

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM IMPLEMENTATION PLAN FOR FUTURES HIGH SCHOOL



Futures High School
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Submitted to
California Department of Education
Sacramento, CA

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STRATEGY 1: SHARED UNDERSTANDING AND COMMITMENT

Background

Futures High School stands as a proud member of Gateway Community Charters, contributing to a legacy of exceptional education within the greater Sacramento region. Established in April 2003, Gateway Community Charters was founded with a visionary commitment to creating quality schools of choice, placing a special emphasis on serving under-served and at-risk populations. With nine charter schools under its umbrella, Gateway Community Charters is authorized by respected educational entities, including Twin Rivers Unified, Sacramento City Unified, Elk Grove Unified, San Juan Unified, and Yolo County Office of Education.

Mission Statement:

At the heart of Futures High School's mission is a dedicated and highly qualified faculty, driven by the goal of providing students with an excellent, standards-based education. This education is meticulously designed to equip students for the challenges of university studies and the competitive landscape of the global workplace. Futures High School embraces a multifaceted approach, ensuring that students not only excel academically but also develop a profound understanding of their home countries' history and culture.

The school is deeply committed to fostering an appreciation for diversity, acknowledging the rich tapestry of experiences that students bring, especially those who have come to the United States. At Futures High School, students are not just recipients of education; they actively take ownership of their learning journey. This sense of ownership extends beyond academics to include responsible behavior, virtuous character, and making healthy choices in both body and mind.

Futures High School instills in its students a deep sense of pride in their school community, encouraging active participation in all aspects of school life. This holistic approach aims to cultivate well-rounded individuals who are not only academically prepared but also socially conscious, responsible, and actively engaged in shaping a positive school environment.

In summary, Futures High School, as an integral part of Gateway Community Charters, embodies a commitment to excellence, inclusivity, and the holistic development of each student. The school's mission is a testament to its dedication to preparing students not

just for academic success but also for a meaningful and impactful life beyond the classroom.

Futures High School SARC:

<https://sarconline.org/public/print/34765050101832/2022-2023>

After engaging stakeholders to address the question, "Why a community school for Futures High School?" we reaffirm our commitment to the California Community Schools Framework through the Overarching Values, ensuring that our developmental plans align with these principles:

Racially-just, Relationship-centered Spaces:

- Futures High School, a pivotal component of Gateway Community Charters, is deeply committed to providing quality educational options in the greater Sacramento region, focusing on underserved and at-risk populations. Our commitment to a racially-just environment is reflected in our diverse and inclusive approach to engaging key stakeholders at Futures High School. Through our strategic approach, we prioritize inclusivity, acknowledging and addressing the unique needs of all community members.

Shared Power:

- Gateway Community Charters, overseeing a network of charter schools, including Futures High School, was established with a mission to empower students and families. In developing our Community School Plan, we identified and engaged key stakeholders, including parents, students, teachers, administrators, and community members. Our communication plan and engagement strategies ensure shared power, valuing input from all stakeholders and fostering a collaborative decision-making process.

Classroom-community Connections:

- Futures High School's innovative, data-driven, standards-based curriculum emphasizes the connection between classroom learning and community engagement. Our developmental plans for the Community School Plan involve robust communication strategies, including town halls, family nights, and surveys, to strengthen the connections between the classroom and the broader community. This approach aligns with our commitment to classroom-community connections.

A Focus on Continuous Improvement:

- The commitment to continuous improvement is embedded in the core of Futures High School's mission. Our data collection methods, such as interviews, focus groups, and surveys, serve as tools for ongoing assessment and enhancement. By assigning analysis responsibilities based on expertise and focusing on priority areas, we ensure that our community school strategy remains dynamic, responsive, and consistently aligned with the overarching value of continuous improvement.

To ensure the effective development of the Community School Plan at Futures High School, we implemented a strategic approach involving diverse data collection and analysis methods while actively engaging key stakeholders. The following steps elaborate on our comprehensive process:

Identifying Key Stakeholders:

Our initiative began with the identification of crucial stakeholders at Futures High School, encompassing parents, students, teachers, administrators, and community members. We prioritized engaging with a diverse group representing various perspectives within our school community.

Developing a Communication Plan:

A robust communication plan was meticulously formulated to outline our stakeholder engagement and community school strategy dissemination. This plan included a well-defined timeline, messaging strategies, and outreach plans to optimize stakeholder involvement.

Determining Data Collection Methods:

Taking into consideration the research question and stakeholder needs, we strategically selected three or more data collection methods, encompassing interviews, focus groups, surveys, town halls, family nights, and more.

Assigning Analysis Responsibilities:

To ensure rigorous analysis, responsibilities were judiciously assigned to team members based on their expertise and availability, prioritizing adherence to ethical principles and attention to detail.



Focusing on Priority Areas:

We prioritized immediate attention to key areas within the community school, steering our data collection and analysis efforts accordingly. This approach facilitated informed decision-making and effective resource allocation.

Engaging Majority Stakeholders:

The active engagement of majority stakeholders was a paramount focus, utilizing various channels such as community meetings, newsletters, social media, and websites. Transparent, inclusive messaging was employed, actively seeking feedback and ideas.

Refining and Adjusting the Strategy:

In response to feedback and insights from stakeholders, our community school strategy at Futures High School was refined and adjusted to align with their needs and aspirations. Transparent communication ensured stakeholders comprehended the rationale behind these changes.

By diligently adhering to these steps, we employed diverse data collection methods, engaged major stakeholders, and developed a community school strategy at Futures High School that is informed, transparent, and responsive to the needs of our community.

STRATEGY 2: COLLECTIVE PRIORITIES: Setting Goals and Taking Action

Part A:

As we move from the initial phase of understanding needs and assets to the implementation grant process at Futures High School, our dedication to community involvement remains central. In order to conduct a thorough needs and asset assessment that involves the entire community in determining key priorities and the vision for the Futures High School community school, we will implement a diverse approach customized for various educational partner groups.

Engaging Different Groups:

Administrators:

Administrators were engaged through targeted meetings and forums, providing them with a platform to share their insights, experiences, and priorities for the community school. One-on-one interviews were also conducted to delve deeper into their perspectives.

Certificated Staff:

Certificated staff were involved through a combination of surveys and focus group sessions. These methods allowed us to gather both quantitative and qualitative data, ensuring a comprehensive understanding of their priorities and visions for the community school.

Classified Staff:

Similar to certificated staff, classified staff were engaged through surveys and focus group sessions. Their unique perspectives and contributions were actively sought out to enrich the overall assessment process.

Students:

Students are a central focus, and their engagement was facilitated through student-specific forums, surveys, and creative visioning exercises. This approach aimed to ensure that the student body actively contributed to shaping the community school priorities and vision.

Family Members:

Family members were reached through targeted surveys and inclusive town hall meetings. Creating a welcoming and accessible environment was crucial to encouraging open communication and understanding of their aspirations for the community school.

Community Members:

Engaging community members involved a combination of community forums, surveys, and outreach through various channels such as local events and social media. This approach aimed to capture a diverse range of perspectives and insights from the broader community.

Community Partners:

Collaborative meetings with community partners were organized to foster a collective vision. These sessions provided a platform for in-depth discussions on how community partners can actively contribute to the identified priorities and vision of the community school.

Processes for Engagement:

1. Surveys:

Surveys served as a versatile tool, allowing stakeholders across different groups to provide structured feedback on community school priorities and vision. Online and paper-based surveys were utilized to ensure accessibility.

2. One-on-One Interviews:

Personalized interviews were conducted, particularly with administrators, to gain in-depth insights and perspectives. This method enabled a more nuanced understanding of individual viewpoints.

3. Focus Groups:

Focus group sessions were organized for certificated staff, classified staff, and students. These sessions encouraged open dialogue, collaboration, and the exploration of diverse perspectives on community school priorities.

4. Visioning Exercises:

Creative visioning exercises were employed, especially with students, to tap into their innovative ideas and aspirations for the community school. This participatory approach fostered a sense of ownership among stakeholders.

5. Meetings/Forums:

Targeted meetings and forums were organized for administrators, family members, community members, and community partners. These platforms provided opportunities for in-depth discussions and collaborative visioning.

Engaging Historically Marginalized Groups:

Recognizing the importance of equity and inclusion, special efforts will be made to engage historically marginalized student and family groups. This involved targeted outreach, culturally sensitive survey design, and creating safe spaces for open discussions to ensure all voices were heard and considered in shaping the community school priorities and vision. Transparency, accessibility, and cultural competence guided our engagement strategies to address the unique needs of historically marginalized groups.

