



# 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)

18750361833409 (Herlong High School)  
18750366096341 (Sierra Primary Elementary)

Grantee/ Lead LEA Name:

Herlong High School  
Sierra Primary Elementary School

Primary Contact Name:

Amy

Primary Contact Role:

Langslet

Primary Contact Email:

alagnslet@fortsage.org

|  |   |
|--|---|
| <b>Primary Contact Phone Number:</b>   | 530-827-2101  |
| <b>Sustainability Plan Team Members &amp; 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)</b> | Derek Cooper/Superintendent-Principal, Amy Langslet/Community School Coordinator, Edward Bias/School Counselor, Lindsey Godman/Administrative Assistant/Parent, Terri L |
| <b>Cohort Year</b>   | 3   |
| <b>Please include your Community Schools Implementation Plan link here.</b>  |   |



# 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><b>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?</b></p> | <p>Assets &amp; Strengths Identified: Strong foundational elements include diverse academic course offerings, highly engaging athletic programs, and trusting staff-student relationships. Gaps &amp; Needs Identified: Data highlighted a lack of enrichment programs during and after school hours, limited student agency in governance, and an acute need for classroom level teacher support. Action Plan for Student Ownership: The existing Student Leadership Team will serve as a formal advisory mechanism. They will partner with administration to co-design inclusive extracurricular frameworks that bridge the after school enrichment gap. Action Plan for Teacher Support: We are mobilizing an active peer mentoring and tutoring network. Students will provide direct classroom assistance, simultaneously addressing learning barriers for struggling peers while optimizing instructional support for educators.</p>   |
| <p><b>How will the LEA/school sustain a shared understanding and commitment to the community schools' strategy over time?</b></p>                             | <p>We will continue to work the school staff to facilitate the implementation of the community schools framework and activities. They will work alongside the community school coordinator to build local capacity, center community schools work around local priorities, and assist the coordinator with the implementation of assessment strategies. The community school coordinator will track and monitor the progress of school sites toward local goals, including developing evaluation plans, analyzing data, and aligning existing administrative efforts.</p>  |
| <p><b>What strategies/processes will the LEA/school need to maintain in order to continue supporting shared commitments and priorities?</b></p>               | <p>Maintain shared commitments by institutionalizing regular data-review routines, scaling the peer-tutoring model, and executing an inclusive, multi-channel communication plan for families. Here are the specific processes and strategies required to maintain this alignment: 1. Data-Driven Monitoring Processes, SST Progress Reviews: The SST Coordinator will facilitate monthly data reviews utilizing the SST Manual to track individual student outcomes in mental health, absenteeism, and suspension rates. Continuous Needs Assessment: The site will conduct abbreviated annual assets and needs surveys with students, staff, and families to ensure school priorities evolve alongside community needs. 2. Operational Strategies for Student and Teacher Supports: Student Leadership Advisory: Maintain monthly collaboration meetings between administration and the Student Leadership Team to co-design campus activities and preserve student ownership in school operations. Peer-Mentoring Infrastructure: Coordinate the scheduling and oversight of the student tutoring program, embedding it as a permanent elective or service credit to reliably support classroom teachers. Sustainable Capacity and Communication Workflows LCOE Training Calendar: Schedule annual professional development sessions with the Lassen County Office of Education to onboard new staff and refresh existing personnel on the California Community Schools Framework. Proactive Family Outreach: Standardize a monthly communication calendar utilizing localized flyers (sent home with students and posted at community centers) and targeted social media campaigns to ensure transparent, continuous updates for parents.</p>  |
| <h3>Collaborative Leadership</h3>   |  |
| <p><b>How will the LEA/school sustain shared decision-making structures that have been put in place, such as site-based leadership teams?</b></p>             | <p>Will sustain site-based shared decision-making structures by formalizing roles in school board policies, budgeting for coordinator positions within the LCAP, and establishing recurring student-led feedback loops. Here is the operational plan to ensure these collaborative structures remain permanent: 1. Codifying Structures into Governance Policy Formalizing Leadership Roles: Update board policies and school site bylaws to permanently recognize the Student Leadership Team and the Site-Based Leadership Team as official advisory bodies for school operations. SST Protocol Standardization: Mandate the use of the newly developed SST Manual as the district's standard operating procedure, preventing individual leadership turn-over from altering the shared intervention process. 2. Fiscal Sustainability and Resource Allocation LCAP Budget Integration: Transition the funding for the SST Coordinator and any related leadership stipends into the district's permanent Local Control and Accountability Plan (LCAP) under core administrative or Title I allocations. Cost-Free Capacity Building: Maintain an annual professional development calendar with including Lassen County Office of Education (LCOE) to train incoming staff and student leaders on shared governance models, at no additional cost to the site. 3. Maintaining Open Communication and Feedback Loops Transparent Community Reporting: Use localized flyers and active social media campaigns to share the decisions made by the site leadership teams directly with families, reinforcing accountability and transparency. Student-Driven Action Cycles: Schedule fixed monthly meetings where school officials must review and respond to inclusive campus activity designs proposed by the Student Leadership Team.</p>                               |
| <p><b>What strategies/processes will the LEA/school need to maintain collaborative leadership?</b></p>  | <p>Will maintain collaborative leadership by establishing fixed cross stakeholder meeting schedules, utilizing continuous Lassen County Office of Education trainings, and standardizing multichannel community feedback. Here are the specific operational strategies and processes required to sustain this leadership model: 1. Standardized Meeting Routines and Shared Governance Structured Leadership Calendars: Maintain monthly, combined meetings between school administrators, staff, and the Site-Based Leadership Team to co-manage school priorities. Formal Student Integration: Institutionalize monthly planning sessions between school officials and the Student Leadership Team, ensuring student voice directly drives the design of inclusive campus activities. SST Operational Oversight: Secure the SST Coordinator role to facilitate monthly Student Success Team meetings, ensuring the implementation of the SST Manual remains consistent across all grade levels. 2. Ongoing Staff Capacity and Alignment Processes Annual LCOE Training Frameworks: Process an annual professional development calendar incorporating Lassen County Office of Education to train new hires and refresh veteran staff on collaborative leadership practices. Teacher Support Coordination: Systematically manage the student peer mentoring and classroom tutoring workflows, requesting feedback between classroom teachers and student tutors to address instructional needs. 3. Transparent Community Communication Workflows: Maintain a strict schedule for creating and distributing informational flyers and launching social media updates, keeping parents informed of leadership decisions and opportunities to contribute. Annual Needs Assessment Cycles: Run bi-yearly, produce findings report of the assets and needs assessment to</p> |

