

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM

CCSPP Implementation Plan Update 2025-2026

California Heritage YouthBuild Academy

School Site Contact Information

Implementation Plan	2025-2026 Update
Implementation Period	July 1, 2025 - June 30, 2026
Prepared/Updated	Prepared June 2026, reflecting current implementation and APR responses
School	California Heritage YouthBuild Academy
Grades	9-12
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Authorizer	Trinity County Office of Education / Shasta County Office of Education transition, as applicable by year

Purpose and Use of this Update

This 2025-26 Implementation Plan Update documents CHYBA's current Community Schools implementation and is intended to align with the 2025-26 APR, LCAP/Equity Multiplier work, MTSS, RTBS, Personalized Life Plans, CTE pathways, WRTP, and long-term sustainability planning.

This update builds from CHYBA's 2023-24 CCSPP Implementation Plan and aligns current implementation with the California Community Schools Framework and the five Capacity-Building Strategies: Shared Commitment, Understanding and Priorities; Centering Community-Based Learning; Collaborative Leadership; Sustaining Staff and Resources; and Strategic Community Partnerships.

Community School Vision and Shared Priorities

CHYBA's current community school vision is to operate as an integrated, relationship-centered system that supports the whole child and family. CHYBA does not expect students to fit into a system; the school continues building systems around students through Personalized Life Plans, flexible rotations, integrated supports, student voice, career-connected learning, and strategic partnerships. In 2025-26, CHYBA strengthened implementation by formalizing PLPs, expanding student voice through Youth Policy Council and Community Circle representatives, deepening RTBS/MTSS/COST processes, and connecting students to real-world pathways through CTE, WRTP, AmeriCorps, Shasta College, and community partners.

Draft Collective Priorities

Goals	Action Steps	Measures of Progress / Evidence
Strengthen academic progress and whole-child success through integrated supports, PLPs, and	Formalize and strengthen PLP implementation; use academic labs, credit recovery, EWI, STAR,	Active PLPs, six-week review cycles, credit recovery, academic progress, graduation progress,

data-informed intervention.	BASE, Kelvin, Panorama, COST, counseling, Community Connect, and MTSS/RTI to coordinate supports.	intervention records, and local data review.
Increase engagement, attendance, belonging, and school climate through relationships, student voice, and restorative practices.	Strengthen Community Circles, Advocate structures, Morning Meeting, YouthBuild Pledge, YPC, RTBS, Zen Den, counseling, transportation, home visits, SST/SART, and COST coordination.	Attendance, chronic absenteeism, school climate data, student voice participation, behavior/restorative support records, and student success stories.
Expand college, career, and life readiness through personalized pathways and community-based learning.	Align PLPs, four rotations, CTE, WRTP, WBL, certifications, AmeriCorps, civic engagement, Shasta College, summer programming, and workforce partners.	CTE/pathway participation, certifications, WBL/service participation, college visits, employment connections, and graduation/postsecondary outcomes.

Strategy 1: Shared Commitment, Understanding, and Priorities

In 2025-26, CHYBA advanced from shared vision toward systemwide implementation. CCSPP priorities are now more fully aligned with LCAP, Equity Multiplier, MTSS, RTI, PLPs, student voice structures, and strategic partnerships. The Board-approved PLP policy formalized a core whole-child practice across academics, career development, social-emotional growth, and life skills.

Goals and Measures of Progress

Goals	Action Steps	Measures of Progress / Evidence
Communicate and implement a shared whole-child vision.	Use PLP policy, Community Circles, staff collaboration, family engagement, and board/community processes to reinforce shared priorities.	Board-approved PLP policy, APR, LCAP/Equity Multiplier alignment, staff feedback, student/family feedback, and website posting.
Use Needs and Assets findings and ongoing feedback for continuous improvement.	Use Kelvin, Community Circles, YPC, COST, PLP reviews, family outreach, and staff reflection to identify priorities and course corrections.	Survey data, student voice examples, COST data, PLP evidence, and continuous improvement notes.

Key Evidence and Implementation Notes

- Proposed APR phase: Transforming.
- Evidence includes alignment across CCSPP, LCAP, Equity Multiplier, MTSS, PLPs, data systems, and school culture practices.

Strategy 2: Centering Community-Based Learning

Community-based learning is embedded into CHYBA's daily student experience through CTE pathways, four rotations, WRTP, work-based learning, AmeriCorps service, civic engagement, community service, Shasta College connections, industry certifications, and summer learning. Students connect learning to employment, service, college, and life goals.

Goals and Measures of Progress

Goals	Action Steps	Measures of Progress / Evidence
Embed community-based learning into daily instruction and pathways.	Continue CTE pathways, four-rotation scheduling, Paxton Patterson/career exploration, civic engagement, AmeriCorps, community service, WBL, and pathway projects.	Pathway participation, WBL records, certifications, service hours, portfolios/performance assessments, student stories.
Increase public/community connection and authentic assessment.	Use community projects, employer/partner feedback, student presentations, certifications, and performance tasks to demonstrate learning.	Student work, certifications, partner feedback, pathway completion, and postsecondary/employment connections.

