

California Community Schools Partnership Program: Sustainability Plan 2026

Welcome to the Sustainability Plan for the California Community Schools Partnership Program (CCSPP). This plan is a required submission starting in year two of your implementation grant cycle in addition to your Annual Progress Report (APR). It is designed to assist in planning and implementing strategies to ensure the long-term sustainability of your efforts. Additionally, it encourages reflection as part of an ongoing process of continuous improvement.

How the Sustainability Plan differs from the Annual Progress Report (APR) and why they are both essential:

- **The Sustainability Plan:** Focuses on securing long-term funding, partnerships, and systems to sustain the program beyond the grant.
- **The Annual Progress Report:** Focuses on implementation, progress monitoring, outcomes, and accountability.

Key Guidance:

Reflect on the Long-Term Vision: As you fill out the Sustainability Plan, consider your community's long-term goals. Reflect on how your current efforts align with both immediate needs and future aspirations.

- **Identify Key Strategies for Sustainability:** Focus on strategies for securing long-term funding and developing lasting partnerships. Consider community resources, volunteer support, and other funding streams that will help ensure the sustainability of your strategy. How will these resources continue to support your efforts once the grant period ends?
- **Focus on Program and Fiscal Sustainability:** Your plan should address both programmatic and fiscal sustainability. This means ensuring that the services you provide continue to meet the needs of your school community while securing the financial resources needed to support them.
- **Align with the California Community Schools Framework:** Your Sustainability Plan should align with the California Community Schools Framework and other available resources, such as the [Community Schools Implementation Plan Template](#) and [Capacity Building Strategies](#).

Additional Considerations:

This plan should be developed collaboratively with your school's leadership team, involving students, staff, families, and community partners to ensure broad input and ownership. Keep in mind that sustainability is an ongoing journey. If you need support in completing the form or have any questions, please reach out to the State Transformational Assistance Center (S-TAC).

The online application survey will remain open through 11:59 p.m. PDT (Pacific Daylight Time) on **Tuesday, June 30, 2026**. If you have technical difficulty completing the application survey, please contact Lisa Clark-Devine at LClark-Devine@cde.ca.gov for assistance. If you have any questions regarding the CCSPP, please send them to the following email address, CCSPP@cde.ca.gov.

Important: This survey cannot be saved and must be completed in one attempt. A downloadable version of the template can be accessed [here](#) so you can prepare your responses offline before submitting through this survey link.

Instructions: All prompts are required unless otherwise indicated and must be completed.

Note: Once an application form has been submitted it cannot be edited further.

This version of the Sustainability Plan is intended to serve as a transitional tool for the 25-26 year. For future reporting cycles, sustainability planning will be directly embedded into the APR.

School Site Information

Local Educational Agency (LEA)/Grantee Name:

School Site Name:

School Site County-District-School (CDS) Code:

(For help locating your county, district, or school code, please access the California School Directory. In the field "CDS Code," the first two digits are the County Code, the middle five digits are the District Code, and the last seven digits are the School Code).

County Code:

District Code:

School Code:

CCSPP Cohort:

Program Contact

Program Contact First Name:

Program Contact Last Name:

Program Contact Role/Title:

Program Contact Email Address:

Sustainability Plan Team Members & Roles:

(E.g., Principal, Assistant Principal, Community School Coordinator, School Counselor/Social Worker/Psychologist, Teacher[s], Instructional Coach, Other staff, Student[s], Parent[s]/Guardian[s]/Family member[s], Community member[s], Community partner[s])

o [Enter Narrative, 1,000 character limit.]

Links for repository or collection that showcases the impact of the work you are doing

(e.g., your Community Schools website, YouTube channel, Instagram, etc.) Please select N/A if not currently in place.

o [Enter Narrative, 1,000 character limit.]

Capacity Building Strategies

Directions: Please respond to each of the questions within the five [Capacity Building Strategies](#).

Suggestions for Completion:

1. In your responses, consider how your school's top three strategies/priorities are advanced by each of the capacity-building strategies.
2. Provide examples or best practices for capacity-building strategies that can help other schools create more actionable plans.
3. Incorporate a structured framework (e.g., short-term, mid-term, and long-term strategies) to support a more strategic approach to sustainability.
4. Encourage input from engaged partners by including a prompt or section to outline how various partners (educators, families, community members) will contribute to capacity-building efforts.

Shared Commitment & Collective Priorities

- What strategies are in place to sustain the action(s) aligned to the goals identified in your school's needs and assets assessment? Please provide specific examples.
 - o *[Enter Narrative, 1,000 character limit.]*
- What strategies/processes are needed in order to continue supporting shared commitments and priorities? Please provide specific examples.
 - o *[Enter Narrative, 1,000 character limit.]*

Centering Community-Based Learning

- How will a community-based learning approach to instruction be sustained? Please provide specific examples.
 - o *[Enter Narrative, 1,000 character limit.]*

- What strategies/processes are needed to maintain continued support for community-based learning? Please provide specific examples.

- o *[Enter Narrative, 1,000 character limit.]*

Collaborative Leadership

- How will the LEA/school sustain shared decision-making structures that have been put in place (e.g., site-based leadership teams)?

- o *[Enter Narrative, 1,000 character limit.]*

- What strategies/processes are needed to maintain collaborative leadership? Please provide specific examples.