**Centering Community Based Learning**

**How will the LEA/school sustain a community-based approach to instruction?**

The school will sustain a community based approach to instruction by anchoring curriculum in local needs, utilizing student tutors to support teachers, and leveraging county resource providers for real world learning 1. Connecting Classroom Learning to Local Assets Community Informed Curriculum: Use data from the assets and needs assessment to help teachers create lessons that directly address local issues, making schoolwork more relevant to students' lives. County Agency Guest Experts: Will invite partners like Lassen Family Services, Lassen County Public Health, and local historians to speak in classrooms, transforming community resources into active educational tools. 2. Sustaining Student Led Instructional Supports Classroom Tutoring Routines: Formalize the student peer mentoring program by embedding it into the master schedule, ensuring teachers receive dependable, ongoing classroom support to assist struggling students. Student Leadership in Academics: Task the Student Leadership Team with gathering student feedback on classroom projects, giving youth a voice in shaping how they are taught. 3. Professional Development and Training Habits LCOE Instructional Onboarding: Partner with the Lassen County Office of Education to provide simple, annual workshops for teachers on how to design community-aligned lessons. SST Resource Alignment: Train the SST Coordinator to use the SST Manual to match a student's academic struggles with specific community-based interventions, bridging the gap between instruction and student support. 4. Transparent Communication and Family Inclusion Showcasing Student Work: Use flyers and social media campaigns to feature student community projects, inviting parents to see how classroom instruction links to the real world. Family

**What strategies/processes will the LEA/school need to maintain in order to continue to support community based learning?**

