

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM IMPLEMENTATION PLAN FOR SACRAMENTO ACADEMIC & VOCATIONAL ACADEMY: ELK GROVE



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STRATEGY 1: SHARED UNDERSTANDING AND COMMITMENT

Background

SAVA EGUSD, an integral part of Gateway Community Charters, embodies our commitment to providing quality educational options in the greater Sacramento region, focusing on under-served and at-risk populations. Established in April 2003, Gateway Community Charters oversees a network of nine charter schools, authorized by Twin Rivers Unified, San Juan Unified, Elk Grove Unified, Sacramento City Unified, and Yolo County Office of Education. Serving students in grades seven through twelve, SAVA EGUSD is dedicated to its mission of delivering high-quality curriculum, instructional support, and community resources to families and students. Our innovative, data-driven, standards-based curriculum is tailored to meet the unique needs of each student, supported by research-based strategies that inform, measure, and monitor learning. SAVA fosters a safe, friendly, and community-involved environment, empowering students to become self-directed, life-long learners and equipping them with the skills to meet the challenges of a changing society.

SAVA EG SARC: <https://sarconline.org/public/print/34673140137281/2022-2023>

After engaging stakeholders to address the question, "Why a community school for SAVA Elk Grove?" we affirm 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:

SAVA EGUSD, a pivotal component of Gateway Community Charters, is deeply committed to providing quality educational options in the greater Sacramento region, with a focus 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 SAVA Elk Grove. 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 SAVA Elk Grove, 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:

SAVA Elk Grove'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 SAVA'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.

Our comprehensive approach, outlined in the steps taken for the effective development of the Community School Plan, reflects our dedication to the principles of the California Community Schools Framework. It underscores our commitment to fostering a racially-just, relationship-centered, and continuously improving educational environment at SAVA Elk Grove.

STRATEGY 2: COLLECTIVE PRIORITIES:

Setting Goals and Taking Action

Part A:

As we transition from the initial phase of understanding needs and assets to the implementation grant process at Sacramento Academic and Vocational Academy (SAVA) Elk Grove, our commitment to community engagement remains paramount. To ensure a comprehensive needs and asset assessment that engages the entire community in identifying top community school priorities and vision, we will employ a multi-faceted approach tailored to different stakeholder groups.

Engaging Different Groups:

Administrators:

Administrators will be 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 may also be conducted to delve deeper into their perspectives.

Certificated Staff:

Certificated staff will be involved through a combination of surveys and focus group sessions. These methods will allow 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 will be engaged through surveys and focus group sessions. Their unique perspectives and contributions will be actively sought to enrich the overall assessment process.

Students:

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

Family Members:

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

Community Members:

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

Community Partners:

Collaborative meetings with community partners will be organized to foster a collective vision. These sessions will provide 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 will serve as a versatile tool, allowing stakeholders across different groups to provide structured feedback on community school priorities and vision. Online and paper-based surveys will be utilized to ensure accessibility.

2. One-on-One Interviews:

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

3. Focus Groups:

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

4. Visioning Exercises:

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

5. Meetings/Forums:

Targeted meetings and forums will be organized for administrators, family members, community members, and community partners. These platforms will provide 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 SAVA Elk Grove 7th-12th Grade School

1. Enhance Career Exploration Resources:

Goal: Develop and implement an introductory class that introduces students to all Career Technical Education (CTE) pathways.

- **Action Steps:**
 - Create an introductory class covering all CTE pathways.
 - Add a cosmetology pathway to broaden student choices.
 - Organize external guest speakers for a "career day" and facilitate job shadowing opportunities.
- **Outcome/Indicator:** Increased student awareness and engagement in diverse CTE pathways.

2. Expand Access to CTE Pathways:

Goal: Provide comprehensive access to CTE pathways beyond those available on campus.

- **Action Steps:**
 - Establish partnerships for students to access CTE pathways externally.
 - Compile pamphlets on different colleges and vocational programs.
 - Facilitate internships and job shadowing opportunities in various fields.
- **Outcome/Indicator:** Increased opportunities for students to explore and engage in a variety of CTE pathways.

