

California Community Schools Partnership Program

Implementation Plan



NEW VILLAGE
GIRLS ACADEMY
reimagine what's possible

1. Core Commitment to Community Schools and Alignment with the Framework and New Village Girls Academy LCAP

As part of CCSPP Project planning, NVGA leaders and stakeholders collaborated throughout eight months of planning to conduct a community school needs assessment process. These efforts culminated in the Needs Assessment and Asset Mapping/Gap Analysis in Attachment III, which provides a detailed analysis of the major needs, assets/strengths, and services gaps at NVGA. This CCSPP Project planning also included an analysis of NVGA’s developmental phase for each of the Four Cornerstone Commitments of the California Community Schools Framework, which is outlined in Table 1.

Table 1. NVGA developmental phase of Cornerstone Commitments of Community Schools

Exploration	Emerging	Evolving	Excelling
1. A Commitment to Assets-Driven and Strength-Based Practice			Evolving
2. A Commitment to Racially Just and Restorative School Climates			Excelling
3. A Commitment to Powerful, Culturally Proficient and Relevant Instruction			Evolving
4. A Commitment to Shared Decision Making and Participatory Practices			Emerging

The overall vision of New Village Girls Academy’s Community Schools Expansion Project is to extend, expand, enhance, and sustain the school’s existing community schools services and strategies, while addressing several specific service gaps identified through the needs assessment, asset mapping, and gap analysis planning process. As an existing community school, NVGA’s holistic approach to improving the lives of extremely disadvantaged women through integrated academic, social-emotional, health, occupational, and social services explicitly aligns with the California Community Schools Framework. Therefore, NVGA’s Community Schools Project will strengthen an existing model. Proposed CCSPP investments will be strategically braided with local funding to supplement and enhance community school programs and services central to NVGA’s whole-child approach, while avoiding services duplication and ensuring the cost-effectiveness and stewardship of CCSPP grant investments. The Community Schools Expansion Project will be closely monitored by the NVGA’s Community Schools Leadership Team, which will conduct a rigorous evaluation to determine the project’s impact on students and families. The Community School Leadership Teams will frequently meet to review evaluation findings and engage in collaborative decision-making for the purpose of refining all community school strategies and services through cycles of continuous quality improvement. New Village Girls Academy’s LCAP Goals document intentional alignment with and commitment to the California Community Schools Framework.

New Village Girls Academy LCAP Goals (2022–23)

LCAP Goal #1: Continue to (1) strengthen the implementation of a mastery-based competency system through Project-Based Learning; (2) improve the quality of delivery of instruction through the use of various types of evidence-based pedagogical strategies (e.g., differentiation, inquiry-based instruction) and literacy skills development to address the diverse learning needs of all learners; and (3) ensure alignment of the content standards that support the 21st Century Skills Frameworks: Critical thinking, (Oral & Written) Communication, Collaboration, and Agency.

LCAP Goal #2: Develop and implement a comprehensive assessment management system that includes the collection, disaggregation, analysis, application, and reporting of multiple forms of data (including student achievement and wellness data) in order to identify learning gaps in real time. Utilize data to implement a Multi-Tiered System of Supports (MTSS) to identify and provide all students with access to academic, social-emotional, and/or behavioral supports that support the school's 3 Pillars: (1) increase student academic outcomes, (2) prepare students for college and career; and (3) improve student wellness.

LCAP Goal #3: Engage parents, families, and community members as partners through education, communication, and collaboration in order to provide all students with a safe, welcoming, inclusive, and positive learning environment.

2. Measurable Goals and Activities

New Village Girls Academy's Community Schools Expansion Project will expand and enhance an existing whole-child approach guided by strong community partnerships and collaborative leadership fully committed to implementing the California Community Schools Framework with fidelity. Each of the four NVGA Community Schools Expansion Project goals and corresponding activities described below explicitly align with the integrated approach outlined in the California Community Schools Framework, including all Four Pillars and Four Cornerstone Commitments of Community Schools. By accomplishing these goals, NVGA will supplement existing efforts, strengthen its community schools model, and better meet the academic, socio-emotional, health, and developmental needs of some of Los Angeles' most vulnerable high school students.

