

# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

## Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. **It is recommended that the plan be reviewed biannually (twice a year), at least.** Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

## CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

**Pillars of Community Schools:** Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

**Key Conditions for Learning in a Community School:** Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

**Cornerstone Commitments of Community Schools:** A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

**Proven Practices of Community Schools:** Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the *Capacity-Building Strategies: A Developmental Rubric*.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

## Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

## CCSPP: IMPLEMENTATION PLAN

### School Site Contact Information

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### Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

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

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

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

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community schools work:

At Cambridge Elementary, we believe that a community school model is not just a structure, but a philosophy that aligns deeply with our values and goals for student success. Our commitment to the California Community Schools Framework's Overarching Values underscores our dedication to creating racially-just, relationship-centered spaces where shared power, classroom-community connections, and a focus on continuous improvement and possibility thinking are integral to our approach.

**Racially-just, relationship-centered spaces:**

- At Cambridge we recognize the importance of creating an inclusive and equitable environment where all students, regardless of background or identity, feel valued and supported. We're excited to continue several new clubs and initiatives that are designed to celebrate and embrace our community's rich cultures/cultures from around the world while fostering a sense of pride and belonging among our students. Firstly, we've launched a Baile Folklórico and Hip Hop club, which aims to showcase the vibrant traditions of dance and music from our community. These clubs will not only provide students with an opportunity to learn and perform traditional dances but also serve as a platform to promote cultural appreciation and unity. Building on the success of the Baile Folklórico and Hip Hop clubs, we are also planning to include several new dance types from around the world, fostering a sense of pride in our shared heritage. Additionally, we recognize the importance of creating spaces where students can explore and celebrate their cultural identity in a supportive environment.
- Furthermore, our entire school staff will continue training in Positive Behavioral Supports and Interventions (PBIS) in the 2025-2026 school year through the Office of Student and Community Services. This training will help our campus develop a positive approach to student-staff, staff-parent relationships which will promote a safe and caring school environment. Restorative practices will also be implemented on an as needed basis for issues that create rifts amongst our school community. Our school counselor will be taking refresher courses on this practice to improve our implementation on campus.
- To enhance the social emotional well-being of our students, staff, and community, our dedicated school counselor, school psychologist, and community lead will be offering support and resources to students, parents, and staff to promote positive relationships, well-being, and high self-esteem. Through individual counseling sessions, group workshops, and community outreach initiatives, our team will work to foster a sense of belonging and resilience among our school community. Some examples of how SEL is promoted include: Coffee with the Counselor, class presentations, etc.

**Shared power:**

- We believe in the power of collaboration and shared decision-making. Through meaningful engagement with students, families, and community partners, we empower stakeholders to have a voice in shaping the direction of the school. At Cambridge, we deeply value the concept of shared power and believe that collaboration and inclusive decision-making are essential for its success. To ensure that everyone's voice is heard and valued, we are excited to announce the formation of a Community Schools Steering Committee. This committee will serve as a platform for students, families, and community partners to actively participate in shaping the priorities of our school.

- In addition to the Steering Committee, we are committed to providing numerous opportunities for families to share their opinions and perspectives. Through focus groups, ELAC committees, surveys, and various engagement initiatives such as "Coffee with the Counselor" and "Coffee with the Principal," we invite families to join us in meaningful conversations about the future of Cambridge. These platforms not only empower stakeholders to contribute their ideas but also foster a sense of ownership and partnership within our school community. By embracing shared decision-making and creating avenues for open dialogue, we are confident that we can build a stronger, more inclusive school community where every voice is valued and respected. Together, we can work towards achieving our collective goals and creating a positive impact on the lives of our students.

**Classroom-community connections:** Our community school model emphasizes the importance of connecting classroom learning with real-world experiences and community resources.

- We partnered with the OC GRIP (Gang Reduction Intervention Partnership) Program. They have led presentations with the students to discuss positive behavior, academics, attendance, and making good choices for their benefit.
- Orange High School sends CTE students to our campus to assist in the classrooms. They come twice a week to work directly with students in small groups.
- We partnered with the American Kids Heart Association to learn about heart-related health issues and how we can raise awareness and money to support this cause.
- This is an area we would like to further develop. We will be reaching out to local businesses and organizations to explore career opportunities and local issues that our school can be a part of.