3. Improve Awareness of Resources:

Goal: Ensure students are aware of available resources for exploring interests.

- **Action Steps:**
 - Conduct aptitude tests and provide career-related resources.
 - Implement communication strategies to increase awareness of existing resources.
 - Address the need for reliable transportation to access resources.
- **Outcome/Indicator:** Enhanced awareness and utilization of available resources.

4. Enrich CTE Pathways and Life Skills Education:

Goal: Enhance CTE pathways and introduce life skills classes to support students.

- **Action Steps:**
 - Develop more complete CTE pathways, including EMT certification, Cosmetology, and Coding/IT.
 - Offer workshops or seminars on pathways, trades, and life skills.
 - Introduce life skills classes covering topics like budgeting, cooking, and time management.
- **Outcome/Indicator:** Increased student participation in enriched CTE pathways and life skills education.

5. Overcome Exploration Challenges:

Goal: Address challenges hindering effective exploration of interests.

- **Action Steps:**
 - Explore shorter class durations to allow for broader exploration.
 - Provide motivation and support for students facing anxiety or fear.
 - Investigate and implement solutions to improve accessibility.
- **Outcome/Indicator:** Reduced barriers and increased student engagement in interest exploration.

These goals aim to create a supportive environment at SAVA Elk Grove, fostering student exploration of interests and passions through diverse CTE pathways and resources. The outcomes will be assessed through increased student awareness, participation, and successful exploration of realistic career pathways aligned with their future goals.

STRATEGY 3: COLLABORATIVE LEADERSHIP

In our pursuit of fostering inclusive decision-making processes, our primary goal is to establish a site-level shared governance structure at SAVA Elk Grove that actively engages students, staff, families, and community members in shaping the school's vision and strategy. This initiative involves conducting a thorough audit of existing governance structures, seeking feedback from diverse stakeholders, and launching a representative leadership framework that promotes democratic participation. Success indicators include increased participation across stakeholder groups and the implementation of a revised governance structure reflective of the community's diversity.

Additionally, we aim to enhance communication channels and coordination mechanisms between SAVA Elk Grove 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, we seek 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 goal is to cultivate a collaborative leadership culture that builds 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. Indicators of success include improved relationships, high levels of decision acceptance, and positive feedback on the collaborative leadership culture at SAVA Elk Grove. 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 SAVA Elk Grove:

Goal 1: Establish and Enhance Site-Level Shared Leadership Structures

Action Steps:

- 1.1 Conduct an audit of existing shared governance structures at SAVA Elk Grove, 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.

Indicators of Success:

- 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

Action Steps:

- 2.1 Establish a system-level steering committee/advisory council at the LEA level, involving representatives from SAVA Elk Grove.
- 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 SAVA Elk Grove and the district-level leadership.

Indicators of Success:

- Active participation of SAVA Elk Grove 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

Action Steps:

- 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 decision-making processes based on ongoing feedback and continuous improvement.

Indicators of Success:

- Increased understanding and adoption of democratic decision-making processes.

- Active participation in forums and town hall meetings from diverse stakeholder groups.
- Continuous improvement in decision-making processes based on feedback and assessment.

These goals, action steps, and indicators aim to create a robust collaborative leadership framework at SAVA Elk Grove, ensuring that all stakeholders have a meaningful voice in the transformation process and fostering shared power of the strategy.

SAVA Steering Committee

SAVA 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.