Goal 1: Build local capacity to deliver high-quality integrated direct and referral student support services that improve NVGA students' academic achievement, socio-emotional growth, and positive youth development (*Pillar 1: Integrated student supports*).

New Village Girls Academy will implement three strategies to accomplish this goal. First, NVGA will use a portion of CCSP grant funding to support a 1.0 FTE School Psychologist who will be responsible for (1) spearheading the NVGA Wellness Program (described below); (2) conducting initial and triennial comprehensive psycho-

educational assessments, including functional behavioral assessments, behavior intervention plans, and educational related mental health assessments; (3) providing individualized and small group counseling and mentoring designed to support students' socio-emotional health and wellbeing; (4) conducting crises management and intervention with students and their families; (5) providing year-round case management support for students and families dealing with trauma and personal crises; (6) actively connecting students and their family members to available support services; and (7) engaging with teachers and staff during professional learning in such areas as the effective implementation of restorative practices, trauma-informed care, and culturally responsive instruction in order to build local capacity to meet the social, psychological, and educational needs of NVGA students. Twenty-five percent (25%) of the School Psychologist's salary and benefits will be funded through the CCSPP grant, and 75% will be covered through NVGA's local match.

Second, New Village Girls Academy will use a portion of CCSPP funding to support a 1.0 FTE Learning Through Internships (LTI) Coordinator to oversee, evaluate, and expand NVGA's Career Readiness Program. The Career Readiness Program is designed to foster young women's self-reliance by helping them to develop skills, fostering ambition, and building self-confidence. Through participation in professional mentorships, students gain valuable work experience and professional networking opportunities while exploring careers of interest and receiving one-on-one career development support from adult professionals who reflect the demographics and characteristics of NVGA students. The Career Readiness Program will also incorporate community-based activities aimed at raising awareness of community needs, mobilizing citizens into action against social inequity and injustice, and developing the next generation of community leaders. Throughout the five-year NVGA Community Schools Expansion Project, the Learning Through Internship Coordinator will (1) provide individualized and small group instruction, counseling, and mentoring related to career exploration, soft-skills development, and work-based learning; (2) coordinate and oversee student internships and other work-based learning experiences; (3) develop a local network of mentors to host NVGA student internships; and (4) directly support NVGA students during paid internships and summer work. Forty percent (40%) of the LTI Coordinator's salary and benefits will be funded through the CCSPP grant, and 60% will be covered through NVGA's match.

Third, CCSPP funding will be braided with local investments to expand and enhance the NVGA Wellness Program, which is designed to support students in overcoming the impacts of trauma, poverty, and mental illness on school attendance and educational outcomes and includes a menu of coordinated activities and interventions such as (1) monthly school-wide Wellness Days; (2) women's health education programming; (3) mindfulness training; (4) daily meditation and quiet time; (5) socio-emotional learning activities; (6) case management support for students and families in need for more intensive support services; (7) direct and referral medical care provided through NVGA's coordination with community-based health organizations and agencies; and (8) outdoor education programming designed to foster young women's self-confidence, resilience, teamwork, physical fitness, and connection with nature

(including during an annual week-long backpacking trip in Yosemite National Park). Throughout the NVGA Community Schools Expansion Project period, NVGA will work to enhance and expand the Wellness Program by establishing new Wellness Program activities that address the socio-emotional developmental needs of NVGA students, which will include improving coordination with community-based organizations and agencies to ensure all available services and opportunities are leveraged for the benefit of NVGA students.

Goal 2: Expand family engagement in order to foster healthy home learning environments, empower family members to effectively partner in NVGA students' education, and connect NVGA families to needed services (*Pillar 2: Family and community engagement*).

