



DEL NORTE COUNTY UNIFIED SCHOOL DISTRICT

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>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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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. The following data represents our overall student population:

Del Norte County Unified has an enrolled population of 3567 as of September 2, 2020. Of this population; 51.5% of students are White; 22.5% of students are of Hispanic descent and of those, approximately 31% are English learners. Just over 14% of students are American Indian, representing the Yurok Tribe (the largest federally recognized tribe in California), the Tolowa Dee-Ni', Elk Valley Rancheria, Resighini Rancheria, the Karuk Tribe, and a variety of other tribally enrolled or descendant students representing tribes such as Pomo and Sioux; 5% of students identify as being of Asian descent with the majority being of Hmong ancestry; 4.7% of students claim Two or More Races; over 65% 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.

The COVID-19 pandemic has had a significant impact on the students, staff and community of the Del Norte Unified School District (DNUSD). Our schools have historically served as a hub for children to get not just their educational needs met, but also benefit from social and emotional support, and have touch points to access community resources and social services. So, to a large extent, physically closing schools to children (many of whom do not have computers or technology devices at home) and moving from a fully functioning in-person educational environment to distance learning has presented a myriad of challenges.

On March 15, 2020, the DNUSD Board of Education unanimously voted to physically close the district's schools to students, and enter a "crisis learning mode," which, for the following few weeks, meant providing all students with "high quality learning opportunities." These learning opportunities came primarily in the form of providing grade level packet work which went home to students on buses (which were also distributing food to students) or were provided at pick-up locations at school sites, by staff who adhered to social distancing and newly developed safety guidelines. The packet work, which was curated by administrators and grade-level or content area teachers, was also posted on the COVID-19 section of the district's website and was made available for parents and students to download and print-out. However, in the initial few weeks of site closures, the work was distributed but not collected. Our primary goal at the time was to ensure that students were able to access relevant curriculum.

After the first two weeks of crisis learning, the California Department of Education provided guidance that Local Education Agencies (LEA's) would now be required to engage students in high quality learning experiences that facilitated two-way communication and feedback provided by certificated staff. It was then that Del Norte High School distributed more than four hundred Chromebooks and began using the Zoom platform to provide daily online instruction to students to access content digitally. As most of our other schools followed suit, to a greater or lesser extent, packet work was still made available but feedback and two-way interaction became expected. During the month of May 2020, DNUSD established a final "pass/fail" grading system for secondary students, which gave credit for attempting and competing work but hold students harmless for the inability to access curriculum due to their personal circumstances. In coordination with DNUSD's transportation department, the district's Nutrition Services Department deployed staff to prepare and serve more than 40,000 meals to students at home (using school buses) and at school site outdoor locations; we wanted to make sure no students went hungry because they could not be fed at school. In most cases, this meant preparing and serving breakfast and lunch to students 4-5 days every week. This service continued for many students into the summer and is still in place, as of September 2020.

Because of the pandemic, all of the district's summer school enrichment and remedial programs, including the special education onsite Extended School Year (ESY) program, were cancelled. The ESY program was still available online. Additionally, staff were ordered to avoid going to school sites in order to facilitate deep cleaning and sanitation. The District Office was closed to visitors. Furthermore, as a result of the pandemic and its impact on the educational programs in the district, the superintendent ramped up communication efforts with staff and the community, holding weekly webinars to answer questions about how school would open in the fall and hosting a weekly podcast, which could be downloaded and accessed by opening an app.

Due to the pandemic, District staff developed a plan to train teachers and classified staff on the use of digital platforms such as Canvas, Seesaw and Google Classroom, so that staff would be prepared to engage students in digital learning in the fall. Most of the funding for this came from State provided COVID-19 emergency education funds. Prior to the start of school, District staff published a four-phase "reopening plan" which involved the gradual increase of students on campus based on the district's ability to meet a series of state and local mandated health precautions and safety milestones. COVID-19 funds enabled the LEA to purchase enough safety equipment, Personal Protective Equipment (PPE), and technology to allow the district to safely begin the first phase of instruction, which has been complete "distance learning," starting on August 31, 2020. At this point, the district intends on starting a modified version of Phase 2 on September 21, 2020, in which small cohorts of special education students (with more moderate to severe needs) will be brought back to school.