The school will maintain community based learning by scheduled collaborative planning times, securing recurring training calendars, and standardizing multi-agency coordination. Since we are in the beginning phases of this work, focusing on these specific, repeatable operational processes will keep our community-based instructional strategy running smoothly over time: 1. Structural Scheduling and Staff Processes Consistent Teacher Planning Time: Embed regular Professional Learning Community (PLC) blocks into the master schedule so teachers can collaborate on community focused lesson plans and project based learning. Tutoring Logistics Management: Maintain a standardized matching process each semester to place student mentors and classroom tutors where teachers need instructional support the most. LCOE Training Alignment: Secure a recurring annual calendar with the Lassen County Office of Education to train teachers on integrating community assets directly into their daily instruction. 2. Streamlined Agency Partnerships and Coordination Partner Speaker: Maintain a contact list of representatives from Lassen Family Services, WRAP, Lassen County Public Health, and Child Protective Services (CPS) who are pre-cleared to visit classrooms as guest experts SST Feedback Loops: Ensure the SST Coordinator hosts regular check-ins between instructional staff and county resource providers to ensure classroom modifications align with a student's external mental health supports. 3. Student and Family Engagement Workflows Student Leadership Consultations: Run quarterly feedback sessions between administration, teachers, and the Student Leadership Team to evaluate which community based projects are engaging students effectively. Community Learning Showcases: Standardize a

**Sustaining Staffing and Resources**

**How does the LEA/school plan to sustain core community school staff, such as the site-based community school coordinator?**

We will sustain the community school coordinator and the school counselor by braiding ongoing state and federal funding streams and embedding these critical roles directly into the district's Local Control and Accountability Plan, per the school boards approval.

**How will the LEA/school sustain data-tracking and measurement systems related to your community schools work?**

The LEA will sustain data-tracking and measurement systems for Community Schools work by fully embedding them into existing districtwide systems, routines, and decision-making structures rather than relying on grant-funded processes. First, all key Community Schools indicators—attendance (including chronic absenteeism), student engagement survey data, behavioral referrals, SST/intervention outcomes, and family/community participation—will continue to be tracked through the district's student information system and related reporting tools. These systems will serve as the central repository for ongoing data collection, ensuring continuity beyond the grant period. Second, the LEA will institutionalize a regular data review cycle through established structures such as Student Study Teams (SST), Multi-Tiered Systems of Support (MTSS), and site-based leadership/PLC meetings. These teams will review data on a monthly or quarterly basis to monitor progress, identify trends, and adjust interventions in real time. This ensures that data use is not a standalone grant activity but a routine part of instructional and support planning. Third, the district will maintain standardized dashboards and reporting templates to track Community Schools metrics over time. These tools will allow staff and leadership to monitor progress toward goals such as reducing chronic absenteeism, strengthening student well-being supports, and increasing family engagement. Responsibility for updating and reviewing these tools will be assigned to designated site and district staff to ensure consistency. In addition, annual climate and needs assessment data (such as CHKS and local surveys) will continue to be collected and compared year over year to measure impact and guide continuous improvement. This longitudinal approach will

**Strategic Community Partnerships**

**How will the LEA/school sustain partnerships that have been created to support community school goals?**

First, the LEA will formalize partnerships with county-run programs through MOUs or interagency agreements with Lassen County Office of Education, public health, behavioral health, child welfare, and other county service providers. Because these partners already serve as the primary local resource network, formal agreements will ensure consistent service delivery, clearly defined referral pathways, and stable access for students and families over time. Second, the LEA will prioritize deep integration of county partners into existing school-based systems such as MTSS and SST processes. Rather than operating as external supports, county services will be embedded into tiered intervention plans so that referrals, follow-up, and progress monitoring occur through established school routines. This reduces dependence on informal coordination and ensures continuity even with limited staffing or geographic barriers. Third, the school will maintain regular cross-agency coordination meetings with county partners to align services, review student needs data, and address gaps in supports. These meetings will function as the primary sustainability structure in a resource-limited environment, ensuring that services remain responsive and coordinated rather than fragmented. In addition, the LEA will expand sustainability by leveraging virtual and regional partnerships beyond the immediate county

**How will the LEA/school assess the success of its community partnerships in achieving educational and community objectives?**

The LEA will assess the success of community partnerships by using a combination of student outcome data, service utilization data, and qualitative feedback to determine whether partnerships are effectively advancing both educational and community goals. First, the LEA will track student-level indicators tied directly to partnership services. This includes changes in chronic absenteeism, attendance rates, behavior referrals, academic performance, and student engagement data. For example, if county behavioral health services or family support programs are engaged, the LEA will monitor whether students receiving those services show improved attendance, stability, and classroom engagement over time. Second, the LEA will monitor service delivery and utilization data from partners, such as the number of students and families served, frequency of services, response times for referrals, and completion rates of interventions. This helps determine whether partnerships are accessible, timely, and effectively reaching the intended population. Third, the LEA will use structured feedback from students, families, school staff, and community partners through surveys, focus groups, and advisory meetings. This qualitative data will help assess whether services are perceived as helpful, culturally responsive, and easy to access, and whether coordination between school and partners is functioning effectively



