



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)	4100410129817
Grantee/Lead LEA Name:	Butte County Office of Education - Butte County Community School.
Primary Contact Name:	
Primary Contact Role:	
Primary Contact Email:	
Primary Contact Phone:	
Sustainability Plan Team Members & Roles: (Ex: Principal/Assistant Principal, Community School Coordinator, School Counselor/Social Worker/Psychologist, Teacher(s),	Principal, and Community School Coordinator
Cohort Year	Cohort 1
Please include your Community Schools Implementation Plan link here.	24-25 BCCS Implementation Plan



Community Schools Sustainability Plan

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

Section 2: Capacity Building Strategies

Shared Commitment & Collective Priorities

<p>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>	<p>BCCS will sustain actions developed from the Needs and Assets Assessment by embedding them into schoolwide planning and continuous improvement cycles. The top priorities identified—such as integrated mental health supports, resource access for families, and collaborative leadership—are now reflected in the School Plan for Student Achievement (SPSA), the Local Control and Accountability Plan (LCAP), and ongoing school leadership team agendas. These actions are not treated as one-time initiatives, but as core practices that are regularly reviewed and refined using data collected from school climate surveys, service utilization, and educational partner feedback. This integration ensures that the goals developed from the assessment remain relevant, actionable, and funded beyond the initial grant period.</p>
<p>How will the LEA/school sustain a shared understanding and commitment to the community schools' strategy over time?</p>	<p>To sustain a shared understanding and long-term commitment to the community schools strategy, BCCS has prioritized inclusive communication and educational partner engagement. Regular data sharing through family nights, school leadership meetings, and student voice circles helps maintain transparency around goals and progress. The Community School Coordinator plays a key role in facilitating communication across interest-holder groups, and stakeholder surveys provide continuous feedback loops. Additionally, the site integrates educational outreach about the community school model into onboarding for new staff and orientation sessions for families. This helps ensure all participants have a common foundation for understanding the community school vision and their role in supporting it.</p>
<p>What strategies/processes will the LEA/school need to maintain in order to continue supporting shared commitments and priorities?</p>	<p>To support shared commitments and priorities moving forward, BCCS will maintain the following key strategies: Annual Needs and Assets Assessment updates to ensure that school goals remain responsive to current student and family needs; Regular educational partner engagement cycles (surveys, focus groups, restorative circles, leadership council meetings) that allow broad input into school decisions and build ownership; Cross-role collaboration embedded in the School Leadership Team structure, ensuring that families, students, staff, and partners co-develop and monitor initiatives; Use of data and reflection practices, such as school climate surveys and service tracking, to guide adjustments and celebrate growth; Transparent communication tools, including published findings and budget information, which build trust and reinforce shared purpose.</p>

Collaborative Leadership

<p>How will the LEA/school sustain shared decision-making structures that have been put in place, such as site-based leadership teams?</p>	<p>BCCS will sustain shared decision-making by formalizing structures like the School Site Council through bylaws, defined roles, meeting norms, and aligned agendas. These structures are integrated with SPSA and LCAP planning cycles to ensure collaborative input drives key decisions. Ongoing leadership training and succession planning will support long-term stability and inclusive engagement.</p>
<p>What strategies/processes will the LEA/school need to maintain collaborative leadership?</p>	<p>To maintain collaborative leadership, BCCS will: Continue regular, structured meetings with inclusive representation; Align leadership decisions with SPSA/LCAP timelines; Offer leadership development through internal PD and partnerships (e.g., CEI); Use shared agendas, published minutes, and feedback loops; Build leadership pipelines through mentorship and outreach.</p>

Centering Community Based Learning

<p>How will the LEA/school sustain a community-based approach to instruction?</p>	<p>BCCS will sustain a community-based instructional approach by embedding it into core instructional planning and professional learning. Ongoing staff development, curriculum team work, and partnerships with local tribal organizations and community groups will ensure instruction remains connected to students' lived experiences. Advisory structures and performance-based assessments will continue to support student voice and real-world learning.</p>
<p>What strategies/processes will the LEA/school need to maintain in order to continue to support community based learning?</p>	<p>To support community-based learning, BCCS will: Provide sustained professional development in culturally responsive and community-connected instruction; Expand advisory periods to foster student connection and reflection; Use curriculum committees to explore and adopt performance-based and culturally relevant instructional practices; Maintain partnerships with tribal and community organizations to co-create learning opportunities grounded in students' backgrounds and interests; Leverage instructional coaching (CSI-funded) to guide implementation and build staff capacity.</p>