To summarize, there has been no recent educational, environmental, or geopolitical event that has had a greater impact on our school district than this pandemic. It has resulted in our having to rethink and redesign not just how we provide educational experiences to our students, but how we ensure that they are getting those experiences in an equitable way, that ensures high value for every child.

Stakeholder Engagement

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

Prior to the closure of schools on March 16, 2020, due to the pandemic, DNUSD staff were actively involved in the process of engaging the community in providing stakeholder feedback regarding the District's LCAP goals, services, and related financial resources. Once our schools were closed to students and staff, the District chose to continue this engagement process but shifted its focus to also address the issues and concerns that impacted our students, families, and staff during the global pandemic. This included issues associated with the pending fiscal crisis, which was, in part, due to the economic stress (locally, statewide, and nationally) due to the pandemic. The rationale for holding additional community input sessions and providing a survey was to provide the Board of Education with stakeholder feedback about which programs and services, in a time of state and federal fiscal crisis, they felt should remain fully funded, partially funded, or considered for elimination. This work involved holding a community survey focused on budget and program priorities in a time of crisis. In preparation for the survey, explanatory meetings were held for the Community on May 14th and May 28th, 2020; for the Districts Educational Leadership Team and Associates (DELTA) on May 19th and June 2nd, 2020; for the District English Learner Advisory Council (DELAC) on May 19th and June 2nd, 2020 for the District Advisory Council (DAC) on May 19th and June 2nd, 2020, and for the District Foster Youth Advisory Council (FYAC) on May 28, 2020.

In order to specifically address how school should operate during the pandemic (for the next academic year) during the summer of 2020, the district superintendent surveyed all stakeholders and community members, asking them their preferences for the reopening of school as we continue to address the pandemic. That survey, which was titled, "Reopening Survey: 2020-2021 School Year," opened in mid-June and

closed on July 3, 2020. There was a total of 815 respondents, which directly reflected the parental/guardian preferences of 1,558 students, ranging from preschool to 12th grade. Additionally, a total of 215 certificated, classified, and administrative staff responded; 48.6% of respondents were certificated staff; 46.8% were classified staff; and 4.6% were administrative staff. To get further feedback, the superintendent began holding weekly interactive webinars to directly engage stakeholders in conversations about their thoughts and feelings about learning during the pandemic and how they saw the best ways in which to plan for reopening school. At the same time, the district management team was in frequent contact with the teacher's union (DNTA) and the classified employees union (CSEA) to get their perspectives on the issues and elements involved in the safe reopening of school in the fall. This level of engagement has continued into September 2020.

In the latter part of the summer, the superintendent also put out a survey to determine the extent to which students would need technology devices should some or most educational activities involve distance learning. Based upon the information resulting from that survey, DNUSD purchased more than 1,000 additional technology devices, so that all students would have the ability to access digital curriculum once school started.

Furthermore, since the start of the pandemic, the district superintendent has used multiple social media platforms (Zoom meetings, weekly webinars, weekly podcasts,) as well as using the district App and website along with print (newspaper interviews) and radio spots to communicate with stakeholders and actively solicit feedback about their perspectives on school closure, maintaining safety during reopening, and the educational impact of each reopening phase.

In August, additional stakeholder meetings were held with the parents of Students with Disabilities (via a virtual Town Hall format) on August 11, 2020 and further input was sought from DELAC parents on September 15th, 2020. The District is planning an additional meeting for parents, family members, and representatives of Foster Youth and Homeless students during the week of September 21, 2020.

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

Because 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 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.]

The results of the parent survey showed that most parents and staff members initially preferred an am/pm model, where in a case that only half of the students could safely attend our schools at a time, half would come in the morning and half would attend in the afternoon, with a significant break in between for cleaning and sanitization. However, after a few meetings of a steering committee of classified and certificated staff, as well as receiving feedback from the public at Board of Education meetings, it was determined that the most effective way to provide equitable instruction for the greatest amount of students (when they physically return to class) would be via a model of alternate day on-site learning (M/W, or T/TH, with Friday being a distance learning day for all students in grades TK-12).

