



Community Schools Sustainability Plan

Insert LEA or School Site Name 2023-2024:

Welcome to the California Community Schools Partnership Program (CCSPP) Sustainability Plan. This plan serves as a tool to support your planning and implementation efforts to ensure long term sustainability, and to encourage reflection as part of an ongoing continuous improvement process. The information submitted will be provided to the California Department of Education (CDE) and incorporated into reporting about the CCSPP grant for the California State Legislature.

The CCSPP Implementation funds are intended to be seed money, providing five years of funding to support the development of sustainable, fiscal and programmatic elements that will continue after the grant period ends. Sustainability is expected to be an ongoing conversation throughout the grant period between grantees and partners. Programs are allowed and encouraged to seek alternative funding, utilize volunteers and staff, or leverage existing funding streams to support their programs after the grant period ends.

Implementation grantees are required to complete a sustainability plan (this template is optional, but a plan submission is required) that describes strategies for securing partnerships and other sources of funding or in-kind resources to maintain the level of program services beyond the grant. This plan should be developed by each school's CCSPP shared decision-making team or council to ensure participation from students, staff, families, and community partners. Only one report is required per school site. The Sustainability Plan encourages local teams/councils to identify and reflect on areas for growth, learning and evidence of progress. The Sustainability Plan is aligned with the California Community Schools Framework and also aligns with resources provided by the State Transformational Assistance Center (S-TAC) including the Community Schools Implementation Plan Template, the Capacity Building Strategies: A Developmental Rubric, and the Annual Progress Report (APR).

This plan is meant to be a living and ongoing document as your work develops and transforms. If you have questions on this plan and/or regarding overall sustainability planning, please reach out to the S-TAC.

CDS Code (14 Digit Number)

15634046009377

Grantee/ Lead LEA Name:

Delano Union Elementary School District

Primary Contact Name:

Fremont School

Primary Contact Role:

Martha Barajas

Primary Contact Email:

mbarajas@duesd.org

Primary Contact Phone Number:

661-721-5050

Sustainability Plan Team Members & Roles: (Ex: PrincipalAssistant Principal, Community School Coordinator, School Counselor/Social Worker/Psychologist, Teacher(s), Instructional Coach, Other staff, Student(s), Parent/guardians(s), Community member(s), and Community partners)

Martha Barajas: Principal
Nancy Avina: Vice Principal
Rosalea Garcia: School Social Worker
Maribel Garcia: Psychologist
Sandra Jones: Teacher/Leadership Team
Alexandria Alaniz: Teacher/Leadership Team Member
Dina Enriquez: Teacher/Leadership Team Member
Christa Hunter: Teacher/Leadership Team Member
Larry Ismael: Teacher/Leadership Team Member
Sergio Fernandez: Teacher/Leadership Team Member
Salvador Tamayo: POWER Manager
Lorena Ceballos: Parent/School Site Council President

Cohort Year

Cohort 1

Please include your Community Schools Implementation Plan link here.

<https://docs.google.com/document/d/1ePE-0CwjMPvVckyIz8ioviJGg5MHOZ0N/edit?usp=sharing&oid=104397572359104745719&rtpof=true&sd=true>



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Please respond to each of the questions within the five Capacity Building Strategies.

Section 2: Capacity Building Strategies

Shared Commitment & Collective Priorities

How will the LEA/school plan to sustain the action(s) that were developed based on the goals that emerged from the needs and assets assessment?	<p>Fremont will focus on ensuring long-term viability and continuous improvement such as:</p> <ul style="list-style-type: none"> Continuous professional development for teachers and staff to stay updated with the latest educational practices and strategies. Regularly involve parents, community members, and local organizations in school activities and decision-making processes. Conduct regular reviews and assessments of the actions to ensure they are meeting the desired outcomes. Provide support services such as counseling, tutoring, and after-school programs to address students' academic and socio-emotional needs.
How will the LEA/school sustain a shared understanding and commitment to the community schools' strategy over time?	<p>Fremont will focus on continuous engagement, clear communication, and collaborative practices such as:</p> <ul style="list-style-type: none"> Provide regular updates to all stakeholders (teachers, staff, parents, students, community members) about the progress and outcomes of the community schools' strategy. Offer continuous professional development opportunities focused on the principles and practices of the community schools' strategy. Maintain our advisory committee, which includes representatives from all stakeholder groups to provide input and guidance on the community schools' strategy.
What strategies/processes will the LEA/school need to maintain in order to continue supporting shared commitments and priorities?	<p>Fremont will maintain a set of strategies and processes that foster collaboration, engagement, and continuous improvement such as:</p> <ul style="list-style-type: none"> Maintain active advisory councils or committees that include diverse stakeholder representation to provide input and guidance. Use multiple communication channels (newsletters, social media, website updates, town hall meetings) to keep stakeholders informed about school initiatives and developments. Offer regular professional development opportunities focused on the school's commitments and priorities.

Collaborative Leadership

How will the LEA/school sustain shared decision-making structures that have been put in place, such as site-based leadership teams?	Fremont School will sustain shared decision-making structures by holding regular meetings for site-based leadership teams, ensuring diverse stakeholder representation, and fostering a culture of transparency and inclusivity. The school will provide ongoing training for team members, secure necessary resources, and regularly evaluate the effectiveness of these structures to make improvements as needed.
What strategies/processes will the LEA/school need to maintain collaborative leadership?	Fremont School will maintain collaborative leadership by establishing regular leadership meetings, involving diverse stakeholder groups in decision-making, and promoting a shared vision. The school will provide leadership training, foster open communication, and create opportunities for collaborative planning and problem-solving. Continuous feedback and reflective practices will ensure ongoing alignment and improvement.