The proposed NVGA Community Schools Expansion Project will supplement NVGA's family and community engagement efforts by supporting a full-time Parent & Community Liaison charged with building family members' capacity to foster social and emotional learning supports in the home and actively connecting families with community services. Fifty percent (50%) of the Parent & Community Liaison's salary and benefits will be covered with CCSPP investments, and 50% will be covered by NVGA's local funding and included as part of the CCSPP match. Throughout the Community Schools Expansion Project period, the Parent & Community Liaison will (1) initiate and maintain a close relationship with the parents and family members of NVGA students in order to foster strong home-school connections; (2) conduct home visits and wellness checks to assess home-based needs and determine what supports are needed to promote each NVGA student's educational and positive youth development; (3) inform parents of all school policies and advocate for parent voice in parent committees; (4) provide direct and referral services to family members during crises related to issues such as housing, food security, accidents, illnesses, mental health, and substance abuse; (5) proactively encourage parents and family members to become meaningfully involved with NVGA through participation in school-based activities such as Back to School Nights, Open Houses, Parent/Teacher Conferences, College FAFSA Nights, and other school events; and (6) lead parent and family education on topics such as strategies for fostering positive socio-emotional environments in the home, building emotional resilience, and effectively partnering in a young woman's education and healthy development.

Goal 3: Build the individual and collective capacities of teachers, support staff, and administrators to foster collaborative leadership in addressing the unique academic and developmental needs of NVGA students (*Pillar 3: Collaborative leadership and practices for educators and administrators*).

As part of the Community Schools Needs Assessment, NVGA leaders and stakeholders highlighted the need to "provide comprehensive professional development that is responsive to staff, teacher, and student needs." The NVGA Community Schools Expansion Project will address this need by building the capacity of NVGA personnel to understand and address the complex needs of severely disadvantaged young women,

many of whom have experienced high levels of trauma, previous school failure, and alienation. In addition to supporting PPS-credentialed personnel to provide direct and referral services, the NVGA Community Schools Expansion Project will provide specialized professional development on topics specifically affecting NVGA students. New professional learning will include in-house and virtual workshops integrated into NVGA's pre-service trainings and after school staff meetings as well as embedded regular day coaching. The NVGA Teaching & Learning Coach (existing position supported through local investments) and School Psychologist (supported with a combination of CCSPP funding and local investments) will frequently assess professional learning needs in order to identify specific teacher/staff professional development needs, identify the subject matter experts best qualified to lead professional learning related to identified needs, and coordinate trainings. All NVGA teachers and staff will also have the opportunity to request specific professional learning opportunities as part of the NVGA staff school climate survey process. While the exact topics of focus will be determined based on frequent assessment of NVGA professional learning needs, the Community Schools Needs Assessment process identified the need to provide training in the following areas: best practices related to socio-emotional learning, meditation and mental health, multi-tiered systems of supports (MTSS), Positive Behavioral Intervention and Supports (PBIS), mindfulness, trauma-informed practices, restorative justice practices, use of academic data, strategies to support students with special needs, racial equity consciousness, culturally responsive teaching, and Big Picture Learning, among other whole-child approaches. New professional learning around these and other themes will reinforce NVGA's school-wide promotion of the Four Cornerstone Commitments of Community Schools.

Goal 4: Expand out-of-school-time opportunities that build on regular-day accomplishments and support NVGA students' academic progress and overall positive youth development (*Pillar 4: Extended learning time and opportunities*).

While New Village Girls Academy provides an After-School Enrichment Program four days per week throughout the school year and a Summer School Program during six weeks in June and July, the Community Schools Needs Assessment identified the need to increase out-of-school-time academic support and enrichment opportunities given the significant levels of need demonstrated by NVGA's service population. CCSPP funding will be braided with other funding streams to enhance NVGA's year-round expanded learning, academic and enrichment offerings. Over the first years of the NVGA Community Schools Expansion Project, after school and summer learning opportunities will specifically address student learning loss and social-emotional needs resulting from the impacts of the COVID-19 pandemic to ensure all students are on a fast track back to meeting grade-level standards in all subject areas and graduating from high school. Expanded learning will prioritize students with special needs, students performing below standard, unhoused students, those with difficult home situations, and those disproportionately impacted by the pandemic. After school and summer academic sessions will provide credit acquisition and recovery opportunities, academic support in all core subjects and electives, English Language Development support, and college and career readiness programming. While expanded learning program enrichment