Part B:

California Community School Partnership Program (CCSPP) Goals for Futures High School (Futures) 9th-12th Grade School:

Goals	Action Steps	Outcomes/Indicators
Goal 1: Enhance Scholar Support for College and Career Success	• Streamline platforms for viewing grades to reduce confusion for students and parents (1.5 Grade Visibility). • Address translation barriers through dedicated support services for families with language differences (1.6 Translation Services). • Establish early drop-off programs to accommodate working parents and enhance student engagement (1.7 Before School Programs). • Elevate the level of support and services for Futures scholars to equip them with the tools for success in both college and career endeavors (Futures Objectives).	• Improved services for scholars, families, and staff. • Increased retention rates of staff, scholars, and families.
Goal 2: Foster a Culture of Collaboration and Partnership	• Create a school-wide parent volunteer list and a call list for event participation (2.1 Parent Volunteer Coordination). • Develop resource pages and handouts for families to provide comprehensive information about school resources and events (2.2 Information Sharing). • Utilize Zoom for virtual events to ensure	• Positive feedback from Futures' community members regarding the support systems in place. • Continuous improvement of support systems to

	accessibility for all parents (2.2 Information Sharing). • Cultivate a collaborative ethos among Futures stakeholders, fostering a shared commitment to student success (Futures Objectives).	better address evolving needs.
Goal 3: Promote Equity and Inclusivity	• Extend the use of Zoom for events like Coffee/Tea with the Principals to accommodate busy schedules (3.3 Zoom for Events). • Conduct training programs for staff to promote awareness of equity issues (Futures Objectives). • Implement strategies to address disparities in access to resources and opportunities (Futures Objectives).	• Increased equity in access to educational and extracurricular opportunities. • Positive impact on the inclusivity of Futures' services.
Goal 4: Provide Scholars with Access to Opportunities	• Facilitate student mentorship programs from Futures for HLA students (4.2 Student Involvement). • Establish reading buddy programs for all grades to encourage cross-grade interaction (4.2 Student Involvement). • Expand educational programs and resources to enhance college and career readiness (Futures Objectives).	• Scholars having access to high-quality educational and extracurricular opportunities. • Continuous improvement in providing resources aligned with college and career readiness.

This comprehensive set of goals, actions, and outcomes is designed to strengthen Futures High School's commitment to the California Community School Partnership Program, fostering a supportive, engaging, and inclusive educational ecosystem. The objectives reflect a dedication to student success, collaboration, equity, and the provision of ample opportunities for all scholars.

STRATEGY 3: COLLABORATIVE LEADERSHIP

In our commitment to fostering inclusive decision-making processes, our primary objective at Futures High School is to establish a site-level shared governance structure that actively engages students, staff, families, and community members in shaping the school's vision and strategy. This initiative entails conducting a comprehensive audit of existing governance structures, seeking feedback from diverse stakeholders, and launching a representative leadership framework that champions democratic participation. Success indicators include heightened participation across stakeholder groups and the implementation of a revised governance structure reflective of the community's diversity.

Additionally, we strive to enhance communication channels and coordination mechanisms between Futures High School and the district-level system steering committee/advisory council. By establishing regular communication channels, collaborating on alignment with broader educational goals, and implementing feedback mechanisms, our aim is to improve the coordination of services and ensure the school's initiatives align with district-level priorities. Success will be measured through improved coordination and positive feedback on communication effectiveness.

Furthermore, our overarching goal is to cultivate a collaborative leadership culture that fosters supportive relationships and ensures decisions are widely accepted and implemented within the school community. This involves conducting training sessions on collaborative leadership, implementing mechanisms for soliciting input, and monitoring decision acceptance through regular assessments. Success indicators encompass improved relationships, high levels of decision acceptance, and positive feedback on the collaborative leadership culture at Futures High School. Collectively, these goals aim to establish a robust framework for collaborative leadership, ensuring active stakeholder contribution and the effective implementation of decisions.

Site Level Goals for Strengthening Collaborative Leadership at Futures High School:

Goal	Actions	Indicators of Success
Goal 1: Establish and Enhance Site-Level Shared Leadership Structures	1.1 Conduct an audit of existing shared governance structures at Futures High School, identifying strengths and areas for improvement. 1.2 Engage stakeholders, including students, staff, families, and community members, in a collaborative process to gather input on the design and functionality of shared leadership structures. 1.3 Develop and implement a revised site-level shared leadership structure that fosters democratic participation and decision-making.	Successful completion of the audit highlighting improvements in existing shared governance structures. Increased participation and engagement in the collaborative process from diverse stakeholder groups. Implementation of a revised shared leadership structure that reflects the input of the school community.
Goal 2: Strengthen Coordination of Services	2.1 Establish a system-level steering committee/advisory council at the LEA level, involving representatives from Futures High School. 2.2 Collaborate with the steering committee/advisory council to align school-level initiatives with system-level priorities. 2.3 Develop communication channels to ensure seamless coordination and information flow between Futures High School and the district-level leadership.	Active participation of Futures High School representatives in the system-level steering committee/advisory council. Alignment of school-level initiatives with district-level priorities. Improved communication and coordination leading to effective implementation of collaborative leadership strategies.
Goal 3: Enhance Decision-Making Processes	3.1 Conduct training sessions for school staff, families, and community members on democratic decision-making processes. 3.2 Implement mechanisms for transparent and inclusive decision-making, such as regular forums, town hall meetings, and feedback channels. 3.3 Evaluate and adjust	Increased understanding and adoption of democratic decision-making processes. Active participation in forums and town hall meetings from diverse stakeholder groups. Continuous improvement

	decision-making processes based on ongoing feedback and continuous improvement.	in decision-making processes based on feedback and assessment.
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These goals, action steps, and indicators aim to create a robust collaborative leadership framework at Futures High School, ensuring that all stakeholders have a meaningful voice in the transformation process and fostering shared power of the strategy.

Futures High School (FHS) Steering Committee



FHS Community School Steering Committee

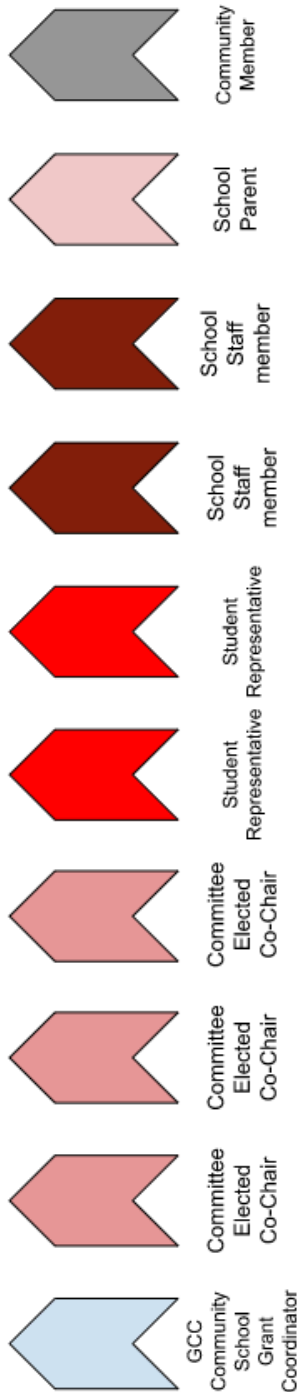
Gateway Community Charters Community Schools initiative exists to strengthen and expand educational possibilities in each individual GCC school by coordinating community resources, and by working in partnership with children, families, and community partners. We believe the Community Schools Program will lead to better student outcomes, general health improvements for the neighborhoods where our schools are located, provide new opportunities for economic growth, and workforce development.

The FHS Community School Steering Committee serves as an advisory board to support the work of the GCC District Community School Steering Committee. This group meets quarterly to advise on the implementation of the Community School implementation at FHS.

Steering Committee Areas of Focus:

- Enhance the level of support and services provided to scholars in order to prepare them for college and career success.
- Foster a culture of collaboration and partnership among FHS stakeholders.
- Promote equity and inclusivity in all aspects of FHS's services.
- Provide scholars with access to high-quality educational and extracurricular opportunities that support their college and career readiness.

Seats



Futures High School Community School Steering Committee Reps

* Minimum of 8 seats required for FHS Community School Steering Committee

GCC Steering Committee



GCC District Community School Steering Committee

Gateway Community Charters Community Schools initiative exists to strengthen and expand educational possibilities in each individual GCC school by coordinating community resources, and by working in partnership with children, families, and community partners. We believe the Community Schools Program will lead to better student outcomes, general health improvements for the neighborhoods where our schools are located, provide new opportunities for economic growth, and workforce development.