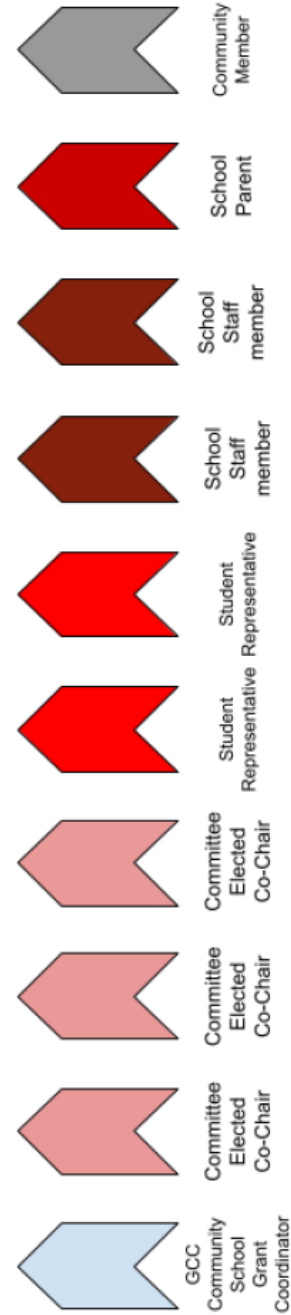
The SAVA Community School Steering Committee serves as an advisory board to support the work of the GCC District Community School Steering Committee. This group meets quarterly to advise on the implementation of the Community School implementation at SAVA.

Steering Committee Areas of Focus:

- Empower students to identify their passions and define their own meaning of success.
- Provide students with access to resources and opportunities to pursue their passions and career goals.
- Help students understand the skills and knowledge required to achieve their goals and identify realistic pathways to success.
- Foster a culture of self-reflection, goal-setting, and continuous learning among students.
- Ensure that the academic environment maintains high expectations and goals for student achievement.
- Identify the mental health needs of students, families, and staff.
- Develop a comprehensive mental health support framework that is integrated into the academic environment.
- Promote a culture of mental wellness that is supportive of academic success.
- Ensure that all support holders are equipped to provide effective support for mental health and academic success.
- Develop and Implement a comprehensive IAP framework that includes social/emotional support needs of students

Seats

Sacramento Academic & Vocational Academy Community School Steering Committee Reps



* Minimum of 10 seats required for SAVA 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.

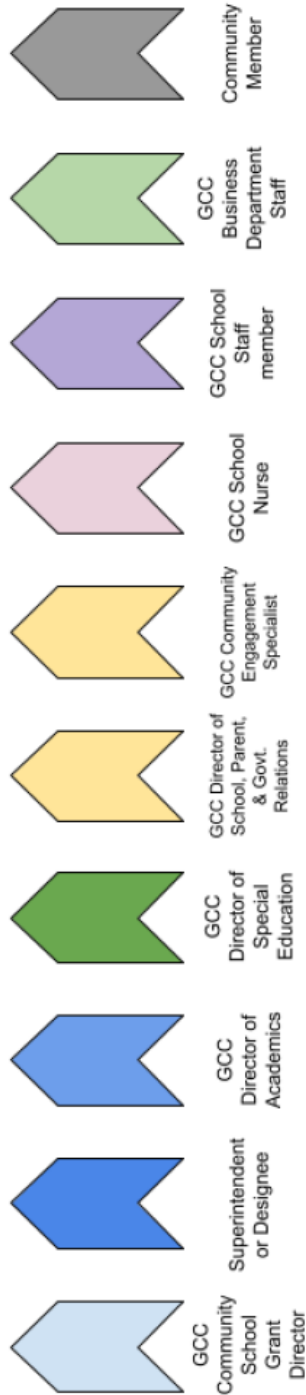
The GCC Community District Steering Committee serves as an advisory board to support the work of the 9 Individual Community School Steering Committees. This group meets monthly to advise on the implementation of the Community School implementation at all individual school sites.

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 SAVA Elk Grove:

Goal:

Our primary goal is to establish a coherent and comprehensive plan/strategy for community schools at SAVA Elk Grove that seamlessly integrates 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 "de-silo" 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, SAVA Elk Grove 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 SAVA Elk Grove:

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 SAVA Elk Grove. 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 SAVA Elk Grove. 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, SAVA Elk Grove 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
Summer Ash	SAVA Director and CCSPP Coordinator
Lezli Warburton	SAVA EG Site Principal and CCSPP Site Lead
Polina Morozova-Diab	GCC Community Engagement Specialist and CCSPP Support
Kasoua Vang	SAVA Community Liaison and CCSPP Support

Building Sustainability Beyond the Implementation Grant at SAVA Elk Grove:

At SAVA Elk Grove, 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, SAVA Elk Grove 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 SAVA Elk Grove 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, SAVA Elk Grove 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 SAVA Elk Grove Community School:

At SAVA Elk Grove 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. Local Mental Health Services Provider:

Purpose: To enhance mental health support for students and families.