activities will be determined based on the frequent assessment of NVGA student developmental needs and interests through student surveys and focus groups, NVGA plans on providing enrichment programming that includes arts and crafts, dance, music, physical fitness, nutrition and wellness, outdoor education, and socio-emotional learning activities, and LGBTQIA+ safe space with mentored activities for NVGA's growing number of queer students. Expanded learning programming will be delivered collaboratively by NVGA certificated teachers, staff, and community partners funded through a combination of NVGA funds and CCSPP investments. The CCSPP grant will also enable NVGA to procure new expanded learning program materials and supplies for use during student enrichment activities.

Assessment of CCSPP Project Goals

The Parent & Community Liaison will collaborate closely with NVGA's Development & Compliance Manager to execute the program's evaluation and reporting and will engage with the Community School Leadership Team at the start of the project period to formalize a data management plan aligned with the evaluation plan, which will then be incorporated into the NVGA Community School Implementation Plan. The evaluation plan will provide a timeline of assessments (type, method, frequency) and include a data management plan defining (1) what data are to be collected, (2) how data are to be collected, (3) when data are to be collected, (4) who is responsible for collecting data, and (5) how data are to be stored.

NVGA has already established mechanisms and processes for data collection, evaluation, and reporting as part of its accountability to the LA County Office of Education charter school office and schoolwide action plan monitoring required to comply with WASC accreditation. The Community School Leadership Team will leverage these existing evaluation efforts to assess the Community School Expansion Project's success in meeting all four project goals. Any new evaluation methods required to measure CCSPP Project impacts will be integrated into existing evaluation plans to avoid duplication of efforts. The primary evaluation tools and methods to determine the CCSPP Project's success in meeting the four project goals will include the following quantitative and qualitative measures: (1) California Assessment of Student Performance and Progress (CAASPP) results; (2) STAR testing results; (3) graduation rates; (4) multiple measures of student behavioral outcomes (e.g., attendance, dropout rates, referrals); (5) Wellness Intake Survey results; (6) Student School Climate Survey results; (7) community focus group questionnaires and surveys; (8) teacher/staff perceptions of student needs shared during daily Morning Circles; (9) parent and family member surveys; and (10) teacher/staff surveys regarding perceived quality of professional development.

To measure fidelity of implementation, the Community School Leadership Team will use a rubric of implementation that quantifies expectations for implementation of the Four Pillars and Four Cornerstone Commitments of Community Schools. Expectations may be expressed in terms of the number of activities conducted, services offered, products created, trainings held, community partnerships cultivated, or participants

served. Although implementation scales may vary, the rubric will categorize each component as not implemented, partially implemented, mostly implemented, or fully implemented. Applying a rubric of implementation will allow the Leadership Team to frequently track fidelity of implementation over the five-year CCSPP grant period, share findings with key stakeholders, and make adjustments to community school services and strategies that lead to continuous quality improvement.

The Community School Leadership Team will convene quarterly to review evaluation results to determine the project’s fidelity of implementation and impact on NVGA students and families. In addition to using evaluation results to guide continuous improvement efforts and fulfill CCSPP reporting mandates, the Leadership Team will carefully document the successes of the NVGA community school model to share findings with its community school partners and stakeholders as well as with educational researchers and practitioners serving similar student populations in order to contribute to the growing body of evidence supporting the benefits of whole-child educational approaches. Further, each Community School Leadership Team member will disseminate evaluation results within their respective networks to continue to garner the community support required to enhance and sustain New Village Girls Academy’s coordinated efforts to transform the lives of at-risk and underserved women in Los Angeles.

3. Key Staff and Stakeholders Engaged

As part of CCSPP Implementation Project planning, New Village Girls Academy’s Community School Leadership Team engaged in eight months of community school planning in collaboration with school leaders, stakeholders, and community partners. The Community School Leadership Team is divided into six subcommittee focused on key areas specific to NVGA’s operation as a community school. These subcommittees are English Language Academics, Math Academics, Student Wellness, College Readiness, Career Readiness, and Parent & Community Engagement. Table 2 below provides the core Leadership Team roster.