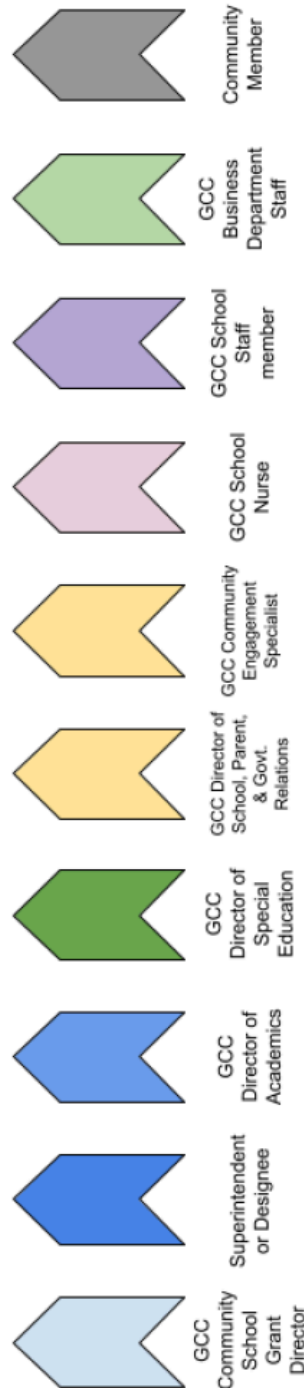
The GCC Community District Steering Committee serves as an advisory board to support the work of the 9 Individual Community School Steering Committees. This group meets monthly to advise on the implementation of the Community School implementation at all individual school sites.

Steering Committee Areas of Focus:

- Identify the unique needs and challenges of each community served by GCC schools.
- Develop a framework for creating individual community hubs that address the specific needs and challenges of each community.
- Establish partnerships with community organizations, businesses, and other stakeholders to support the development of community hubs.
- Ensure that community hubs are integrated into the academic environment and support the academic goals of the school.
- Promote a culture of community engagement and involvement among scholars, families, and staff.

Seats

GCC District Community School Steering Committee Reps



* Minimum of 8 seats required for GCC District Community School Steering Committee

STRATEGY 4: COHERENCE: POLICY AND INITIATIVE ALIGNMENT

Goals and Action Steps for Establishing Policy and Initiative Alignment at Futures High School:

Goal:

Our primary objective is to create a coherent and comprehensive plan/strategy for community schools at Futures High School, seamlessly integrating with existing school-wide strategic plans, including the LCAP (Local Control and Accountability Plan) and SPSA (Single Plan for Student Achievement). This alignment aims to break down silos of parallel initiatives, ensuring a unified approach that maximizes impact and promotes sustainability.

Action Steps:

Audit and Assessment:

Conduct a thorough audit of existing policies, initiatives, and strategic plans at both the district and school levels. Identify areas of alignment and potential conflicts to inform the development of a cohesive community school strategy.

Stakeholder Engagement:

Engage key stakeholders, including administrators, teachers, parents, students, and community members, in the alignment process. Gather input on the current initiatives and elicit ideas for integration to ensure diverse perspectives are considered.

Cross-Functional Teams:

Establish cross-functional teams that include representatives from different departments and stakeholders. These teams will collaborate to identify synergies, align goals, and develop strategies for integrating the community school strategy with existing plans.

Alignment Workshops:



Conduct workshops and training sessions to educate stakeholders about the community school strategy and its integration with existing plans. Provide guidance on how each initiative contributes to the overall goals and outcomes outlined in the integrated plan.

Documentation and Communication:

Develop clear documentation that outlines the aligned policies and initiatives. Communicate the integrated plan to all stakeholders through various channels, ensuring transparency and understanding of the interconnectedness of different initiatives.

Monitoring and Evaluation:

Implement a monitoring and evaluation system to assess the effectiveness of the aligned policies and initiatives. Regularly review progress, gather feedback, and make adjustments to maintain coherence and address emerging needs.

Indicators of Success:

- Integration of the community school strategy into existing school-wide plans, including the LCAP and SPSA.
- Reduction of conflicting policies and initiatives, promoting a streamlined and cohesive approach.
- Positive feedback and understanding from stakeholders regarding the interconnectedness of various initiatives.
- Improved efficiency in resource utilization and increased synergy across programs.

Through these strategic actions, Futures High School aims to establish a harmonized and aligned approach that ensures the success and sustainability of the community school strategy.

STRATEGY 5: STAFFING AND SUSTAINABILITY

Goals and Action Steps for Staffing and Sustainability at Futures High School:

Goal:

Our overarching goal is to establish a robust staffing and sustainability framework that ensures the availability of human and financial resources to support the community school strategy at Futures High School. This framework will focus on serving the target student population, promoting diversity, and securing long-term funding for core staffing.

Action Steps:

1. Targeted Staffing Strategy:

Develop and implement a targeted staffing strategy that aligns with the unique needs of the student population at Futures High School. This includes identifying educators and support staff with expertise in serving diverse and at-risk student groups.

2. Diversity Recruitment Initiative:

Launch a comprehensive initiative to recruit and hire a diverse, multilingual staff to support site-level work. Continue to collaborate with local educational institutions, professional organizations, and community networks to attract a talented pool of educators and support staff.

3. Community School Director/Coordinator:

Advocate for and establish an LEA-level Community School Director/Coordinator position to oversee the coordination and implementation of the community school strategy. This role will provide leadership and ensure alignment with district-level goals and initiatives.

4. Site-Level Coordinators:

Implement a plan for each school site to hire dedicated community school coordinators. These coordinators will serve as the point of contact for community engagement, collaboration with external partners, and the seamless implementation of the community school strategy at the school level.

5. Sustainability Planning:

Facilitate the development of sustainability plans at both the system and site levels. Collaborate with stakeholders to identify and secure long-term funding

sources to maintain core staffing positions critical for the success of the community school strategy.

6. Professional Development:

Provide ongoing professional development opportunities for staff, emphasizing the principles and practices of community schools. This includes training on cultural competence, trauma-informed approaches, and effective community engagement strategies.

Indicators of Success:

- Successful recruitment and retention of staff reflective of the diversity of the student population.
- Establishment of the LEA-level Community School Director/Coordinator position.
- Hiring of site-level coordinators at each school site.
- Development and implementation of sustainability plans at both system and site levels.
- Positive feedback and collaboration from staff, families, and community members.

Through these targeted actions, Futures High School aims to build a sustainable staffing model that supports the long-term success and continuous improvement of the community school strategy, ensuring equitable outcomes for all students.

KEY STAFF	MAIN ROLE/FUNCTION
Sergey Terebkov	GCC CCSPP Coordinator for all GCC Schools - District Level
Vicente Luevano	Futures Principal and CCSPP Coordinator
Crystal Buda	Futures Vice Principal and CCSPP Co-Site Lead
Zhanna Makovey	Futures Parent Liaison and CCSPP Site Support
Myesha Britt	Community Engagement Specialist GCC Community Engagement Team

Building Sustainability Beyond the Implementation Grant at Futures High School:

At Futures High School, we are committed to building sustainability beyond the life of our implementation grant by implementing a comprehensive plan that ensures the

continued success and impact of our community school strategy. The following steps outline our approach:

Resource Diversification:

We recognize the importance of diversifying funding sources to reduce dependency on a single grant. Our plan involves actively seeking and securing additional funding streams, partnerships, and grants to supplement and sustain the initiatives outlined in our community school strategy.

Stakeholder Engagement and Advocacy:

Engaging stakeholders, including parents, educators, community members, and local leaders, is fundamental to building sustainability. We will implement ongoing communication and advocacy efforts to ensure that our community school strategy gains strong local support. This involves showcasing its positive impact and aligning it with broader community goals.

Grant Extension and Renewal:

Proactively exploring opportunities for grant extension or renewal is integral to sustaining our efforts. We will continuously monitor the progress of our community school strategy, gather data on its effectiveness, and use this information to make a compelling case for the extension or renewal of our implementation grant.

Professional Development and Capacity Building:

Investing in the professional development and capacity building of our staff is crucial for sustainability. We plan to provide ongoing training, equipping our team with the skills needed to adapt and refine the community school strategy as circumstances evolve.

