



# Del Norte County Office of Education

## Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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### General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Del Norte County, located seven hours north of San Francisco and adjoining the Oregon state line, is California's most northwesterly county. The county's population of approximately 28,000 is anchored by Crescent City (pop. 7,500) and includes the outlying communities of Smith River, Fort Dick, Hiouchi, Gasquet, and Klamath. Additionally, the total population of Del Norte County includes over 8,000 inmates housed at Pelican Bay State Prison. The demographics of our District is unique compared to typical rural California districts.

In addition to serving nearly four thousand students in the Del Norte Unified School District (DNUSD), Del Norte County Office of Education (COE) is responsible for serving between 25-40 students at the County's Community School (CS), as well as 313 students at Castle Rock Charter School, 275 students at the Uncharted Shores Academy (USA), and up to 13 students at the Elk Creek Juvenile Detention facility in Crescent City, Ca. Descriptions of how the pandemic has impacted DNUSD, Castle Rock Charter School, and USA Charter School are contained in separate reports. The following data represents the COE overall student population for Del Norte Community School and Elk Creek School:

Del Norte County Office of Education has an enrolled population of 31 as of September 16, 2020. Of this population; 39% of students are white, 19% of students are of Hispanic descent. Just over 29% of students are American Indian representing the Yurok Tribe (the largest

federally recognized tribe in California), the Tolowa Dee-Ni', Elk Valley Rancheria, and a variety of other tribally enrolled or descendant students representing tribes such as Pomo and Sioux. 6% of students identify as being of Asian descent and are English learners.; 3% of students claim Two or More Races; over 25% of students are considered socio-economically disadvantaged; and the Adverse Childhood Experiences (ACEs) rate is almost double the State average. The people of Del Norte County also suffer from a variety of social and economic challenges. The fishing and logging industries once sources of employment for the majority of the residents have all but disappeared. Other issues such as food insecurity, the effects of generation poverty, obesity, smoking, trauma, homelessness, and other issues many times impact the ability of students to effectively engage with academics at school or at home.

Not unlike DNUSD, since the initial school closures in March, 2020, the Del Norte County Office of Education addressed school closures by utilizing a combination of grade-level and course specific (asynchronous and synchronous) digital content to meet the academic needs of the student population at CS. Chromebooks were procured and distributed out to all students who needed them to access the content being taught, which was delivered via "Zoom." Staff were expected to be available, on a daily basis, to provide instruction and feedback to students as well as consult with families and participate in professional development.

At Elk Creek, during the pandemic, instructional lessons have been synchronously delivered via "Zoom" and students have been socially distanced, with a substitute teacher in the room, while the classroom teacher facilitates the lessons virtually. Meal programs for Community School were provided by the District Food Services Department. Elk Creek operated its own food service program, as students in that program reside at the facility.

During the time of school site closures, the County Office of Education has remained open but not to the public. As was done with DNUSD, the superintendent met virtually with principals on nearly a daily basis and engaged the public by holding regular webinars, podcasts, and by producing and transmitting pre-recorded messages.

Not unlike DNUSD, some parents and guardians of students at Community School have reported that it has been difficult to keep students engaged in switching to an online learning program; some have expressed concerns that their children are not able to keep up with assigned work as some of the students are not regularly signing-on to the online platform provided. Not unlike DNUSD students, not all of families of students at CS have access to the internet, and it has been a consistent challenge to accommodate this in our rural area.

The primary challenge for students at Elk Creek has been getting used to the new distance learning format.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Because of the limited number of students who attend Community School, (enrollment typically varies between 25-40 students) the school's principal and counselor are able to stay in frequent contact with families; notifying them of any issues, concerns, activities, or events happening at the school. All of these parents and family members are included in district communication (all-calls, surveys, webinars, reminders) and are invited to participate in district parent organizations such as DELAC and the Foster Youth Advisory Council.

Over the summer, the Community School principal sent letters home to each family, sharing and requesting feedback regarding coming back to school, and how the school would move into Phase 2 and Phase 3. The principal also communicated with families through their "all-call" system and by individually calling parents of students to explain the potential reopening options.