Based upon information provided by the different stakeholder groups, as well as information from the local Department of Public Health, the District developed and published a four-phase re-opening plan; with Phase 1 being fully distance learning for all; Phase 2 bringing back small subsets of special education students (to begin on September 21, 2020). In Phase 3, the plan is to bring back all students via an alternate day cohort model, and Phase 4, which would bring back all students to a traditional school model when it has been deemed safe for all students to return.

Moreover, stakeholder feedback provided the information needed to embark on the purchasing of more than 1,000 additional technology devices for students to access during distance learning.

Almost all stakeholder groups expressed that they wanted students to return to school (physically) as quickly as possible; as soon as it is safe for them to do so.

Stakeholder feedback was instrumental in the development and publication of the District'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.

[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 schools 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.
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 thousands of high-quality electronic devices (such as Chromebooks and iPad's) to students who will need them to access the curriculum.
6. the creation of a safety plan 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.]

The District has prepared and published a four-phase reopening plan. The first phase (which, as of September 16, 2020) has consisted of nearly three weeks of distance-learning for all students. Phase 2, which is scheduled to commence on September 21, 2020, will involve individuals and/or small consistent cohorts of students that would be able to receive in-person instruction specific to their educational needs. Specifically, the plan is for bring back small cohorts of special education students with more moderate to severe needs. If it is deemed safe to add additional cohorts of students to Phase 2 (after the week of 9/21/20), the District would then bring back English Learners as well as Foster Youth and Homeless students with limited or no internet access, other high-risk student populations, and/or students in need of specific targeted academic intervention. During Phase 3, when all students are scheduled to return to school, but in "opposite day" cohorts, the district plans to assess students (formally and informally) to determine those who have experienced the greatest learning loss and who are in the most need of remedial services, which will be provided to them.

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

Description	Total Funds	Contributing
1. Provide all school sites and district offices / facilities with 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 on the appropriate and effective use of PPE, as well as sensitization 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

Description	Total Funds	Contributing
		Yes
		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 District developed its four-phase plan to re-open school in the fall of 2020, it was done under the assumption that at any given time, the District may need to revert to a more restrictive, or first phase of student engagement. As such, 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. This plan was designed to ensure the continuity of instruction.

In the first phase of the reopening plan, teachers and support staff 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 (physically) 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 students and staff need 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.]

During the initial closure of schools, the District made a plan to assist students and families who needed devices and connectivity to access the curriculum. During that time, approximately 700 devices were prepared and assigned to all District students whose parents / guardians

requested them. Additionally, the District's Technology Department enhanced WiFi capability around the District school sites so that students who did not have access at home could download curriculum material outside our schools and/or in parking lots.

Over the summer, anticipating that the school year would likely start with some version of distance learning, the District invested in purchasing 1064 additional technology devices for students and 250 laptops for staff. Additionally, the District has provided information on our website for resources that may assist low-income families obtain internet access at home for nominal fees. It has been a primary goal of the district to ensure that any student who does not have technology or the ability to connect to the internet, to engage in instruction, can do so.

During the second and third phases of reopening, the District has considered dedicating some classroom space at schools to allow students with limited or no internet access to come in and complete work in a safe and sanitized location.

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 District is required to assess student progress through live contact and synchronous instructional minutes. Using our Aeries Student Information Services program, our 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, staff has created 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). Currently, District administrators are in the process of providing training to site principals, office staff, and teachers so that they know how to account for attendance, participation, and the completion of work.

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, DNUSD teachers, classified staff, and administrators were offered many opportunities to participate in virtual professional development. In the spring of 2020, the District invested in an online professional development program, Alludo "Bigfoot Trax," 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 also 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.

