



## 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**



**RESPECT**



**GROWTH**



**WELLNESS**



**KNOWLEDGE**



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# CCSPP: DIAMOND ELEMENTARY IMPLEMENTATION PLAN 2025-2026

## School Site Contact Information

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## Strategies, Priorities and Goals

### Strategy 1: Shared Commitment, Understanding, and Priorities

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

At Diamond Elementary, our commitment to becoming a community school stems from the recognition that a holistic approach to education—one that integrates academic health, social services, youth development, and community engagement—is crucial for student success. Our goal is to create an inclusive, racially-just environment where relationships are at the core of our educational practice. By fostering shared power, connecting classroom learning with the community, and focusing on continuous improvement, we aim to build a supportive, empowering, and effective learning environment.

#### Developmental Plans:

#### Racially-Just, Relationship-Centered Spaces:

- **Professional Development:** Implement ongoing professional development on cultural competency, anti-racist teaching practices, and unconscious bias. Utilize external experts for workshops and provide resources for continuous learning.
- **Cultural Celebrations:** Host events such as cultural heritage days, multicultural fairs, and international food festivals. Integrate these events into the curriculum to enhance students' understanding and appreciation of different cultures.
- **Restorative Practices:** Train staff and students in restorative justice practices to build a culture of empathy and accountability. Implement restorative circles to address conflicts and build trust within the school community.

#### Shared Power:

- **Enhanced Community School Leadership Council (CSLC):** Continue to strengthen the CSLC with diverse representation from students, parents, teachers, community members, and administrators. The council will meet regularly to discuss school policies, initiatives, and improvements.
- **Transparent Decision-Making:** Develop and share transparent agendas for all council meetings. Use consensus-building techniques to ensure all voices are heard and decisions reflect the collective input of the community.

- **Stakeholder Feedback:** Conduct regular surveys to gather input from all stakeholders. Use the feedback to inform decision-making and report back to the community on how their input has shaped school policies and practices.

#### **Classroom-Community Connections:**

- **Project-Based Learning:** Implement project-based learning units (Project Lead the Way-PLWT) that address real-world community issues, such as local environmental challenges, community health initiatives, or social justice topics.
- **Community Partnerships:** Partner with local organizations and businesses to bring community experts into the classroom. These experts can provide students with insights into various professions, community challenges, and opportunities.
- **Community Service Projects:** Encourage students to participate in community service projects that align with their academic learning. These projects will help students develop a sense of responsibility and connection to their community.

#### **Continuous Improvement:**

- **Data Collection and Analysis:** Implement a system for regularly collecting and analyzing data on student performance, attendance, and behavior. Use this data to identify areas for improvement and adjust strategies as needed.
- **Reflection and Adaptation:** Establish a cycle of reflection and adaptation for all programs and initiatives. Hold regular review meetings to assess progress, celebrate successes, and make necessary adjustments.
- **Professional Development:** Provide continuous professional development opportunities for staff to stay current with best practices in education, community engagement, and student support.

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

## Part B:

As part of the planning process, Diamond conducted a deep needs and asset assessment that engaged diverse stakeholders to surface strengths, challenges, and shared priorities. With the transition into implementation, our focus now shifts toward keeping the community actively engaged. We will continue refining and revisiting these priorities through structured input sessions, co-developed action steps, and regular reflection opportunities to ensure our work remains aligned with evolving needs and aspirations.

To ensure inclusive and meaningful stakeholder engagement at Diamond Elementary, we will implement a variety of strategies to deepen community involvement and co-develop action steps around our established priorities. These efforts will involve administrators, certificated and classified staff, students, families, community members, and partners.

### Ongoing Engagement Strategies:

- **Surveys:** Continue to distribute surveys to all stakeholders, including students, staff, families, and community members, to gather comprehensive input on needs and assets. Ensure surveys are available in multiple languages to accommodate non-English speakers.
- **Focus Groups and Interviews:** Conduct focus groups and one-on-one interviews with historically marginalized groups, such as special education families, English learners, and families experiencing homelessness, to ensure their specific needs and challenges are addressed.
- **Community Forums:** Organize community forums to gather broad input on priorities and the vision for the community school. Use these sessions to build a shared understanding and commitment to the community school model.
- **One-on-One Interviews:** Engage key stakeholders in in-depth interviews to gain deeper insights into specific needs and challenges. These interviews can provide valuable qualitative data to complement survey findings.
- **Collaborative Action Planning:** Rather than revisiting the overall vision, we will focus on bringing stakeholders together to co-design practical action steps aligned to our established priorities. These sessions will help us clarify what needs to be done, who will be involved, and how we will measure progress along the way.

### Engaging Historically Marginalized Groups:

- **Special Education Families:** Involve families in IEP meetings and specialized focus groups to ensure their voices are heard in the planning and implementation process. Provide resources and support to help them participate fully.
- **English Learners:** Provide materials and meetings in home languages to ensure accessibility for non-English speaking families. Involve bilingual staff to facilitate communication and engagement.
- **Families Experiencing Homelessness:** Offer targeted support services and flexible meeting options to accommodate their unique needs and challenges. Provide transportation, childcare, and meals to encourage participation.
- **Newcomers:**
  - **Support Services:** Develop targeted support services for newcomers, including language acquisition programs, orientation sessions about the school system, and access to social services.
  - **Buddy System:** Implement a buddy system where current students are paired with newcomers to help them acclimate to the school environment and community.
  - **Community Connections:** Establish connections with local organizations that support immigrant and refugee families to provide additional resources and support.

- **Parent Workshops:** Organize workshops for newcomer parents to inform them about school policies, parent involvement opportunities, and community resources. Ensure these workshops are conducted in multiple languages as needed.
- **Preschool Families:**
  - **Early Engagement:** Engage preschool families through early childhood education programs and activities that prepare children for kindergarten.
  - **Parent Education:** Provide workshops and resources focused on early childhood development, effective parenting practices, and the importance of early learning.
  - **Smooth Transition:** Facilitate a smooth transition from preschool to elementary school by offering orientation sessions, meet-and-greet events with kindergarten teachers, and familiarization tours of the school environment.

By utilizing these comprehensive strategies, Diamond Elementary will ensure an inclusive approach that considers the diverse needs and perspectives of all community members. This deepened engagement will help in accurately identifying priorities and shaping a shared vision for the community school model.

**Part C:**

**Draft Collective Priority**

**Outcome/Indicators you aim to improve**

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Building Capacity for Family and Community Engagement

**Outcome:** Students, families, staff, and community members are empowered and engaged as valued partners in fostering a strong school culture, meaningful learning, and shared decision-making.