**A focus on continuous improvement and possibility thinking:**

- At Cambridge We believe in the potential of every student and are dedicated to fostering a culture of continuous learning and growth. Through ongoing assessment, reflection, and innovation, we strive to identify areas for improvement and implement evidence-based practices that support student achievement and well-being. By embracing a mindset of possibility thinking, we challenge assumptions and explore new opportunities to maximize student success.

In terms of developmental plans for ensuring these values are reflected in our community school work, we are committed to:

- Providing professional development and training opportunities for staff to deepen their understanding of equity and culturally responsive practices.
- Establishing structures for ongoing collaboration and communication among stakeholders, including regular community meetings and advisory committees.
- Integrating community engagement into our curriculum and instructional practices to promote authentic learning experiences.
- Implementing data-driven decision-making processes to monitor progress and identify areas for growth, with a focus on equity and inclusion.

Through these efforts, we are confident that our community school will continue to evolve as a beacon of equity, empowerment, and excellence for all members of our school community.

**Part B:** As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

To engage different groups in the planning process, Cambridge will employ a variety of inclusive strategies tailored to the needs and preferences of each group. Here's how we plan to engage each group and the processes we will use:

**1. Administrators:**

- Meetings: Regular meetings with school administrators to provide updates on the planning process and gather input on key decisions.
- Visioning exercises: Collaborative visioning sessions to establish shared goals and priorities for the community schools initiative.

**2. Certificated Staff:**

- Surveys: Anonymous surveys to collect feedback on current challenges, needs, and opportunities for improvement.
- Focus groups: Small group discussions to delve deeper into specific topics or areas of interest, such as curriculum development or professional development needs.
- Professional development sessions: Training sessions to build capacity and support staff in implementing the community schools model effectively.

**3. Classified Staff:**

- One-on-one interviews: Individual interviews to ensure that the voices and perspectives of classified staff are heard and valued.
- Meetings: Opportunities for classified staff to participate in meetings and forums alongside certificated staff to ensure that their input is integrated into decision-making processes.

**4. Students:**

- Student forums: Open forums where students can share their thoughts, ideas, and concerns about the school environment and what they would like to see in a community schools model.
- Student advisory councils: Establishing student advisory councils to provide ongoing input and feedback on initiatives and programming.

**5. Family Members:**



- Surveys: Surveys distributed to families to gather insights on their priorities, needs, and preferences for family engagement and support services.
- Family engagement events: Hosting family engagement events and workshops to facilitate dialogue, provide information, and build relationships between families and school staff.

**6. Community Members:**

- Focus groups: Focus groups with community members to solicit input on ways to strengthen partnerships between the school and the broader community.
- Community forums: Open forums or town hall meetings to engage community members in discussions about the community schools initiative and how they can contribute to its success.

**7. Community Partners:**

- Partnership meetings: Regular meetings with community partners to discuss collaboration opportunities, coordinate resources, and align goals and strategies.
- Collaborative planning sessions: Joint planning sessions with community partners to develop shared initiatives and programs that meet the needs of students and families.

To engage historically marginalized student and family groups, we will take specific steps to ensure that their voices are centered and their needs are addressed:

1. **Culturally Responsive Approaches:** We will employ culturally responsive approaches to engagement, recognizing and respecting the cultural backgrounds, languages, and lived experiences of historically marginalized groups.
2. **Targeted Outreach:** We will conduct targeted outreach efforts to specifically engage historically marginalized student and family groups, ensuring that they are aware of and invited to participate in the planning process.
3. **Community Liaisons:** We will work with community liaisons or cultural brokers who have existing relationships and trust within historically marginalized communities to facilitate engagement and communication.
4. **Accessible Formats:** We will provide information and engagement opportunities in accessible formats and languages to ensure that all families can participate meaningfully.
5. **Empowerment and Representation:** We will prioritize opportunities for historically marginalized students and families to lead and participate in decision-making processes, ensuring that their perspectives are represented and valued.

By employing these inclusive engagement strategies and prioritizing the voices of historically marginalized groups, we aim to create a community schools initiative that is truly responsive to the needs and aspirations of all members of our school community.