The District provided targeted professional development in the virtual classroom/learning tools used most commonly by our students; SeeSaw and Google Classroom. By the beginning of the (2020/2021) school year, most of our teachers, administrators and classified staff were well-prepared and capable of operating these programs and equipped to serve students with them. Prior to the start of this school year, the District also 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 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. District 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 sanitation of work areas.
2. District 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. School site principals and administrators 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 children. They have also had the added responsibility of developing site safety plans, and ensuring that their staff members are fully aware of the components of these plans.
4. The 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 sponsored media such as the District's home web page and the use of "push notifications" on the District App.
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 Assistant Superintendent of Business Services has taken on the role of the development and publication of the District's 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-19 related revenue and expenses. Much of their time is spent on the oversight of procurement of safety equipment, materials, supplies, and Personal Protective Equipment (PPE).
8. The Assistant Superintendent of Educational Services has had to provide additional support to the Early Childhood Education (ECE) Program ensuring that all staff and parents have the information they need to start the school year remotely and can shift successfully to on-campus instruction when ready. This position has also had to provide added support to the Special Education Program by facilitating the return to campus, individual students for assessment as well as small group instruction for special needs' students during Phase 2.

9. 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 "SeeSaw" and "Google Classroom." They also collaborated to prepare sample schedules and attendance time frames that comport with Senate Bill (SB 98), which is the funding mechanism to support educational programs during the pandemic.

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 (DNTA) and the Classified Employee Association (CSEA). In addition, this position has had to set up plans and programs to accommodate staff with COVID-19 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 processes, 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, iPad's), 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. During this phase, English Learners will be getting additional support from our District's 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. Further, particular attention (from our counselors and Foster Youth and Homeless Team) will be directed toward checking in with Foster Youth and Homeless students to ensure that they have the resources and support needed to access the curriculum virtually.

During Phase 2, the District plans on first bringing SWD's, with more moderate to severe disabilities, back to campus first so as to ensure access to the supports they need to access their educational needs. As soon as it is deemed safe to do so, the district will also be planning on bringing back English Learners, our preschool program, students in special programs, such as Sunset High School and at-risk students who are having difficulty accessing instructional content online.

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 1,764 additional technology devices (Chromebooks) for students to use to access online learning curriculum		Yes
2. The purchase and procurement of 250 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 staff who will use it to operate their distance learning programs this year		Yes
5. Professional Development Hours for teachers, managers, and classified staff on how to effectively utilize all of the online distance learning programs		Yes
		Yes

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.]

Under the direction of the District's Director of Curriculum and Instruction, grade level teams (TK-8) took the last three weeks of school (during the 2019/2020) school year to work on planning for addressing learning loss when we returned to school in the fall. This plan involved

the following: (1) identifying the essential standards and mapping them out by trimester; (2) identifying the standards/skills that were taught during the period of crisis learning (mid-March- June, 2020), as well as unfinished learning (standards/skills not addressed; and (3) taking that information to form a common understanding of how to accelerating student learning, and fill in the gaps of what was not covered. When Phase 2 begins in the current school year, 1st-8th grade teachers will use the Aims-web assessment to determine student grade level functioning in English / language arts and mathematics. Kindergartners will be assessed using the "Core Growth" assessment platform.

Students in high school are assessed in their content areas. For English Learners, the annual ELPAC (English Language Proficiency Assessment for California), as well as daily monitoring and formative assessment will help determine the extent to which English language skills have developed, maintained, or diminished over the past year. This assessment will help the ELD team determine which interventions may be the most helpful and/or appropriate for English Learners.

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 we can do for our English Learners, Foster Youth, Students with Exceptional Needs, and Homeless students, is to prioritize them for returning to school as quickly as possible. In Phase 2 of our district's reopening plan (as of September 16, 2020), the District is prepared to first bring back special education students with the greatest needs, and address returning these students next.

We have also prioritized them, in terms of ensuring that students (at home) have the necessary resources for using technology at home. For our foster youth and homeless students, we have engaged in a campaign (using our FY&H staff as well as our school counselors) to reach out to them to determine which remedial services and resources they will need to address learning loss and accelerate learning this year.

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 district is in the process of researching the procurement of web-based intervention platforms (which provide diagnostic assessment and remedial content) for students in grades K-8, to mitigate learning loss. Students in high school who are demonstrating poor performance in their courses will be offered available tutoring programs, as well as more frequent contact with counselors and support staff.

We expect to use formal and informal assessment to assess learning loss. The most commonly used formal measure will be the Aimsweb assessment, which will be given to students in grades 2-8 to determine current grade level functioning in English / language arts and math. The "Core Growth" program will be provided to kindergarten students to determine the extent to which they are improving.