Sustaining Staffing and Resources

<p>How does the LEA/school plan to sustain core community school staff, such as the site-based community school coordinator?</p>	<p>BCCS will sustain key community school roles like the Community School Coordinator and Clinician through a combination of CCSP, CSI, and braided LEA funding. These positions have clearly defined roles and responsibilities and are integrated into school operations. Cross-training and leadership development ensure continuity and build internal capacity to sustain these roles beyond specific grant cycles.</p>
<p>How will the LEA/school sustain data-tracking and measurement systems related to your community schools work?</p>	<p>BCCS will continue using integrated data systems to track service access, student outcomes, and progress toward community school goals. Data collection practices are embedded in staff roles and aligned with SPSA and LCAP cycles. Training staff on data use and leveraging coaching support helps sustain measurement practices that inform continuous improvement and equitable resource allocation.</p>

Strategic Community Partnerships

<p>How will the LEA/school sustain partnerships that have been created to support community school goals?</p>	<p>BCCS will sustain community partnerships by embedding them into existing structures such as the School Site Council and MTSS teams, ensuring they are part of ongoing planning and decision-making. Community partners will continue to co-design services, not just deliver them, which deepens collaboration and alignment with school goals. Additionally, BCCS will leverage no-cost and donation-based services and pursue diversified funding streams, including Behavioral Health and Golden State Pathways, to support long-term sustainability.</p>
<p>How will the LEA/school assess the success of its community partnerships in achieving educational and community objectives?</p>	<p>BCCS will assess partnership success through regular feedback from students, families, and service providers, along with data on service utilization, student attendance, and wellbeing outcomes. Progress will be reviewed as part of MTSS and Site Council meetings, with adjustments made based on needs. Partner impact will also be evaluated based on alignment with school priorities and contribution to measurable student and family outcomes.</p>



Community Schools Sustainability Plan

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 CCSP grant funds after year 5.
Collaborative Leadership and Practices					
Teacher Leadership Development and Opportunities	Staff professional development trainings	Other	In house BCOE Trainings and conferences	Professional development allocations from the BCOE	Integrate leadership development into BCOE's annual PD planning cycles.
Parent Leadership Development and Opportunities	School Site Council	Other	These are sustained through existing school operations, supported by site administrator time and BCOE meeting	These are sustained through existing school operations, supported by site administrator	Develop a family engagement framework tied to BCOE's Local Control and Accountability Plan (LCAP)
Student Leadership Development and Opportunities	Conferences and school site councils, guest speakers	Other	Discretionary school funds, and BCOE allocated funding.	We collaborate with Title I and Title VI to support participation costs	Apply for supplemental grants
Shared Decision-Making Bodies that center the voices of students, families and community	Title VI, School Site Council IEP Meetings	Other	These structures are embedded within federal and state compliance processes and funded through categorical funding (e.g., Title VI, Special Education)	Coordinated efforts across departments, including Special Education, CEI, Title I, and Title VI programs. Staff time is supported by categorical and general funds	Expand culturally responsive engagement practices, especially with Native and foster youth communities.
Community and Family Engagement					
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, high volume outreach to families to build consistent and trusting relationships.)	Regular communication occurs through student-teacher-family events, phone calls, and text messages. Staff maintain high volume outreach to families to build consistent and trusting relationships.	Other	Utilizes BCOE infrastructure, including staff time, school phones, and BCOE-sponsored platforms, such as Parent Square	We braid general operating funds with Title I family engagement	Collect data to demonstrate improved family engagement outcomes.
Home Visits	Staff conduct home visits to re-engage students, conduct wellness checks, and provide support to families in navigating	Other	Currently supported by staff initiative using district vehicles	Mileage costs are covered under school site budgets	Seek community partnerships with county agencies and nonprofits to co-conduct visits
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	We offer referrals to adult schools and workforce development partners	Other	Delivered through partnerships	We braid in-kind services from adult ed and county workforce offices	Apply for CTE/Workforce grants that allow for wraparound adult education for families of students.
Positive Behavioral Supports	BCCS implements a tiered system of behavioral supports grounded in trauma-informed care, restorative practices, and social-emotional learning	Other	Core elements are sustained through BCOE's Alternative Education framework	Title I funds for SEL curriculum and related PD	Continue strengthening partnerships with Behavioral Health and community providers to ensure continuity of care beyond the school site
Practices that help prevent, reduce, and eliminate exclusionary discipline	BCCS implements restorative practices, trauma-informed approaches, individualized behavioral support plans, and peer conflict resolution processes. Staff are trained in de-escalation	Other	Supports are embedded in the BCOE Alternative Education model and professional development infrastructure.	We utilize Title I funds, PBIS-related grant funding, and BCOE-wide investments in Restorative Practices training	Use BCOE trainers to continue Restorative Practices PD internally.
Community-based Curriculum and Pedagogy					
Project-Based Learning	BCCS integrates project-based learning (PBL) across grade levels to promote real-world application, student engagement, and interdisciplinary skill development. Projects often align with student interests, local issues, and social justice themes.	Other	Supported through general instructional budget and teacher collaboration time.	Title I funds for instructional materials and Teacher collaboration time	Align PBL outcomes with academic standards to demonstrate student growth and justify general fund use. Apply for innovation or instructional grants focused on deeper learning.
Culturally-Sustaining and Responsive Curriculum, Pedagogy and Projects	Curriculum and instruction at BCCS reflect students' cultural backgrounds and lived experiences	Other	Embedded within Title VI programming, BCOE professional development, and site-based curriculum development	Title I and Title VI funds support curriculum resources and trainings. BCOE Equity & Inclusion Office provides PD and guest facilitators. Partnerships with local tribal organizations and cultural educators contribute content and resources.	Train site staff as equity leads to institutionalize culturally responsive practices.
Personalized Learning Plans	BCCS students engage in a personalized learning plan process with staff, identifying academic goals, credit recovery pathways, postsecondary planning, and social-emotional supports	Other	Implemented through counselor and advisor roles embedded in general structure.	Base grant supports staffing (counselors, advisors).	Integrate graduation plans and career/college readiness tools. Train staff in motivational interviewing to enhance student goal-setting.
Performance Assessments (e.g., capstones, portfolios, etc.)	BCCS uses portfolios, exhibitions, and reflective writing as alternative assessments to demonstrate mastery, especially for credit recovery and graduation readiness. Capstone projects allow students to connect learning with personal and community identity.	Other	Incorporated into regular instructional practice; staff support via prep and collaboration time.	Title I supports supplies and student showcase events. General funds cover teacher time for assessing and providing feedback.	Align performance assessments with BCOE graduation criteria.
Advisory System to ensure every student has a home base / family group	small advisory group led by a staff member who serves as a mentor and advocate. The advisory system provides social-emotional learning, academic	Other	Structured within master schedule and staffing assignments.	Staff time funded through general operations.	Formalize advisory curriculum to ensure consistency and impact. Possibly collect qualitative and quantitative data on advisory outcomes.
Integrated Student Supports and Services					