In addition, parents and family members of Community School were invited to participate in the superintendent's survey on re-opening of schools. Parents and family members of Elk Creek's four students did not participate in that survey due the school's ability to maintain the on-site instructional program over the summer and into the fall. This is because of the limited number of students and staff, and the ability to provide them with PPE, sanitary conditions, and social distancing.

[A description of the options provided for remote participation in public meetings and public hearings.]

As it has not been safe to hold large gatherings in public (due to the pandemic) all stakeholder meetings were held via Zoom where members of the public have been able to log on and participate virtually, to ask questions, engage in conversations/debate, and offer potential solutions to issues impacting the district. This has also been the case for public County Board of Education meetings and public hearings held by the Board of Education, as well as meetings with staff, parents, and community members.

[A summary of the feedback provided by specific stakeholder groups.]

Stakeholder feedback was instrumental in the development and publication of the County Office of Education's COVID-19 Safety Plan, which set forth the protocols and procedures required for staff and students to return to school in a manner that best protected them from the risk of infection.

Based upon information provided by the parents who were surveyed, as well as those who participated in the different stakeholder groups, as well as information from the local Department of Public Health, Community School opted to bring back half of their students (as a cohort) on Mondays and Wednesdays and the other half of their students on Tuesdays and Thursdays, during Phase 2.

According to the CS principal, the vast majority of families of CS students wanted to see their students back in the building with daily contact with their teacher. A few expressed concerns about coming back and discussed Independent Study options when distance learning ends. Many families felt their student would do better with paper over digital work options.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The aspects of this plan that were influenced by stakeholder input have been:

1. The decision to reopen county schools (primarily CS) based on a four-phase model (and what each of these phases would look like).
2. The decision to begin school in a full-distance learning mode, but for a limited time, per local health conditions and regulations.
3. The importance of providing a digital curriculum that includes opportunities for students to access social and emotional learning.
4. A professional development program that provides certificated, classified, and administrative staff with the skills, resources, and time they will need to develop proficiency - prior to the start of school.
5. A plan for the dissemination of high-quality electronic devices (such as Chromebooks and iPad) to students who will need them to access the curriculum.
6. The creation of a site safety plan (for CS) and program to keep learning environments safe and sanitary, and to provide staff and students with the resources they need to maintain personal safety, while at school.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

At Community School, the plan is to bring back students in 2 cohorts Monday/Wednesday or Tuesday/Thursday-with Friday remaining a distance learning day), as soon as it is safe for students to return to school. As there are currently 32 students enrolled at Community School, bringing them all back as soon as it is safe to do so. This would accelerate in person learning and enable students who are deficient in credits to get additional support needed to catch up. There are currently only 4 students at the Elk Creek Facility. These students are receiving in-person instruction from their teacher, in a classroom that meets sanitary guidelines, with social distancing and PPE for students and the teacher.

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
1. Provide Community School and Elk Creek School with the materials and supplies needed to safely sanitize rooms, furniture, equipment, and any areas that may be accessed or utilized by staff and students.		Yes
2. Provide students and staff with Personal Protective Equipment (PPE) such as masks, face shields, plexiglass dividers (for assessment) gloves, smocks, and hand-sanitizers.		Yes
3. Provide training to all certificated, classified, and management staff (at Elk Creek and CS) on the appropriate and effective use of PPE, as well as sanitization and cleaning equipment ( 2 additional hours for all staff)		Yes
4.Purchase of "Frontline" self-screening tool for student/ families and staff to use before sending children to school in the morning.		Yes
5.Additional preparations for Nutrition Services to address the unique needs of serving meals to students in cohort conditions.		Yes
6. Additional hours for custodial staff to perform enhanced cleaning and disinfecting services		Yes

# Distance Learning Program

## Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

When the County Office of Education developed its multi-phase plan to re-open schools in the fall of 2020, it was done under the assumption that at any given time, Community School may need to revert to a more restrictive, or first phase, student engagement. As is the case with DNUSD, staff and students are prepared and ready to fluidly make the transition from distance learning to in-person instruction, and then back to distance learning if and when this is necessary.