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

Description	Total Funds	Contributing
1. Providing all students in grades 1-8 with the Aimsweb assessment tool.		Yes
2. Provide all kindergarten students with the "Core Growth" assessment tool.		Yes
3. Purchase and procurement of a high-quality research-based intervention program that can provide diagnostic information, remediation content, and post-test capabilities.		Yes
4. Additional hourly funds for learning loss intervention beyond the school duty day.		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.]

Del Norte Unified School District' has 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 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, the District went to great lengths to connect and engage students who were absent from distance learning. For our Foster Youth and Homeless 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, Del Norte County Unified School District has 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 district attendance liaison.

For the 2020/2021 school year, the district is employing 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.]

Del Norte Unified School District 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. Del Norte Unified School District 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	1,600.00	Yes

Section	Description	Total Funds	Contributing
	distance learning) that are symptomatic of social and emotional distress		
Distance Learning Program (Pupil Participation and Progress)	Full salary of truancy officer to assist students with multi-tiered engagement process, when their absences are chronic	130,000	Yes
Stakeholder Engagement	Purchase of "Zoom" web-based communication service for all DNUSD 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 any 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.

Providing students and staff with PPE, such as masks, face shields, Plexiglas dividers, gloves, smocks, and hand sanitizers, will facilitate Phase 2 of the District's reopening of schools, which is specifically focused on serving the needs of Students with Disabilities, and then English Learners, Foster Youth and Homeless students.

Providing training to all certificated, classified, and management staff on the appropriate and effective use of PPE, as well as sanitization and cleaning equipment will enable the District to start Phase 2, which is specifically focused on serving the needs of Students with Disabilities, and then English Learners, Foster Youth and Homeless students.

As nearly 70% of DNUSD 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. And, as Phase 2 plans on serving SWD's, foster youth, homeless students and EL's, they will benefit first from this tool.

As nearly 70% of DNUSD students are socioeconomically disadvantaged, the purchase of the 1,764 technology devices will enable these students to access the curriculum by participating in distance learning. It is important to note that staff worked hard to ensure that SWD's, EL's, and foster and homeless youth were among the first to receive these devices.

As nearly 70% of DNUSD students are socioeconomically disadvantaged, the purchase and implementation of a (K-8) high quality intervention program, as well as tutoring services, will provide the support many of them will need to mitigate learning loss and improve their academic skills.

The district/ county funded truant officer spends a high proportion of his time working with and serving students who are foster youth and homeless.

As the county of Del Norte has some of the highest ACES (Adverse Childhood Experiences) scores in the state; along with 70% of students socioeconomically disadvantaged, and nearly 7% homeless; the training from a local mental health professional (to address students in distress during distance learning) serves our most vulnerable students.

As nearly 70% of DNUSD students are socioeconomically disadvantaged, the purchase and procurement of additional laptop computers for certificated and classified staff to use to provide online curriculum, will help students in their ability to access the curriculum.

As nearly 70% of DNUSD students are socioeconomically disadvantaged, enhanced nutritional services will ensure that these students are able to attend school without going hungry.

As nearly 70% of DNUSD students are socioeconomically disadvantaged, increased transportation services will ensure that these students are able to attend school when we reopen in Phase 2.

As nearly 70% of DNUSD students are socioeconomically disadvantaged, staff training in Learning Management Systems, such as Canvas and Alludo, as well as programs such as Zoom, SeeSaw, and Google Classroom, will give 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 plan serves all students, there is a distinct focus on providing the greatest support to students in the targeted subgroups. During Phase 1, the priority has been to first ensure that SWD's have the support they need to address the goals on their Individualized Education plans (IEP's). Then, ELD staff reached out to families to ensure that the parents of EL's 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 foster youth/ homeless students and families, and communicate their needs to counselors, administrators, and other support staff. Although nearly 70% of DNUSD's students are socioeconomically disadvantaged, making sure SWD's, EL's, foster r youth and homeless are first served has been the priority; so much so that these are the students who are the focus of first return to campus, during Phase 2.