Community Schools Sustainability Plan

Health Screening and Services (vision, dental, hearing, neurological, physical health)	BCCS facilitates annual health screenings for vision, dental, and hearing in partnership with BCOE departments and local clinics. Students with identified	Other		We partner with local healthcare organizations that provide in-kind services and volunteers as part of their community outreach efforts.	Strengthen MOUs with healthcare partners to ensure long-term commitment.
Mental Health Screening and Services	BCCS provides universal mental health screenings using trauma-informed screeners and tiered mental health supports, including counseling, crisis		Community-based organizations receive separate funding streams to support services at BCCS sites, and BCOE provides BCCS with	We braid CCSPP and LEA funds to support the Community School Coordinator and tier 1 services	Formalize multi-year MOUs to secure long-term support. Work with BCOE to advocate for a full time permanent funding for school mental health clinician.
Nutrition Services and Support	BCCS provides free, nutritious meals to all students through a BCOE-funded food truck. The truck delivers breakfast and lunch daily, ensuring consistent access to	Other	Butte County Office of Education (BCOE), USDA National School Lunch Program (NSLP), LEA general funds	The food truck is funded and operated by BCOE, which absorbs operational costs through Child Nutrition Services.	Seek grant funding for expanding the nutrition education program
Academic Support (tutoring, specialist, etc.)	BCCS provides targeted academic support through small-group tutoring, push-in and pull-out interventions by specialists, and after-school academic labs. Instructional	Other	CCSPP, Title I, LEA general funds, Expanded Learning Opportunities Program (ELO-P) Volunteers and college student	Volunteers and college student tutors (unpaid or minimally funded through external programs) offer additional academic support under staff supervision.	Strengthen partnerships with local University to create a formal pipeline of student tutors. Apply for continuation funding through ELO-P and Title I. Build internal capacity through professional development for
Counseling Center	BCCS has an on-site Counseling Center that serves as a welcoming space for students to access mental health support, individual and group counseling, and crisis	Other	BCOE and LEA general funds	Blend CCSPP funds with BCOE funding, and BCCS site budget.	Renovate and expand the physical space to accommodate more students and services. Establish multi-year MOUs with mental health partners. Build sustainable staffing by training paraprofessionals and
Multi-Tiered System of Support	BCCS has developed a strong, fully integrated Multi-Tiered System of Support (MTSS) that addresses academic, behavioral, and social-emotional needs	Other	CCSPP, Title I, LEA general funds.	We braid CCSPP and Title I for academic and SEL supports, to deliver mental health and behavioral interventions. LEA general funds support Tier 1 infrastructure and staffing. Teachers and administration	Align schoolwide intervention efforts with state and county MTSS frameworks. Advocate for MTSS integration into LEA LCAP priorities to secure sustained general fund support.
Coordination of Services Team (e.g., COST team)	BCCS has a highly effective Coordination of Services Team (COST) that meets regularly to review student needs, identify barriers to learning, and align supports	Other	CCSPP, LEA general funds,	We braid CCSPP and LEA funds to support the staffing and coordination of COST. Community partners bring in behavioral health and wraparound supports	Advocate for COST integration into LEA's Multi-Tiered System of Support (MTSS) strategy and fund ongoing coordination roles through the general fund and aligned grants.
Expanded & Enriched Learning Time					
Before School (times/services)	BCCS offers before-school services including, transportation, early arrival access to breakfast, a calm indoor space, and connection with supportive staff. This time supports students who arrive early	Other	CCSPP, BCOE Child Nutrition, LEA general funds	CCSPP and general funds support staff coverage and supervision. Nutrition is provided through existing Child Nutrition Services.	Continue offering basic before-school supports with LEA staffing and nutrition funding. Explore expanding morning services based on student need and available partnerships.
