VALLEY HIGH SCHOOL



2026–2027 Implementation Plan

TOGETHER, WE ARE VALLEY.
Home of the Falcons!

OUR MISSION:

Valley High School provides a positive, student-centered climate with support of academies and community partnerships to inspire and equip students with the academic, creative, and life skills to meet the challenges of an ever-changing global society.

VISION:

Valley High School students are architects of their well-being and learning while persisting towards their life's goals and achieving their full potential as future-ready, global citizens.

CORE VALUES

Who we are. How we show up. Every day.

CONNECTED.

We build meaningful relationships that create a strong sense of belonging, support, and community.

WHAT IT LOOKS LIKE AT VALLEY:

- Community Schools partnerships
- Family engagement events
- Student leadership opportunities
- Positive relationships with staff and peers

LIFELONG.

We embrace curiosity, growth, and continuous improvement in everything we do.

WHAT IT LOOKS LIKE AT VALLEY:

- College and career exploration
- Industry certifications
- Goal setting and reflection
- Learning beyond the classroom

LEARNERS.

We take ownership of our learning and strive for excellence through perseverance and growth.

WHAT IT LOOKS LIKE AT VALLEY:

- Student-centered learning
- Academic achievement
- Critical thinking and problem solving
- Future-ready skills

THE FALCON FOUR

Our commitments. Our actions. Our impact.

1. **LIVE THE VISION**
   We embody our mission and vision in everything we do.
2. **BUILD RELATIONSHIPS**
   We foster trust, respect, and collaboration with students, colleagues, and our community.
3. **KNOW YOUR STUDENTS**
   We see each student as an individual and respond to their unique strengths, interests, and needs.
4. **MAKE LEARNING VISIBLE**
   We use evidence of learning to inform instruction and empower students to reflect and grow.

CHANGE ACADEMIES
YOUR PATH. YOUR PURPOSE. OUR PURPOSE.

COMMUNITY SCHOOLS
Building Bright Futures Together

SAUSD
Santa Ana Unified School District

Santa Ana Unified School District:

Our Vision and Approach

At Santa Ana Unified School District (SAUSD), our work is grounded in a clear and ambitious vision: to raise the economic well-being of our community. We believe that when our students thrive academically, socially, and emotionally, the broader Santa Ana community thrives alongside them. Education is not just an individual outcome—it is a collective pathway toward opportunity, stability, and long-term prosperity.

To move toward this vision, we center our work on three core values: **engagement, empowerment, and equity**.

We begin with **meaningful engagement**—creating authentic opportunities for students, families, staff, and community members to share their voices, experiences, and aspirations. This engagement builds the foundation for shared understanding and collective ownership of the work. As trust and relationships deepen, **engagement leads to empowerment**, where individuals and groups have the knowledge, voice, and agency to shape decisions within their schools and community. This pathway **ultimately leads to equity**—ensuring that systems are intentionally designed so all students have access to the opportunities, resources, and supports they need to thrive.

Our Community School Strategy in Action

In SAUSD, our Community School Strategy is grounded in the **California Community Schools Framework** and is operationalized through the **Capacity-Building Strategies**, which serve as the foundation for how we design, implement, and sustain this work.

- **Shared Commitment, Understanding, and Priorities**
  We engage students, families, staff, and community partners in developing a shared vision, core values, and clear priorities for each school. Through deep listening and inclusive processes, we build a common understanding of what matters most and align our efforts toward collective goals.
- **Centering Community-Based Learning**
  We connect learning to the lived experiences, cultures, and assets of our community. Instruction is designed to be relevant, engaging, and meaningful, allowing students to see themselves in their learning and apply their knowledge to real-world contexts.
- **Collaborative Leadership**
  We establish shared leadership structures that elevate diverse voices in decision-making. Students, families, staff, and community partners actively participate in shaping school direction, ensuring that leadership is distributed and reflective of the community.
- **Sustaining Staff and Resources**
  We build the capacity of educators and staff while aligning resources to support long-term implementation. This includes developing systems, practices, and supports that ensure the work is not dependent on individuals, but embedded within the organization.
- **Strategic Community Partnerships**
  We cultivate strong, intentional partnerships that expand opportunities and supports for students and families. These partnerships are aligned to school priorities and are integrated into a coordinated system of support that addresses both academic and non-academic needs.

A Phased Approach to Implementation

To bring these strategies to life, SAUSD utilizes a four-phase implementation model that operationalizes this vision through a structured, phased approach that emphasizes continuous improvement, shared leadership, and community-driven decision-making.

- **Phase 1: Building the Foundation**
  We establish a shared understanding of the Community School Strategy, co-develop a collective vision and core values, and build structures for inclusive leadership and decision-making.
- **Phase 2: Asset Mapping and Needs Assessment**
  We engage 75–100% of stakeholders to understand community strengths, identify needs, and define clear priorities grounded in lived experiences and data.
- **Phase 3: Deep Implementation and Continuous Improvement**
  We implement priority-aligned actions, monitor progress, and use improvement cycles to refine and strengthen our work over time.
- **Phase 4: Institutionalization and Sustainability**
  We embed systems, practices, and leadership structures to ensure the work is sustained long-term and integrated into the district's and school's core operations.



This phased approach allows us to move beyond isolated initiatives and instead build a coherent system where engagement, empowerment, and equity are continuously strengthened through aligned structures and practices, ensuring our work remains grounded in community voice, responsive to need, and focused on achieving equitable outcomes for all students.

Bringing the SAUSD Community School Model to Life

This is how our Community School Strategy comes to life at the school level—grounded in community, driven by purpose, and focused on meaningful impact. What follows is, **Valley High School's** Implementation Plan, reflecting on our progress and outlining the actions we will take in the coming year.