Integration with District Plans:

Aligning our community school strategy with district-level goals and plans enhances its sustainability. We will actively participate in district-level discussions, ensuring that our initiatives are integrated into broader educational strategies and policies.

Community Partnerships and Collaboration:

Strengthening and expanding our community partnerships is a key element of our sustainability plan. By fostering collaboration with local businesses, non-profits, and civic organizations, we aim to create a network of support that goes beyond the duration of the implementation grant.

Data-Driven Decision-Making:

Emphasizing a data-driven approach allows us to continuously assess the impact of our community school strategy. Regular evaluation and adaptation based on measurable outcomes will guide our decision-making, ensuring that resources are efficiently allocated to activities with the most significant impact.

Succession Planning:

Developing a succession plan for key roles within the community school strategy is essential for continuity. This involves identifying and preparing individuals who can seamlessly step into leadership positions, ensuring that institutional knowledge is retained.

Through these strategic plans and steps, Futures High School aims to establish a resilient and sustainable foundation for our community school strategy, fostering positive outcomes for our students and the broader community well beyond the life of the initial implementation grant.

STRATEGY 6: STRATEGIC COMMUNITY PARTNERS

Strategic Community Partnerships for Futures High School Community School:

GOAL 1: Holistic Support Integration:

Our primary goal is to integrate community partners seamlessly into the planning, development, and continuous improvement processes of the community school. This involves aligning partners who share a holistic focus on supporting students, families, and the broader community.

Action Steps:

- Community Partner Assessment:
 - Conduct a comprehensive assessment to identify potential community partners aligning with the community school's mission. Evaluate their commitment to holistic support for students, families, and the broader community.
- Integration Planning Sessions:
 - Organize planning sessions involving school representatives and community partners. Collaboratively outline strategies for integrating partners into the community school's planning, development, and continuous improvement processes.
- Memorandums of Understanding (MOUs):
 - Develop MOUs with community partners, clearly defining roles, responsibilities, and expectations. Ensure alignment with the holistic support goals and principles of the community school.

GOAL 2: Culturally Responsive Programming:

We aim to establish partnerships that contribute to culturally responsive programming. Our goal is to work collaboratively with community organizations that understand and respect the cultural diversity within our school community, ensuring that programs and resources are inclusive and tailored to the unique needs of all students.

Action Steps:

- Cultural Competence Workshops:
 - Implement cultural competence workshops for school staff and community partners. Foster understanding and respect for the cultural diversity within the school community, ensuring inclusive programming.
- Community Input Forums:

- Organize forums that invite community input on culturally responsive programming. Seek feedback on specific needs and preferences to tailor programs accordingly.

GOAL 3: Network of Support:

Building a robust network of support is essential. We aspire to create a comprehensive ecosystem of partnerships that collectively address various aspects of student and community well-being. This includes academic support, mental health services, extracurricular opportunities, and other resources that contribute to a thriving learning environment.

Action Steps:

- Comprehensive Partnership Directory:
 - Develop a directory outlining the diverse services offered by community partners. Share this directory with students, families, and staff to increase awareness of available resources.
- Collaborative Initiatives:
 - Facilitate collaborative initiatives between community partners to address various aspects of student and community well-being. Encourage joint projects that contribute to a thriving learning environment.

GOAL 4: Inclusivity and Democratic Decision-Making:

The goal is to foster an inclusive and democratic decision-making process that involves community partners. We envision partners actively participating in discussions, providing insights, and collaboratively shaping the direction of the community school. This inclusivity extends to diverse voices, ensuring representation from all stakeholder groups.

Action Steps:

- Inclusive Decision-Making Platforms:
 - Establish platforms for inclusive decision-making, involving representatives from diverse stakeholder groups, including community partners. Foster an environment where diverse voices actively contribute to shaping the community school's direction.
- Training on Inclusive Practices:
 - Provide training sessions for both school and community partner representatives on inclusive practices in decision-making. Emphasize the importance of representation and participation from historically marginalized groups.

Goal 5: Regular Evaluation and Feedback

Continuous improvement relies on feedback. We will establish regular evaluation processes, seeking feedback from both school stakeholders and community partners. This iterative approach ensures that partnerships evolve and adapt in response to the changing needs of the community.

Action Steps:

- Feedback Mechanisms:
 - Implement regular feedback mechanisms, such as surveys and focus groups, to gather insights from school stakeholders and community partners. Use this feedback to assess the effectiveness of partnerships and identify areas for improvement.
- Continuous Improvement Sessions:
 - Conduct periodic sessions dedicated to continuous improvement, where stakeholders and community partners collaboratively discuss feedback and make adjustments to partnership strategies and programs.

Steps We Will Take:

Partnership Identification and Alignment:

We will conduct a thorough assessment to identify potential community partners whose values align with our community school's mission and goals. This process involves ensuring that partners prioritize holistic support, cultural responsiveness, and inclusivity.

Structured Collaboration Platforms:

Establishing structured collaboration platforms is crucial. We will create regular meetings, forums, and working groups where school representatives and community partners come together to share ideas, discuss challenges, and collaboratively plan and implement initiatives.

Needs-Driven Programming:

Community partners will be actively involved in the continuous needs assessment process. Through surveys, focus groups, and other feedback mechanisms, we will ensure that programming remains responsive to evolving needs, fostering a dynamic and adaptive community school environment.

Resource Sharing and Coordination:

We will implement mechanisms for effective resource sharing and coordination among community partners. This includes leveraging each partner's strengths

and resources to create a collective impact that goes beyond individual contributions.

Training and Awareness Programs:

Implementing training programs for both school staff and community partners is essential. These programs will focus on cultural competence, inclusivity, and understanding the unique challenges faced by our diverse student population.

Regular Evaluation and Feedback:

Continuous improvement relies on feedback. We will establish regular evaluation processes, seeking feedback from both school stakeholders and community partners. This iterative approach ensures that partnerships evolve and adapt in response to the changing needs of the community.

By strategically pursuing these goals and action steps, Futures High School Community School aims to create a vibrant network of community partnerships that actively contribute to the success and well-being of our students, families, and the entire school community.

Partnerships for Futures High School Community School:

At Futures High School Community School, we recognize the transformative impact of strategic partnerships in fostering a supportive and inclusive learning environment. Our partnerships are intentionally designed to align with the vision and priorities of students, staff, families, and community members. The following outlines our existing and planned partnerships, highlighting their responsiveness to the diverse needs and aspirations within our school community:

1. Mental Health Services Partnership:

Objective: Enhance mental health support for students and families.

Approach: Conducted surveys and focus groups to identify mental health needs and established counseling services based on community input.

Outcomes: Increased utilization of tailored counseling services, addressing specific challenges identified through community input.

2. Community-Based Youth Programs Collaboration:

Objective: Provide diverse extracurricular opportunities for student engagement.

Approach: Organized collaborative forums to understand students' interests, tailoring extracurricular activities based on identified passions and aspirations.

Outcomes: Expanded and diversified extracurricular offerings, aligned with student preferences, promoting increased student engagement.

3. Parent-Faculty Organization (PFO) Partnership:

Objective: Facilitate family involvement and support.

Approach: Conducted town hall meetings and surveys to gather parent input, collaborating on decision-making processes and initiatives based on identified family priorities.

Outcomes: Increased parental involvement, shared decision-making, and sponsorship of initiatives aligned with family priorities.

4. Local Business Partnerships for Vocational Training:

Objective: Offer vocational training and internship opportunities.

Approach: Engaged in dialogues with students, staff, and local businesses to design programs aligning with student career goals and aspirations.

Outcomes: Developed vocational programs fostering a network of support for students transitioning to the workforce.

5. Cultural Organizations Collaboration:

Objective: Promote cultural awareness and inclusivity.

Approach: Hosted community forums to understand cultural diversity, with cultural organizations actively contributing to shaping inclusive events and resources.

Outcomes: Culturally responsive programming, ensuring events and resources respect diverse backgrounds.

6. Higher Education Collaborations for Academic Pathways:

Objective: Provide academic resources and pathways to higher education.

Approach: Conducted surveys and focus groups with students to identify academic aspirations, collaborating with higher education institutions to tailor programs aligned with student goals.

Outcomes: Enhanced academic resources and pathways, ensuring a seamless transition from high school to post-secondary education.

Future Partnership Plans:

1. Local Health Clinics Collaboration:

Objective: Enhance healthcare accessibility for students and families.

Approach: Planning a health needs assessment through surveys and interviews to design a partnership addressing identified health priorities.