**Baseline Data:** Current Family Engagement (Panorama data) score is 95%, with a district average of 91%.

**Metrics:**

- **Family Engagement:** Track Panorama survey results, with a current baseline score of **95%**, compared to the district average of 91%.
- **Participation Rates:** Monitor attendance at school events, workshops, advisory groups, and decision-making bodies.
- **Survey Response Goals:** Aim for a 75%–100% response rate on annual family, student, and staff engagement surveys.
- **Engagement Logs:** Track outreach efforts, family interactions, and feedback forms to assess the depth of engagement over time.
- **Diversity of Participation:** Analyze participation by subgroups (e.g., SWD families, English learners, underrepresented communities) to ensure equitable involvement.

**Engagement Strategies:**

**Guiding Framework: Dual Capacity-Building for Family-School Partners**

- Use Karen Mapp’s Dual Capacity-Building Framework to ensure that all engagement opportunities:
  - Build trusting relationships between families and school staff
  - Are linked to student learning and development
  - Provide opportunities for co-creation and shared responsibility
  - Are collaborative, asset-based, and culturally responsive

**Equity, Inclusion, and Accessibility**

- **Inclusive Participation:** Actively recruit and support families of students with disabilities, English learners, and historically underserved groups to participate in school activities and leadership opportunities.

- **Language and Communication Access:** Ensure all communication is translated and accessible in families' preferred languages and formats.
- **Flexible Engagement Opportunities:** Offer both in-person and virtual options for events, meetings, and leadership activities to accommodate different schedules and needs.
- **Culturally Responsive Practices:** Design events and outreach to reflect the cultural and linguistic diversity of the school community.

### **Family and Community Engagement Strategies**

- **Parent Leadership Development:**
  - Expand participation in Padres en Acción and other parent leadership pathways.
  - Provide ongoing training for parents to serve on decision-making bodies such as SSC, CSLC, ELAC, and school governance teams.
- **Family Learning Opportunities:**
  - Offer workshops and education classes that connect families to learning strategies, mental health, digital literacy, and parenting topics.
  - Host events tied to instruction, such as grade level day, STEAM Nights, and learning walks.
- **Advisory and Feedback Forums:**
  - Host parent-led meetings where families share feedback, receive updates, and influence school initiatives.
  - Build structured routines for collecting and responding to family input, such as empathy interviews, focus groups, and follow-up surveys.
- **Community Partnerships:**
  - Continue collaboration with organizations like Child Creativity Lab to provide engagement that supports both family bonding and academic enrichment.
  - Expand partnerships that offer wraparound supports, enrichment opportunities, and social-emotional learning.

- **Family Events:** Host inclusive events that celebrate culture, learning, and connection, ensuring all families feel a sense of belonging on campus.

### **Staff and Student Capacity-Building**

- **Professional Development for Staff:**

- Train staff in family engagement strategies, cultural responsiveness, and equity-focused communication.
- Embed time in PLCs and staff meetings for reflection on family feedback and inclusive practices.

- **Student Voice and Leadership:**

- Create opportunities for students to participate in schoolwide decision-making, such as student councils, ambassador roles, and advisory committees.
- Use student voice tools (surveys, empathy interviews, classroom feedback) to co-design supports and systems.

### **Communication and Information Sharing**

- **Multimodal Communication Platforms:**

- Use Parent Square, Smore, text messages, social media, and the school website to share key information, celebrate student success, and provide opportunities for input.

- **Two-Way Communication:**

- Encourage dialogue through family-teacher check-ins, digital platforms like ParentSquare and social media for real-time support, as well as feedback forms, empathy interviews, phone calls, and text messaging to ensure families can share ideas, ask questions, and stay connected in ways that work for them.

Strengthening School Connectedness

**Outcome:** Students feel connected, valued, and supported in school.

**Baseline Data – Chronic Absenteeism at Diamond Elementary:**

- **Pre-Pandemic (2018–2019):** 3.2%
- **2020–2021:** Increased to 9.6%
- **2021–2022:** Peaked at 27.8%
- **2022–2023:** Declined to 16.3%
- **2023–2024:** Improved to 10.9%
- **2024–2025:** Slight increase to 14.7%

This trend shows meaningful improvement since the pandemic peak but also highlights the continued need for intentional, consistent strategies to reduce chronic absenteeism.

**Metrics:**

- **Chronic Absenteeism:** Track attendance patterns to identify barriers and progress.
- **Student Engagement:** Monitor participation in school activities, enrichment, and SEL programs.
- **Growth Mindset and Self-Efficacy:** Use student surveys, self-assessments, and teacher observations to assess personal development.
- **Behavioral Indicators:** Monitor trends in positive behavior, resilience, and classroom contributions.
- **Parent Participation:** Track family involvement in attendance, SEL, and school-connectedness initiatives.

**Strategies:**

**Integrated MTSS Framework for Connection and Support**

- Implement a multi-tiered system of supports (MTSS) to address academic, behavioral, social-emotional, and attendance needs.

- Ensure Tier 1 practices promote inclusivity, consistent expectations, and connection for all students.
- Provide Tier 2 interventions such as mentoring, small groups, and counseling.
- Offer Tier 3 supports for students with persistent absenteeism, behavioral challenges, or intensive emotional needs.
- Align MTSS with PBIS, SEL, and academic strategies to ensure a seamless system of support.
- Collaborate with organizations such as Healthy Tomorrows and Big Brothers Big Sisters of OC & IE to support student wellness, SEL development, and life skills through mentoring and enrichment.

### **Restorative and Reflective Environments**

- **Establish Calming Spaces for Regulation and Reflection:** Create safe, structured areas on campus where students can self-regulate, process emotions, and re-engage with learning. These spaces support de-escalation, promote reflection, and encourage collaborative problem-solving and restoration.
- **Inclusive Practices:** Equip these spaces with supports that meet a wide range of student needs, including sensory tools, visual cues, and accessibility features for students with disabilities and diverse emotional needs.
- **Foster Emotional Safety, Connection, and Collaboration:** Use intentional routines, inclusive language, and restorative approaches to help students feel seen, heard, and supported. Facilitate peer conversations, classroom circles, and reflection tools that build trust, empathy, and meaningful relationships among students and staff.

### **Relationship-Based Programs**

- **Capturing Kids' Hearts:** Strengthen relationships and emotional safety through greeting rituals, affirmations, and classroom social contracts.
- **Conscious Discipline:** Build executive function and emotional regulation through brain-based classroom practices and schoolwide consistency.
- **Playworks:** Increase school joy, inclusion, and peer interaction through structured play, conflict resolution, and positive team-building activities.