Strategies, Priorities and Goals

This section outlines how the Community School Strategy will be implemented at the school site. It reflects both the school's current understanding and the actions that will be taken to build toward a fully realized community school.

Valley High School is implementing the Community School Strategy through a structured, phased approach that prioritizes shared understanding, inclusive engagement, and continuous improvement. This work is grounded in the California Community Schools Framework and reflects a shift from isolated programs to a coordinated system of supports that center the whole child and the broader school community.

As a Year 2 site still strengthening foundational systems, Valley is primarily operating within Phase 2: Needs and Asset Assessment, while beginning to build toward early implementation. Since September, the focus has been on deepening engagement, strengthening shared understanding, and ensuring that priorities are grounded in both data and lived experiences.

Through Phase 1 (Building the Foundation), Valley established a shared understanding of the Community School Strategy by engaging staff, students, families, and partners in defining what a community school means for the site. This included Community School 101 and Community-Based Learning 101 sessions, staff collaboration, and ongoing communication that emphasized shared responsibility for student success.

Currently, Valley is actively engaged in Phase 2 (Needs and Asset Assessment). The site has engaged approximately 65–75% of its school community through surveys, meetings, events, and targeted outreach. These efforts included student voice opportunities, family engagement events such as Pancakes for Panorama and Future Falcon Night, staff collaboration, and ongoing data analysis of attendance, academics, and behavior.

Through this process, Valley identified key strengths, including strong academy pathways, committed staff, active partnerships, and a growing culture of student engagement. At the same time, the site identified areas for growth, including increasing student and family engagement, strengthening college and career readiness opportunities, and improving alignment across systems of support.

These insights directly informed the development of Valley's three collective priorities:

- Student and Family Engagement
- College and Career Readiness
- Stronger MTSS Alignment for Attendance, Academics, and Behavior

While Valley remains grounded in Phase 2, the site is beginning to take intentional early steps toward Phase 3 (Deep Implementation) by piloting and expanding high-leverage strategies aligned to these priorities.

Key emerging actions include:

- Expanding community-based learning opportunities across pathways, including signature experiences such as Community Garage and interschool collaboration with John Adams Elementary School

- Strengthening student and family engagement through inclusive events such as Pancakes for Panorama, Future Falcon Night, pep rallies, and Valley de los Muertos
- Beginning development of on-campus learning hubs to support academic achievement, social-emotional well-being, and family engagement
- Strengthening integrated student supports through coordination across COST, attendance monitoring, and targeted interventions
- Expanding strategic partnerships, including collaboration with Laura's House, to support the holistic needs of students and families

To support continuous improvement, Valley is establishing systems for ongoing progress monitoring, including regular review of engagement, attendance, academic, and participation data. These efforts are supported through structures such as the Community School Leadership Council, site leadership teams, and student support systems.

As Valley continues to deepen its work, the focus will remain on strengthening engagement, refining priorities, and building the systems and capacity needed to move more fully into Phase 3 implementation. This includes increasing stakeholder participation, aligning resources to site priorities, and ensuring that strategies are sustainable and responsive to the evolving needs of the school community.

Through this intentional and phased approach, Valley High School is building a strong foundation for a sustainable, inclusive, and equity-driven community school model.

Strategy 1: Shared Commitment, Understanding, and Priorities

When students, families, staff, and community partners develop a shared understanding of and commitment to the Community School Strategy, it creates the conditions for meaningful collaboration, transparency, and collective ownership. Through deep listening, relationship-building, and inclusive engagement, schools identify shared priorities and establish a strong foundation for continuous improvement.

Building Shared Commitment Grounded in Overarching Values

At Valley High School, our community school approach is rooted in the belief that students thrive when they are known, supported, challenged, and connected. A community school is important for our site because our students and families need more than isolated programs. They need a coordinated system that brings together academics, wellness, engagement, leadership, and opportunity in ways that reflect their lived experiences and aspirations.

Our collective understanding of a community school aligns with the California Community Schools Framework by centering relationship-based spaces, shared power, classroom-to-community connections, and continuous improvement. At Valley, this means building trusting relationships with students and families, creating meaningful opportunities for students, staff, families, and partners to shape decisions, and connecting learning to real-world experiences such as community-based learning, career pathways, dual enrollment, student leadership, and enrichment opportunities.

We will continue to strengthen these values in practice by deepening inclusive engagement structures, increasing opportunities for student and family voice in decision-making, using data and lived experience to guide improvement efforts, and ensuring that our systems are responsive to the needs and strengths of historically underserved groups. Our goal is to move beyond isolated efforts and continue building a coordinated, sustainable community school where engagement leads to empowerment and empowerment leads to equity.

Deepening Needs and Asset Assessment

Valley High School has used several meaningful strategies to better understand the needs and assets of our school community. These have included student, family, and staff surveys; community meetings; Community School 101 and Community-Based Learning 101 sessions; school events; outreach through family engagement efforts; ongoing conversations with staff and partners; attendance and behavior data reviews; academic progress monitoring; and student support discussions through COST and other intervention structures. These efforts have helped us identify both the strengths already present at our site and the barriers impacting student success.

Through this work, we identified important site assets, including strong academy pathways, committed staff, active community partners, student leadership opportunities, family engagement structures, and a growing understanding of how community schools can align and strengthen existing efforts. We also identified areas of need related to student engagement, attendance, academic progress, family connection, and stronger alignment across teams and supports.

Moving forward, we will deepen this work by intentionally broadening participation across all interest-holders, including administrators, certificated staff, classified staff, students, families, and community partners. We will continue using surveys, meetings, focus groups, classroom and event-based feedback, and leadership council input to gather perspectives. We will also intentionally engage historically marginalized groups, including English learners, newcomer students, students with disabilities, students experiencing attendance challenges, foster and kinship youth, and families who have not traditionally participated in school-based decision-making. Our goal is to ensure that needs and asset assessment is not a one-time activity, but an ongoing cycle of listening, reflection, and action.