After School (times/services)	BCCS offers after-school academic labs, quiet spaces for homework, and opportunities for connection with support services. Attendance is voluntary and	Other	CCSPP, ELO-P, Title I	We braid CCSPP, Title I, and ELO-P to staff after-school academic support and supervision. LEA covers basic facility use and utilities.	Begin planning to add afternoon home transportation for students who stay after school. Continue aligning after-school support with academic and engagement goals to justify ongoing funding through ELO-P and Title
Summer Programs	BCCS offers summer school focused on credit recovery, relationship-building, and readiness for the fall. We also connect students with off-campus programs,	Other	Grants; CEI, NVCF, CCSPP, ELO-P, Title I	Community partners provide free or low-cost opportunities off-site.	Maintain strong relationships with community partners to ensure student access to summer enrichment. Plan early for staffing and transportation. Shift summer staffing and supervision costs to ELO-P and Title I where
During School (learning pathways, differentiated instruction, lab time, etc.)	BCCS provides personalized learning pathways through individualized learning plans, project-based learning, and trauma-informed instruction. Differentiated supports include academic	Other	CCSPP, Title I, LEA general funds	Title I and general funds support credentialed staffing and academic labs. CCSPP helps expand trauma-informed professional development, project-based learning, and personalized planning.	Continue building staff capacity to sustain personalized learning models. Embed learning pathways into schoolwide instructional design and schedule
Positive and Restorative School Climate					
Positive Behavioral Supports	BCCS implements trauma-informed Positive Behavioral Interventions and Supports (PBIS) that emphasize safety, relationships, and student dignity.	Other	CCSPP, Title I, LEA general funds	CCSPP supports PBIS implementation, staff training, and incentive systems. Title I and general funds cover core staffing and classroom supports. Practices are embedded into daily school culture.	CCSPP supports PBIS implementation, staff training, and incentive systems. Title I and general funds cover core staffing and classroom supports. Practices are embedded into daily school culture.
Practices that help prevent, reduce, and eliminate exclusionary discipline	BCCS actively works to reduce exclusionary discipline through relationship-based, trauma-informed approaches. Staff utilize restorative conversations, de-escalation strategies		CCSPP, Title I, LEA general funds	CCSPP supports professional development in restorative practices and funds key staff who lead student re-engagement. Title I and general funds maintain classroom staffing ratios that support proactive behavioral intervention	Expand site-based training in restorative and trauma-informed practices. Develop student roles in peer accountability and mediation. Integrate discipline alternatives into the site's MTSS framework and advocate for continued funding through LCAP priorities
Programs and practices that teach social-emotional skills (e.g., SEL curriculum)	BCCS integrates social-emotional learning (SEL) into daily instruction and school culture. Staff model emotional regulation, use mindfulness and grounding techniques, and embed SEL themes into		CCSPP, Title I, LEA general funds	CCSPP supports SEL professional development, materials, and staffing. Title I and LEA funds support classroom instruction and staff time needed to embed SEL into core practices.	Continue to embed SEL into all instructional and advisory frameworks. Build internal capacity for peer-to-peer SEL skill development. Align SEL goals with MTSS, PBIS, and LEA priorities to secure long-term sustainability.



Community Schools Sustainability Plan

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.

At Butte County Community School (BCCS), our capacity-building strategies and whole child supports are deeply rooted in relationship-centered, trauma-informed, and culturally responsive practices. One standout approach is our Student Advocacy Meetings, where teams, which include educators, mental health professionals, and caregivers collaboratively develop personalized support plans that address academic, social-emotional, and behavioral needs. These meetings empower students and families to take an active role in setting goals and identifying meaningful resources for student success.

Another effective practice is our integration of mental health support through a tiered system, including on-site clinicians, group sessions, and crisis response protocols, all of which are coordinated within BCOE and community-based organizations. This model allows us to respond quickly to student needs while also promoting long-term well-being and resilience.