

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

NOVA Academy - Coachella

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Strategies, Priorities and Goals

Strategy 1: Shared Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

Throughout the CCSPP Planning Grant, NOVA Academy's campus leadership and Community School Coordinator examined and reflected upon valuable insights gained by engaging with its community and stakeholders as they relate to the California Community Schools Framework. Based on the input and priorities conveyed by the school's community, it is evident that NOVA's stakeholders consider the framework's Overarching Values to be of the utmost importance, including racially-just and relationship-centered spaces, shared power through collaborative leadership, classroom-community connections, and a focus on continuous improvement. Although the underlying goals and values of NOVA Academy's core programs are already closely aligned with the Community Schools Model, the scope of these established practices and procedures have primarily consisted of student supports provided by site-level staff with varying levels of training and expertise. While these ongoing efforts to serve the diverse needs of the students and community have had a demonstrably positive impact, these endeavors have not yet been cohesively unified under the overarching Community Schools Partnership Program (CCSPP) initiative. Due to this, certain elements of the Community Schools Model have not yet been fully implemented on the site level, resulting in some areas where potential student or community needs may be unidentified or unaddressed. To ensure that it is best equipped to serve its students, families, and community as whole, NOVA Academy is committed to fully implementing the Community School Model and expanding its ongoing program initiatives in accordance with the framework's Overarching Values.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

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

Under the CCSPP Planning Grant, NOVA Academy conducted a preliminary Needs and Assets Assessment, which will now be used to identify and prioritize key subjects and strategies for guiding the development of a more comprehensive Needs and Assets Assessment under the CCSPP Implementation Grant. The Community School Coordinator will use the comprehensive Needs and Assets Assessment to gather input and data from a diverse population of stakeholders from various groups, such as administrators, certificated staff, classified staff, students, family members, community members, and community partners. In order to ensure the collection of sufficient data to guide this project, the comprehensive assessment will gather both qualitative and quantitative data through multiple processes, such as surveys, one-on-one interviews, focus groups, visioning exercises, and meetings forums. NOVA Academy is committed to engaging the entire community in identifying their top community school priorities and vision, and it will adapt ongoing procedures and practices to engage historically marginalized student and family groups where appropriate. Due to the high population of non-English speakers among its local population, NOVA will ensure that its Community School opportunities are accessible to the entire community by offering Spanish-language versions of its print materials and interpreter services at in-person events when necessary.

Part B: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members. One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Integrated Student Supports and Services	Mental Health Screening and Services
Positive and Restorative School Climate	Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)
Collaborative Leadership and Practices	Shared Decision-Making Bodies that center the voices of students, families, and community

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort. At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Establish and expand shared decision-making bodies for student, family, and community voices.	Expand and improve site-level initiatives to create a sense of continuity, community, and leadership so that all school stakeholders (students, faculty, staff, parents/guardians, and community members) feel part of the collective mission and vision of the school while understanding the value of working as a community.

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

NOVA Academy's site-level Leadership Team is composed of the Chief Executive Officer, campus administrators, and various business office personnel. Members of the Leadership Team collaborate with teacher, student, and parent-led committees, such as School Site Council and Parent Advisory Council, to guide decision-making for the school.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability. A coherent and comprehensive plan/strategy for community schools "de-silos" all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Improve coherence and alignment of existing school-wide strategic and improvement plans with the values, goals, and priorities of the California Community School Partnership Program (CCSPP).	Utilize CCSPP tools and methodology in the development of future site-level plans, potentially including but not limited to charters, LCAPs, and ATSI plans.

Strategy 5: Staffing and Sustainability

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
The Community School Coordinator will oversee the development and implementation of site-level CCSPP initiatives.	NOVA Academy will have a dedicated site-level Community School Coordinator position for the duration of the CCSPP Implementation project.
NOVA Academy will continue in its commitment to Diversity, Equity, and Inclusion (DEI) when staffing positions and serving the needs of its target student population.	Ongoing actions will include but are not limited to diverse hiring committees, preference for bilingual candidates when filling positions, an open-door management policy encouraging staff input, a culture of respect and tolerance towards diverse thinking, staff teambuilding activities throughout the year, and annual multi-cultural celebrations.

Key Staff/Personnel

Renee Lancaster	Chief Executive Officer
Alicia Lewis	Business Services Manager
Lisa Hernandez	Principal
Denise Gomez-Lopez	Community School Coordinator

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

NOVA Academy will pursue additional funding sources, such as private foundation grants, to support the costs associated with the Community School initiative after the conclusion of the implementation grant funding period. Additional steps to sustain the program could potentially include consolidating any applicable project components under related programs that are supported by other funding sources (e.g., LCAP-funded actions), participating in the LEA Medi-Cal Billing Option Program, or collaborating with other LEAs to share resources and reduce ongoing costs.

Strategy 6: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Expand the scope and availability of the opportunities and resources offered through existing community partnerships.	Collaborate with established partners to implement additional programs and services identified as relevant community needs.
Establish new strategic community partnerships with additional entities sharing NOVA Academy's mission and vision for the CCSPP program.	Identify and engage with prospective community partners possessing the requisite assets to address needs identified in the comprehensive Needs and Assets Assessment.

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

NOVA Academy has successfully partnered with a local health clinic to provide free referrals for community mental health resources to students and families. This partnership is aligned with the vision and priorities of NOVA's stakeholders, as identified through the preliminary Needs and Assets Assessment, which included a high percentage of responses expressing a community need for mental health screening and services. Future partnerships will be pursued with governmental entities or community-based organizations based on the additional needs identified through the comprehensive Needs and Assets Assessment.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps
Expand and improve site-level initiatives to provide role-specific professional learning supports to administrators, educators, classified staff, families, and other groups within the community.	Utilize the findings of the Needs and Assets Assessment to identify community priorities and develop relevant professional learning opportunities that focus on shared leadership, and help to make learning collaborative, relationship-centered, culturally affirming, asset-based, democratic, and community-based for all teachers and students.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Expand and improve site-level initiatives to incorporate community-based curriculum and pedagogy within schoolwide learning practices.	Identify relevant and appropriate content and instructional materials for the target student population that can be implemented by educators in community-based curriculum and pedagogy.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
The Community School Coordinator will collaborate with various stakeholders, including administrators, educators, classified staff, and community members to develop an evaluation plan for the community schools initiative.	The Community School Coordinator will identify appropriate data sources based on stakeholder input and incorporate these into an evaluation plan that reflects community-based definitions of success.	Evaluation of the community school initiative's success and the monitoring of its progress may include various metrics, including but not limited to quantitative changes in the number of site-level strategic partnerships in place, the amount or variety of services provided through strategic partnerships, the amount or variety of CCSP aligned professional development and/or extended learning opportunities, the amount or variety of site-level collaborative leadership opportunities, and state-reported school data metrics that are deemed relevant to the goals and priorities of the community school initiative.