# 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:<br>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   | Teacher leadership development and opportunities we will be providing to staff are: Ready Assessments, the new math curriculum, MAPS assessments, universal screener, teacher support from LCOE, Social Emotional Learning Training, CPI training, on-boarding for new teachers.   | Other   | Title I  | Primarily we are using Title I funding to support the Teacher Leadership Development and opportunities. Although, we receive a substantial amount of training from Lassen County Office of Education through their training program. In addition, we are supported through various grants. | The General Fund.  |
| Parent Leadership Development and Opportunities  | Parent Leadership Team: They will participate in school improvement planning (LCAP), programming decisions, review of attendance, behavior and engagement data, plan family events. Provide gas cards, child care during meetings, meal support, and possibly stipends.  | Other   | General Fund   | Due to limited funding we will sustain funding through the general fund, unless we can secure grant funding to offset the cost.  | General Fund until other avenues of funding can be made available.   |
| Student Leadership Development and Opportunities   | Currently we have a student leadership team at Herlong High School, we will extend the opportunity to the elementary school starting 2026-27. We are starting in the same year at the high school a peer mentor program, older students guiding younger students through high school (emotionally and academically). We will increase the service learning and community projects at both sites. | Other   | General Fund   | Due to limited funding we will sustain funding through the general fund, unless we can secure grant funding to offset the cost.  | General Fund until other avenues of funding can be made available.   |
| Shared Decision-Making Bodies that center the voices of students, families and community | SST/MTSS and Cite Council  | Other   | General Fund   | Due to limited funding we will sustain funding through the general fund, unless we can secure grant funding to offset the cost.  | General Fund until other avenues of funding can be made available.   |



# Community Schools Sustainability Plan

|   |   |                       |                         |   |                    |
|---|---|-----------------------|-------------------------|---|--------------------|
| <b>Community and Family Engagement</b>  |   |                       |                         |   |                    |
| <b>Multiple Modes of Family Communication &amp; Involvement (e.g. student-teacher-family conferences, regular class information &amp; outreach)</b> | Will continue to provide CATAPULT - electronic messaging to families, send flyers home, call parents, create a communication log or enter information and/or on AERIES.                       | <a href="#">Other</a> | LCAP                    | Due to limited funding we will sustain funding through LCAP funding, unless we can secure grant funding to offset the cost. | LCAP funding       |
| <b>Home Visits</b>  | N/A   |                       |                         |   |                    |
| <b>Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)</b>   | Continue to provide Adult Education classes: GED, Culinary Class and welding.   | <a href="#">Other</a> | Adult Education Funding | Adult Education   | Adult Education    |
| <b>Positive Behavioral Supports</b>   | Will continue to utilize Viking/Panther bucks. Will be looking into a new data system so we can manage the information more clearly. Continue with awards ceremonies, attendance awards, etc. | <a href="#">Other</a> | PBIS, LCAP and CCSP     | LCAP and PBIS Funding   | LCAP Funding, PBIS |
| <b>Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)</b>                     | Will implement the universal screener this year. Will provide SEL to teachers, students and families.   | <a href="#">Other</a> | LCAP and CCSP           | LCAP and PBIS Funding   | LCAP Funding, PBIS |
| <b>Community -based Curriculum and Pedagogy</b>   |   |                       |                         |   |                    |



# Community Schools Sustainability Plan

|  |   |                       |  |  |  |
|--|---|-----------------------|--|--|--|
| Project-Based Learning   | NA  |                       |  |  |  |
| Culturally-Sustaining and Responsive Curriculum, Pedagogy and Projects                                     | Will continue to identify various days through out the year with cultural significance  | <a href="#">Other</a> | CCSPP/Title I  | General Fund and LCAP  | General Fund, LCAP   |
| Personalized Learning Plans  | NA  |                       |  |  |  |
| Performance Assessments (e.g., capstones, portfolios, etc.)  | NA  |                       |  |  |  |
| Advisory System to ensure every student has a home base / family group and an advisor who knows them well. | NA  |                       |  |  |  |
| Integrated Student Supports and Services   |   |                       |  |  |  |
| Health Screening and Services (vision, dental, hearing, neurological, physical health)                     | Will continue physicals and immunizations every July. We are scheduling Glasses to Classes August 2026 and Smile Dental Services TBD. | <a href="#">Other</a> | Lassen County Office of Education, Lassen County Public Health | Lassen County Office of Education, Lassen County Public Health | Lassen County Office of Education, Lassen County Public Health |