- **Mentoring and Connections:** Pair students with caring adults on campus to increase belonging and accountability.

### **Family and Community Engagement**

- **Capacity Building for Families:** Provide workshops and resources that help families support attendance, behavior, and SEL at home.
- **Home-School Connection:** Strengthen communication through regular updates, personal outreach, and interpretation services as needed.
- **Parent Collaboration in MTSS:** Involve families in planning and review of supports, especially for Tier 2 and 3 interventions.
- **Family Events and Workshops:** Host SEL nights, wellness workshops, and events tied to PBIS, attendance, or academic milestones.
- **Cultural Celebrations:** Build community and belonging through schoolwide events that highlight family voices, cultures, and contributions.

### **Attendance Interventions and Outreach**

- **Attendance Academy:** Support chronically absent students through structured morning check-ins, SEL routines, and small group counseling.
- **Tiered Family Outreach:**
  - Phone Calls and Home Visits to identify barriers and support re-engagement.
  - SART Meetings to collaborate with families on success plans.
  - Trimester Recognition Campaigns for consistent or improved attendance.
- **Integrated Case Management (CIS):** Offer wraparound supports that connect families to community resources and remove attendance obstacles.
- **Data Teams:** Regular collaboration to review trends, follow up with families, and improve targeted interventions.

### **Positive School Climate and Culture**

- **PBIS Strategies:** Promote shared expectations and positive behaviors through schoolwide recognition, spirit days, and classroom incentives.
- **Inclusive Recognition:** Celebrate effort and improvement, not just achievement, to ensure all students feel successful and seen.
- **Extended Learning Enrichment:** Partner with the Extended Learning Department to provide after-school programs that build connection, creativity, and academic reinforcement. Through this program, students engage in a variety of enrichment activities such as student clubs, sports, active learning, coding, designing, and wellness programs. Many of these opportunities are led by trusted community partners who offer hands-on learning experiences that extend beyond the school day.
- **We Care Week:** A schoolwide initiative dedicated to promoting kindness, empathy, and inclusion. Activities throughout the week focus on building community, preventing bullying, and encouraging students to uplift one another through intentional acts of care.
- **Anti-Bullying Assemblies:** Host assemblies during We Care Week and throughout the year that center on empathy, student voice, and standing up for peers.
- **Restorative Practices:** Use classroom circles and peer-led discussions to build trust, resolve conflicts, and deepen students' sense of belonging.

### **Counseling Services and SEL Supports**

- **Social-Emotional Learning (TK–5):** Deliver explicit instruction on emotional regulation, self-awareness, empathy, and responsible decision-making.
- **"Know Go" Curriculum (TK–3):** Embed early SEL instruction focused on goal setting and social development.
- **Check-In/Check-Out (CICO):** Implement CICO systems as Tier 2 supports to increase daily student-teacher connection, promote behavior goals, and track progress.

- **Small Group Counseling:** Offer targeted SEL groups focused on peer conflict, emotional regulation, grief, and anxiety.
- **Crisis Support and Referrals:** Provide Tier 3 mental health support and connect families to community mental health services as needed.

**Staff Capacity and Professional Learning**

- **SEL and Behavior PD:** Train staff in Capturing Kids’ Hearts, Conscious Discipline, and trauma-informed SEL strategies.
- **Equity-Centered Practices:** Provide professional development on cultural responsiveness, disability awareness, and inclusive instruction.
- **Collaboration Time:** Facilitate cross-role collaboration to support student needs in behavior, attendance, and wellness.

**Outcome:** Students engage in rigorous academics and promote prepared for middle school success.

**Baseline Data: MAP Growth (NWEA):**

**ELA – Students Meeting Growth Projections (2024–2025):**

- Kindergarten: 57%
- 1st Grade: 41%
- 2nd Grade: 61%
- 3rd Grade: 38%
- 4th Grade: 46%
- 5th Grade: 45%

**Math – Students Meeting Growth Projections (2024–2025):**

- Kindergarten: 69%
- 1st Grade: 46%
- 2nd Grade: 68%
- 3rd Grade: 59%
- 4th Grade: 61%
- 5th Grade: 41%
- **Baseline Summary:** Strong performance is evident in Kindergarten and 2nd grade for both subjects. Variability across other grade levels points to the need for more consistent instructional support.

**Metrics:**

- **ELA Progress Monitoring:** Use assessments such as DIBELS, SIPPS, MAP Reading, and iReady to measure foundational literacy skills, monitor intervention effectiveness, and track overall academic growth in reading.
- **Math Progress Monitoring:** Use the DELTA Math screener, MAP Math, iReady Math, and formative and summative assessments to monitor student proficiency, identify learning gaps, and inform instruction.

Improving Student Achievement  
in ELA and Math

- **English Learner Progress Monitoring:** Use Ellevation to track language development goals and progress, alongside CA Dashboard ELPI data and formative assessments to guide support strategies for multilingual learners.

**Strategies:**

**Foundational Literacy Strategies**

- **DIBELS and MAP Assessments:** Track literacy development and guide instructional decisions.
- **SIPPS Core Replacement (Grades K–3):** Strengthen foundational literacy through systematic phonics and high-frequency word instruction.
- **Heggerty Program (TK–1):** Build phonemic awareness for early learners through structured oral language routines.
- **Parent Workshops:** Equip families with tools and strategies to support literacy at home.

**Foundational Literacy Strategies**

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- **Heggerty Program (TK–1):** Build phonemic awareness for early learners through structured oral language routines.
- **Parent Workshops:** Equip families with tools and strategies to support literacy at home.
- **Inclusive Literacy Supports:** Adapt instruction and materials to support students with disabilities, including visual aids, audio resources, and scaffolded tasks.

**Foundational Numeracy Strategies**

- **Hands-On Math Activities:** Reinforce basic concepts through visual models, manipulatives, and collaborative problem-solving.

- **Professional Development for Teachers:** Build expertise in foundational math routines, differentiation, and accessible math instruction.
- **Frax Program:** Support fluency in math through interactive, game-based learning focused on fractions and number sense.
- **Inclusive Math Supports:** Use multi-sensory strategies and scaffolded tasks to engage all learners, including those with cognitive or processing needs.

#### **Inclusive Learning Environments**

- **Inclusive and Supportive Learning Spaces:** Ensure learning environments are physically, cognitively, and emotionally accessible to support the diverse needs of all students, including those with disabilities. Prioritize classroom design and strategies that reduce barriers, promote engagement, and foster a sense of belonging for every learner.
- **Universal Design for Learning (UDL):** Implement UDL principles to support multiple means of engagement, representation, and expression across all content areas.
- **Technology and Tools:** Provide assistive technologies and adaptive materials to ensure access and participation for all students.