Responsiveness: Conducted surveys and focus groups to identify mental health needs. The partnership includes counseling services tailored to student and family preferences, addressing specific challenges identified through community input.

2. Community-Based Youth Programs:

Purpose: Providing extracurricular opportunities for student engagement.

Responsiveness: Collaborative forums were organized to understand students' interests and preferences. The partnership focuses on offering diverse extracurricular activities aligned with student passions and aspirations.

3. Parent-Faculty Organization (PFO):

Purpose: Facilitating family involvement and support.

Responsiveness: Conducted town hall meetings and surveys to gather parent input. The PFO collaborates on decision-making processes and sponsors initiatives based on identified family priorities, promoting a sense of shared power.

4. Local Business Partnerships:

Purpose: Offering vocational training and internship opportunities.

Responsiveness: Engaged in dialogues with students, staff, and local businesses. Designed programs that align with student career goals and aspirations, fostering a network of support for students transitioning to the workforce.

5. Cultural Organizations:

Purpose: Promoting cultural awareness and inclusivity.

Responsiveness: Hosted community forums to understand cultural diversity. Cultural organizations actively contribute to shaping culturally responsive programming, ensuring that events and resources are inclusive and respectful of diverse backgrounds.

6. Higher Education Collaborations:

Purpose: Providing academic resources and pathways to higher education.

Responsiveness: Conducted surveys and focus groups with students to identify academic aspirations. Collaborated with higher education institutions to tailor programs that align with student goals, ensuring a seamless transition from high school to post-secondary education.

Future Plans for Partnerships:

1. Local Health Clinics:

Purpose: Enhancing healthcare accessibility for students and families.

Responsiveness: Planning to conduct a health needs assessment through surveys and interviews. The partnership will be designed to address identified health priorities and provide accessible healthcare resources.

2. Technology Industry Partners:

Purpose: Offering STEM-focused programs and mentorship opportunities.

Responsiveness: Engaging in discussions with students and staff to understand STEM interests. The partnership will be developed to align with STEM-related priorities, providing resources and mentorship for students aspiring to enter the technology industry.

In essence, our partnerships are not one-size-fits-all; instead, they are tailored to the unique needs and aspirations of our school community. Regular feedback mechanisms, collaboration platforms, and inclusive decision-making processes ensure that these partnerships remain responsive, evolving in tandem with the dynamic needs of SAVA Elk Grove students, staff, families, and the broader community.

STRATEGY 7: PROFESSIONAL LEARNING

At SAVA Elk Grove 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 supports 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 SAVA Elk Grove students and the broader school community.

STRATEGY 8: CENTERING COMMUNITY-BASED CURRICULUM AND PEDAGOGY

At SAVA Elk Grove, 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, SAVA Elk Grove 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 SAVA Elk Grove, 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, SAVA Elk Grove 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.

APPENDICES

APPENDIX A: NEEDS AND ASSETS ASSESSMENT: COLLECTIVE PRIORITIES

In the pursuit of continuous improvement and individualized development at Sacramento Academic Vocational Academy (SAVA) Elk Grove, the Needs and Assets Assessment took precedence as Priority I. This crucial phase was devoted to a thorough evaluation of the community's needs and available resources. The goal was to attain a comprehensive understanding of the challenges, strengths, and opportunities within the SAVA Elk Grove community, shaping educational strategies accordingly.

By prioritizing the Needs and Assets Assessment as the foundational step, SAVA Elk Grove aimed to gain nuanced insights into the collective priorities of its community. This data-driven approach served as a guiding framework for formulating strategic initiatives, fostering a dynamic, inclusive, and thriving educational environment that addressed identified needs while leveraging existing assets within SAVA Elk Grove.