Identifying Collective Priorities

Valley High School's priorities were developed through a combination of engagement, data review, and reflection. Input was gathered through staff meetings, family and community meetings, student engagement opportunities, Community School planning conversations, district trainings, and ongoing collaboration with administrators, support staff, and community partners. Quantitative data such as attendance, academic performance, behavior, and engagement trends were reviewed alongside qualitative feedback from students, families, and staff.

This process showed a clear need to strengthen systems that support student and family connection to school, increase access to college and career opportunities, and create stronger alignment across interventions and supports. As a result, Valley identified the following three collective priorities.

School Overarching Priority	Outcome/Indicators We Aim to Improve
Student and Family Engagement	By May 2027, Valley High School will increase meaningful student and family engagement opportunities based on percentage of attendance.
College and Career Readiness	By May 2027, Valley High School will increase student participation in college and career readiness opportunities,as measured through participation enrollment.
Stronger MTSS Alignment for Attendance, Academics, and Behavior	By May 2027, Valley High School will increase student improvement outcomes based on Aeries and Data Hub data to monitor MTSS interventions.

From Strategy to Action: Priority Implementation Plans

Each priority identified through the needs and asset assessment is implemented through a focused action plan. These plans translate community voice into measurable outcomes and strategic actions, ensuring that the Community School Strategy leads to meaningful impact for students.

Each priority includes:

- A clear goal (SMART)
- Measures of success (How much did we do? How well did we do it? Is anyone better off?)
- Strategic supports across a Multi-Tiered System of Supports (MTSS) (Tier 1, Tier 2, and Tier 3)
- Alignment to the Capacity-Building Strategies and Whole Child systems of support

The following priority implementation plans represent how our Community School Strategy is operationalized through MTSS. Each plan reflects our commitment to continuous improvement by aligning community voice, strategic action, and measurable outcomes to improve student success.

Priority 1: Student and Family Engagement

Priority 1 Snapshot	
Priority (What are we improving?)	**Goal (By when? For whom?)**
Valley High School is improving student and family engagement.	By May 2027, Valley High School will increase meaningful student and family engagement opportunities based on percentage of attendance.

Measures of Success		
How much did we do? (Effort)	**How well did we do it? (Quality)**	**Is anyone better off? (Impact)**
Number of family engagement opportunities offered	Percentage of families participating in family engagement opportunities	Increased family engagement and connection to Valley High School

Strategic Supports (MTSS)

Strategy/Action	Tier of Support	Who is Served	Frequency	Expected Outcome	Alignment
Monthly family engagement nights focused on academics, wellness, and community connection	Tier 1	All Students & Families	Monthly	Increased family participation and school connectedness	Family Engagement & Valley Priority 1
Community Schools Leadership Council (CSLC) meetings to support shared decision-making	Tier 1	Students, Families, Staff, Community Partners	Monthly	Increased stakeholder voice and collaborative leadership	Collaborative Leadership
Student leadership opportunities through clubs, CSLC, focus groups, and school events	Tier 1	All Students	Monthly; Ongoing	Increased student ownership, belonging, and engagement	Student Engagement
Family outreach through ParentSquare, newsletters, phone calls, and social media	Tier 1	All Families	Weekly/Ongoing	Increased awareness of resources, programs, and opportunities	Family Engagement & Communication
Feeder school transition activities and	Tier 1	Incoming Students &	Throughout School Year	Improved transition	Family and Community

family orientations		Families		experience and school connectedness	Partnerships
Targeted outreach and relationship-building for underrepresented families	Tier 2	Families with limited participation or engagement barriers	Monthly/Ongoing	Increased participation from historically underrepresented groups	Equity & Access
Individualized support and referrals through FACE, Community Schools, and community partners	Tier 3	Students and Families with identified needs	As Needed	Reduced barriers to engagement and increased access to services	Integrated Student Supports
Community resource fairs and partner-supported events	Tier 1	All Students & Families	Quarterly	Increased awareness and utilization of available supports	Community Partnerships

Priority 2: *College and Career Readiness*

Priority 2 Snapshot	
Priority (What are we improving?)	**Goal (By when? For whom?)**
Valley High School is improving College and Career Readiness.	By May 2027, Valley High School will increase student participation in college and career readiness opportunities,as measured through participation enrollment.

Measures of Success

How much did we do? (Effort)	How well did we do it? (Quality)	Is anyone better off? (Impact)
Number of college and career readiness experiences provided	Percentage of students participating in college and career readiness experiences	Increased student participation in college and career readiness opportunities

Strategic Supports (MTSS)

Strategy/Action	Tier of Support	Who is Served	Frequency	Expected Outcome	Alignment
College and Career Exposure Week	Tier 1	All Students	Annual	Increased awareness of postsecondary opportunities and career pathways	Valley Priority 2
Academy Night showcasing CTE pathways and postsecondary opportunities	Tier 1	Students and Families	Annual	Increased enrollment and participation in pathway programs	College & Career Readiness
NAC advising and college preparation support	Tier 2	Identified Students/Participating Students	Ongoing	Increased college eligibility and application completion	Postsecondary Access
Anteater Academy partnership activities	Tier 2	Participating Students	Monthly	Increased college knowledge and readiness	University Partnerships
Industry guest speakers and career panels	Tier 1	All Students	Quarterly	Increased exposure to workforce opportunities	Career Exploration
College	Tier 1	All Students	Ongoing	Increased	Experiential

campus tours and industry visits				college-going mindset and career awareness	Learning
Certification and pathway completion supports through CHANGE Academies and High School Inc	Tier 2	CTE Students	Ongoing	Increased credential attainment and workforce readiness	CTE & Workforce Development
Individualized college, career, and financial aid support through counseling and partner programs	Tier 3	Students requiring intensive supports	As Needed	Reduced barriers to postsecondary enrollment and success	MTSS Student Supports
FAFSA/CADAA completion workshops	Tier 2	Seniors and Families	Annual/Ongoing	Increased financial aid completion rates	College Access
Community Garage, internships, and work-based learning experiences	Tier 2	Participating Students	Ongoing	Increased real-world career skills and professional readiness	Industry Experiences & Career Readiness

Priority 3: *MTSS: Academic, Attendance, and Behaviors*

Priority 3 Snapshot	
Priority (What are we improving?)	**Goal (By when? For whom?)**
Valley High School is improving student outcomes through a Multi-Tiered System of	By May 2027, Valley High School will increase student improvement outcomes based on Aeries

Supports (MTSS) focused on attendance, behavior, and academics.	and Data Hub data to monitor MTSS interventions.