# Community Schools Sustainability Plan

|  |   |                       |  |   |  |
|--|---|-----------------------|--|---|--|
| <b>Mental health Screening and Services</b>            | 2026-27 we will be implementing the universal screener. We will be providing the screening services through LCOE's direction.   | <a href="#">Other</a> | Lassen County Office of Education and General Fund | County Office of Education and General Funding  | County Office of Education and General Fund                        |
| <b>Nutrition Services and Support</b>                  | Will continue to provide our food pantry, clothing closet and our showers to our community.   | <a href="#">Other</a> | Cafeteria Fund, General Fund, and Donations        | Cafeteria Fund and General Fund   | Cafeteria Fund and General Fund                                    |
| <b>Academic Support (tutoring, specialist, etc.)</b>   | We will continue to support our students with tutoring as needed and desired by the parents.  | <a href="#">Other</a> | LCAP   | Due to limited funding we will sustain funding through the LCAP, unless we can secure grant funding to offset the cost.         | LCAP   |
| <b>Counseling Center</b>                               | Counseling will be continuing into 2026-27 Monday through Friday, 8 am to 4 pm.   | <a href="#">Other</a> | General Fund                                       | Due to limited funding we will sustain funding through the general fund, unless we can secure grant funding to offset the cost. | General Fund until other avenues of funding can be made available. |
| <b>Multi-Tiered System of Support</b>                  | Site Council and SST meetings will continue to be scheduled regularly.  | <a href="#">Other</a> | LCAP and General Funds                             | Due to limited funding we will sustain funding through LCAP funding, unless we can secure grant funding to offset the cost.     | LCAP   |
| <b>Coordination of Services Team (e.g., COST team)</b> | COST meets through LCOE regularly once a month, unless something should need further attention. Our local site team meets frequently, and or as needed.                               | <a href="#">Other</a> | General Fund                                       | Due to limited funding we will sustain funding through the general fund, unless we can secure grant funding to offset the cost. | General Fund until other avenues of funding can be made available. |
| <b>Expanded &amp; Enriched Learning Time</b>           |   |                       |  |   |  |
| <b>Before School (times/services)</b>                  | Herlong High School: Monday - Friday from 8:00 am to 8:30 pm<br>Sierra Primary Elementary School: Monday - Friday from 7:30 am to 8 am.   | <a href="#">Other</a> | CCSP and General Fund                              | CCSP and General Fund   | CCSP and General Fund  |
| <b>After School (times/services)</b>                   | Will continue to offer Extended Opportunity Program at Sierra Primary Monday - Friday 2:30 - 5:30 pm. Will see if Herlong High School will have any interested students for tutoring. | <a href="#">Other</a> | ELOP   | Due to limited funding we will sustain funding through the ELOP unless further funding becomes available.                       | ELOP   |



# Community Schools Sustainability Plan

|   |   |                       |  |   |            |
|---|---|-----------------------|--|---|------------|
| <b>Summer Programs</b>  | Summer school and Extended Opportunity Program  | <a href="#">Other</a> | ELOP   | Due to limited funding we will sustain funding through the ELOP unless further funding becomes available. | ELOP       |
| <b>During School (learning pathways, differentiated instruction, lab times, etc.)</b>   | N/A   |                       |  |   |            |
| <b>Positive and Restorative School Climate</b>  |   |                       |  |   |            |
| <b>Positive Behavioral Supports</b>   | Will offer or will continue to offer: Awards ceremony, graduation, sports awards banquet, Community Book Fair, Sprit Week, Hygiene/showers, kidscape. | <a href="#">Other</a> | PBIS, LCAP and CCSPP   | PBIS, LCAP  | PBIS, LCAP |
| <b>Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)</b> | Implementing peer tutoring/mentoring 2026-2027 school year at Herlong High School.  | <a href="#">Other</a> | PBIS, LCAP and CCSPP   | PBIS, LCAP  | PBIS, LCAP |
| <b>Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)</b>                  | Will continue with: Santa's Workshop, Teen Dating Violence assembly, CIRCLES through LCOE, Street Data, CEI   | <a href="#">Other</a> | PBIS, LCAP, CCSPP and support from Lassen County Office of Education | PBIS, LCAP  | PBIS, LCAP |



# 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 this time, we have limited social media presence. We will be working on improving this in the very immediate future.