Table 2. New Village Girls Academy Community Schools Leadership Team Roster

Name	Title/Role	Organization
Jennifer Quinones	Principal	New Village Girls Academy
Ana Aguirre	Development & Compliance Manager	New Village Girls Academy
Coco Kormspan	Communications & Community Relations Manager	New Village Girls Academy
Vanessa Gutierrez	Parent & Community Liaison	New Village Girls Academy
Veronica Yanagisawa	School Psychologist	New Village Girls Academy
Christa Hollis	Science Teacher/Testing Coordinator	New Village Girls Academy
Maile Fernandez	Parent/Guardian	New Village Girls Academy
Nicole Kerns	Parent/Guardian	New Village Girls Academy

Andrea Lino	Student Leader	New Village Girls Academy
Brooklyn Thompson	Student Leader	New Village Girls Academy
Fredid Toledo	Community Partner	Homies Unidos
Joanna Brito	Community Partner	Heluna GRYD

In addition to collaborations with New Village Girls Academy teachers, support staff, students, and family members, community school planning involved meaningful engagement with key community partners. As a small learning community, NVGA has developed very personal relationships with community organizations and members who share the common goal of improving the lives of vulnerable young women in Los Angeles. NVGA's core community partners are St. Anne's Family Services, Children's Hospital Los Angeles, The Children's Institute of Los Angeles, California Science Center, Los Angeles County Office of Education Homeless Services, The GRYD Foundation, Healing Urban Barrios, The Advot Project, Hillside, Victims of Crime LA, Los Angeles County Department of Mental Health's Full Service Partnership Program, Wellnest LA, Homies Unidos, Baby2Baby, and POPS The Club. These partners provide a broad range of services to NVGA students, including free mental/behavioral health services, counseling services, case management, childcare, supplies for unhoused and parenting students, and anti-gang intervention programming. The NVGA Community Relations & Communications Manager leads efforts to coordinate and manage these community partnerships, strengthen the outward facing communication of the school, and solicit input from all partners on ways to leverage and coordinate community services to best meet the needs of NVGA students within an integrated community school approach.

As part of the community school planning process, New Village Girls Academy engaged school community stakeholders through a combination of focus group presentations, open forum discussions, questionnaires, and surveys to solicit feedback useful for designing and refining NVGA's community school vision, strategies, partnerships, and services. The Community School Leadership Team then evaluated stakeholder feedback in designing the Community School Implementation Plan. The collaborative needs assessment and community schools planning efforts also included the following:

Data Analysis: The Community Schools Leadership Team analyzed numerical metrics, which included evaluating standardized assessment results, attendance information, school climate survey results, and similar resources that lend perspective on the scope or intensity of phenomenon that may warrant intervention. These efforts included analysis of school community data sources related to education, health, student and family characteristics, school attendance, behavioral data, health statistics, and many other domains.

Document Review: The Community Schools Leadership Team gathered documentation and artifacts that demonstrate the school's strengths and improvement areas. This included review of the School Accountability Report Card (SARC), School Plan for Student Achievement (SPSA), school climate surveys, evaluation reports from prior

projects related to one or more of the Four Pillars of Community Schools, and the New Village Girls Academy Local Control and Accountability Plan.

Community Resource Scan: The Community Schools Leadership Team inventoried community-based service providers operating within the neighborhoods home to NVGA students. This inventory was organized into a Community Schools Partnership Rubric that outlines the role of each existing partner. In addition to providing a concise summary of active community partnerships, this tool also aids in identifying service gaps that may exist or that might contribute to future community schools efforts.

Throughout the five-year CCSP grant funding period, the Leadership Team will continue to meaningfully engage with all community school stakeholders to frequently assess NVGA student and family needs, map community assets, prospect new community resources, and coordinate all available resources to effectively integrate the academic, health, and social services needed to improve outcomes among NVGA students and their families.