Centering Community Based Learning

How will the LEA/school sustain a community-based approach to instruction?	Fremont School will sustain a community-based approach to instruction by continuously collaborating with local organizations, integrating real-world projects into the curriculum, and providing professional development for teachers. The school will secure ongoing funding, engage stakeholders through regular communication and involvement, and use feedback to refine and improve instructional practices. Regular assessments and showcasing successes will help maintain momentum and community support.
What strategies/processes will the LEA/school need to maintain in order to continue to support community based learning?	Fremont School will maintain strategies such as regular collaboration with community partners, integrating community-based projects into the curriculum, and providing ongoing professional development for teachers. The school will also ensure continuous funding, foster strong community engagement, and implement feedback mechanisms to adapt and improve community-based learning initiatives. Regular assessment and celebration of successful projects will further support sustained efforts.

Sustaining Staffing and Resources

How does the LEA/school plan to sustain core community school staff, such as the site-based community school coordination?	Fremont School plans to sustain core community school staff by securing consistent funding through district budget allocations, grants, and community partnerships. The school will also invest in professional development and foster a supportive work environment to retain staff. Regular evaluations and feedback mechanisms will ensure staff roles remain aligned with the school's goals and community needs.
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How will the LEA/school sustain data-tracking and measurement systems related to your community schools work?	Fremont School will sustain data-tracking and measurement systems by training staff in data collection and analysis and ensuring continuous funding for technology and resources. Additionally, the school will maintain transparency through regular reporting, stakeholder feedback, and ongoing evaluations to adapt and improve the systems as needed.
Strategic Community Partnerships	
How will the LEA/school sustain partnerships that have been created to support community school goals?	Fremont School will sustain its partnerships by maintaining regular communication, involving stakeholders in decision-making, providing ongoing professional development, celebrating successes, ensuring transparent resource allocation, and continuously evaluating and improving partnership initiatives based on feedback and data. Additionally, the school will foster strong community ties through collaborative projects and active engagement with local organizations and families.
How will the LEA/school assess the success of its community partnerships in achieving educational and community objectives?	Fremont School will assess the success of its community partnerships by setting clear objectives and measurable outcomes, regularly collecting and analyzing both quantitative data (such as academic performance and attendance rates) and qualitative data (via surveys and focus groups), and obtaining feedback from all stakeholders. Additionally, the school will document success stories, create progress reports, conduct annual reviews, and collaborate with partners for joint evaluations to ensure continuous improvement and alignment with shared goals.



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For each potential support ask yourself, "Are these whole child and family supports part of my Community Schools Implementation Plan / Needs and Assets Assessment?" If your response is "Yes", please identify efforts that are currently taking place to improve sustainability. Additionally, please include any next steps that will continue to improve your sustainability efforts, and, identify any applicable funding sources.

If the answer to the above question is "No", then you do not need to move forward with identifying sustainability efforts for that particular support. Again, please note, you DO NOT have to fill out each section, only those that apply to your LEA/school site based on the assets and needs of the community. Please find examples here (Continuous Work in Progress)

Section 3: The Whole Child Inventory	Description of Activities	Please Indicate a Funding Source if Applicable.	If Other, Please Explain Your Sustainability Source.	Please describe how you are currently blending and/or braiding the funds to sustain these activities (if applicable).	Please describe your immediate next steps to develop sustainability for these activities so that they are not reliant on CCSPP grant funds after year 5.
Collaborative Leadership and Practices					
Teacher Leadership Development and Opportunities		Other			
Parent Leadership Development and Opportunities					
Student Leadership Development and Opportunities					
Shared Decision-Making Bodies that center the voices of students, families and community					
Community and Family Engagement					
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)					
Home Visits					
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)					
Positive Behavioral Supports					



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Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)

Community -based Curriculum and Pedagogy

Project-Based Learning

Culturally-Sustaining and Responsive Curriculum, Pedagogy and Projects

Personalized Learning Plans

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

Advisory System to ensure every student has a home base / family group and an advisor who knows them well.

Integrated Student Supports and Services

Health Screening and Services (vision, dental, hearing, neurological, physical health)

Mental health Screening and Services

Nutrition Services and Support

Academic Support (tutoring, specialist, etc.)

Counseling Center



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Multi-Tiered System of Support					
Coordination of Services Team (e.g., COST team)					
Expanded & Enriched Learning Time					
Before School (times/services)					
After School (times/services)					
Summer Programs					
During School (learning pathways, differentiated instruction, lab times, etc.)					
Positive and Restorative School Climate					
Positive Behavioral Supports					
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)					
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)					



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Please use this space to share any effective practices related to any of the previous sections (this summary, Capacity Building Strategies, and the whole child supports inventory) that should be highlighted with the California Department of Education and the field at large.

Section 4:
Additionally, we highly encourage you to include links here to your Community Schools website, YouTube Channels, Instagram, etc, highlighting the wonderful work that you are taking part in.