Measures of Success

How much did we do? (Effort)	How well did we do it? (Quality)	Is anyone better off? (Impact)
Number of students identified and connected to attendance interventions	Percentage of identified students receiving attendance interventions within 10 school days of identification	Increased student attendance rates

Strategic Supports (MTSS)

Strategy/Action	Tier of Support	Who is Served	Frequency	Expected Outcome	Alignment
Daily relationship-building practices including Capturing Kids' Hearts and staff door greetings	Tier 1	All Students	Daily	Increased student connectedness and positive school climate	MTSS Prevention & School Culture
PBIS/Valley Values recognition system	Tier 1	All Students	Ongoing	Increased positive behaviors and student engagement	Behavior Support
Attendance monitoring and attendance sweeps	Tier 1/Tier 2	Students below 90% attendance	Weekly/Monthly	Improved attendance and early identification of barriers	Attendance Priority
Academic progress monitoring through grade reviews and intervention meetings	Tier 1/Tier 2	Students earning Ds and Fs	Every Progress Report Period	Improved academic performance	Academic Success

Schoolwide tutoring, intervention, and credit recovery opportunities	Tier 2	Students needing academic support	Ongoing	Increased course completion and credit attainment	Academic Intervention
Project Kinship mentoring and attendance support	Tier 2	Identified Students	Ongoing	Improved attendance, engagement, and relationships	Attendance & SEL
FACE support services and family outreach	Tier 2	Students and Families experiencing barriers	Ongoing	Increased family engagement and barrier reduction	Integrated Student Supports
Western Youth Services counseling and SEL interventions	Tier 2/Tier 3	Students requiring behavioral or mental health support	Ongoing	Improved social-emotional wellness and school engagement	Mental Health Supports
COST, SART, Truancy Mediation, and individualized intervention planning	Tier 3	Students with significant attendance, behavior, or academic concerns	As Needed	Intensive support resulting in improved outcomes	MTSS Intensive Interventions
Community partner referrals for housing, food, mental health, healthcare, and family support services	Tier 3	Students and Families with identified needs	As Needed	Reduced barriers impacting attendance and academic success	Integrated Student Supports

The following capacity-building strategies outline how our site will continue to strengthen the systems and practices that support the successful implementation of these priorities. Together, these strategies ensure that our work is sustainable, aligned, and continuously improving.

Strategy 2: Centering Community-Based Learning

Centering community-based learning ensures that instruction is relevant, culturally responsive, and connected to the lived experiences of students and the broader community. This approach strengthens student engagement, deepens learning, and builds meaningful connections between the

classroom and the real world.

Connecting Community-Based Learning to Site Priorities

Site Priority	How Community-Based Learning Supports this Priority
College and Career Readiness	Community-based learning supports college and career readiness by connecting classroom learning to real-world experiences, industry exposure, and student voice. Through CTE pathways, partnerships, and hands-on learning opportunities, students are able to apply academic skills in meaningful ways that strengthen engagement, critical thinking, collaboration, and career exploration. These experiences help students better understand the connection between their education, future goals, and their role within the broader community.

Reflection on Current Practice

Valley High School has begun implementing community-based learning by creating opportunities for students to connect academic learning to real-world experiences, community engagement, and culturally relevant practices. Through our academies, CTE pathways, and partnerships with organizations such as High School Inc., students participate in hands-on learning experiences that encourage collaboration, leadership development, and career exploration. These opportunities are designed to increase student engagement by making learning more relevant, interactive, and connected to students' lived experiences and future goals.

Our site has also incorporated community-based learning through culturally grounded and student-centered experiences that elevate student voice, strengthen school connectedness, and build relationships between students, families, and the community. These experiences have helped students feel more engaged in their learning while creating stronger connections between the classroom and the broader community.

One key lesson we have learned is that students are more engaged and invested when learning opportunities are relevant, experiential, and connected to their identities and interests. We have also learned that strong partnerships and collaborative planning help expand opportunities and increase access for students. At the same time, there is an opportunity to continue growing by creating more consistent systems and structures for integrating community-based learning practices across content areas and ensuring equitable access to these experiences for all students.

Identifying the Focus for Growth

Our focus for strengthening community-based learning emerged through student engagement data, school climate feedback, and ongoing reflection with staff, students, and community partners. Data from Panorama surveys and schoolwide engagement efforts demonstrated that students are more connected and motivated when learning opportunities are interactive, culturally relevant, and tied to real-world experiences. Additionally, participation and feedback from events such as Community Garage, Valley de los Muertos, feeder school outreach, and college and career workshops highlighted the positive impact of experiential learning opportunities on student voice, leadership, engagement, and belonging.

Through discussions within the Community Schools Leadership Council (CSLC), COST, and collaborative planning spaces, staff identified the need to create more intentional and consistent structures for community-based learning across campus. Our needs assessment also revealed opportunities to strengthen cross-curricular collaboration, expand industry and community partnerships, and increase access to hands-on learning experiences for students who may not traditionally participate. As a result, our site identified community-based learning as a key strategy for improving engagement, strengthening college and career readiness, supporting whole-child development, and building stronger connections between students, school, and community.

