

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM

CCSPP Implementation Plan Update 2024-2025

California Heritage YouthBuild Academy

School Site Contact Information

Implementation Plan	2024-2025 Update
Implementation Period	July 1, 2024 - June 30, 2025
Prepared/Updated	Prepared as a June 2026 annual update, reflecting SY 2024-25 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 2024-25 Implementation Plan Update summarizes CHYBA's continued implementation of the California Community Schools Partnership Program during the second year following the posted 2023-24 plan. It is intended to document progress, course corrections, and continued alignment with the APR, LCAP, WASC/CSI work, and the school's ongoing whole-child and family-centered model.

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 community school vision is to build a relationship-centered, restorative, and career-connected school model for students who have often experienced barriers in traditional educational settings. During 2024-25, the school continued moving from individual programs toward a more integrated system of academic support, social-emotional support, family engagement, student voice, and community partnership. The shared priorities remained focused on strengthening academic success through whole-child supports, increasing engagement and attendance, and creating a supportive trauma-informed school environment.

Draft Collective Priorities

Goals	Action Steps	Measures of Progress / Evidence
Strengthen academic success through whole-child supports and career-connected learning.	Use academic counseling, credit recovery, CTE pathways, summer learning, and integrated supports	Credits earned, graduation progress, pathway participation, academic support participation,

	to help students make progress toward graduation.	and local progress monitoring.
Increase student engagement, attendance, and belonging.	Use Community Circles, home visits, attendance outreach, incentives, transportation support, mentoring, and student voice activities to re-engage students.	Attendance rates, chronic absenteeism, participation in engagement activities, student feedback, and school climate data.
Create a supportive, trauma-informed school environment.	Expand mental health supports, restorative practices, COST, SEL activities, and staff training to respond to student needs.	Suspension/expulsion rates, COST referrals, counseling participation, SEL/school climate feedback, and documented interventions.

Strategy 1: Shared Commitment, Understanding, and Priorities

During 2024-25, CHYBA continued to build shared understanding of the community school model through staff planning, student and family engagement, partner collaboration, and alignment with school improvement priorities. The Needs and Assets Assessment, APR reflection, Community Circles, surveys, and family engagement activities informed priorities.

Goals and Measures of Progress

Goals	Action Steps	Measures of Progress / Evidence
Deepen shared commitment to the whole-child community school model.	Align CCSPP, LCAP, WASC/CSI, MTSS, and CTE priorities; use staff meetings and engagement processes to reinforce the shared vision.	APR responses, LCAP alignment, staff and student feedback, family engagement records, and board/community materials.
Strengthen Needs and Assets Assessment processes.	Use surveys, interviews, Community Circles, family outreach, and partner input to identify barriers and assets.	Participation estimates, survey data, notes from meetings, and evidence of priorities reflected in actions.

Key Evidence and Implementation Notes

- Community Circles and relationship-based engagement continued to surface student needs and priorities.
- Family engagement and partner input helped identify needs related to mental health, attendance, transportation, housing, career readiness, and family resources.

Strategy 2: Centering Community-Based Learning

CHYBA continued to connect learning to students' goals, community needs, service, career pathways, and real-world experiences. Career-connected learning and community service were central to student engagement and motivation.

Goals and Measures of Progress

Goals	Action Steps	Measures of Progress / Evidence
Expand community-based and career-connected learning.	Continue CTE pathways, work-based learning, AmeriCorps service, community service, and summer learning opportunities.	Pathway participation, certifications, WBL/service participation, portfolios/performance tasks, and engagement data.

Support educators in using community-based learning practices.	Provide professional learning, planning time, and collaboration with community partners.	Professional development records, lesson/project examples, and student work evidence.
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Key Evidence and Implementation Notes

- Construction, culinary, ECE, and related pathway opportunities continued to connect learning with future goals.
- AmeriCorps, service learning, and career-connected experiences supported belonging and purpose.

Strategy 3: Collaborative Leadership

CHYBA strengthened collaborative leadership by engaging staff, students, families, and partners in planning and implementation. Much of the work occurred through ongoing structures rather than a single meeting, including Community Circles, school leadership, COST, partner meetings, and family engagement activities.

Goals and Measures of Progress

Goals	Action Steps	Measures of Progress / Evidence
Increase student and family voice in implementation.	Use Community Circles, surveys, family meetings, SST/SART, school events, and informal feedback to inform program improvement.	Student/family participation, feedback themes, and examples of program adjustments.
Strengthen shared implementation structures.	Use COST, PLC/RTI, staff meetings, and partner meetings to coordinate supports and improve follow-through.	Meeting notes, referral tracking, intervention documentation, and staff feedback.

Key Evidence and Implementation Notes

- COST became an important structure for coordinating student supports across academics, behavior, mental health, housing, and basic needs.
- Family Resource Night and other outreach created additional entry points for families and partners.

Strategy 4: Sustaining Staff and Resources

During 2024-25, CHYBA used CCSPP and other funding sources to build staffing, professional learning, and systems needed for long-term implementation. The school continued aligning LCFF/LCAP, CCSPP, CSI, CTE, and other funding sources to support the work.

Goals and Measures of Progress

Goals	Action Steps	Measures of Progress / Evidence
Build staffing and systems for integrated supports.	Maintain and strengthen roles connected to counseling, MTSS, coordination, student support, and family engagement.	Staffing records, job descriptions, service participation, and implementation reflections.
Plan for sustainability beyond individual grants.	Identify braided funding sources and integrate CCSPP practices into core school operations.	LCAP alignment, sustainability planning, budget planning, and cross-program alignment.

Key Evidence and Implementation Notes

- Key supports were sustained through a combination of CCSPP, LCFF/LCAP, and other aligned funds.
- The school recognized a need for stronger documentation, data systems, and role clarity.

Strategy 5: Strategic Community Partnerships

CHYBA continued to rely on strategic partnerships to expand access to mental health, workforce development, postsecondary planning, family resources, and integrated supports. Partnerships were increasingly aligned with student and family needs identified through engagement processes.

Goals and Measures of Progress

Goals	Action Steps	Measures of Progress / Evidence
Strengthen aligned partnerships.	Coordinate with health, mental health, workforce, postsecondary, and community partners to provide services and opportunities.	MOUs/agreements, partner participation, Family Resource Night evidence, referral/service records.
Use partnerships to remove barriers and expand opportunities.	Connect students and families with resources related to housing, food, transportation, employment, training, college, and wellness.	Service utilization, student stories, partner feedback, and engagement outcomes.

Key Evidence and Implementation Notes

- Hill Country Health and Wellness, Shasta College, workforce partners, and other organizations supported student and family needs.
- Family Resource Night and COST supported coordination and access.

Progress Monitoring and Continuous Improvement

CHYBA monitored progress through APR reflection, LCAP metrics, attendance and engagement data, academic progress, intervention tracking, COST referrals, school climate information, and feedback from students, families, staff, and partners. The school learned that implementation is strongest when supports are integrated and when staff have clear systems for documentation and follow-up.

Sustainability Planning

CHYBA's sustainability work in 2024-25 focused on braiding CCSPP with LCFF/LCAP, CSI, CTE, workforce, and other funding sources; embedding practices into daily school operations; strengthening staff capacity; and continuing to build partnerships that expand services without relying solely on one grant.

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.