Anticipated Outcomes: Improved healthcare accessibility and resources for students and families.

2. Technology Industry Partners Engagement:

Objective: Offer STEM-focused programs and mentorship opportunities.

Approach: Engaging in discussions with students and staff to understand STEM interests, developing a partnership aligning with STEM-related priorities.

Anticipated Outcomes: Increased access to STEM resources and mentorship opportunities for students aspiring to enter the technology industry.

In essence, our tailored partnerships at Futures High School respond to the unique needs and aspirations of our school community. Regular feedback mechanisms, collaboration platforms, and inclusive decision-making processes ensure these partnerships remain responsive, evolving with the dynamic needs of our students, staff, families, and the broader community.

STRATEGY 7: PROFESSIONAL LEARNING

At Futures High School Community School, we recognize that ongoing professional learning is integral to the success of our community school strategy. Our goals are centered around building a shared understanding, fostering collaboration, and empowering all stakeholders to contribute meaningfully to student success. The following outlines our goals and action steps for professional learning opportunities tailored to the community school strategy:

Goals	Action Steps
Shared Leadership Training: <i>Goal:</i> Develop and enhance shared leadership skills among administrators, educators, and staff to facilitate democratic decision-making.	- Conduct a needs assessment to identify specific areas for shared leadership training. - Collaborate with external experts and organizations to provide targeted workshops. - Establish ongoing platforms for collaborative decision-making practice.
Culturally Affirming Practices: <i>Goal:</i> Equip educators with the knowledge and skills for culturally affirming and relevant teaching practices.	- Integrate culturally responsive teaching modules into professional development programs. - Foster dialogue and share best practices through cross-role collaboration forums. - Offer resources for self-directed learning on culturally affirming pedagogy.
Community-Based Learning Models: <i>Goal:</i> Reimagine teaching and learning to be collaborative, relationship-centered, and community-based.	- Facilitate workshops on community-based learning models and relationship-centered education. - Encourage educators to engage in experiential learning opportunities within the community. - Establish mentorship programs for educators to share insights and experiences.
Asset-Based Approach Training: <i>Goal:</i> Embed asset-based thinking in all roles to foster a strengths-based approach.	- Conduct training sessions on asset-based thinking for administrators, educators, and staff. - Integrate asset-based principles into professional learning materials. - Encourage the recognition and celebration of individual and community strengths.
Family and Community Engagement Strategies: <i>Goal:</i> Provide families and community members with tools for active engagement in	- Develop training materials on effective family and community engagement strategies. - Host workshops and forums to share insights on collaborative engagement. - Establish digital platforms for ongoing

the educational process.	communication and learning.
Assessment and Evaluation Training: <i>Goal:</i> Enable stakeholders to assess and evaluate the effectiveness of community school initiatives.	- Provide training on data collection, analysis, and program evaluation. - Establish a feedback loop for continuous improvement based on assessment results. - Encourage collaborative reflection sessions among stakeholders.
Interdisciplinary Collaboration: <i>Goal:</i> Promote interdisciplinary collaboration among educators, staff, and community partners.	- Facilitate cross-disciplinary workshops and seminars. - Establish collaborative planning sessions to align educational and community-based initiatives. - Recognize and celebrate interdisciplinary successes.
Continuous Learning Community: <i>Goal:</i> Foster a culture of continuous learning and adaptability across all roles.	- Establish learning communities within the school for ongoing peer-to-peer support. - Encourage participation in external conferences, seminars, and learning events. - Recognize and celebrate achievements in professional development.

In conclusion, our professional learning goals focus on creating a dynamic and collaborative learning environment that aligns with the principles of the community school strategy. By offering role-specific support and emphasizing shared leadership, cultural responsiveness, asset-based thinking, and continuous learning, we aim to empower all stakeholders to contribute meaningfully to the success of our students and the broader school community.

STRATEGY 8: CENTERING COMMUNITY-BASED CURRICULUM AND PEDAGOGY

At Futures High School, we recognize the importance of community-based curriculum and pedagogy in fostering student engagement and a sense of ownership in their learning. Our goals and action steps focus on providing educators with the necessary knowledge and skills to integrate community-based learning effectively. The following outlines our approach:

Goals	Action Steps
Develop Understanding of Theoretical Foundations	• Conduct professional development sessions on the theoretical roots of community-based learning. • Introduce educators to key concepts, theories, and research supporting community-based curriculum. • Encourage participation in workshops led by experts in community-based education.
Equip Educators with Practical Implementation Skills	• Facilitate hands-on workshops and training sessions on practical elements of community-based learning. • Provide resources and examples of successful community-based curriculum and pedagogy. • Encourage educators to collaborate and share best practices in implementing community-based learning.
Foster Collaborative Learning Communities	• Establish learning communities within the school where educators can share experiences and insights. • Promote interdisciplinary collaboration among educators to enhance the impact of community-based learning. • Facilitate peer mentoring and coaching to support educators in implementing community-based approaches.
Incorporate Local Cultural and Linguistic Perspectives	• Offer training on recognizing and incorporating local cultural and linguistic perspectives in curriculum design. • Facilitate dialogues and workshops with community members to gain insights into local contexts. • Encourage educators to collaborate with community leaders and cultural experts.
Develop Resources for Community-Based Learning	• Provide educators with a repository of resources, including lesson plans, case studies, and multimedia materials. • Collaborate with community partners to create

	resources that align with local experiences and issues. ● Establish a digital platform for ongoing sharing and access to community-based learning resources.
Assess and Reflect on Community Impact	● Implement assessment tools that measure the impact of community-based learning on student engagement and agency. ● Facilitate regular reflection sessions for educators to assess the effectiveness of their community-based approaches. ● Encourage educators to involve students in the assessment process to gain insights from their perspectives.
Promote Continuous Professional Development	● Support educators in attending conferences, webinars, and training programs focused on community-based learning. ● Establish a culture of continuous professional development with incentives for ongoing learning. ● Recognize and celebrate achievements in implementing community-based curriculum and pedagogy.

By pursuing these goals and action steps, Futures High School aims to empower educators with the knowledge and skills needed to implement effective community-based learning. Through theoretical understanding, practical skills, collaboration, and ongoing support, educators will create a learning environment that reflects the rich cultural and linguistic backgrounds of our students and families.

STRATEGY 9: PROGRESS MONITORING AND POSSIBILITY THINKING

At Futures High School, we recognize the importance of an effective evaluation plan rooted in local data and measures to ensure the success of our community schools initiative. Our approach involves collaboration with educational partners and a commitment to diverse, community-based definitions of success. The development of metrics and identification of potential outcomes/indicators are integral components of our evaluation plan:

1. Collaborative Development Process:
 - Action Steps:
 - Establish a cross-functional team involving school administrators, educators, community partners, and local stakeholders.
 - Facilitate workshops and meetings to gather input on community-based definitions of success and outcomes.
2. Community-Driven Metrics:
 - Action Steps:
 - Conduct surveys and focus groups within the community to identify key metrics that align with local values and aspirations.
 - Collaborate with community leaders to ensure metrics reflect the diverse needs and assets of students and families.
3. Incorporating Local Data:
 - Action Steps:
 - Analyze existing local data on student outcomes, considering academic achievement, attendance, and socio-emotional well-being.
 - Identify gaps in data collection and explore opportunities to enhance the relevance of data to community priorities.
4. Outcome Definition and Measurement:
 - Action Steps:
 - Engage in a participatory process to define specific outcomes and indicators of success for the community schools initiative.
 - Establish measurable targets for each outcome, allowing for quantifiable assessment and progress monitoring.
5. Progress Monitoring Framework:
 - Action Steps:
 - Develop a progress monitoring framework that includes regular reviews of student outcomes, program effectiveness, and community engagement.

- Implement regular check-ins and evaluations to assess the effectiveness of strategies and identify areas for improvement.
6. Possibility Thinking Sessions:
- Action Steps:
 - Conduct regular possibility thinking sessions involving interest-holders, including educators, administrators, families, and community partners.
 - Encourage creative brainstorming to develop new strategies, structures, and practices based on evolving community needs and aspirations.
7. Celebrating Successes:
- Action Steps:
 - Establish mechanisms for celebrating successes, both big and small, within the community schools initiative.
 - Share success stories through various channels, fostering a positive and encouraging environment.
8. Transparent Communication:
- Action Steps:
 - Communicate the evaluation plan and progress updates transparently with all stakeholders.
 - Solicit feedback from interest-holders to ensure ongoing refinement and improvement of the evaluation process.