In the first phase of the reopening plan, teachers and support staff of county operated programs are prepared to provide day to day instruction in both synchronous and asynchronous modalities, with students being offered the full range of grade level and content area curriculum online. Students are expected to log in during synchronous learning times and are expected to engage in class activities with their teachers and peers. Assignments are graded and feedback is provided just as it would be if students were in school full-time. As the district moves through its reopening phases and students come back to school (physically) in cohort groups, the instructional program will not vary significantly from what has been presented online. This way, if the district has to revert back to full time online instruction, we will be able to do so seamlessly.

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The staff at Community School have made devices (Chromebooks) accessible to all of their students. They have also provided information about where and how to get connectivity, if they do not already have it.

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

As per California Senate Bill (SB) 98, the County Office of Education is required to assess student progress through live contact and synchronous instructional minutes for students who are attending its programs. Using our Aeries Student Information Services program, CS teachers have been trained on how to indicate not only if a student was present in a virtual classroom but also the extent to which a student has engaged in the activities for any given period or day. For example, there are participation codes to track whether assigned work was submitted and/or completed as well as whether or not the student actively participated in class activities for that period or day. The value of student work is determined by the classroom teacher, who is responsible for assigning that student his/her grade(s).

If a student is not participating in the instructional program and has been determined to be absent, the teacher is expected to contact the student and work with that student to reengage in learning. Per SB 98, we have developed a three-tiered system for supporting students who are absent three or more days (or 60%) of a school week. The three-tiered re engagement system is as follows:

Tier 1: The teacher provides outreach to the student and parent/guardian; the teacher connects with counselors to support the student; the teacher develops a plan for engaging the student.

Tier 2: The site administrator, counselor, and/or other designated staff attempt to make contact with the absent student; the administrator, counselor, and/or other designated staff schedule a virtual meeting with the student and parent to develop a plan of engagement and support. This plan includes a monitoring system.

Tier 3: To further engage the student and family, home visits will be conducted by the administration, counselor, designated staff and/or our district attendance liaison; there is continuous scheduled outreach by designated staff; if we are not able to reach the student or parent, administration, counselor, designated staff and/or our district attendance liaison will partner with local law enforcement to conduct a wellness check. These engagement activities will be documented for each student.

Additionally, county programs have partnered with the Del Norte Probation Department to procure a probation officer who works directly with students and families to provide early intervention and prevention of chronic absenteeism. This position plays an integral part in our tiered re-engagement plan; we refer to this position as our district attendance liaison.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Beginning with the initial school closures, COE teachers, classified staff, and administrators were offered many opportunities to participate in virtual professional development. In the spring of 2020, the District invested in a "game based" online professional development program, "Alludo", which facilitates teachers, administrators, and classified staff to use a game based platform to acquire new skills, knowledge, and experience about online learning and virtual educational system management. Prior to the start of the current school year, the district invested in "Canvas," a web-based Learning Management System, that allows educators and students to access and manage online course learning materials and communicate about skill development and learning achievement. We also provided targeted professional development in the virtual classroom/learning tool used most commonly by students, "Google Classroom." By the beginning of the (2020/2021) school year, COE teachers, administrators and classified staff were well-prepared and capable of serving students virtually. Prior to the start of this school year, DNUSD, in partnership with DNCOE, contracted with a local mental health professional, to provide a three-hour training session with staff on how to address and manage their own personal and professional challenges, while anticipating and being ready for the social and emotional challenges of that students and families may be experiencing , due to the impact of the pandemic.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