#### **Personalized Learning with iReady**

- **Tailored Instruction:** Use iReady to personalize ELA and Math lessons based on student performance and learning profiles.
- **Targeted Interventions:** Identify and address specific learning gaps through flexible grouping and individualized supports.
- **Progress Monitoring:** Use iReady reports to track growth and adjust instruction accordingly.

#### **Academic Rigor through AVID**

- **Focused Note-Taking with Thinking Maps:** Guide students through structured note-taking, reflection, and knowledge application.
- **WICOR Strategies:** Promote deep thinking and student agency through Writing, Inquiry, Collaboration, Organization, and Reading.

- **College and Career Readiness:** Develop academic behaviors and habits of success for all students, including those with IEPs and 504 Plans, through scaffolded expectations and supports.

**Targeted Interventions for English Learners**

- **Summit K12:** Deliver individualized learning pathways to support English language acquisition.
- **AVID Emerge Pilot:** Implement designated ELD support across all proficiency levels.
- **Fluency and Reclassification Support:** Provide small-group instruction focused on language development and assessment readiness.
- **Teacher Professional Development:** Offer ongoing training in effective strategies for supporting multilingual learners and English learners with disabilities.

**Professional Learning and Instructional Support**

- **Workshops:** Focused PD on inclusive literacy and numeracy strategies that support diverse learners.
- **Culturally Responsive Teaching:** Build staff capacity in inclusive, asset-based practices that reflect student diversity and neurodiversity.
- **Instructional Resource Library:** Maintain a curated collection of culturally relevant and accessible materials, along with guides for differentiation and UDL-aligned instruction.

## Strategy 2: Centering Community-Based Learning

### Site Level Goals and Measures of Progress

Goals

Action Steps

**Increase Teacher Understanding of Community-Based Learning Principles**

- **Goals:**
  - Enhance teacher capacity to connect classroom instruction with students' lives and community issues.
  - Develop a curriculum that reflects the cultural and historical context of the community.

**Action Steps:**

- **Professional Development Workshops:** Conduct workshops focused on community-based learning principles, culturally responsive teaching, and experiential learning.
- **Resource Library:** Create a resource library with community-based learning materials, lesson plans, and best practices. Ensure teachers have easy access to these resources.
- **Collaboration with Community Leaders:** Partner with community leaders to develop curriculum content that is culturally relevant and aligned with community needs. Invite leaders to co-teach or guest lecture in classrooms.

**Enhance Literacy and Numeracy**

- **Goals:**
  - Increase early literacy skills in Preschool through 3rd grade.
  - Increase early numeracy skills in Preschool through 3rd grade.
  - Provide targeted support and interventions to improve English Language Learners (ELLs) fluency and reclassification rates.

**Action Steps:**

- **Early Literacy Initiatives:**
  - **DIBELS and MAP Assessments:** Utilize DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and MAP (Measures of Academic Progress) assessments to monitor students' progress in early literacy.
  - **SIPPS Core Replacement Program (K-3):** Implement the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) program to support foundational literacy skills.
  - **Heggerty Phonemic Awareness Program (TK/K/1st):** Leverage the Heggerty program to strengthen phonemic awareness among early learners, with targeted intervention support provided for students in grades 2–5.
  - **Workshops for Parents:** Conduct workshops to educate parents on strategies to support early literacy at home.
- **Early Numeracy Initiatives:**
  - **Foundational Math Skills:** Develop and implement strategies to build foundational math skills in young learners.
  - **Professional Development in Math Routines:** Provide training on effective math routines and habits of practice to improve instruction.
  - **Frax Program:** Implement the Frax program to increase students' math fluency through engaging, game-based learning.
- **iReady Implementation:**
  - **Personalized Learning:** Use iReady to assess individual student needs and provide personalized learning pathways in ELA and math.
  - **Close Skill Gaps:** Utilize iReady data to identify and address skill gaps, ensuring targeted instruction for each student.
  - **Build Capacity:** Regularly review iReady reports to monitor student progress and adjust instruction accordingly.
- **AVID Strategies:**
  - **Teacher Collaboration Sessions:** Facilitate teacher collaboration sessions focused on sharing instructional practices and analyzing student work in literacy and numeracy.

- **Focused Note-Taking and Thinking Maps:** Implement Thinking Maps across all grades (TK-5th) and content areas to engage students in cognitive processes. Students will build critical thinking, problem-solving, comprehension, and communication skills.
- **WICOR Strategies:** Implement AVID (Advancement Via Individual Determination) strategies, focusing on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) to improve reading comprehension and problem-solving skills. As an AVID school, we are committed to advancing
- students' achievement through proven strategies that ensure our students are prepared for college and career readiness.
- **Interventions and Support for ELLs:**
  - **Summit K12 Online Program:** Implement the Summit K12 online program to provide personalized learning pathways for ELLs.
  - **Targeted Interventions:** Offer targeted interventions to increase English fluency and support the reclassification of ELLs.
  - Provide professional development on effective strategies for supporting ELLs in literacy and numeracy.
- **Professional Development Workshops:**
  - **Literacy and Numeracy Strategies:** Conduct workshops focused on early literacy and numeracy instruction strategies.
  - **Culturally Responsive Teaching:** Provide training on culturally responsive teaching methods and integrate community-based learning into literacy and numeracy lessons.
  - **Design Thinking and Critical Science:** Offer professional development in design thinking and critical science, and integrate these concepts into literacy and numeracy lessons (can be included with PLTW).
- **Resource Library:**
  - Develop a resource library with materials for early literacy and numeracy, including culturally relevant books, manipulatives, and digital resources.
  - Ensure teachers have access to lesson plans, best practices, instructional guides, and iReady resources.
- **Holistic Development for Preschool - 3rd Grade:**