Potential Outcomes/Indicators:

1. Improved Academic Performance:
 - Indicators: Graduation rates, standardized test scores, grade point averages.
2. Enhanced Attendance and Engagement:
 - Indicators: Attendance rates, participation in extracurricular activities, student surveys on engagement.
3. Increased Community Involvement:
 - Indicators: Attendance at community events, participation in family and community forums, volunteer rates.
4. Positive Socio-Emotional Development:
 - Indicators: Reduction in disciplinary incidents, student self-assessment of well-being, social-emotional learning outcomes.
5. Effective Implementation of Community-Based Programs:
 - Indicators: Successful execution of programs, community satisfaction surveys, program-specific outcomes.

By employing this comprehensive evaluation plan, Futures High School aims to ensure that the community schools initiative remains responsive to the assets and needs of students and families. Through ongoing assessment, celebration of successes, and possibility thinking, we aim to build stronger relationships and partnerships among all interest-holders involved in the community schools initiative.

Potential Goal Outcomes/Indicators for Futures High School Community Schools Initiative Evaluation Plan:

1. Enhanced Mental Health Resources and Support:

- Increased variety and availability of mental health resources.
- Higher utilization of mental health services by students, families, and staff.
- Improved mental health outcomes, evidenced by reduced stress levels and increased coping mechanisms.

2. Raise Awareness and Reduce Stigma:

- Elevated community awareness of mental health issues and available resources.
- Quantifiable reduction in stigma measured through surveys and feedback.
- Greater willingness among students, families, and staff to seek help and access mental health support.
- Improved engagement and academic success among independent study learners due to enhanced mental health support.

3. Enhance Career Exploration Resources:

- Increased student participation in enriched CTE pathways and life skills education.

4. Enrich CTE Pathways and Life Skills Education:

- Heightened student involvement in enriched CTE pathways and life skills education.

5. Overcome Exploration Challenges:

- Reduced barriers and increased student engagement in interest exploration.

Through the achievement of these potential outcomes, Futures High School aims to ensure the success and responsiveness of its community schools initiative, fostering an environment that meets the diverse needs of students, families, and the broader community.

APPENDICES

APPENDIX A: Futures High School SWOT Analysis

Integrated student supports, which can support student success by meeting their academic, physical, social-emotional, and mental health needs. Statute defines this as including the “coordination of trauma-informed health, mental health, and social services.” Effectively supporting students also requires that students be well known so that they can be well served.

	Strengths (<i>internal- helpful</i>)	Weaknesses (<i>internal- harmful</i>)
Opportunities (<i>external- helpful</i>)	STRENGTHS: CKH, AVID, AP classes, FHS Friday's, Mindfulness, School nurse, student accountability, clubs, sports	WEAKNESSES: Community Partners, mental health support, workshops, SEL integration, translation
Threats (<i>external- harmful</i>)	OPPORTUNITIES: Cultural awareness, attendance, equity, intervention, ELD, CTE, student accountability, student recognition, social connectedness	THREATS: Staffing, parent involvement opportunities, facilities, sports programs, academic programs, transportation-location, immunizations, acceptance

Family and community engagement, which involves actively tapping the expertise and knowledge of family & community members to serve as true partners in supporting & educating students. Statute defines this as including “home visits, home-school collaboration, & culturally responsive community partnerships.” Learning opportunities for family members as well as structures and opportunities for shared leadership are other important elements of authentic family engagement.

	Strengths (<i>internal- helpful</i>)	Weaknesses (<i>internal- harmful</i>)
Opportunities (<i>external- helpful</i>)	STRENGTHS: PFO, Zhanna-parent liaison, Gomez, leadership class, Slavic radio/Media, community outreach	WEAKNESSES: Website, CAASPP scorers, language barriers, cultural awareness, DELAC involvement, communication, calendar
Threats (<i>external- harmful</i>)	OPPORTUNITIES: RJ, HLA support, tutoring, parent workshops, social media, Spanish media, community outreach	THREATS: traditional school supports-big districts, charter schools-higher rigor, staffing, parent involvement, transportation, immunizations

Collaborative leadership and practices for educators and administrators that establish a culture of professional learning, collective trust, & shared responsibility for outcomes in a manner that includes students, families, & community members. Statute defines this as including “professional development to transform school culture & climate that centers on pupil learning & supports mental & behavioral health, trauma-informed care, SEL & restorative justice.”

	Strengths (<i>internal- helpful</i>)	Weaknesses (<i>internal- harmful</i>)
Opportunities (<i>external- helpful</i>)	STRENGTHS: Teacher voice, MTSS, Parent voice, student voice, instructional coach-Chiara, staff PD, GCC trauma TEAM, teacher induction	WEAKNESSES: RJ, trauma post COVID, rigor, staff bonding, observations, coaching, communication, calendar, staffing
Threats (<i>external- harmful</i>)	OPPORTUNITIES: training, social worker, RJ, PBIS, CKH, response to trauma, accountability for staff	THREATS: traditional school supports-bigger district = more resources, charter school- higher rigor, parent involvement

Extended learning time and opportunities that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning). Statute refers to these opportunities as both “extended learning” and “expanded learning” and defines them as including “before and after school care and summer programs.” Expanded learning opportunities can also include tutoring and other learning supports during school hours.

	Strengths (<i>internal- helpful</i>)	Weaknesses (<i>internal- harmful</i>)
Opportunities (<i>external- helpful</i>)	STRENGTHS: PLTW, sports, AVID	WEAKNESSES: tutoring, after school, community outreach
Threats (<i>external- harmful</i>)	OPPORTUNITIES: power hour, AVID, clubs, school athletes, dual enrollment, summer school, intervention, point break	THREATS: transportation, priorities, facilities, after school program-age appropriate, traditional school program

Challenge:

How might Futures improve our services to students, families, and staff in order to empower our scholars to be prepared for college and career?

Stakeholder Ideation Questions:

Staff	How could we support students and families beyond and inside the classroom in order to provide them with the intensive resources to help them be successful in the classroom and in life?
Students	How could we create a safe place where you can develop as a person and explore different college and career paths?
Families	How can we help increase family involvement in an effort to support their child's success at Futures?
Community	How can we establish mutually beneficial relationships with community members in an effort to support our students and families in contributing to society?

APPENDIX B: Futures Design Brief

Based on what you know you need your team to do...Identify the populations you want your team to represent, or whose perspective you consider important to have on the team. Put a star next to categories that must be present for your team to be effective.

(Examples: teachers, partner organizations, non-English speaking parents, school nurse, students)

Now, identify the skills and characteristics the team will need to complete every step in the assets and needs assessment. Put a star next to the items that must be present on your team.

(Examples: Excel skills, focus group facilitation, proficient in other languages, relationship to the neighborhood, report writing)

Finally, identify the gaps. Look for categories of people and skills/ characteristics that are starred but are not currently on your TEAM. Whom should you recruit to fill those gaps?

Existing and Potential TEAM Members	Populations, perspectives, skills & characteristics needed on the TEAM								
	Data Driven	Relational	Student Focused	Organized	Multi-Lingual	Part of Community	Staff Member	Family Member	Student
Vicente Luevano	X	X	X				x		
Crystal Buda	X	X	X	X			X		
Zhanna Makovey		x	x	x	x	x	x		
Chiara Brannigan	x	x	x	x			x		
Yulia Glushkov		x	x	x	x	x		x	
Hawraa Salah		x	x		x	x			x
Safaa Fadhil		x	x		x	x			x
Amanda Walker		X	X	X		X		x	
Kovi Ledger		x	x	x				x	
Olena Mostova			x		x	x	x		
Tina Bevens		X				x		x	

This Design Brief is a tool to help us align on the work by creating a clear vision on what is needed and the motivation for your school. We are designing for the implementation portion of the Community School Program Grant and how we will get there (2024-25 SY).

Project Description: With the support of the CCSPP Grant, Futures would like to improve our services to students, families, and staff in order to empower our scholars to be prepared for college and career.

Enhancing Futures Services to Empower Scholars for College and Career Readiness

Background:

Futures is committed to preparing scholars for college and career success. This design brief aims to identify ways to improve Futures' services to students, families, and staff in order to empower scholars to be prepared for college and career.

Challenge:

How might Futures improve our services to students, families, and staff in order to empower our scholars to be prepared for college and career?