1. COE classified staff have had to learn and adapt to new roles and responsibilities, with new protocols for engaging students and families, as well as new requirements for cleaning and sanitization of work areas.
2. COE teachers and certificated support staff have had to learn how to adjust and adapt to online educating (which means adapting schedules, accessing curriculum online, and learning new platforms for virtual communication), as well as finding new ways to communicate with children and families, and participate in staff development.
3. The school site principal (at CS/ Elk Creek) and staff have taken on the role of leading entire school communities through the professional development, engagement, and instructional process of an entire new way of educating students.
4. The COE Superintendent has taken on a much larger role in the area of communication of COVID related information via traditional media (newspaper, radio) social media (Facebook, weekly interactive community webinars, weekly informational podcasts "Coffee and Conversation with the Superintendent"), and via district / county sponsored media
5. The Director of Information Network Services has had to shift his entire department's focus, to ensure that there is a plan for procurement, set-up and distribution for technology devices for all students who do not have them; this is in addition to managing all online meeting communications and services for the district.
6. The school site principal (CS) has taken on the role of the development and publication of the site COVID-19 Safety Plan
7. The Assistant Superintendent of Business Services and the Director of Finance have taken on the additional roles of managing the budget for all new COVID related revenue and expenses; much of their time is spent on the oversight of procurement of safety equipment, materials, supplies, and PPE.
8. The Director of Curriculum and Instruction, along with the Director of Innovation and Technology have had the added responsibility of working with the Director of Information Network Services to develop, implement and maintain an online professional development platform (Alludo "Bigfoot Trax") as well as set up functionality for teachers and support staff to access and utilize learning tools such as "Google Classroom."
10. The Director of Human Resources has added a tremendous amount of work, as she has led the negotiations of complex Memorandum of understandings (MOU's) with both the certificated employee union, Del Norte Teachers Association (DNTEA) and the Classified Employee Association (CSEA). In addition this position has had to set up plans and programs to accommodate staff with COVID related conditions and concerns, as well as manage the additional and elimination of positions, during an incredibly complex and challenging time.
11. The Director of Maintenance and operations has taken on the role of ensuring that all school sites and district facilities have the appropriate staffing to clean and disinfect classrooms, offices, restrooms, meeting rooms, and common areas, so that they are safe for staff to return, and eventually for students to return to school.
12. The Director of Special Education has had to adapt process, protocols, and modes of communication to ensure that students who receive special education services are able to get those services and are provided with the resources they need to ensure compliance with special education laws and regulations.



## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

During Phase 1, Students with Disabilities (SWD's) have been of primary concern, in terms of getting electronic devices (Chromebooks, iPads), so that they can access the curriculum and connect with services. In many cases amendments have been made to IEP's so that goals and services reflected what can be provided to students virtually. The COE plans on bringing SWD's (with more moderate to severe disabilities) back to campus first, so as to ensure access to the supports they will need to access their educational needs.

During Phase 1 English Learners will be getting additional support from our COE ELD specialists, who will be meeting with them virtually in small groups and on a 1:1 basis, in order to assist them with their English language development skills and to ensure they can access the curriculum.

During Phase 2, they will be among the first students brought back to campus, so that they can get additional support from their teachers and instructional assistants, in person.

The COE has made it a priority to check in with all Foster Youth and Homeless students (and their families) to ensure that they are able to fully access the curriculum virtually. In cases where they cannot, they will also be among the first groups of students brought back to campus to receive in-person instruction, as well as have access to virtual learning via internet connectivity at school.

## Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
1.The purchase and procurement of additional technology devices (Chromebooks) for students to use to access online learning curriculum		Yes
2. The purchase and procurement of additional laptop computers for certificated and classified staff to use to provide online curriculum		Yes
3. The purchase of the online game based Alludo "Bigfoot Trax" learning platform for staff to use in order to become proficient at using technology to deliver instructional programming		Yes
4. The purchase of "Canvas" Learning Management System for DNCOE staff who will use it to operate their distance learning programs this year		Yes

Description	Total Funds	Contributing
5. Professional Development Hours for teachers, managers, and classified staff on how to effectively utilize all of the online distance learning programs		

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Due to limited enrollment at CS and at the Elk Creek School, staff at each site will be able to individually assess the extent to which students have progressed or experienced learning loss, when they return to school. As students who attend CS and Elk Creek are on individualized programs (based on their specific learning needs) some would be assessed using grade level diagnostic testing; others (who are primarily completing module work to make up credits, would be assessed on the progress toward graduation requirements. English Learners who demonstrate loss due to their annual ELPAC assessment (as well as individual progress checks and formative assessment), will be provided with additional support from ELD staff.

### Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

One of the most critical things Community School can do for the site's English Learners, Foster Youth, Students with Exceptional Needs, Homeless students, and socioeconomically disadvantage students is to prioritize them as the first to return to school, in Phase 2 of our district's reopening plan. That is why the COE has planned to return these (CS) students to school during the second phase.