Engagement Strategies

In the journey towards continuous improvement and customized development at SAVA Elk Grove, the Needs and Assets Assessment took precedence as Priority I. This pivotal phase was dedicated to thoroughly evaluating the community's needs and available resources. The goal was to gain a comprehensive understanding of the challenges, strengths, and opportunities within the SAVA Elk Grove community to tailor educational strategies accordingly.

By prioritizing the Needs and Assets Assessment as the foundational step, SAVA Elk Grove aimed to achieve a nuanced insight into the collective priorities of its community. This data-driven approach served as a guiding framework for formulating strategic initiatives, fostering a dynamic, inclusive, and thriving educational environment that addressed identified needs while capitalizing on existing assets within SAVA Elk Grove.

APPENDIX B: DATA COLLECTION TOOLS

APPENDIX B:

Data Collection Tool #1: Survey Instruments

[Stakeholder Survey Results](#)

SAVA SAVA Elk Grove has designed online surveys targeting staff, students, families, and community members to elicit their perspectives on the strengths, challenges, and areas for improvement within the academy. These surveys offer the option for anonymous feedback, contributing quantitative data to support the ongoing assessment.

Data Collection Tool #2: Focus Groups and Interview Sessions

SAVA Elk Grove has initiated focus group interviews involving various educational stakeholders, including teachers, administrators, and support staff. These sessions serve as a collaborative platform for participants to share their insights, express concerns, and contribute ideas. Additionally, individual interviews are conducted to gather more in-depth feedback and diverse perspectives.

Data Collection Tool #3: Town Hall Meeting at School Site Event

SAVA Elk Grove has organized a town hall meeting, strategically scheduled during a School Site Event. This gathering is open to families and community members, creating a forum for discussions about their experiences and aspirations for SAVA Elk Grove. The interactive session is designed to facilitate direct feedback, fostering an environment that enhances overall community engagement.

APPENDIX C: GOALS AND PRIORITIES

Goal 1: Providing Comprehensive Pathway Exploration:

1.1 Introduction to CTE Pathways:

- Develop an introductory class offering insights into all Career Technical Education (CTE) pathways.
- Introduce a cosmetology pathway to meet the high interest among students.

1.2 External Guest Speakers and Career Days:

- Organize "Career Day" with external guest speakers providing real-world insights.
- Facilitate job shadows and access to all CTE pathways, beyond those available on the Elk Grove campus.

1.3 Resource Pamphlets and Transportation:

- Distribute pamphlets on different colleges and vocational programs.
- Address transportation barriers to ensure equal access to resources.

1.4 Expanded Access to CTE Pathways:

- Address class availability challenges by providing more sections of live classes.
- Establish internships and apprenticeships to enhance practical experience.

Goal 2: Improving Family Engagement:

2.1 Parental Involvement in Career Exploration:

- Encourage structured in-class parent volunteering, fostering collaboration.
- Establish a follow-up system for parent volunteer interest forms.

2.2 Informative Resource Pages and Virtual Events:

- Develop resource pages and handouts to inform families about school resources and events.
- Utilize virtual platforms like Zoom for events to ensure accessibility for all parents.

Goal 3: Special Initiatives and Ideas:

3.1 Coffee/Tea with Principals Sessions:

- Regularly host sessions for open communication between parents, students, and school administration.

3.2 Resource Support and Workshops:

- Continue initiatives like Sac Food Bank food boxes.
- Host workshops or seminars covering topics related to pathways, trades, and adulting.

3.3 Student Interest Survey and Transition Services:

- Administer a student interest survey to guide pathway choices.
- Model transition services based on successful IEP student programs.

Goal 4: Equitable Access to Resources:

4.1 Comprehensive Career Exploration Website:

- Provide teachers with a career exploration website accessible to students.
- Regularly update CTE class descriptions and flyers for accurate information dissemination.

4.2 Transportation and Support Services:

- Ensure reliable transportation options for all students.
- Offer support services for students' basic needs, like clothing and shoes.