Goal for Community-Based Learning

Increase student engagement and college and career readiness by expanding consistent, culturally relevant, and real-world community-based learning opportunities across academic and CTE programs, ensuring students can connect classroom learning to their lived experiences, future goals, and community.

Action Steps

1. Strengthen partnerships with community organizations, industry partners, and postsecondary institutions to expand hands-on learning opportunities, career exploration, mentorship, and real-world learning experiences for students.
2. Increase collaboration between teachers, counselors, and community partners to intentionally integrate community-based learning practices into classroom instruction, projects, and student engagement opportunities across content areas.
3. Expand student-centered learning opportunities that elevate student voice and leadership, allowing students to apply academic learning through community engagement, culturally relevant projects, and experiential learning activities connected to their interests and career pathways.
4. Develop systems to monitor participation, engagement, and student feedback in community-based learning experiences to better understand impact, identify areas for growth, and ensure equitable access for all student groups.

Strategy 3: Collaborative Leadership

Collaborative leadership ensures that students, families, staff, and community partners share in decision-making and collectively shape the direction of the school. Through shared governance structures—such as the Community School Leadership Council (CSLC)—schools build trust, strengthen relationships, and create systems where decisions are informed by diverse perspectives and sustained over time.

In a community school, collaborative leadership extends beyond a single team. It is embedded across all structures where decisions are made, ensuring alignment, transparency, and shared ownership throughout the school community.

Reflection on Current Collaborative Leadership Structures

At Valley High School, collaborative leadership is rooted in the belief that students, families, staff, and community partners all play a vital role in shaping school culture, systems, and opportunities. Through the implementation of the California Community Schools Partnership Program (CCSPP), Valley has continued strengthening structures that promote shared decision making, transparency, and collective ownership aligned to the school's three priorities: Student and Family Engagement, College and Career Readiness, and strengthening the MTSS framework to improve attendance, academics, and behavior.

The Community School Leadership Council (CSLC) serves as the central shared governance structure supporting CCSPP implementation and sustainability efforts. The CSLC includes certificated staff, classified staff, students, families, administrators, and community partners who collaboratively review priorities, analyze schoolwide needs, discuss funding requests, and provide input on implementation planning. In addition to the CSLC, collaborative leadership is practiced across multiple site teams including the School Site Council (SSC), Instructional Leadership Team (ILT), COST, counseling teams, academy pathways, grade level collaboration teams, and student support structures.

Current practices that are working well include increased stakeholder voice in funding and implementation decisions, stronger transparency surrounding CCSPP proposal processes, and intentional efforts to include student and family perspectives in schoolwide discussions. The development of proposal systems connected to CCSPP priorities and APR outcomes has strengthened accountability and shared ownership while ensuring expenditures align to identified student and community needs.

Opportunities for growth remain in strengthening communication and alignment between leadership groups, expanding consistent family and student participation across all structures, and developing clearer systems for feedback loops between teams. As Valley continues building sustainable community school systems, there is a need to further embed collaborative leadership practices schoolwide so that decision making remains connected, inclusive, and aligned across all stakeholder groups.

System of Shared Governance and Leadership Structures

Valley High School utilizes a layered system of shared governance designed to distribute leadership and ensure decisions are informed by multiple perspectives. The Community School Leadership Council (CSLC) serves as the primary advisory and collaborative body guiding Community School implementation and monitoring alignment to CCSPP priorities and APR goals.

The CSLC works collaboratively with:

- *School Site Council (SSC)*
- *Instructional Leadership Team (ILT)*
- *COST and student support teams*
- *Counseling and wellness teams*
- *CTE and Academy leadership teams*
- *Student leadership groups*
- *Family and community partner organizations*

Information, recommendations, and identified needs are shared across teams to strengthen alignment between academic, behavioral, engagement, and college/career readiness initiatives. Through this structure, leadership is not isolated within one committee but instead distributed across interconnected teams that collectively support the whole child and whole school outcomes.

The CSLC additionally supports:

- *Review of Community School proposals and funding requests*
- *Monitoring implementation progress connected to APR outcomes*
- *Identifying barriers impacting students and families*
- *Strengthening transparency and stakeholder engagement*
- *Supporting sustainability planning for CCSPP initiatives*

This collaborative structure ensures Community School implementation remains connected to schoolwide goals, district priorities, and the lived experiences of students, families, and staff.

Identifying the Focus for Strengthening Collaborative Leadership

Valley identified strengthening collaborative leadership as a key area of focus through reflection on Year 2 CCSPP implementation, stakeholder feedback, APR discussions, Panorama data, participation trends, and observations across leadership teams. While multiple systems of support and collaboration exist, the site identified a need for stronger alignment, communication, and representation across teams to ensure all stakeholder voices consistently inform decision making.

Experiences during implementation highlighted the importance of establishing clearer structures for shared ownership and sustainable engagement. As the site transitioned into more formalized Community School implementation, opportunities emerged to strengthen:

- *Student and family representation within leadership structures*
- *Communication between governance teams*
- *Transparency in decision making processes*
- *Consistent feedback loops across stakeholder groups*
- *Shared understanding of CCSPP priorities and implementation goals*

APR reflections further reinforced the importance of collaborative systems that support continuous improvement and shared accountability. Through proposal development, CSLC meetings, and cross team collaboration, Valley recognized that sustainable implementation requires leadership structures that are inclusive, connected, and embedded throughout the entire school community.

Goal for Strengthening Collaborative Leadership

Strengthen collaborative leadership systems at Valley High School by increasing stakeholder representation, improving communication across leadership teams, and embedding transparent shared decision making practices that support the school's CCSPP priorities, APR outcomes, and long term sustainability of Community School implementation.