We have also prioritized them, in terms of ensuring that students (at home) have the necessary resources for using technology at home. The students from Elk Creek School have been in school continuously.

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The COE intends on providing additional tutoring and remedial support to students who have not made significant progress during the pandemic. This would support students engaged in more traditional learning programs as well as those doing online module work or attending programs at Castle Rock.

## Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
1. Purchase and procurement of a high-quality research-based intervention program that can provide diagnostic information, remediation content, and post-test capabilities.		Yes
2. Additional hourly funds for learning loss intervention beyond the school duty day.		Yes
3. Additional counseling services and Social/Emotional Learning resources to address students who have been disengaged.		Yes

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The COE and DNUSD have a Mental Health/Wellness Committee that supports mental health and the social and emotional well-being of pupils and staff. Staff training in programs and practices that support pupils are monitored through registration, attendance, and feedback surveys. These include but are not limited to: Positive Behavior Intervention and Supports, Restorative Practices, Youth Mental Health First Aid, Aeries analytics and interventions, Sources of Strength, and Trauma-Informed Practices.

Practices and programs that support staff are regularly scheduled Mindful sessions, professional development learning platforms such as Alludo, and a personalized professional development plan. California Healthy Kids Survey data will also be collected from staff (at the COE) this year to generate a plan for continuous improvement.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Starting with the initial school closures due to the pandemic, staff from the COE worked hard to connect and engage students who were absent from distance learning. For our Foster Youth and Homeless COE students, the assistant superintendent of Educational Services worked closely with the Foster Youth Services Coordinator and school counselors to identify any/all foster youth and homeless students who were not attending, and helped them address any of the issues that were keeping them from doing so. In some cases, it meant having staff go into the community and explain (to parents and other family members) that school was still in session and explain how to connect and participate. In some cases, it meant providing technology and explaining how to use WiFi at/ or near school sites to access it. For our English Learners, outreach and engagement has meant having each of the ELD certificated staff members contact students and families (using their home language with translation, when necessary). For Students with Disabilities, teachers (case carriers) and support staff connected with families to ensure that IEPs that needed amending were done so in a timely manner, and services were maintained. Further, the DNCOE and DNUSD have partnered with the Del Norte Probation Department to procure a probation officer who works directly with students and families to provide early intervention and prevention of chronic absenteeism. This position plays an integral part in our tiered re-engagement plan, and we refer to this position as our COE/District attendance liaison.

For the 2020/2021 school year, the DNCOE employs a three-tiered re-engagement strategy for students who are not attending. If a student is not participating in the instructional program and has been determined to be absent, the teacher is expected to contact the student and work with that student to reengage in learning. Per SB 98, we have developed a three-tiered system for supporting students who are absent three or more days (or 60%) of a school week.

The three-tiered re engagement system is as follows:

Tier 1: The teacher provides outreach to the student and parent/guardian; the teacher connects with counselors to support the student; the teacher develops a plan for engaging the student.

Tier 2: The site administrator, counselor, and/or other designated staff attempt to make contact with the absent student; the administrator, counselor, and/or other designated staff schedule a virtual meeting with the student and parent to develop a plan of engagement and support. This plan includes a monitoring system.

Tier 3: To further engage the student and family, home visits will be conducted by the administration, counselor, designated staff and/or our district attendance liaison; there is continuous scheduled outreach by designated staff; if we are not able to reach the student or parent,

administration, counselor, designated staff and/or our district attendance liaison will partner with local law enforcement to conduct a wellness check. These engagement activities will be documented for each student.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Del Norte County Office of Education uses the DNUSD's Nutrition Services provides nutritious meals to all students under the National School Lunch and School Breakfast Programs and/or Seamless Summer Food Option, and the Child and Adult Care Food Program during all phases identified in the Continuum of Educational Phases for Schools in Del Norte County. DNCOE is a Community Eligibility Provision (CEP) District and every student in Del Norte Unified eats for free.

During Phase 1, breakfast and lunches are made available at six school sites via curbside service. In addition, six buses have scheduled routes with stops that cover the county of Del Norte. The bus routes not only provide meals at stops that students/families are familiar with, additional stops have been added in order to provide services for students and their families in isolated or "pockets" of our community where access to schools sites may be challenging.