	<ul style="list-style-type: none"> <li>○ <b>Integrated Learning Experiences:</b> Utilize play-based learning and thematic units that blend literacy and numeracy with other subjects to make learning more engaging and relevant.</li> <li>○ <b>Social-Emotional Learning (SEL):</b> Teach skills for emotional regulation and self-control, and foster positive relationships to create a supportive and nurturing environment.</li> <li>○ <b>Physical Development:</b> Enhance fine and gross motor skills through activities like drawing, cutting, and physical play, which are essential for writing and cognitive development.</li> <li>○ <b>Family Engagement Initiatives:</b> Develop family engagement initiatives, such as "Mommy and Me" classes, to support early childhood development and strengthen parent-child relationships.</li> <li>○ <b>Health and Wellness Programs:</b> Offer health and wellness programs, including nutrition education and physical activities, to promote overall well-being.</li> <li>○ <b>Integrated Services:</b> Provide integrated services that address the academic, social-emotional, and physical development of young children, including access to health screenings, counseling services, and social support networks.</li> </ul>
<p><b>Enhance Student Engagement through Real-World Learning Experiences</b></p> <ul style="list-style-type: none"> <li>● <b>Goals:</b> <ul style="list-style-type: none"> <li>○ Increase student engagement and ownership of their learning.</li> <li>○ Provide students with opportunities to apply their knowledge in real-world contexts.</li> </ul> </li> </ul>	<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <b>Project-Based Learning Modules:</b> Implement project-based learning modules (Project Lead the Way-PLTW) that address real-world community issues. Ensure these projects are interdisciplinary and connect with multiple subject areas.</li> <li>● <b>Child Creativity Professional Development:</b> Provide professional development for staff on design thinking and critical science, which can be integrated into project-based learning modules like PLTW.</li> <li>● <b>Mentorship Programs:</b> Establish partnerships with local businesses and organizations to provide students with mentorship opportunities. These experiences will help students apply classroom knowledge to real-world situations.</li> <li>● <b>Community Service Projects:</b> Organize community service projects that align with curriculum goals and address local needs. Encourage students to take leadership roles in planning and executing these projects.</li> </ul>

## Strategy 3: Collaborative Leadership

### Site Level Goals and Measures of Progress

Goals	Action Steps
<p><b>Strengthen Shared Decision-Making Structures</b></p> <ul style="list-style-type: none"> <li>● <b>Goals:</b> <ul style="list-style-type: none"> <li>○ Ensure all stakeholders have a voice in school governance.</li> <li>○ Improve transparency and accountability in decision-making processes.</li> </ul> </li> </ul>	<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <b>Site-Based Advisory Councils:</b> Enhance advisory councils with diverse representation from students, parents, teachers, and community members. Ensure these councils meet regularly and have a clear mandate.</li> <li>● <b>Training for Council Members:</b> Provide training on effective governance, leadership skills, and collaborative decision-making for council members. Include sessions on conflict resolution and consensus-building.</li> <li>● <b>Clear Decision-Making Protocols:</b> Develop and share clear protocols for decision-making and conflict resolution. Ensure these protocols are transparent and accessible to all stakeholders.</li> </ul>
<p><b>Foster a Culture of Professional Learning and Trust</b></p> <ul style="list-style-type: none"> <li>● <b>Goals:</b> <ul style="list-style-type: none"> <li>○ Build a supportive and collaborative work environment for staff.</li> <li>○ Encourage continuous professional growth and development.</li> </ul> </li> </ul>	<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <b>Collaborative Meetings:</b> Implement regular collaborative meetings where staff can share best practices, discuss challenges, and support each other. Use these meetings to foster a sense of community and shared purpose.</li> <li>● <b>Peer Mentoring Programs:</b> Develop peer mentoring programs where experienced teachers mentor new or less experienced colleagues. Provide opportunities for mentors and mentees to collaborate and learn from each other.</li> <li>● <b>Professional Development:</b> Offer ongoing professional development focused on leadership skills, collaborative practices, and effective teaching strategies. Ensure these opportunities are aligned with the school's goals and priorities.</li> </ul>

### **System of Shared Governance:**

The governance structure at Diamond Elementary includes several key teams and councils, each playing a crucial role in supporting the community school model and ensuring alignment with its four pillars: Integrated Student Supports, Family and Community Engagement, Collaborative Leadership, and Extended Learning Time and Opportunities.

- **Community School Council:** Oversees the implementation and monitoring of the community school model, ensuring alignment with the four pillars of community schools. The council includes representatives from all stakeholder groups, including students, parents, staff, and community members.
- **Coordination of Services Team (COST):** Identifies and addresses student needs holistically, ensuring that the overall system of support works together effectively. The team coordinates services such as counseling, health services, and social-emotional supports.
- **Instructional Leadership Team (ILT):** Supports instructional delivery in each classroom by providing professional development and utilizing student data to target focused areas of instruction. The team works to enhance teaching practices and improve student outcomes.
- **School Site Council (SSC):** Monitors academic progress and achievement, coordinating supplemental funding and developing the School Plan for Student Achievement (SPSA). The council includes parents, teachers, and administrators who work together to support school improvement initiatives.
- **English Learner Advisory Committee (ELAC):** Supports the academic and English Language Learner (ELL) goals in the SPSA. The committee engages and collaborates with ELL parents to support students in overcoming barriers to learning and to enhance language acquisition and academic success.
- **PBIS Team:** Provides a systematic model to foster an environment addressing student behavior expectations, utilizing a multi-tiered framework of support for student needs. The team implements Positive Behavioral Interventions and Supports (PBIS) to promote a positive school climate.
- **AVID Site Team:** Focuses on closing the achievement gap and providing college readiness for all students through the implementation of AVID (Advancement Via Individual Determination) strategies. The team supports students in developing skills needed for academic success and college preparation.
- **Student Leadership Council:** Consists of representatives from upper-grade classes to plan service activities and provide feedback to administration, ensuring student voices are heard. The council promotes student leadership and engagement in school decision-making processes.
- **Santa Ana Learning Early Initiatives (SAELI):** Engages parents and community members in early childhood education initiatives. The program aims to enhance early learning experiences and prepare young children for academic success.
- **Community Advisory Committee (CAC):** Comprises parents of students with special needs and community members. The committee advises the school on policies and programs related to special education and ensures that the needs of students with disabilities are met effectively.