**Part C:** As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

<b>Collaborative Leadership</b> Shared Decision Making Bodies	
Review historical and existing data to help determine needs/wants of school community (Fall 2024)	<ul style="list-style-type: none"> <li>Review LCAP surveys from previous two years</li> <li>Review SPSAs from previous three years</li> <li>Create Needs and Assets chart</li> </ul>
Engage interest holders through collaborative, shared ownership meetings conduct continuous Needs and Assets survey in Community School Leadership Meetings (CSLM) once per trimester.  Meeting #1 in Fall 2025 Meeting #2 in Winter 2025 Meeting #3 in Spring 2026	<ul style="list-style-type: none"> <li>Invite a broad range of Interest holders to CSL Meetings</li> <li>Develop and update Needs and Assets survey for collaborative interest holder group to complete at Community School Leadership Meetings</li> <li>Review Community School Leadership Meeting Needs and Assets survey/feedback and use to inform Implementation plan</li> </ul>
<b>Integrated Student Supports and Services</b> Nutrition Services and Supports	
See Strategy #2	See Strategy #2
<b>Expanded and Enriched Learning Time</b> Before, After, and During School Summer Programs	
See Strategy #2	See Strategy #2
<b>Positive and Restorative School Climate</b> Positive Behavioral Supports	
Improve our PBIS implementation and score higher on the Tiered Fidelity Inventory.	<ul style="list-style-type: none"> <li>Continue implementation of PBIS schoolwide</li> </ul>



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|  | <ul style="list-style-type: none"> <li>Host Disciplina Positiva workshops</li> <li>Purchase PBIS signage for campus</li> </ul> |
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## Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students’ lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

### Site Level Goals and Measures of Progress

Goals	Action Steps
Increase student satisfaction with overall genuine wellness and safety on campus by providing more health and safety classes and after school programs.	<ul style="list-style-type: none"> <li>Increase workshops/courses for students</li> <li>Offer gardening program in ELOP</li> <li>Build new partnerships with food/health services</li> <li>Revise PBIS (see Strategy #1)</li> </ul>

## Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

## Site Level Goals and Measures of Progress

Goals	Action Steps
Form a Community School Leadership Team	<ul style="list-style-type: none"> <li>• Invite members from the school community and staff to join us to learn more about needs and develop a shared vision for our implementation plan</li> <li>• Use collaborative conversations about needs to create plan for school</li> <li>• Create and share goals: <ul style="list-style-type: none"> <li>○ <b>Healthy Cambridge Cubs (social, emotional, and physical/nutritional)</b></li> <li>○ <b>Campus climate--fun and community-based projects</b></li> <li>○ <b>Parent/staff engagement on campus with community events</b></li> </ul> </li> <li>• Plan trimester meetings for leadership council</li> <li>• Progress monitor goals with shared leadership team</li> </ul>

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Our Community Lead will be overseeing and facilitating and Cambridge Community Schools Leadership Team. We will seek to include community partners (ACES/Campfires, YCO, etc.), staff (teachers and classified), students (from upper grades), and parents in collaborative planning meetings. During these meetings we will set goals, review goals, and include the voices of our members in the decision making process. Although we will not create by-laws, we will follow Robert's Rules of Order to make decisions and allow room for feedback and opposing ideas/opinions.

## Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

### Site Level Goals and Measures of Progress

Goals	Action Steps
Provide professional development for Community Lead and Liaison in order to build their capacity as community school leaders.	<ul style="list-style-type: none"> <li>• Send to conferences and workshops</li> <li>• Use CS funds to promote collaboration</li> <li>• Use CS funds to build partnerships with community</li> </ul>

### Key Staff/Personnel

Community Lead	Works directly with community partners to facilitate the supplemental services offered at Cambridge. Leads Community School program and oversees the implementation and progress monitoring of site goals in this plan.
Community Liaison	Supports Community Lead as needed in the implementation of programs and provides interpretation and communication to families at Cambridge (primarily in Spanish).