Action Steps

1. *Expand stakeholder participation within the Community School Leadership Council (CSLC) by increasing outreach and representation from students, families, classified staff, community partners, and certificated staff to ensure diverse perspectives are reflected in schoolwide decision making.*

2. *Develop consistent communication and feedback systems between the CSLC, SSC, ILT, COST, counseling teams, and academy leadership teams to strengthen alignment of initiatives connected to attendance, academics, behavior, engagement, and college/career readiness.*

3. *Continue implementing transparent proposal review and funding processes aligned to CCSPP priorities, APR goals, and identified student needs to promote shared ownership, accountability, and equitable access to resources.*

4. *Provide ongoing opportunities for leadership development, collaborative reflection, and stakeholder engagement through regular meetings, data discussions, implementation updates, and shared planning processes that strengthen collective responsibility for Community School outcomes.*

Strategy 4: Sustaining Staff and Resources

Sustaining staff and resources ensures that the Community School Strategy is supported by the people, structures, and funding necessary for long-term success. This includes building staff capacity, aligning resources to priorities, and developing systems that allow the work to continue beyond initial funding.

Reflection on Current Staffing and Resource Alignment

Valley High School has begun establishing the foundational staffing structures, systems, and resource alignment necessary to support long-term Community School implementation. During the 2025–2026 school year, the site focused heavily on building systems, identifying needs, developing collaborative structures, and creating processes that support sustainable implementation aligned to the California Community Schools Partnership Program (CCSPP) framework and Valley's three priorities: Student and Family Engagement, College and Career Readiness, and strengthening MTSS systems to improve attendance, academics, and behavior.

A key component of this work has been the establishment of the Community Schools Coordinator role, which has supported the development of systems related to collaboration, stakeholder

engagement, proposal development, communication, partnership coordination, progress monitoring, and implementation planning. The coordinator has worked closely with administration, counselors, community partners, students, families, and the Community School Leadership Council (CSLC) to create structures that support transparency, shared leadership, and alignment of resources to site priorities.

Community School funding and resources have been intentionally used to expand opportunities and remove barriers for students and families while strengthening schoolwide systems. Resources have supported student-centered spaces, transportation and field trip access, engagement activities, workshops, intervention supports, technology, presentation materials, and staffing support connected to implementation efforts. Funding has also been utilized to strengthen supports for student groups including newcomers, Valor students, VAPA students, students receiving special education services, and students requiring Tier 2 and Tier 3 interventions.

The site has also worked to strengthen collaboration with support staff and partners including counselors, outreach consultants, mental health providers, Project Kinship, Western Youth Services, High School Inc., Nicholas Academic Centers, and other community organizations that contribute to student and family supports. These partnerships help expand the school's capacity to provide integrated services and opportunities aligned to Community School priorities.

One of the strongest areas of growth has been the development of systems, structures, and collaborative processes that did not previously exist during the foundational implementation year. The establishment of proposal processes, collaborative leadership structures, communication systems, and clearer alignment to CCSPP priorities has strengthened transparency and shared ownership across the school community.

At the same time, opportunities for growth remain. As implementation continues, Valley recognizes the need to further strengthen staffing capacity, clarify long-term roles and responsibilities, improve systems for progress monitoring and coordination, and continue developing sustainable structures that can remain in place beyond the life of grant funding. There is also a need to continue building staff understanding of Community School systems and intentionally align future resource allocation to measurable student outcomes and long-term site priorities.

Identifying the Focus for Sustainability

Through implementation reflections, stakeholder feedback, data analysis, and ongoing collaboration with the Community School Leadership Council, Valley identified the need to strengthen long-term staffing structures, role clarity, and sustainable systems that support continued Community School implementation beyond the initial stages of funding.

During the foundational implementation year, much of the work focused on establishing systems, identifying gaps, and creating structures for collaboration and shared leadership. As these systems continue to develop, the site recognized the importance of strengthening internal capacity, clearly defining support roles, improving coordination between staff and partners, and ensuring resources are intentionally aligned to measurable outcomes connected to attendance, academics, behavior, engagement, and overall student well-being.

The site also identified the importance of developing sustainable systems that can continue over time through shared ownership, integrated practices, strategic partnerships, and alignment with broader school and district goals rather than relying solely on grant funding or individual positions.

Goal for Sustaining Staff and Resource

Strengthen sustainable staffing structures, collaborative systems, and resource alignment to ensure long-term implementation of Valley High School's Community School Strategy beyond initial grant funding.

Action Steps

1. *Continue refining Community School systems, structures, and implementation processes to strengthen coordination, communication, progress monitoring, and alignment to site priorities.*

2. *Strengthen staff capacity and shared understanding of the Community School framework through ongoing collaboration, professional learning, stakeholder engagement, and integration of Community School practices into existing school systems.*

3. *Align staffing roles, community partnerships, and resource allocation to measurable student and family outcomes connected to attendance, academics, behavior, engagement, and college and career readiness priorities.*

4. *Develop long-term sustainability planning that includes shared leadership structures, diversified partnerships, integrated supports, and systems that can continue beyond grant-funded implementation.*

Key Staff / Personnel

The identified staff members, support personnel, and community partners were selected because they play critical roles in implementing, supporting, and sustaining Valley High School's Community School Strategy. These individuals represent key systems across the school including administration, student support services, family engagement, mental health, college and career readiness, intervention supports, and community partnerships. Together, they contribute to a collaborative and integrated approach focused on improving student outcomes, strengthening family engagement, expanding access to opportunities, and supporting the whole-child framework of the Community School model.

These roles were also identified due to their direct involvement in schoolwide decision-making, MTSS processes, stakeholder engagement, partnership coordination, and implementation planning connected to Valley's priorities of Student and Family Engagement, College and Career Readiness, and strengthening attendance, academics, and behavior supports. Their collective collaboration helps ensure that Community School systems are sustainable, aligned to student and family needs, and embedded into the ongoing work and culture of the school.