## Strategy 4: Sustaining Staff and Resources

### Site Level Goals and Measures of Progress

Goals	Action Steps
<p><b>Ensure Staffing Supports the Needs of the Student Population</b></p> <ul style="list-style-type: none"> <li>● <b>Goals:</b> <ul style="list-style-type: none"> <li>○ Ensure all staff are trained in community school principles and practices.</li> </ul> </li> </ul>	<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <b>Ongoing Training:</b> Provide ongoing training and professional development for staff on community school principles, culturally responsive teaching, and effective student support practices. Ensure training is tailored to the needs of different staff roles.</li> <li>● <b>Supportive Work Environment:</b> Create a supportive work environment that promotes staff retention. Foster a positive and collaborative work environment. Encourage regular team-building activities and recognition programs to acknowledge staff achievements and contributions. Provide opportunities for staff to participate in decision-making processes and school improvement initiatives.</li> </ul>
<p><b>Develop a Sustainability Plan for Resources</b></p> <ul style="list-style-type: none"> <li>● <b>Goals:</b> <ul style="list-style-type: none"> <li>○ Secure long-term funding sources to support community school initiatives.</li> <li>○ Build partnerships with local organizations to share resources.</li> </ul> </li> </ul>	<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <b>Funding Opportunities:</b> Identify and apply for grants, donations, and other funding opportunities. Develop a comprehensive fundraising plan that includes outreach to local businesses, foundations, and government agencies.</li> <li>● <b>Resource Sharing Agreements:</b> Establish formal agreements with community organizations for resource sharing. These agreements should outline the roles and responsibilities of each partner and specify how resources will be allocated and managed.</li> <li>● <b>Continuous Evaluation:</b> Implement a system for continuous evaluation of resource allocation and utilization. Regularly assess the effectiveness of resource use and make adjustments as needed to ensure sustainability.</li> </ul>

## Key Staff/Personnel

<p><b>Principal, Denise Bertrand, Ed.D</b></p>	<p><b>Role:</b> Guides the implementation and alignment of core commitments with school goals and activities, fostering authentic leadership and focusing on professional development.</p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>● Leads the school's vision and mission, ensuring that all initiatives support the overall strategic plan.</li> <li>● Promotes a culture of continuous improvement and professional growth among staff.</li> <li>● Ensures that the community school model is integrated into daily school operations and long-term planning.</li> <li>● Engages with all stakeholders, including families, community members, and district officials, to support the school's goals.</li> </ul>
<p><b>Site Coordinator of Community School, Evelin Soto</b></p>	<p><b>Role:</b> Oversees community school initiatives and coordinates between stakeholders.</p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>● Manages the implementation of community school programs and activities, ensuring alignment with the four pillars of community schools.</li> <li>● Coordinates with teachers, staff, parents, and community partners to integrate services and supports.</li> <li>● Monitors the effectiveness of community school initiatives and makes adjustments as needed.</li> <li>● Organizes regular meetings with stakeholders to gather feedback and ensure continuous improvement.</li> </ul>
<p><b>Family and Community Engagement Liaison (F.A.C.E.), Roxanne Lopez</b></p>	<p><b>Role:</b> Focuses on increasing family involvement and engagement in school activities.</p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>● Builds strong relationships with families to foster a welcoming and inclusive school environment.</li> <li>● Organizes workshops and other events to engage parents in their children's education.</li> <li>● Provides resources and support to families to help them navigate the school system.</li> <li>● Collaborates with community organizations to offer additional services and support to families.</li> </ul>

<p><b>School Counselor, Nohely Diaz</b></p>	<p><b>Role:</b> Provides ongoing counseling services, including social-emotional learning (SEL) activities and college and career awareness, within a Multi-Tiered Systems of Support.</p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>● Offers individual and group counseling to support students' mental health and well-being.</li> <li>● Implements SEL programs to help students develop critical social and emotional skills.</li> <li>● Provides college and career guidance, helping students set and achieve their post-secondary goals.</li> <li>● Collaborates with teachers and families to support students' academic and personal growth.</li> </ul>
<p><b>Engage 360 Extended Learning Site Supervisor, Zami Vega</b></p>	<p><b>Role:</b> Coordinates inclusive before and after-school programs, collaborating with community providers to offer enrichment activities.</p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>● Develops and oversees a variety of extended learning programs that support students' academic, social, and emotional development.</li> <li>● Works with community partners to offer diverse enrichment activities, such as arts, sports, and STEM programs.</li> <li>● Ensures that all extended learning programs are accessible and inclusive for all students.</li> <li>● Monitors program effectiveness and adjusts offerings based on student needs and interests.</li> </ul>
<p><b>Grade Level Leaders</b></p>	<p><b>Role:</b> Facilitates instructional leadership within grade-level teams by guiding collaboration, data analysis, and alignment to site goals.</p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>● Attend monthly meetings and actively engage in the cycle of improvement.</li> <li>● Disseminates information to the grade level team.</li> <li>● Leads grade level team in analysis of student work and data.</li> <li>● Provide coaching and training to grade level members.</li> <li>● May serve as site and district representative.</li> </ul>

To ensure the long-term sustainability of our community school initiatives beyond the life of the implementation grant, we are considering the following plans and steps:

**Long-Term Funding:**

- **Secure Grants and Partnerships:** Actively pursue additional grants and funding opportunities from federal, state, and local sources to provide ongoing financial support. We will build relationships with local businesses, foundations, and community organizations to secure financial and in-kind contributions.
- **Corporate Sponsorships and Donations:** Engage with local businesses and corporations to secure sponsorships and donations that support specific programs and activities within the community school model.
- **Fundraising Events:** Organize fundraising events such as community fairs, auctions, and donation drives to raise funds for sustaining key initiatives and programs.

**Integration into Regular Operations:**

- **Incorporate Community School Initiatives:** Integrate successful community school programs and practices into the school’s regular operations to ensure continuity and sustainability. This includes embedding community partnerships, extended learning opportunities, and family engagement activities into the daily routine and culture of the school.
- **Policy and Procedure Development:** Develop policies and procedures that institutionalize community school practices, making them a permanent part of the school's operational framework. This will include creating dedicated roles and responsibilities for staff to manage and sustain these initiatives.
- **Staff Training and Development:** Provide ongoing professional development for staff to build capacity and ensure that community school practices are effectively implemented and sustained. This includes training on grant writing, partnership development, and program management.

**Continuous Resource Evaluation:**

- **Regular Resource Assessment:** Implement a system for regularly assessing and adjusting resource allocation to ensure the effective use and sustainability of community school initiatives. This includes evaluating the impact of programs and making data-driven decisions to optimize resource use.
- **Strategic Planning:** Develop a long-term strategic plan that includes specific goals for resource development and sustainability. This plan will outline the steps needed to secure funding, build partnerships, and integrate community school practices into the school’s operations.
- **Sustainability Committee:** Establish a sustainability committee composed of key stakeholders, including school staff, parents, and community partners. This committee will be responsible for overseeing the implementation of sustainability plans, monitoring progress, and making recommendations for continuous improvement.

**Leveraging Community Resources:**

- **Partnership Development:** Strengthen existing partnerships and develop new ones with community organizations, local government agencies, and nonprofits to leverage additional resources and support for community school initiatives.

- **Shared Services and Facilities:** Explore opportunities for shared services and facilities with community partners, such as co-located health services, after-school programs, and adult education classes, to maximize resource utilization and sustainability.

