

This application is submitted on behalf of the consortium of 8 LEAs under Gateway Community Charters (GCC) umbrella. GCC has been a cornerstone of the Sacramento region through public education and community services, providing options for over nineteen years to students and families in some of the most underserved and under-resourced communities in Sacramento and Yolo Counties.

With nine charter schools and over 5,100 students, GCC has demonstrated that it plays a vital role in providing options for the diverse needs of students and families in our region. In this role, Gateway Community Charters is submitting a planning grant to assess and create a plan for Community Schools for these eight LEAs. All of the LEAs members of this consortium are meeting eligibility requirements for this grant and have an unduplicated count of 68.35% or higher, with an average of 84.64%. If this grant is approved, our consortium will hire a Community Schools Coordinator to support and facilitate partnerships, and discover professional development opportunities to build capacity for collaborative education and community leadership structures and practices. Part of this grant funding will be utilized for a comprehensive and collaborative assessment of school and community assets and needs. We would like to implement professional development and staff time for building and strengthening connections between teachers, students, and families, such as culturally responsive engagement practices, strengthened-based student-family-teacher conferences, virtual or in-person home visitation programs by our parent and community engagement team. We are looking forward to doing this work with Community Partners, our teachers and staff, students and families. GCC has a successful track record of conducting community assessments via focus groups, listening sessions, town halls, parent summits and other community engagement opportunities. In each of these conversations the need for a community schools programs concept was evident. This is the foundational and building blocks for the Community Schools Planning Program, We are expecting to increase and expand educational opportunities through aligning of community resources, collaboration of educators and school staff, students, families, and community partners. Community Schools Program at our schools will result in improved student outcome, overall improvement of health of the communities where our schools are located at, new economic development opportunities, and workforce development.

Members of the Consortiums are:

1. Futures High School (FHS)

Futures High School is located in Del Paso Heights / Robla Neighborhood of Sacramento. FHS is providing students with an excellent, standards-based education that will prepare them for the rigor of university education and the competition of the workplace in a global environment. Futures has many years of very successful

experience in serving English learners, refugee families and opportunity youth. FHS's unduplicated count is 91.94%

2. Sacramento Academic and Vocational Academy (SAVA- SCUSD)

SAVA SCUSD is located in the South Sacramento Community. SAVA SCUSD is providing high quality curriculum, instructional support, career exploration, and CTE preparation for students in disadvantaged neighborhoods of South Sacramento. SAVA SCUSD is successfully serving opportunity youth in pursuing High School Diploma and Career Technical Education. SAVA SCUSD's unduplicated count is 91.57%

3. Sacramento Academic and Vocational Academy (SAVA – TRUSD)

SAVA TRUSD is located in Natomas Neighborhood of Sacramento. SAVA TRUSD offers a personalized education path for each student. SAVA TUSD is offering innovative ways to motivate and encourage students to be independent learners. This LEA has a blended-learning model that provides one-on-one and small group learning opportunities. SAVA TRUSD's unduplicated count is 88.68%

4. Sacramento Academic and Vocational Academy (SAVA – EGUSD)

SAVA EGUSD is located in Elk Grove, California. This LEA is serving the communities of South Sacramento, Elk Grove and Galt. As other SAVA schools, this location offers HS Diploma Program and Career Technical Education Pathways. At all SAVA locations, high school students are required to enroll in our Career Technical Education (CTE) courses. These are classroom-based courses with a hands-on learning approach in the fields of Transportation, Public Service, Media Arts, Fashion Design, Agricultural & Natural Sciences, Building Trades, and Culinary. Many of these courses offer students the opportunity to earn high school and college credit at the same time. SAVA EGUSD's unduplicated count is 68.35%

5. Higher Learning Academy (HLA)

HLA is located in and serving Del Paso Heights / Robla Neighborhood of Sacramento. With a dedicated faculty and staff, HLA has small class sizes, strong academics, a safe and caring environment. HLA is also offering an outstanding after school enrichment program that is open to all HLA students. HLA is in the process of implementing the International Baccalaureate Program. Unduplicated count for HLA is 87.93%

6. Community Outreach Academy (COA)

COA is located in the North Highlands / McClellan area of Sacramento County. COA is serving a sizable English Learners and immigrant population, successfully providing

multicultural education, including curriculum representing the student's language and literature of their heritage, delivered in a supportive environment. COA's unduplicated count is 90.56%.