Principal	Oversees implementation of CS plan and supports Community Lead in carrying out action plan and monitoring progress. Attends CS Leadership Team meetings and provides support and feedback as needed.
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Our Community Lead has built partnerships with several community organizations that provide cost-free services for our families. Our lead will continue to nurture these relationships in order to secure services for the future. Our Community Lead will also look to partner with other organizations in the community that meet matched needs of our site. Next year, for example, we will be looking to expand our partnership with YCO to increase our ELOP course offerings. We will also partner with Cal-Optima (and potentially CHOC) to increase our services for our families. We believe that these strategic partnerships are the key to sustaining our community school efforts.

## **Strategy 5: Strategic Community Partnerships**

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

## Site Level Goals and Measures of Progress

Goals	Action Steps
Maintain current partnerships	<ul style="list-style-type: none"> <li>• Update MOUs</li> <li>• CL secures and adds services to master calendar</li> <li>• Communicate promotional material in newsletter</li> </ul>
Connect/expand partnerships	<ul style="list-style-type: none"> <li>• Meet with potential new partners or partners</li> <li>• Complete MOUs (if needed)</li> <li>• CL secures and adds services to master calendar</li> <li>• Communicate promotional material in newsletter</li> </ul>

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

At Cambridge Elementary, we are deeply committed to fostering partnerships that support the vision and priorities of our students, staff, families, and community members. These partnerships serve as invaluable resources, providing essential services, support, and opportunities for growth. Here are some of the partnerships we have established and their alignment with our school's vision and priorities:

1. **Cal-Optima Health Education Classes:** Partnering with Cal-Optima Health, we provide health and wellness education classes for families in English and Spanish. This initiative promotes community well-being and aligns with our commitment to holistic student development.
2. **Santiago Canyon College ESL Classes:** Through our partnership with Santiago Canyon College, we offer ESL classes to our families, helping to develop their language skills and promote academic success.
3. **Disciplina Positiva Parent Workshops Partnership:** Our partnership with Disciplina Positiva helps build strong parent-child bridges for academic success, fostering positive relationships and effective communication within families.
4. **Second Harvest Food Bank:** Continuing our partnership with Second Harvest Food Bank, will help close the meal gap for our families, ensuring access to nutritious food for all students.
5. **Shoes That Fit and Nike:** Through partnerships with Shoes That Fit and Nike, will provide brand-new shoes to our students, supporting their well-being and self-esteem.

6. **Assistance League of Orange:** Partnering with the Assistance League of Orange, will provide uniform assistance, hygiene packs, and backpacks to families in need, promoting equity and dignity for all students.
7. **SchoolsFirst Credit Union Financial Literacy Education:** Through our partnership with SchoolsFirst Credit Union, will offer financial literacy education to families, empowering them to make informed financial decisions and achieve financial stability.
8. **Cal-KIDS Program:** Partnering with the Cal-KIDS program, will support children in saving for college, aligning with our commitment to promoting access to higher education for all students.
9. **OCDE Workshops on Alcohol and Drug Prevention:** Our partnership with OCDE provides workshops and parent education on alcohol and drug prevention, addressing critical issues affecting the well-being of our students and families.
10. **Youth Centers of Orange:** Partnering with the Youth Centers of Orange, will offer after-school programs, summer camps, and sports programs, providing enriching opportunities for youth development and community engagement.
11. **Western Youth Services (Possible Partnership):** We are exploring a partnership with Western Youth Services to provide integrated mental health services for children, youth, and families, supporting emotional well-being and resilience.
12. **CHIOC Partnership (Potential Partnership Planned):** We are planning to partner with CHIOC to bring Cal-Optima representatives to our campus to assist families with accessing medical care and other assistance programs, promoting access to essential services.
13. **Big Smiles Mobile Dental:** Partnering with Big Smiles Mobile Dental, we provide in-school dental care to students, ensuring their health and well-being while keeping them in the classroom and focused on learning.
14. **Community Action Partnership of Orange County (Potential Partnership):** We are considering a partnership with Community Action Partnership of Orange County to address the root causes of poverty, advocate for equality in healthcare, racial justice, education, and employment. This partnership could provide practical tools and resources to support families in crisis, covering basic needs such as food and rental assistance, as well as homelessness prevention.

These partnerships exemplify our school's commitment to collaboration, equity, and student success. By working together with community organizations, businesses, and agencies, we can create a more supportive and inclusive learning environment that empowers all students to thrive.