**Advocacy and Awareness:**

- **Community Engagement:** Engage the broader community in advocacy efforts to raise awareness about the benefits of the community school model and to garner support for sustaining these initiatives. This includes communicating successes and impact stories to stakeholders and the public.
- **Policy Advocacy:** Advocate for policies at the district, state, and federal levels that support the long-term sustainability of community schools. This includes participating in coalitions and networks that promote community school funding and support.

By implementing these comprehensive sustainability plans, Diamond Elementary aims to ensure the continued success and impact of our community school initiatives, providing lasting benefits for our students, families, and the broader community.

**Narrative Reflection:**

In the 2025–2026 school year, Diamond Elementary will continue to embed community school practices into the daily operations of the school. Partnerships will be fully integrated into the school culture, supporting students and families through coordinated services and expanded learning opportunities. Programs such as after-school enrichment, wellness supports, and family engagement activities will be sustained through a combination of district alignment, community collaboration, and diversified funding streams.

The sustainability committee will meet on a regular basis to review data, assess program effectiveness, and identify funding opportunities. This team will include staff, families, and community partners who are committed to ensuring the long-term success of the school’s initiatives. Their focus will include maintaining relationships, leveraging existing resources, and guiding the implementation of sustainability plans with fidelity.

Staff training will support this work by equipping team members with the tools needed to manage partnerships, apply for grants, and lead program planning. Community partners will remain central to our model, offering aligned services that reflect the needs and strengths of our school community. By continuing this strategic approach, Diamond Elementary is building a foundation for lasting impact and continued growth in the years ahead.

## Strategy 5: Strategic Community Partnerships

### Site Level Goals and Measures of Progress

Goals	Action Steps
<p><b>Build and Maintain Strategic Community Partnerships</b></p> <ul style="list-style-type: none"> <li>● <b>Goals:</b> <ul style="list-style-type: none"> <li>○ Establish strong, mutually beneficial relationships with community partners.</li> <li>○ Ensure community partners are actively involved in planning and development.</li> </ul> </li> </ul>	<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <b>Community Asset Mapping:</b> Conduct community asset mapping to identify potential partners and resources. Use this information to build a comprehensive directory of community assets.</li> <li>● <b>Formal Agreements:</b> Establish formal agreements with community organizations outlining the roles, responsibilities, and expectations of each partner. Ensure these agreements are regularly reviewed and updated.</li> <li>● <b>Regular Evaluation Meetings:</b> Organize regular meetings with community partners to evaluate the effectiveness of partnerships and identify areas for improvement. Use these meetings to strengthen relationships and ensure alignment with the school's goals.</li> </ul>
<p><b>Align Partnerships with School Vision and Priorities</b></p> <ul style="list-style-type: none"> <li>● <b>Goals:</b> <ul style="list-style-type: none"> <li>○ Ensure partnerships support the school's mission and goals.</li> <li>○ Adapt partnerships to meet the evolving needs of the school community.</li> </ul> </li> </ul>	<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <b>Partnership Review:</b> Regularly review partnership goals and outcomes to ensure they align with the school's mission and priorities. Use feedback from students, staff, and community members to inform these reviews.</li> <li>● <b>Responsive Partnerships:</b> Ensure partnerships are responsive to student and community needs. Develop mechanisms for gathering and incorporating feedback from stakeholders.</li> <li>● <b>Engage Partners in Planning:</b> Actively involve community partners in the school's planning processes. Ensure they have a voice in decision-making and are included in discussions about school initiatives and priorities.</li> </ul>

**Established Partnerships:**

At Diamond Elementary, our established partnerships play a critical role in supporting our community school model by providing a wide range of services and enrichment activities for our students and families. These partnerships help to address various needs and enhance the overall learning experience.

**Playworks:**

- Role: Provides structured play and physical activities.
- Impact: Promotes social skills, teamwork, and physical health through organized play and physical activities, helping students develop important life skills.
- Priority Alignment: Enhances social-emotional learning and physical well-being, fostering a positive school climate.

**Serve the People Mobile Clinic:**

- Role: Provides vision and dental health services to students.
- Impact: Ensures that students receive essential health care, contributing to their overall health and well-being.
- Priority Alignment: Supports student health, aligning with integrated student supports.

**Community in Schools (CIS):**

- Role: Provide integrated student support and case management.
- Impact: Offers comprehensive case management services, connecting students and families with resources such as counseling, academic support, and health services.
- Priority Alignment: Supports integrated student supports and holistic development.

**Healthy Tomorrows:**

- Role: Provides health education, preventive care, and mental health interns who offer counseling and case management.
- Impact: By partnering with Healthy Tomorrows, we can offer students with mental health services through counseling and case management support. This partnership helps address emotional well-being and strengthens our overall system of care.
- Alignment: Supports student mental health through counseling and case management, strengthening schoolwide wellness systems.

**Big Brothers Big Sisters of Orange County and Inland Empire:**

- Role: Mentoring program for students.
- Impact: Provides students with positive role models and mentors, helping them build self-esteem, improve academic performance, and develop strong interpersonal skills.
- Priority Alignment: Enhances student support and mentorship, fostering personal and academic growth.

**Community Providers:**

- Role: Offer enrichment activities such as karate, music, and STEM during out-of-school hours.
- Impact: Fosters real-world learning and community problem-solving by engaging students in diverse enrichment activities that complement their academic learning.
- Priority Alignment: Supports extended learning opportunities, aligning with holistic education goals.

**Early Childhood Education (ECE):**

- Role: Provides foundational educational programs for young children.
- Impact: Prepares young learners for academic success by offering early education programs that focus on developing essential skills and knowledge.
- Priority Alignment: Enhances early learning, supporting academic preparedness.

**The RISE Project:**

- Role: Provides professional development focused on culturally relevant, ecologically responsive science, technology, and engineering (STE) for preschool educators.
- Impact: Supports dual language learners by equipping teachers with tools to promote STE learning, affirm student dignity, and build belonging in early learning environments.
- Priority Alignment: Advances early childhood STE instruction, promotes equity, and fosters school readiness for diverse learners.

**CHOC P.O.D.E.R (Pediatric Obesity Diabetes Education and Research):**

- Role: Provides health education and resources to address pediatric obesity and diabetes.
- Impact: Promotes healthy lifestyles and manages chronic health conditions among students through education and support.
- Priority Alignment: Supports student health and wellness, addressing critical health needs.