Stakeholder Ideation Questions:

Staff	How could we support students and families beyond and inside the classroom in order to provide them with the intensive resources to help them be successful in the classroom and in life?
Students	How could we create a safe place where you can develop as a person and explore different college and career paths?
Families	How can we help increase family involvement in an effort to support their child's success at Futures?
Community	How can we establish mutually beneficial relationships with community members in an effort to support our students and families in contributing to society?

Objectives:

- Enhance the level of support and services provided to scholars in order to prepare them for college and career success.
- Foster a culture of collaboration and partnership among Futures stakeholders.
- Promote equity and inclusivity in all aspects of Futures' services.
- Provide scholars with access to high-quality educational and extracurricular opportunities that support their college and career readiness.

Target Audience:

Futures scholars, families, and staff.

Scope:

The design should focus on developing a comprehensive service delivery model that offers the following:

- Academic and career counseling services that support scholars in identifying and pursuing college and career paths that align with their interests and strengths.
- Family and community engagement strategies that promote partnership and collaboration among Futures stakeholders.
- High-quality educational and extracurricular programs that provide scholars with opportunities to develop the skills and knowledge necessary for college and career success.
- Professional development opportunities for staff that enable them to support scholars in their college and career readiness.

Deliverables:

- A user-friendly and accessible service delivery model that meets the needs of the target audience.
- Marketing materials and communication strategies to promote the model among Futures stakeholders.
- Training materials and support for staff and administrators who will be involved in the implementation of the model.

Constraints:

- The design should be cost-effective and scalable.
- The model should comply with relevant laws and regulations regarding privacy and data protection.
- The model should be flexible and adaptable to meet the changing needs of Futures stakeholders.

Success Metrics:

- Increased satisfaction and engagement of scholars, families, and staff with Futures' services.
- Positive feedback and satisfaction from stakeholders.
- Improved college and career readiness of scholars.
- Higher rates of college enrollment and completion for scholars.

(Exploration Question) How can Futures design a comprehensive program that promotes college and career readiness among its scholars, while also addressing the diverse needs and challenges of students, families, and staff, and ensuring equitable access to resources and opportunities?

Enhancing Futures Services to Empower Scholars for College and Career

Objective:

The objective of this project is to create a comprehensive plan to improve the services of Futures to empower scholars for college and career, through better support for students, families, and staff.

Step 1: Needs Assessment

Conduct a needs assessment survey to gather data on the areas of improvement that Futures' scholars, families, and staff feel are necessary. The survey will be distributed through online channels, email, and social media.

Step 2: Analyze Data

Analyze the data collected from the needs assessment survey to identify the areas of improvement that require immediate attention. The analysis will also help to identify the most effective ways to address these needs.

Step 3: Develop Action Plan

Based on the analysis, develop an action plan that addresses the identified areas of improvement. The plan should include both short-term and long-term solutions. Short-term solutions may include immediate support, such as providing additional counseling resources or establishing mentorship programs. Long-term solutions may involve restructuring existing programs or creating new ones to better address the identified needs.

Step 4: Implementation

Implement the action plan by allocating resources and manpower to the identified solutions. This may involve hiring additional staff, providing additional training to current staff, or outsourcing support services to a third-party.

Step 5: Evaluation

Evaluate the effectiveness of the action plan by conducting a follow-up survey to gather feedback from Futures' scholars, families, and staff. Use the feedback to identify areas that require further attention or to fine-tune existing support systems.

Step 6: Continuous Improvement

Continuously monitor and improve the support systems in place to ensure that they meet the needs of Futures' scholars, families, and staff. This may involve conducting



regular needs assessments or making adjustments to existing programs to better address evolving needs.

Expected Outcomes:

The expected outcomes of this project include:

- Improved services for Futures' scholars, families, and staff
- Empowerment of scholars for college and career through better support systems
- Increased retention rates of staff, scholars, and families
- Positive feedback from Futures' community members regarding the support systems in place
- Continuous improvement of support systems to better address evolving needs of Futures' community members.

APPENDIX C: Qualitative Data Protocol

Qualitative Data Protocol for Futures High School

1. Purpose:

- The primary aim of this qualitative data protocol is to gather, manage, and analyze qualitative data to enhance understanding, improve decision-making, and support strategic initiatives at Futures High School. It will address specific research questions related to student experiences, community engagement, educator practices, and other relevant aspects.

2. Data Collection Methodology:

- Qualitative methods to be used may include interviews, focus groups, observations, and document analysis.
- Participants will be selected based on diverse representation, including students, educators, parents, and community partners.
- Detailed data collection techniques such as interview guides, observation protocols, and consent forms will be developed and utilized.

3. Data Collection Procedures:

- Data collection will involve obtaining consent from participants before any data gathering activities.
- The process will follow specific steps outlined in the methodology, ensuring uniformity and consistency across data collection methods.
- Protocols for recording data (audio/video recordings, notes, transcripts) will be established to maintain accuracy and integrity.

4. Data Management:

- All collected data will be securely stored and organized to protect participant confidentiality.
- A systematic labeling, coding, and anonymization process will be implemented for data management purposes.
- Procedures for data backup, storage, and accessibility will be established to ensure data security.

5. Data Analysis:

- Qualitative data analysis methods, such as thematic analysis or content analysis, will be utilized to identify patterns, themes, and insights.
- Strategies for generating codes and themes will be documented and applied consistently across datasets.
- Measures for maintaining rigor, reliability, and validity during the analysis process will be implemented.

6. Quality Assurance:

- To ensure data quality, triangulation methods and member checking will be employed for validation purposes.
- Protocols for resolving discrepancies or disagreements in data interpretation among researchers will be in place.

7. Ethical Considerations:

- Protocols will comply with ethical guidelines, emphasizing confidentiality, informed consent, and participant anonymity.
- Adherence to ethical standards will be a priority throughout the process.

8. Reporting and Dissemination:

- Findings will be reported and disseminated to relevant educational partners in an appropriate format, maintaining participant confidentiality.
- Plans for sharing results will consider the audience, format, and timelines for dissemination.

9. Training and Resources:

- Training materials and resources will be provided to data collectors to ensure adherence to standardized procedures.
- Support and guidance will be available for researchers engaged in data collection and analysis.

10. Review and Revision:

- Regular reviews and revisions of the protocol will occur based on feedback, emerging needs, or changes in research goals, ensuring the protocol remains comprehensive and effective.

This qualitative data protocol for Futures High School serves as a structured guide for researchers and data collectors involved in qualitative research activities, ensuring consistency, ethical conduct, and quality throughout the data collection, management, and analysis processes at Futures High School.

APPENDIX D: Futures High School Educational Partner Investment Plan

STAFF

How could we support students and families beyond and inside the classroom in order to provide them with the intensive resources to help them be successful in the classroom and in life?

Purpose and Objective:

- The purpose is to gather ideas and insights on how to support students and families beyond and inside the classroom in order to provide them with intensive resources to help them be successful in the classroom and in life.
 - Enhance the level of support and services provided to scholars in order to prepare them for college and career success.
 - Foster a culture of collaboration and partnership among Futures stakeholders.
 - Promote equity and inclusivity in all aspects of Futures' services.
 - Provide scholars with access to high-quality educational and extracurricular opportunities that support their college and career readiness.

Participants:

- Diverse group of staff (roles, cultures, time working at Futures/GCC)

Schedule:

- During work hours

DAY AND TIME: _____

Discussion Guide:

Introduction:

- Introduce yourself and explain the purpose of the focus group:
 - *To gather ideas and insights on how to support students and families beyond and inside the classroom in order to provide them with intensive resources to help them be successful in the classroom and in life.*
- Explain the format of the focus group and the ground rules,
 - *Follow our social contract paying special attention to respecting each other's opinions and allowing everyone to speak/share.*
- Ask the participants to briefly introduce themselves and their role at Futures High School.

Questions:

1. What are the current resources and support systems available to students and families at our school?
 - o What are the strengths and limitations of these resources and systems?
 - o Are there any gaps or areas where more support is needed?
2. How can we involve parents and families more in the education process?
 - o What are some effective ways to communicate with parents and families?

- What are some potential barriers to family involvement and how can we address them?
- What are some successful models of family engagement that we could implement at our school?
- 3. What are some areas where we could improve our support for students and families?
 - How can we better support students' social-emotional well-being?
 - How can we provide academic support for students who are struggling?
 - How can we address the needs of diverse student populations, such as English language learners, students with disabilities, or students from low-income families?
- 4. How can we collaborate with community organizations and resources to support students and families?
 - What are some potential partnerships that could benefit our school and community?
 - How can we ensure that these partnerships are equitable and responsive to the needs of our students and families?
 - How can we measure the impact of these partnerships on student success?
- 5. What are some successful models of support for students and families that we could implement at our school?
 - What are some examples of schools or districts that have implemented effective support systems?
 - How can we adapt these models to our school's unique context and needs?
 - What are some potential challenges or barriers to implementing these models and how can we overcome them?

