prepared, compliant, and secure.

What Is Working Well:

One of the clear strengths of our current shared governance model is that structures exist at multiple levels — from school-wide bodies like the CSLC and SSC to more targeted teams like COST and PBIS ensuring that different types of decisions are being made by the people closest to the issue. Staff feel connected to the decision-making process through grade-level teams and the ILT, and there is growing awareness among families, particularly through ELAC and SSC, that their input matters and is acted upon. The existence of the CSLC as a dedicated community school leadership body is itself a meaningful indicator of our commitment to shared governance beyond just staff.

Opportunities to Strengthen:

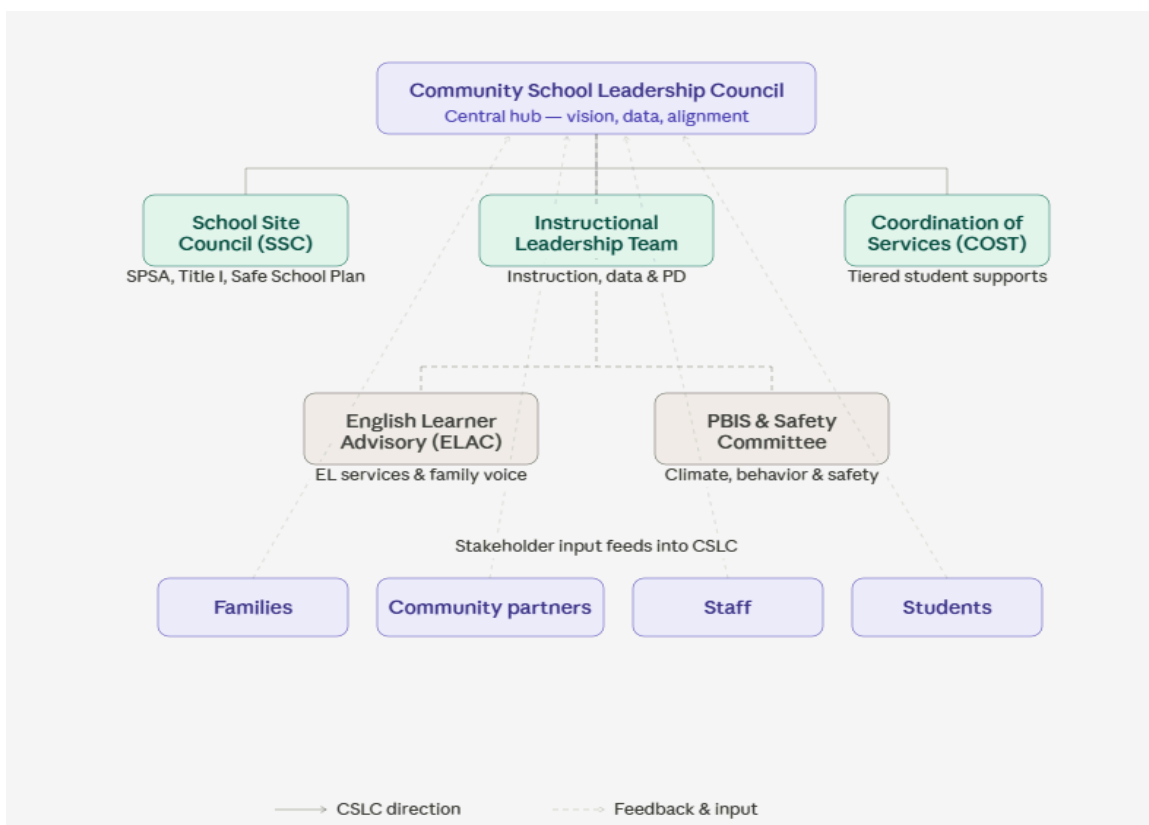
At the same time, we recognize real opportunities to deepen the quality and authenticity of shared decision-making across these structures. While our teams meet regularly, there is room to strengthen the communication and coordination between groups so that decisions made in one team are consistently informing the work of others. We also want to be intentional about ensuring that parent and community voices, particularly from our most underrepresented families, are being represented in meetings but shaping outcomes. Building the capacity of all stakeholders to engage meaningfully in data conversations and planning processes remains an ongoing priority.

System of Shared Governance and Leadership Structures

At Heroes Elementary, shared leadership is intentionally distributed across multiple teams, with the Community School Leadership Council (CSLC) serving as the central hub that connects them all. The CSLC is where school-wide data, community input, and priorities converge and where decisions are made that flow outward to every other team.