7. Empowering Possibilities International Charter School (EPIC)

EPIC is located in West Sacramento, authorized by Yolo County Board of Education and serving a sizable population of English Learners and refugees. EPIC is an International Baccalaureate School. EPIC's students are receiving an academically rigorous curriculum in all core areas along with an emphasis on technology and 21st century skills developing the whole child to be productive citizens. EPIC's unduplicated count is 91.05%

8. Gateway International School (GIS)

GIS is located in the Arden Arcade Community of Sacramento. GIS' mission is to develop the whole child as a compassionate, life-long learner. Through inquiry, reflection and rigor, students will become globally aware and actively involved in their community and the world. GIS is an International Baccalaureate school that is serving a sizable EL and refugee population. Unduplicated count for GIS is 87.06%

Planned Community Partners for this project are:

Mutual Assistance Network, North Sacramento Chamber of Commerce, La Familia, Sacramento and Yolo County Food Banks, Greater Sacramento Urban League, Sacramento Municipal Utility District (SMUD), Wells Fargo Bank, Small Business Development Center, Los Rios Community College District, Sacramento Hispanic Chamber of Commerce. As a Consortium, we are continuously growing our partnerships with Community Partners and CBOs in the area via Quarterly Community Business Advisory Council, CTE pathways partnerships, Annual CBOs luncheons, chamber of commerce board participation and other collaborative partnerships.

In conclusion, we believe that our Collaborative of eight LEAs is a strong candidate to receive CCSP Planning Grant based on unduplicated count, needs of schools and community, as well as prior experience working in collaboration with Community Partners. Please don't hesitate to contact us should you have any questions about this grant application.

Form B: Project Abstract

2021–22 California Community Schools Partnership Program:

Implementation Grant

Request for Applications

Describe the vision for the proposed continuation or expansion of the community schools initiative. Describe the LEA consortium (if applicable), participating school sites applying for funds to continue or expand an existing community schools program and any new school sites to be included. Include information about the programs and services to be added, expanded or provided (via the LEA, the school site(s), a site near or adjacent to the school(s), or virtually). Explain how the community(ties) (including students, families, community partners, educators and other school staff) and potential cooperating agencies will be engaged in the process of school transformation through implementation of the community schools initiative. Detail how this collaborative will also ensure there is ongoing reflection and assessment that supports school-wide continuous improvement through the community schools initiative. Include other factors that demonstrate need that are not included in the Evaluation Criteria listed on page 19. (six-page limit: 12-point Arial font, single line spacing, with one-inch margins. Handwritten entries will not be accepted.)

In our community schools initiative, the community (including students, families, community partners, educators, and other school staff) along with current and potential cooperating agencies play a central role in the process of school transformation. To ensure that this work is meeting the needs of the community and is effective in promoting school transformation, it is important to engage these stakeholders in the planning and implementation process.

We know that a community school is a public school that serves as a hub for the community and is supported by partnerships between the school, community organizations, and government agencies. We will work with these partnerships to provide a range of services and supports to students, families, and the broader community, including academic support, health and wellness services, and social and enrichment activities.

To ensure our community school is meeting the needs of the community and is effective in promoting school transformation, we felt it was important to engage the community, including students, families, and community partners, in our planning and implementation process. We held meetings and workshops to gather input and

feedback, formed advisory committees/task forces to guide the work, and provided opportunities for ongoing communication and collaboration.

We also felt it was important to establish systems for gathering and analyzing data on the impact of the community school initiatives, as well as for soliciting ongoing feedback from students, families, and community partners. This information will then be used to inform continuous improvement efforts and ensure that the community school is meeting the needs of the community.

In addition, it can be helpful to form advisory committees or task forces that bring together representatives from different stakeholder groups to guide the work of the community school. These committees or task forces can provide a forum for ongoing communication and collaboration, and can help to ensure that the needs and concerns of all stakeholders are considered as the community school evolves.

In the process of transforming a school into a community school, it is important to engage the community, including students, families, and community partners, in the planning and implementation process. This can involve holding meetings and workshops to gather input and feedback, forming advisory committees or task forces to guide the work, and providing opportunities for ongoing communication and collaboration.

Educators and other school staff should also be included in the process, as they are essential to the success of the community school model. It is important to involve them in the planning and decision-making process, provide them with professional development and support, and ensure that their needs and concerns are addressed.

To ensure ongoing reflection and assessment, it is important to establish systems for gathering and analyzing data on the impact of the community school initiatives, as well as for soliciting ongoing feedback from students, families, and community partners. This information can then be used to inform continuous improvement efforts and ensure that the community school is meeting the needs of the community.

Other factors that might demonstrate the need for a community schools initiative include a high poverty rate, a high percentage of English language learners, a high rate of absenteeism or discipline problems, or a lack of access to resources and services in the community. These factors can indicate that students and families may need additional support and resources in order to succeed academically and thrive. By addressing these needs through a community schools initiative, schools can work to promote equity and support the overall well-being of the community.