Goal 5: Professional Development for Staff:

5.1 Teacher Training on Pathways and Resources:

- Conduct training sessions to ensure teachers are well-versed in CTE pathways.
- Provide ongoing professional development on resources available to students.

5.2 Equity Training and Skill Development:

- Implement equity training for staff to enhance awareness and sensitivity.
- Focus on skill development in motivational interviewing for effective student support.

Goal 6: Engaging Families:

6.1 Family Engagement Nights:

- Host family engagement nights featuring activities and information on careers and pathways.
- Provide incentives to encourage family participation.

6.2 Parental Orientation to Pathways:

- Conduct orientation sessions for parents to understand and support their child's pathway choices.
- Utilize platforms like Parent Square to disseminate information effectively.

Goal 7: Additional Initiatives:

7.1 Clear Transparency and Collaboration:

- Ensure clear transparency among staff at all campuses, fostering collaboration and resource sharing.
- Implement the Capturing Kids' Hearts (CKH) framework across all classes for an exceptional school climate.

Community School Plan Timeline (2024-2029):

Year 1: 2024-2025

Fall Semester:

1. Introduction to CTE Pathways:
 - Develop curriculum for the introductory class.
 - Identify teachers for the cosmetology pathway.
 - Conduct initial meetings with external cosmetology professionals.
2. External Guest Speakers and Career Days:
 - Plan and schedule Career Day for the spring semester.
 - Identify external speakers for various pathways.
 - Begin arrangements for job shadowing opportunities.

Spring Semester:

1. Resource Pamphlets and Transportation:
 - Design and distribute pamphlets on colleges and vocational programs.
 - Initiate discussions with local transportation providers.
2. Expanded Access to CTE Pathways:
 - Evaluate class availability challenges and propose solutions.
 - Begin groundwork for internships and apprenticeships.

Year-Round Activities:

1. Coffee/Tea with Principals Sessions:
 - Schedule regular sessions with a focus on open communication.
2. Resource Support and Workshops:
 - Continue ongoing initiatives like Sac Food Bank.
 - Plan and schedule workshops on trades and adulting.

3. Student Interest Survey and Transition Services:

- Develop and administer the student interest survey.
- Start modeling transition services based on survey results.

Year 2: 2025-2026

Fall Semester:

1. Comprehensive Career Exploration Website:

- Launch the career exploration website for teachers and students.
- Implement regular updates for CTE class descriptions.

2. Transportation and Support Services:

- Initiate reliable transportation services.
- Roll out support services for students' basic needs.

Spring Semester:

1. Teacher Training on Pathways and Resources:

- Conduct initial training sessions for teachers.
- Plan ongoing professional development opportunities.

2. Equity Training and Skill Development:

- Implement equity training for staff.
- Start skill development sessions in motivational interviewing.

Year-Round Activities:

1. Family Engagement Nights:

- Host engaging family nights with information on careers and pathways.
- Evaluate the success of incentives in encouraging family participation.

2. Parental Orientation to Pathways:

- Conduct orientation sessions for parents.
- Utilize Parent Square for effective dissemination.

Year 3: 2026-2027

Fall Semester:

1. Clear Transparency and Collaboration:

- Evaluate transparency initiatives among staff.

- Ensure collaboration and resource sharing across all campuses.
- 2. Capturing Kids' Hearts (CKH) Implementation:
 - Implement the CKH framework across all classes.

Spring Semester:

1. Ongoing Assessments and Adjustments:
 - Conduct assessments of all implemented strategies.
 - Make necessary adjustments based on feedback and outcomes.
2. Future Planning:
 - Initiate discussions on sustaining successful programs.
 - Plan for continued improvement and innovation.

Year-Round Activities:

1. Celebrate Success:
 - Acknowledge and celebrate the achievements of the plan.
 - Share success stories with the community.
2. Continuous Improvement:
 - Foster a culture of continuous improvement.
 - Encourage feedback from all stakeholders.

Year 4-5: 2027-2029

Subject to Steering Committee's further planning

By following this implementation calendar, SAVA Elk Grove can systematically execute the Community School Plan, ensuring that each initiative is given the attention and resources needed for successful outcomes.