**Latino Health Access:**

- Role: Offers health and wellness programs tailored to the needs of Latino families.
- Impact: Enhances the health and well-being of our community by providing culturally relevant health education and resources.
- Priority Alignment: Supports culturally relevant health education, promoting community wellness.

**Santa Ana Early Learning Initiatives (SAELI):**

- Role: Engages parents and community members in early childhood education initiatives.
- Impact: Enhances early learning experiences and prepares young children for academic success through community-driven initiatives.
- Priority Alignment: Strengthens early childhood education, fostering school readiness.

**Community Advisory Committee (CAC):**

- Role: Advises the school on policies and programs related to special education.
- Impact: Ensures that the needs of students with disabilities are met effectively, promoting inclusive education practices.
- Priority Alignment: Supports inclusive education, addressing the needs of all students.

**Extended Learning Programs Engage 360:**

- Role: Coordinates inclusive before and after-school programs.
- Impact: Offers enrichment activities and academic support during extended learning hours, helping students to continue learning outside of regular school hours.
- Priority Alignment: Provides extended learning opportunities, enhancing student engagement and achievement.

**SAUSD Support Services:**

- Role: Provides mental health services in school and referrals to outside agencies, along with parent workshops on mental health.
- Impact: Supports students' mental health and well-being by offering accessible mental health services and educating parents on mental health issues.
- Priority Alignment: Promotes mental health and well-being, supporting holistic student development.

**SAUSD Nutrition Services:**

- Role: Provides breakfast, lunch, and snacks for after-school students.
- Impact: Ensures that students have access to nutritious meals throughout the day, supporting their physical health and readiness to learn.
- Priority Alignment: Supports student health through nutrition, enhancing learning readiness.

**Farm to SAUSD:**

- Role: Promote healthy eating habits and provide fresh, local produce to students.
- Impact: Connects students with local farms, offers fresh fruits and vegetables, and provides nutrition education and farm experiences.
- Priority Alignment: Promotes healthy eating and nutrition education.

**Child Creativity Lab:**

- Role: Provides creativity and STEM-based enrichment activities.
- Impact: Enhances students' problem-solving skills, creativity, and engagement in STEM fields through hands-on, project-based learning experiences.
- Priority Alignment: Promotes STEM education and creative problem-solving, fostering academic excellence.

**PBS SoCal:**

- Role: Partners with the school to offer educational programming and resources.
- Impact: Provides students with access to high-quality educational content, including videos, digital resources, and interactive learning tools that support the curriculum and enhance learning experiences.
- Priority Alignment: Enhances educational resources, supporting student learning and engagement.

**Starbase:**

- Role: Offers STEM education programs.
- Impact: Engages students in hands-on STEM learning experiences, fostering interest in science, technology, engineering, and mathematics.

- Priority Alignment: Promotes STEM education, supporting academic achievement and career readiness.

**Fostering Interest in Nature (FIIN) Camp:**

- Role: Provides nature-based education and outdoor experiences.
- Impact: Engages students in hands-on environmental learning experiences, fostering an appreciation for nature and promoting environmental stewardship.
- Priority Alignment: Supports environmental education, enhancing students' understanding of and connection to the natural world.

These partnerships are integral to the success of our community school model, providing essential resources and support that enhance the educational experience and overall well-being of our students and families. By collaborating with these organizations, we are able to address a wide range of needs and create a supportive, enriching environment for our school community.

**New Partnerships to Explore:**

To further enhance the support and resources available to our students and families, Diamond Elementary is exploring the following new partnerships:

**Environmental Organizations:**

- Role: Collaborate on sustainability and environmental education projects.
- Potential Impact: Partnering with environmental organizations will allow us to integrate sustainability and environmental education into our curriculum. This could include hands-on learning projects, such as school gardens, recycling programs, and conservation initiatives. These activities will help students develop a deeper understanding of environmental issues and foster a sense of responsibility towards their community and the planet.
- Priority Alignment: Enhances environmental education and sustainability practices.

**Local Businesses:**

- Role: Highlight local businesses and bring in professionals as guest speakers.
- Potential Impact: By establishing partnerships with local businesses, we can invite professionals to share their expertise and experiences with students. These guest speaker sessions will help students explore various career interests, understand different professional paths, and gain inspiration from real-world experiences.
- Priority Alignment: Connects classroom learning with real-world experiences and career exploration.

By exploring and establishing these new partnerships, Diamond Elementary aims to expand the range of resources and opportunities available to our students. These partnerships will support our mission to provide a holistic education that addresses the academic, physical, and social-emotional needs of our students, preparing them for success in school and beyond.

## Evaluation and Continuous Improvement

### Progress Monitoring and Collective Problem-Solving:

#### Data Collection:

- Surveys: Implement regular surveys to gather feedback from all stakeholders, including students, parents, teachers, and community members. These surveys will cover various aspects of the school experience, such as academic support, social-emotional learning, family engagement, and community partnerships.
- Focus Groups: Conduct focus groups with diverse stakeholder groups to gain deeper insights into specific issues and gather qualitative data. These groups will include historically marginalized populations to ensure their voices are heard.
- One-on-One Interviews: Engage in one-on-one interviews with key stakeholders, such as school leaders, teachers, parents, and community partners, to obtain detailed feedback and personal perspectives on school initiatives and programs.

#### Data Analysis:

- Regular Analysis: Regularly analyze data on student performance, attendance, behavior, and wellness to identify trends, strengths, and areas for improvement. Use this data to inform decision-making and prioritize interventions.
- Dashboard Tools: Utilize data dashboard tools to visualize and track progress on key metrics. Share these dashboards with stakeholders to promote transparency and collective accountability.

#### Reflection and Adaptation:

- Cycle of Reflection: Establish a cycle of reflection and adaptation for all programs and initiatives. This includes holding regular review meetings with stakeholders to assess progress, celebrate successes, and make necessary adjustments.
- Feedback Loops: Create feedback loops where data and insights from evaluations are used to refine and improve programs continually. Encourage open communication and collaborative problem-solving to address challenges and barriers.

#### Ongoing Professional Development:

- Continuous Learning: Provide continuous professional development opportunities for staff to stay current with best practices in education, community engagement, and student support. This includes workshops, training sessions, and access to professional learning communities.
- Skill Development: Focus on developing skills in data analysis, culturally responsive teaching, trauma-informed practices, and community engagement. Ensure that all staff are equipped to support the holistic development of students.

This implementation plan for Diamond Elementary builds on the strong foundation laid in previous years and aligns with the California Community Schools Framework, ensuring a comprehensive and cohesive approach to school transformation. This plan aims to foster a supportive and inclusive environment that promotes educational equity and supports the holistic development of every student.