Support Team Title	Support Team Member Name
Principal	*Ms. Katherine Berger*
Community Schools Coordinator	*Mr. Joseph Lapierre*
Assistant Principal	*Ms. Suzanne Howell*
Assistant Principal	*Mr. Scott Michael*
Assistant Principal	*Mr. Pedro Reyes*
Outreach Consultant	*Dr. Lizbeth Pulido*
Community Schools Behavior Coach	*Mrs. Lillian Moreno*
Community Schools Academic Coach	*Beginning 2026-2027 School Year*
Family and Community Engagement (FACE)	*Ms. Monique Torres*
School Counselor	*Mrs. Sandra Perez*
School Counselor	*Ms. Aimee DiLullo*
School Counselor	*Ms. Estela Gutierrez*
School Counselor	*Mr. Andres Guillen*
School Counselor	*Dr. Alex Padilla*
School Social Worker	*Ms. Luz Gonzalez*
Community Partner	*High School Inc.*
Community Partner	*NAC*
Community Partner	*Project Kinship*
Community Partner	*Western Youth Services*
Community Leadership Council	*Admin, Credential, Classified, families, and Students*

Planning for Long-Term Sustainability

Valley High School is committed to building sustainable Community School systems that remain integrated into the school's culture, structures, and practices beyond the life of grant funding. The site recognizes that sustainability is achieved not only through funding, but through shared ownership, collaborative leadership, integrated systems, and long-term alignment to student and family needs.

To support sustainability, Valley is intentionally embedding Community School practices into existing school structures including COST, MTSS systems, student and family engagement efforts, collaborative leadership teams, and schoolwide planning processes. By integrating Community School practices into existing systems, the work becomes part of the overall functioning of the school rather than a separate initiative dependent on temporary funding.

The site will continue strengthening partnerships with community organizations, educational partners, and district departments to expand support systems and maintain access to services and opportunities for students and families. Valley also plans to continue building staff capacity and shared leadership so that knowledge and responsibility for implementation are distributed across multiple stakeholders rather than centralized within one role.

Additionally, the Community School Leadership Council will continue supporting transparency, collaborative decision-making, and alignment of resources to site priorities. Ongoing progress monitoring, stakeholder feedback, and data reflection will help guide future planning and resource allocation to ensure efforts remain responsive, impactful, and sustainable over time.

Strategy 5: Strategic Community Partnerships

Strategic community partnerships expand the capacity of schools to support students and families by connecting them to relevant, culturally responsive resources and opportunities. Strong partnerships are aligned to school priorities, integrated into the school system, and actively contribute to continuous improvement.

Reflection on Current Partnerships

Valley High School has established several meaningful community partnerships that directly support the school's Community School vision and align with the site's three collective priorities: Student and Family Engagement, College and Career Readiness, and strengthening MTSS systems to improve attendance, academics, and behavior. Rather than functioning as outside agencies providing isolated services, these partnerships are integrated into the daily work of the school and contribute to a coordinated system of support for students and families.

Key partnerships such as High School Inc., Western Youth Services, Project Kinship, Nicholas Academic Centers, Second Harvest Food Bank, and community-based organizations work collaboratively with school staff to remove barriers, expand opportunities, and increase access to supports for students and families. High School Inc. supports career readiness through industry-connected learning opportunities, student experiences, and pathway development aligned to Valley's academies and CTE programs. Western Youth Services and Project Kinship are integrated into the school's MTSS and COST processes, supporting students through mental health services, mentoring, restorative practices, and intervention supports connected to attendance, behavior, and overall well-being. Nicholas Academic Centers and college access partners provide academic enrichment, college preparation, and family support opportunities that strengthen postsecondary readiness. Partnerships with organizations such as Second Harvest Food Bank help address basic needs while strengthening family engagement and trust within the school community.

A major strength of Valley's partnership work is the collaborative relationships that have been established between school staff, community partners, students, and families. Partners are increasingly involved in planning conversations, student-centered events, workshops, interventions, and schoolwide initiatives rather than operating independently. This alignment has helped expand opportunities for students while strengthening a culture of support and belonging across campus.

At the same time, opportunities for growth still exist. As Valley continues building foundational Community School systems, there is a need to strengthen coordination, communication, and progress monitoring across partnerships to ensure efforts remain aligned to site priorities and measurable outcomes. There is also an opportunity to deepen student and family voice in evaluating partnership effectiveness and identifying areas of greatest need. Moving forward, the site seeks to create clearer structures for collaboration, data reflection, and intentional alignment between partner supports and the school's long-term Community School goals.

Identifying the Focus for Strengthening Partnerships

Through needs assessments, stakeholder feedback, Annual Progress Report reflections, and ongoing collaboration with the Community School Leadership Council, Valley identified the need to strengthen the coordination and alignment of community partnerships to ensure supports are intentional, sustainable, and directly connected to site priorities. While many strong partnerships already exist, the site recognized that systems for communication, shared planning, and progress monitoring were still developing during the foundational implementation year.

Data related to attendance, behavior, student engagement, and access to services demonstrated the importance of creating stronger systems that integrate partners into schoolwide planning and MTSS structures rather than operating as separate initiatives. Feedback from staff and stakeholders also highlighted the need for clearer communication around partner roles, available resources, and measurable impact on student outcomes. As a result, Valley identified strategic partnership alignment, collaboration, and accountability as an area of focus for continued growth.

Goal for Strategic Community Partnerships

Strengthen the coordination and alignment of community partnerships to ensure all partner supports are intentionally connected to Valley High School's Community School priorities, integrated into schoolwide systems, and monitored for impact on student and family outcomes.