Each team plays a distinct role and feeds information back into the cycle. The SSC and ELAC bring formal planning data from the SPSA, Title I Plan, and EL goals back to the CSLC to ensure resources and priorities stay aligned. The ILT and Grade Level Teams share instructional data and professional development needs, which inform CSLC decisions about school-wide improvement. COST brings student-level intervention data to the table, flagging trends that may require broader attention or resource shifts. The PBIS and Safety Committee report on school climate and behavioral patterns, which in turn shape how the CSLC prioritizes support structures.

The CSLC sets direction, each team acts on it within their area, and the findings from that work are brought back for collective review and next steps. No team operates in isolation what one learns, all consider.



Identifying the Focus for Strengthening Collaborative Leadership

Our area of focus was identified through staff surveys, parent feedback gathered within our school teams, and end-of-year team reflections. Across these sources, a clear theme emerged: while our individual teams are functioning well, communication between them needs to be stronger. Discussion items and action steps that come out of one team are not consistently being shared with others, leading to missed opportunities for alignment and follow-through.

As a result, our identified area of growth is building more intentional communication routines across teams — ensuring that what is discussed and decided in one group reaches the others in a timely way. The goal is for our teams to function as a connected system, not separate silos.

Goal for Strengthening Collaborative Leadership

Goal	Action Steps
Heroes Elementary will strengthen collaborative leadership by increasing meaningful participation of staff, families, students, and community partners in shared decision-making processes that support school priorities and continuous improvement.	• Utilize SSC, ELAC, Community School leadership teams, and family meetings to gather ongoing feedback and co-develop solutions aligned to school priorities. • Create structured opportunities for student voice through student leadership groups, surveys, and school improvement discussions. • Strengthen the Community School Leadership Council (CSLC) by increasing stakeholder representation, building members' leadership capacity, and utilizing the council to review data, monitor progress toward Community School goals, and guide decision-making aligned with 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

At Heroes Elementary, we have begun aligning staffing, partnerships, and resources to support our Community School Strategy. As the Community School Coordinator, I help connect students and families to services, coordinate partnerships, facilitate family engagement, and support schoolwide initiatives that address academic, social-emotional, and attendance needs. Staff collaborate through systems such as COST, PBIS, and attendance supports to identify and respond to student needs.

Community partners provide valuable resources in areas such as literacy, enrichment, wellness, mentoring, and family support. These partnerships have helped expand opportunities for students, strengthen family engagement, and increase access to needed services.

A key strength has been the strong collaboration between staff, families, and community partners, which has improved communication, engagement, and coordinated support for students. Moving forward, opportunities for growth include building greater staff and family leadership, increasing shared ownership of Community School efforts, and developing sustainable systems and funding sources to ensure long-term success.

Identifying the Focus for Sustainability

Based on our ongoing reflection and needs assessment process, we identified staffing and resource sustainability as an area of focus through multiple sources of data and stakeholder input. Throughout the year, we have conducted staff, family, and student surveys, held discussions with school teams and families, and reviewed data to better understand both our strengths and areas for growth.

We utilized Panorama staff survey data to identify opportunities related to staff capacity, collaboration, communication, and shared ownership of Community School initiatives. Family surveys and engagement activities helped us better understand family needs, priorities, and strengths, while also identifying parent skills, talents, and leadership potential that can be leveraged to support school initiatives and strengthen sustainability.

Through this process, we recognized the need to continue building staff capacity, clarify roles and responsibilities related to Community School work, and strengthen systems that allow initiatives to be sustained beyond individual staff members or specific funding sources. We also identified opportunities to better align resources and partnerships with our site priorities and to expand family leadership as a strategy for increasing long-term sustainability and community ownership of our work.

By using data and stakeholder feedback to guide decision-making, we are working toward creating systems and structures that can support the continued growth and sustainability of our Community School Strategy.

Goal for Sustaining Staff and Resource

Goal	Action Steps
Heroes Elementary will strengthen the sustainability of Community School staffing and resources by improving role clarity, expanding community partnerships, and aligning available resources to school priorities and identified student and family needs.	- Facilitate regular team-building opportunities that strengthen trust, communication, and collaboration among staff. - Utilize stakeholder feedback, Panorama data, needs assessments, and asset mapping to align resources and services with identified school and community priorities. - Pursue and maintain partnerships, grants, and in-kind resources that expand opportunities for students and families.