APPENDIX D: Qualitative Data Protocol

Qualitative Data Protocol for SAVA Elk Grove

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 SAVA Elk Grove. 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 and institutional review board (IRB) requirements 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 SAVA Elk Grove 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 SAVA Elk Grove.

APPENDIX E: SAVA EG 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
Summer Ash	x	x	x	x			x		
Kasoua Vang		x	x	x	x				
Lezli Warburton	x	x	x	x			x		
Mike Norrise		x	x			x	x		
Jenn Barkey	x	x	x	x			x		
Sonny Yang	x	x	x	x			x		
Gabriella Macias	x		x	x	x	x	x		
Student #1			x			x		x	x

Student #2			x			x		x	x
Parent #1			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, SAVA Elk Grove would like to support students in exploring key interests and passions to define what success means to them, and provide access to pursue a realistic pathway that will help them match their future goals (EG)

Empowering Students to Define Success through Personal Interests and Realistic Pathways

Background:

Students often struggle to define their personal meaning of success and lack access to resources that can help them pursue their passions and career goals. This design brief aims to support students in exploring their interests and providing them with a realistic pathway to achieve their goals. By providing students with the necessary tools and resources to pursue their passions, we hope to enable them to define their own success and empower them to achieve it.

Challenge:

How might we support students in exploring key interests and passions to define what success means to them, and provide access to pursue a realistic pathway that will help them match their future goals?

Stakeholder Ideation Questions:

Staff	How can we support students in defining their future goals, exploring their passions and interests, creating a realistic pathway, measuring and tracking academic success, building skills, closing learning gaps, and accessing necessary services?
Students	How could we foster a culture of interdisciplinary learning and collaboration to support scholars in pursuing their passions and achieve success?
Families	How could we facilitate the support for students in exploring their

	key interests and passions, enabling them to define their personal understanding of success? Additionally, how can we ensure they have access to viable pathways that align with their future goals and aspirations?
Community	How can we collect community voice and input to establish a partnership that benefits both SAVA and the work you do?

Objectives:

- Empower students to identify their passions and define their own meaning of success.
- Provide students with access to resources and opportunities to pursue their passions and career goals.
- Help students understand the skills and knowledge required to achieve their goals and identify realistic pathways to success.
- Foster a culture of self-reflection, goal-setting, and continuous learning among students.

Target Audience:

High school and college students who are interested in exploring their passions and defining their own meaning of success.

Scope:

The design should focus on developing a platform or program that offers students the following:

- An assessment tool that helps students identify their strengths, interests, and personality traits.
- Access to mentors, experts, and professionals in various fields who can guide and support students in pursuing their passions.
- A database of resources such as internships, scholarships, and volunteer opportunities that align with students' interests and career goals.
- A career exploration tool that helps students understand the skills and knowledge required for different professions and identify realistic pathways to success.
- A goal-setting and progress tracking tool that enables students to set and achieve their personal and academic goals.

Deliverables:

- A user-friendly and accessible platform or program that meets the needs of the target audience.

- Marketing materials and communication strategies to promote the platform or program among students, educators, and parents.
- Training materials and support for mentors, experts, and professionals who will be involved in the program.

Constraints:

- The program or the support should be cost-effective and scalable.
- The design should consider privacy and security issues when collecting and storing student data.
- The program should be flexible and adaptable to meet the changing needs of students and the job market.

Success Metrics:

- Increased engagement and participation of students in the program.
- Positive feedback and satisfaction from students, mentors, educators, and parents.
- Improved academic performance and personal development of students.
- Higher rates of students pursuing careers aligned with their interests and passions.

✚ SAVA EG Project Scope Statement Outline

(Exploration Question) How can we provide a comprehensive approach to career exploration and planning for students that includes identifying and nurturing their interests and passions, and providing access to resources and opportunities to pursue a realistic pathway to achieve their future goals, and how can we measure and evaluate the impact of these efforts on student success and post-secondary outcomes?