During Phase 2, meal services will remain as indicated in Phase 1, however with small cohorts of students on campuses, breakfast and lunch will be made available to the students during their time on campus. Students will also have access to the curbside and bus meal delivery program on days in which they are distance learning. In Phase 2, students will also have access to a Supper Meal and Snack under our CACFP At Risk After School Program (ASP).

During Phase 3, " Blended Learning," students who are in school will have access to breakfast and lunch on days in which they are in attendance, served in the classroom. Next day meals and ASP Supper and Snack will be sent home with students on the days in which they are Distance Learning. On Friday, when the whole district is on Distance Learning, we will serve our students through the six school curbside sites and six bus routes and noted in Phase 1.

## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Distance Learning Program (Pupil Participation and Progress)	Training from local mental health professional on how to address students who are exhibiting behaviors (during distance learning) that are symptomatic of social and emotional distress.		Yes
Distance Learning Program (Pupil Participation and Progress)			Yes
Stakeholder Engagement	Purchase of "Zoom" web-based communication service for all CS and Elk Creek staff, to facilitate staff, student, parent, and community engagement.		Yes

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Providing materials and supplies to safely sanitize rooms furniture and equipment is required for all CS students to return to campus. Phase 2 of the District's reopening of schools is specifically focused on serving the needs of Students with Disabilities, and then English Learners, Foster Youth and Homeless students. Nearly 100% the students at CS are socioeconomically disadvantaged, and several are in the other targeted subgroups.

Providing students and staff with PPE, such as masks, face shields, Plexiglas dividers, gloves, smocks, and hand sanitizers, will facilitate Phase 2 of the COE's reopening of CS. Nearly 100% of the students in this program are socioeconomically disadvantaged; all would benefit from having the appropriate PPE.

Providing training to all certificated, classified, and management staff at CS and Elk Creek on the appropriate and effective use of PPE, as well as sanitization and cleaning equipment will enable the District to start Phase 2, which will positively impact all of the students at CS.

As nearly 100% of DNCOE students are socioeconomically disadvantaged, the global purchase of the "Frontline" self screening tool for students and families to use before sending students to school, enables these students to safely attend school.

As nearly 100% of DNCOE students are socioeconomically disadvantaged, the purchase of the additional technology devices will enable all of them to access the curriculum by participating in distance learning.

As nearly 100% of DNCOE students are socioeconomically disadvantaged, the purchase and implementation of a high quality intervention program, as well as tutoring services, will provide the support that many of the students at CS and Elk Creek will need to mitigate learning loss and improve their academic skills.

The DNUSD/DNCOE funded truant officer spends a significant amount of time working with and serving students who are enrolled at CS and Elk Creek.

As the County of Del Norte has some of the highest ACES (Adverse Childhood Experiences) scores in the state; along with nearly all of the CS and Elk Creek students being socioeconomically disadvantaged, and many of them needing additional social/emotional support, the training from a local mental health professional (to address students in distress during distance learning) will likely benefit these students.

The purchase and procurement of additional laptop computers for certificated and classified staff to use to provide online curriculum, will help CS and Elk Creek students in their ability access the curriculum.

Enhanced nutritional services will ensure that DNCOE students are able to attend school without going hungry.

Staff training in Learning Management Systems, such as Canvas and Alludo, as well as programs such as Zoom and Google Classroom, will give CS and Elk Creek students (who benefit from this staff knowledge) a better chance at academic success during the time of distance learning.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Although this COE plan serves all students, there is a distinct focus on providing the greatest support to students in the targeted subgroups. It is important to restate that nearly 100% of the students who attend Elk Creek and CS are socioeconomically disadvantaged. During Phase

1, the priority has been to first ensure that the students at these school sites had the support they needed to access the curriculum virtually. In many cases, this meant meeting with the students (virtually) individually, to ensure that they were aware of what was expected of them, academically. With the addition of a Foster Youth and Homeless Director, staff were able to check-in with nearly all COE foster youth/homeless students and families and communicate their needs to site staff. It has been a priority to try to bring the CS students back to the school site during Phase 2.