- o *[Enter Narrative, 1,000 character limit.]*

Sustaining Staffing and Resources

- What is the plan to sustain core community school staff (e.g., site-based community school coordinator)? Please provide specific examples.

- o *[Enter Narrative, 1,000 character limit.]*

- How will data be tracked and measured to support sustainability and impact going forward? Please provide specific examples.

- o *[Enter Narrative, 1,000 character limit.]*

Strategic Community Partnerships

- How will partnerships that have been created to support community school goals be sustained? Please provide specific examples.

- o *[Enter Narrative, 1,000 character limit.]*

- How will you measure the effectiveness of community partnerships in achieving educational and community goals?
Please provide specific examples.

- o *[Enter Narrative, 1,000 character limit.]*

Whole Child Inventory

The purpose of the [Whole Child Inventory](#) is to guide LEAs (Local Education Agencies) and schools in evaluating and sustaining whole-child supports. It is designed to prompt reflection on various aspects of education, including leadership practices, teacher development, and funding strategies. These insights will be used to inform sustainability efforts and identify areas for improvement by helping schools and LEAs make informed decisions about maintaining and enhancing their whole-child initiatives over time.

For each potential support, ask yourself: "Are these whole child and family supports part of my Community Schools Implementation Plan and/or Needs and Assets Assessment?"

- If "Yes", please identify efforts that are currently taking place to improve sustainability.
- If "No", you DO NOT need to move forward with identifying sustainability efforts for that particular support area. Please indicate "Not Applicable or N/A" in those sections.

***Please note that some categories from the Whole Child Inventory have been consolidated.**

Collaborative Leadership & Practices

Staff Leadership Development & Opportunities (e.g., teachers, paraprofessionals, custodial, etc.)

- Description of activity(ies) you plan on expanding and sustaining.
 - o *[Enter Narrative, 1,000 character limit.]*
- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

- o *[Enter Narrative, 1,000 character limit.]*
- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - o *[Enter Narrative, 1,000 character limit.]*
- Please link your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).
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Parent Leadership Development & Opportunities

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Student Leadership Development & Opportunities

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Shared Decision-Making Bodies that center the voices of students, families & community

- Description of activity(ies) you plan on expanding and sustaining.
 - o *[Enter Narrative, 1,000 character limit.]*
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 - o *[Enter Narrative, 1,000 character limit.]*

Community & Family Engagement

Multiple Modes of Family Communication & Involvement (e.g., student-teacher-family conferences, home visits, regular class information & outreach)

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Adult Education (e.g., GED, ESL, Job Training, Naturalization)

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Community-Based Curriculum and Pedagogy

Community-Based/ Project-Based Learning

- Description of activity(ies) you plan on expanding and sustaining.
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Culturally-Sustaining & Responsive Curriculum, Pedagogy, Practices, and Projects

- Description of activity(ies) you plan on expanding and sustaining.
 - o *[Enter Narrative, 1,000 character limit.]*

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Performance Assessments (e.g., capstones, portfolios, etc.)

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 - *[Enter Narrative, 1,000 character limit.]*

Advisory system to ensure every student has a home base/family group & an advisor who knows them well

- Description of activity(ies) you plan on expanding and sustaining.
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Integrated Student Supports and Services

Health Screening & Services (e.g., vision, dental, hearing, nutrition, neurological, physical health)

- Description of activity(ies) you plan on expanding and sustaining.
 - *[Enter Narrative, 1,000 character limit.]*
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- o *[Enter Narrative, 1,000 character limit.]*

Mental Health Screening & Services (including counseling centers)

- Description of activity(ies) you plan on expanding and sustaining.

- o *[Enter Narrative, 1,000 character limit.]*

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- o *[Enter Narrative, 1,000 character limit.]*

Academic Support (e.g., tutoring, specialist, etc.)

- Description of activity(ies) you plan on expanding and sustaining.

- o *[Enter Narrative, 1,000 character limit.]*

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Multi-Tiered System of Support

- Description of activity(ies) you plan on expanding and sustaining.
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Coordination of Services Team (e.g., COST team, PBIS team)

- Description of activity(ies) you plan on expanding and sustaining.
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 - *[Enter Narrative, 1,000 character limit.]*

Expanded and Enriched Learning Time and Opportunities

Before School (times/services)

- Description of activity(ies) you plan on expanding and sustaining.
 - *[Enter Narrative, 1,000 character limit.]*
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 - *[Enter Narrative, 1,000 character limit.]*

After School (times/services)

- Description of activity(ies) you plan on expanding and sustaining.
 - *[Enter Narrative, 1,000 character limit.]*
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 - *[Enter Narrative, 1,000 character limit.]*

Summer Programs

- Description of activity(ies) you plan on expanding and sustaining.
 - *[Enter Narrative, 1,000 character limit.]*
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- o *[Enter Narrative, 1,000 character limit.]*

During School (e.g., learning pathways, differentiated instruction, lab times, etc.)

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Positive and Restorative School Climate

Practices that help prevent, reduce & eliminate exclusionary discipline (e.g., restorative practices, peer mediation, PBIS etc.)

- Description of activity(ies) you plan on expanding and sustaining.

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Programs & practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices, PBIS, etc.)

- Description of activity(ies) you plan on expanding and sustaining.
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Student Leadership Development & Opportunities

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