Key Evidence and Implementation Notes

- Proposed APR phase: Transforming.
- Student success profiles show re-engagement through Fire, Construction, Culinary, Ascend/outdoor work, OSHA, Food Handler certification, and employment connections.

Strategy 3: Collaborative Leadership

CHYBA strengthened collaborative leadership through Youth Policy Council, Community Circle representatives, Kelvin feedback, student voice, staff PLC/RTI structures, COST, family engagement, and partner coordination. Students increasingly identify concerns, propose solutions, and participate in school improvement.

Goals and Measures of Progress

Goals	Action Steps	Measures of Progress / Evidence
Strengthen student voice and shared decision-making.	Use Community Circle representatives, YPC, Kelvin, civic engagement, and school improvement discussions to elevate student perspectives.	YPC participation, Community Circle notes, student feedback, examples of student-informed solutions.
Clarify collaborative structures and roles.	Continue developing clear roles for leadership, staff teams, COST, counselors, Community Connect, WRTP, families, and partners.	Meeting agendas, role descriptions, protocols, staff feedback, and service coordination documentation.

Key Evidence and Implementation Notes

- Proposed APR phase: Engaging.
- The school has strong student voice and shared leadership practices, with next steps focused on clearer protocols and consistent documentation.

Strategy 4: Sustaining Staff and Resources

CHYBA continued building staffing and resource systems to support CCSPP implementation beyond the grant. This included Community Connect, counseling, RTBS, MTSS, PLP implementation, data systems, student support, transportation, CTE, Equity Multiplier, CSI, LCFF/LCAP, CTEIG, K-12 Strong Workforce, WRTP, and Educator Effectiveness resources.

Goals and Measures of Progress

Goals	Action Steps	Measures of Progress / Evidence
Sustain core implementation roles and supports.	Use braided funding and aligned plans to maintain Community School Coordinator functions, counseling, MTSS/RTBS, PLP support, data systems, transportation, and pathway supports.	Budget alignment, LCAP/Equity Multiplier/CSI/CTEIG plans, staffing records, and sustainability plan.
Improve implementation consistency.	Develop clearer protocols, shared data dashboards, role clarity, documentation routines, and staff professional learning.	Protocols, training records, data dashboards, staff survey data, and annual review notes.

Key Evidence and Implementation Notes

- Proposed APR phase: Engaging.
- The school is moving toward Transforming, with strengths in braided resources and next steps in documentation, role clarity, and sustainability planning.

Strategy 5: Strategic Community Partnerships

Strategic partnerships are embedded into CHYBA's Community School model. Key partners and structures include WRTP, Shasta College, Hill Country Health and Wellness, workforce partners, Family Resource Night, COST, mental health providers, community organizations, AmeriCorps/YouthBuild, and postsecondary/career partners.

Goals and Measures of Progress

Goals	Action Steps	Measures of Progress / Evidence
Align partnerships to student and family needs.	Use NAA/feedback, COST, Family Resource Night, PLPs, and partner meetings to connect students/families to services and opportunities.	MOUs/agreements, partner participation, service utilization, Family Resource Night materials, COST referrals.
Review partnerships for impact and sustainability.	Collect partner feedback, review service use, identify gaps, and adjust partnerships based on student/family needs.	Annual reflection, partner feedback, service data, and student/family outcomes.

Key Evidence and Implementation Notes

- Proposed APR phase: Transforming.
- Partners expand access to workforce development, mental health, college/career planning, family resources, and whole-child supports.

Progress Monitoring and Continuous Improvement

CHYBA monitors implementation through EWI, STAR, BASE, Kelvin, Panorama, attendance, chronic absenteeism, credit progress, graduation progress, suspension/expulsion data, CTE/WBL/certification participation, PLP review cycles, COST referrals, staff feedback, and student/family/partner input. For 2026-27, CHYBA will continue

strengthening local measures such as active PLPs, student voice participation, service coordination, pathway participation, and work-based learning in addition to statewide outcome metrics.

Sustainability Planning

Sustainability work for 2025-26 focuses on embedding CCSPP practices into core operations and braiding resources through LCFF/LCAP, Equity Multiplier, CSI, CTEIG, K-12 Strong Workforce, Educator Effectiveness, WRTP, YouthBuild/AmeriCorps, and community partnerships. Next steps include posting the updated implementation plan, completing the required sustainability plan, strengthening data dashboards, documenting protocols, clarifying roles, and ensuring core practices continue beyond CCSPP funding.

Posting, Review, and Presentation

This plan should be posted with CHYBA's CCSPP documents and reviewed with students, staff, families, partners, and the governing board as part of the annual update and continuous improvement process. Insert the final website URL, board presentation date, and any school-community presentation date in local records before final submission of the APR.