Conclusion:

- Summarize the main ideas and themes discussed in the focus group.
- Ask if there are any additional ideas or suggestions that participants would like to share.
- Thank the participants for their time and contributions.

Record the Group's Responses

- Analyze the responses into themes and insights. Look for commonalities in the responses and identify areas where the school can take action to support students and families more effectively.

STUDENTS

How could we create a safe place where you can develop as a person and explore different college and career paths?

Purpose and Objective:

- The purpose is to gather ideas and insights from students on how to create a safe place where they can develop as a person and explore different college and career paths..
 - Enhance the level of support and services provided to scholars in order to prepare them for college and career success.
 - Foster a culture of collaboration and partnership among Futures stakeholders.
 - Promote equity and inclusivity in all aspects of Futures' services.
 - Provide scholars with access to high-quality educational and extracurricular opportunities that support their college and career readiness.

Participants:

- Diverse group of students (grade levels, cultures, time attending Futures/GCC)

Schedule:

- During lunch or Friday Power Hour

DAY AND TIME: _____

Discussion Guide:

Introduction:

- Introduce yourself and explain the purpose of the focus group:
 - *To gather ideas and insights from students on how to create a safe place where they can develop as a person and explore different college and career paths.*
- Explain the format of the focus group and the ground rules,
 - *Follow our social contract paying special attention to respecting each other's opinions and allowing everyone to speak/share..*
- Ask the participants to briefly introduce themselves and share their interests and aspirations.

Questions:

1. What does a safe place mean to you?
 - o What are some characteristics of a safe and supportive environment where you feel comfortable being yourself?
 - o What are some potential barriers to creating a safe place at school and how can we address them?
2. How can we support you in exploring different college and career paths?
 - o What kind of resources or programs would be helpful for you?
 - o What are some potential challenges or concerns you have about college and career readiness?
 - o How can the school help you navigate the college application process and prepare for the workforce?
3. How can we create a supportive environment that encourages you to take risks and pursue your dreams?

- What are some potential obstacles or fears that might hold you back?
 - How can we build a culture of trust and respect where students feel empowered to explore their interests and passions?
 - What kind of support or guidance do you need from teachers, counselors, or mentors?
4. What are some successful models of college and career readiness that you have seen or experienced?
- What are some examples of schools or programs that have helped students succeed in college and the workforce?
 - How can we adapt these models to our school's unique context and needs?
 - What are some potential challenges or barriers to implementing these models and how can we overcome them?
5. How can we measure the impact of our efforts to create a safe place for students to develop and explore college and career paths?
- What are some potential indicators of success, such as graduation rates, college enrollment, or career placements?
 - How can we collect data and track progress toward our goals?
 - How can we use feedback from students and other stakeholders to continuously improve our efforts?

Conclusion:

- Summarize the main ideas and themes discussed in the focus group.
- Ask if there are any additional ideas or suggestions that participants would like to share.
- Thank the participants for their time and contributions.

Record the Group's Responses

- Analyze the responses into themes and insights. Look for commonalities in the responses and identify areas where the school can take action to support students and families more effectively.

FAMILIES

How can we help increase family involvement in an effort to support their child's success at Futures?

Purpose and Objective:

- The purpose is to gather ideas and insights from families on how to increase their involvement in their child's education and support their success at Futures High School.
 - Enhance the level of support and services provided to scholars in order to prepare them for college and career success.
 - Foster a culture of collaboration and partnership among Futures stakeholders.
 - Promote equity and inclusivity in all aspects of Futures' services.
 - Provide scholars with access to high-quality educational and extracurricular opportunities that support their college and career readiness.

Participants:

- Diverse group of families (grade levels, cultures, experiences, background)

Schedule:

- During a parent event or after-school

DAY AND TIME: _____

Discussion Guide:

Introduction:

- Introduce yourself and explain the purpose of the focus group:
 - *To gather ideas and insights from families on how to increase their involvement in their child's education and support their success at Futures High School.*
- Explain the format of the focus group and the ground rules,
 - *Follow our social contract paying special attention to respecting each other's opinions and allowing everyone to speak/share.*
- Ask the participants to briefly introduce themselves and share their interests and aspirations.

Questions:

1. What does family involvement mean to you?
 - o How do you currently support your child's education at home?
 - o What are some potential challenges or barriers to family involvement and how can we address them?
 - o What are some potential benefits of increased family involvement for your child's success at Futures High School?
2. How can the school improve communication and engagement with families?
 - a. What kind of information or updates would you like to receive from the school?
 - b. What are some potential channels for communication that would work best for you (e.g. email, phone, text, social media, etc.)?
 - c. How can the school involve families in decision-making processes and solicit their feedback?

3. How can the school partner with families to support their child's academic, social, and emotional development?
 - a. What kind of programs or resources would be helpful for families to support their child's success?
 - b. What are some potential challenges or concerns you have about working with the school to support your child?
 - c. How can the school foster a culture of collaboration and trust between families and educators?
4. How can we recognize and celebrate family involvement in the school community?
 - a. What kind of recognition or appreciation would be meaningful for you as a family member?
 - b. How can the school showcase the contributions and achievements of families in supporting their child's success?
 - c. What are some potential barriers or challenges to recognizing and celebrating family involvement, and how can we overcome them?
5. How can we sustain and expand family involvement over time?
 - a. What are some potential strategies for maintaining family involvement throughout the school year and across multiple years?
 - b. How can the school support families in developing their skills and knowledge to support their child's success?
 - c. What are some potential challenges or barriers to sustaining and expanding family involvement, and how can we overcome them?

Conclusion:

- Summarize the main ideas and themes discussed in the focus group.
- Ask if there are any additional ideas or suggestions that participants would like to share.
- Thank the participants for their time and contributions.

Record the Group's Responses

- Analyze the responses into themes and insights. Look for commonalities in the responses and identify areas where the school can take action to support students and families more effectively.

COMMUNITY

How can we establish mutually beneficial relationships with community members in an effort to support our students and families in contributing to society?

Purpose and Objective:

- The purpose is to gather ideas and insights from community members on how to establish mutually beneficial relationships in an effort to support our students and families at Futures High School in contributing to society's success.
 - Enhance the level of support and services provided to scholars in order to prepare them for college and career success.
 - Foster a culture of collaboration and partnership among Futures stakeholders.
 - Promote equity and inclusivity in all aspects of Futures' services.
 - Provide scholars with access to high-quality educational and extracurricular opportunities that support their college and career readiness.

Participants:

- Identify community members who may be interested in participating in the focus group, such as local business owners, community leaders, or volunteers in community organizations.
- Send invitations via email or phone, explaining the purpose of the focus group and how their input can contribute to supporting the students and families of Futures High School.

Schedule:

- During the work day or on Friday early release day

DAY AND TIME: _____

Discussion Guide:

Introduction:

- Thank the participants for joining the focus group and explain the purpose of the discussion.
 - *The purpose is to gather ideas and insights from community members on how to establish mutually beneficial relationships in an effort to support students and families at Futures High School in contributing to society's success.*
- Let them know that their input is valuable and will help the school establish mutually beneficial relationships with the community to support the success of students and families..

Questions:

1. What does a mutually beneficial relationship between the school and the community look like to you? What are some examples of how schools and communities can work together to support each other?
2. What are some unique strengths and resources that the community can bring to the school to support students and families? How can the school utilize these resources effectively?

3. How can the school communicate and collaborate with the community to build trust and ensure that everyone's needs are met? What channels of communication would be most effective?
4. What are some potential challenges or barriers to establishing a successful partnership between the school and the community? How can these challenges be overcome?
5. In what ways can the school and community work together to promote the success of students and families beyond the classroom, such as preparing them for college or the workforce?
6. How can the school recognize and show appreciation for the contributions of the community in supporting the success of students and families?

Conclusion:

- Thank the participants for their time and contributions.
- Summarize the main ideas and insights shared during the discussion.
- Let the participants know how their input will be used to inform future initiatives and strategies to support the success of students and families.
- Encourage the participants to stay involved in supporting the school and its community partnerships.

Record the Group's Responses

- Analyze the responses into themes and insights. Look for commonalities in the responses and identify areas where the school can take action to support students and families more effectively.