Key Staff / Personnel

Support Team Title	Support Team Member Name
Principal	Rebecca Churnside
Assistant Principal	Karah George
Community School Coordinator	Sofia Renteria
Literacy Coach	Sandra Pennett
FACE Liaison	Blanca Chamu
Mental Health Specialist	Danissa Colombana
Expanded Learning Site Supervisor	Yesenia Hernandez
School Counselor	To be determined

Planning for Long-Term Sustainability

Heroes Elementary is committed to sustaining Community School practices beyond the life of grant funding by embedding key strategies into existing school structures, strengthening staff capacity, and maintaining strong community partnerships. The school will continue to build shared ownership through leadership teams to ensure Community School priorities remain integrated into school improvement efforts.

To support sustainability, Heroes Elementary will continue leveraging community partnerships that provide academic, enrichment, wellness, and family engagement opportunities. The school will regularly assess partner alignment and seek additional grant, district, and community resources to support identified needs.

The school will also strengthen systems for documenting processes, partnership agreements, and successful practices to ensure continuity despite staffing or funding changes.

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

Heroes Elementary has established strategic community partnerships that support the school's vision of inspiring a lifelong love of learning and nurturing each child's natural curiosity. These partnerships are intentionally aligned to school priorities, including academic achievement, student engagement, family and school connections.

Partnerships are integrated into the school's work through collaborative planning, ongoing communication, and shared goals. Community partners work alongside school to provide learning experiences, enrichment opportunities, family support, and resources that respond to identified student and family needs. These partnerships help extend learning beyond the classroom while promoting collaboration, critical thinking, and real-world connections.

This collaborative approach has increased access to opportunities and resources for students and families while strengthening connections between the school and community. Moving forward, the school will continue to strengthen coordination, regularly evaluate impact, and ensure partnership efforts remain aligned to evolving school priorities and stakeholder needs.

Identifying the Focus for Strengthening Partnerships

The focus for strengthening partnerships was identified through needs assessment data, Panorama survey results, stakeholder feedback, and ongoing collaboration with staff, families, students, and community partners. Through this process, Heroes Elementary identified the need to further strengthen alignment between partnerships and school priorities while increasing coordination, communication, and opportunities for community-based learning.

As Heroes Elementary continues implementing the Community School Strategy, partnerships will be leveraged to support academic achievement, student engagement, family engagement, wellness initiatives, and real-world learning experiences. The school will continue prioritizing partnerships that address identified needs while building upon the strengths, assets, and aspirations of the school community.

Goal for Strategic Community Partnerships

Goal	Action Steps
Heroes Elementary will deepen strategic community partnerships by leveraging community assets and collaborative relationships to expand learning opportunities, family supports, and student wellness services that advance Community School priorities.	- Strengthen partnerships with organizations such as Parentis Foundation, Orange County Soccer Club, SAUSD departments, local colleges, and community-based organizations. - Increase partner involvement in community-based learning experiences, family engagement events, and student enrichment opportunities. - Develop systems to monitor partnership impact and celebrate successes through regular reflection, data review, and stakeholder feedback.

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. In addition, schools commit to sharing progress with students, families, staff, and community partners at key points throughout the year. 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

Heroes Elementary will utilize a continuous improvement process to monitor progress toward Community School priorities and ensure transparent communication with all stakeholders. Progress monitoring will occur through regular review of implementation activities, outcome data, and stakeholder feedback to assess the effectiveness of strategies and inform adjustments throughout the year.

The Community School Leadership Council (CSLC) will serve as the primary structure for reviewing progress and guiding implementation. The CSLC will meet monthly to review data and monitor progress toward Community School goals and priorities. Additional leadership structures, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), grade-level teams, and staff leadership teams, will also participate in reviewing data and providing feedback.

Data sources will include attendance, Panorama surveys, participation rates, stakeholder feedback, iReady and mClass scores. Findings will be used to celebrate successes, identify areas for growth, and adjust strategies as needed.

Progress updates will be shared through CSLC, SSC, ELAC, staff meetings, parent meetings, ParentSquare, newsletters to ensure stakeholders remain informed and engaged throughout the year.

Communication Plan

Heroes Elementary will share Community School progress with students, families, staff, and community partners at least three times each year.

Beginning of Year (August–September): Share Community School priorities, goals, and planned actions through CSLC, SSC, ELAC, staff meetings, family meetings, and social media.

Mid-Year (January–February): Provide updates on implementation, review data and stakeholder feedback, celebrate successes, and identify any needed adjustments.

End of Year (May–June): Share outcomes, progress toward goals, lessons learned, and next steps to inform future planning.

Ongoing communication will occur throughout the year through ParentSquare, newsletters, parent meetings, staff meetings, and Community School Leadership Council meetings.

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.