Action Steps

1. Develop a structured partnership framework that clearly defines partner roles, aligned priorities, communication expectations, and contributions to student and family outcomes.

2. Integrate community partners into existing school systems and collaborative structures, including COST, Community School Leadership Council meetings, workshops, engagement events, and MTSS planning conversations.

3. Establish quarterly partnership reflection and data review meetings to monitor progress, identify gaps in support, and evaluate the effectiveness of services aligned to attendance, academics, behavior, and engagement goals.

4. Increase opportunities for student, family, and staff feedback regarding partnership effectiveness through surveys, engagement events, and Community School Leadership Council discussions to strengthen responsiveness and shared decision-making.

Progress Monitoring and Communication

Ongoing progress monitoring and transparent communication are essential to ensuring that the Community School Strategy remains responsive, accountable, and grounded in community voice. In SAUSD, this work is not only about implementing actions, but also about continuously reflecting on progress and sharing results with the broader school community.

Schools are expected to regularly monitor the implementation of their priorities, including reviewing actions taken, analyzing data, and determining the extent to which students are benefiting from these efforts. This includes using the guiding questions:

- How much did we do?
- How well did we do it?
- Is anyone better off?

In addition, schools commit to sharing progress with students, families, staff, and community partners at key points throughout the year. At a minimum, this includes three structured opportunities for communication:

- Beginning of the year (establishing priorities and goals)
- Mid-year (reflecting on progress and making adjustments)
- End of year (sharing outcomes and identifying next steps)

These opportunities may align with existing structures such as trimester updates, Community School Leadership Council meetings, family engagement events, or other school-wide communication platforms.

Site Plan for Progress Monitoring and Communication

Valley High School will utilize ongoing progress monitoring and transparent communication practices to ensure Community School implementation remains responsive, collaborative, and aligned to the needs of students and families. Progress monitoring will occur regularly through collaboration between school staff, community partners, administration, and the Community School Leadership Council (CSLC).

The site will review implementation progress and student outcome data at least quarterly using multiple measures connected to the school's priorities, including attendance data, behavior referrals, suspension trends, academic progress, participation in engagement activities, and access to supports and services. Guiding reflection questions including "How much did we do?", "How well did we do it?", and "Is anyone better off?" will be used to evaluate implementation effectiveness and identify areas for adjustment.

Progress monitoring discussions will occur through existing collaborative structures including COST meetings, CSLC meetings, administrative collaboration, partner check-ins, and schoolwide planning meetings. Community partners will contribute feedback and data related to their areas of support to strengthen alignment and coordination across services.

To ensure transparency, updates will be shared regularly with students, families, staff, and community partners through Community School Leadership Council meetings, ParentSquare communication, school events, presentations, newsletters, social media updates, and stakeholder engagement opportunities. These communication structures will help ensure the broader school community remains informed, engaged, and connected to the ongoing implementation of the Community School Strategy.

Communication Plan

Valley High School will provide structured updates to the school community at the beginning, middle, and end of each school year to ensure transparency, collaboration, and shared ownership of Community School implementation efforts. Communication will occur through a combination of in-person engagement opportunities, digital communication platforms, and ongoing stakeholder collaboration.

A major component of Valley's communication plan is the dedicated Community Schools Google Website developed and maintained by the Community Schools Coordinator. The website was created to promote transparency and provide the school community with accessible information regarding Community School implementation. The platform includes information related to site priorities, Community School goals, budgets, Community School Leadership Council (CSLC) information, bylaws, meeting agendas, proposal processes, approved proposals, partnership information, resources, updates, and implementation progress. This centralized communication structure helps ensure students, families, staff, and community partners remain informed and connected to the ongoing work of the Community School Strategy.

Beginning of the Year

At the start of the school year, Valley will communicate Community School priorities, goals, planned initiatives, available supports, and partnership opportunities through staff meetings, CSLC meetings, ParentSquare communication, family engagement events, schoolwide presentations, and the Community Schools website. This communication will focus on establishing shared understanding, introducing implementation priorities, and ensuring stakeholders understand how Community School efforts align to student and family needs.

Mid-Year Reflection and Adjustment

Mid-year updates will be shared through CSLC meetings, stakeholder engagement opportunities, newsletters, ParentSquare communication, social media updates, and the Community Schools website. These updates will include reflections on implementation progress, review of attendance, behavior, engagement, and academic data, successes and challenges, and any adjustments being made to strengthen supports and outcomes for students and families. Stakeholder voice and feedback opportunities will continue to be incorporated to support collaboration and responsiveness.

End-of-Year Reflection and Outcomes

At the conclusion of the school year, Valley will share outcomes, accomplishments, lessons learned, partnership contributions, and next steps related to Community School implementation. End-of-year communication will include reflections on student impact, progress toward site priorities, implementation successes, and areas identified for continued growth. Updates will be shared through CSLC meetings, presentations, reports, engagement events, ParentSquare communication, social media platforms, and the Community Schools website to ensure all stakeholders remain informed and connected to the ongoing development of the Community School Strategy.

Closing Reflection

This implementation plan represents more than a set of actions—it reflects a shared commitment to building something better, together. As a living document, it will continue to grow and evolve through cycles of reflection, learning, and improvement, grounded in the voices and experiences of our community.

Our work is anchored in the belief that **engagement leads to empowerment, and empowerment leads to equity**. By intentionally creating space for authentic engagement, we ensure that those most impacted by our systems have a voice in shaping them. By fostering empowerment, we build shared responsibility and collective leadership. And through this process, we move closer to achieving equitable outcomes for all students.

This is the work of transformation—where systems shift, voices are elevated, and every student is supported to thrive.

This implementation plan template was developed by the California Department of Education (CDE) and the State Transformational Assistance Center (S-TAC), and has been adapted by Santa Ana Unified School District to align with our Community School Model and our commitment to engagement, empowerment, and equity.March 2026.