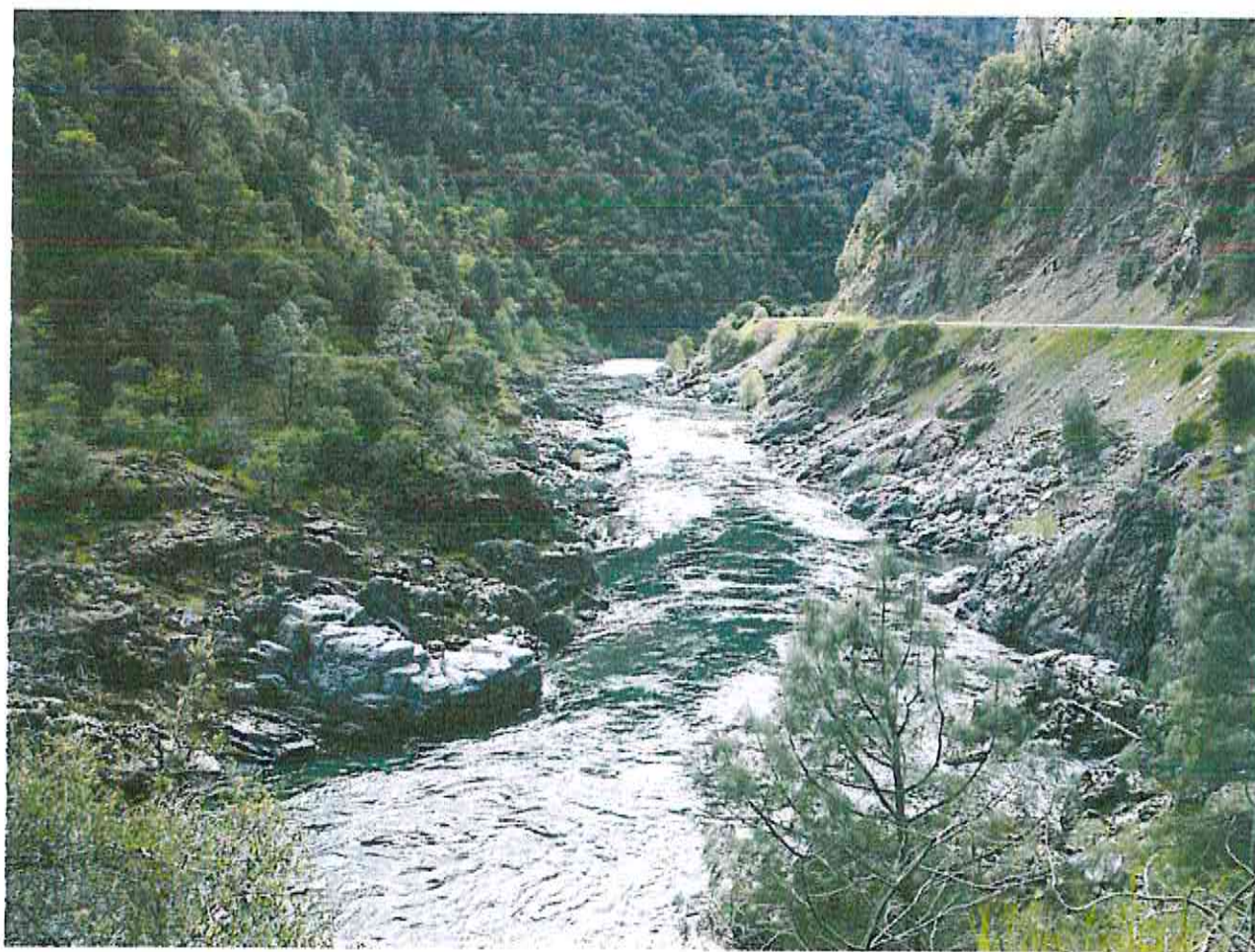


Trinity County Office of Education



Report to the Community for the School Year 2020-21



9.1

TRINITY COUNTY OFFICE of EDUCATION

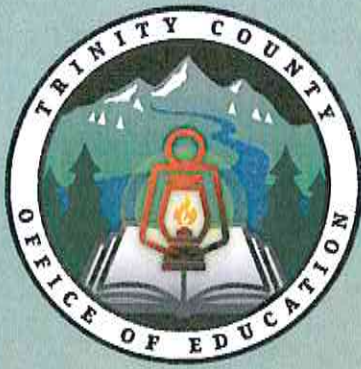


Our Mission

Provide meaningful services and leadership to assist school districts in meeting the current and future needs of all Trinity County Students.

Our Vision

By providing effective leadership, in collaboration with parents, school staff and the community, our vision is that all students will be encouraged to be life-long learners and have the access and support necessary to be college and career-ready.



Trinity County Office of Education

201 Memorial Drive
P-O- Box 1256
Weaverville, CA 96093

(530) 623 - 2861
www.tcoek12.org

Table of Contents

Message from the Superintendent	4
About the County Board of Education	5
What Does TCOE Do?	6
Trinity County School Districts	6
How is TCOE funded?	9
A sampling of Funding Used for Districts	10
Special Education	11
TCOE Students Services	15
TCOE Community Partnerships	23
Departments	26
TCOE Statewide Efforts on Behalf of Local Districts	27



*Professional Learning
Day, 2019*

THE PURPOSE OF THIS REPORT

County Superintendents operate intermediate service agencies providing direct and regional support to school districts, and serve as the primary implementation arm of the California Department of Education (CDE).

Our goal at the Trinity County Office of Education (TCOE) is to be a service organization for the nine school districts in Trinity County, as well as a charter school located in Redding, serving approximately 1,500 students each year. In addition, we provide a quality, award-winning trauma-informed educational program at RISE Academy, the TCOE Community School.

This report details the overall role and purpose of TCOE. Not all of the TCOE services are obvious to the community. In this report we've included a sampling of the services we provide to help the community understand the scope of our work.

Understanding the need - The majority of our districts have only one administrator; the larger districts may have only two or three. Administrators are on their own to respond to a myriad of state requirements, surveys, policy development, data collection, legal concerns, and to create state plans, all of this along with the supervision of staff and students and, in general, running their schools.

Administrative Support - We feel that one of the most important ways we assist our districts is through administrative support including such things as:

- Orientation and training for new administrators
- Board training
- Research and advising on complex school issues
- Workshops for state plan writing in collaboration with their peers and our knowledgeable staff
- Monthly meetings for collaboration on many issues crucial to county schools

Substitute and Staff Recruitment - Knowing that there is a crucial shortage of employees, we advertise, recruit and fund the cost to have substitute teachers fingerprinted, credentialed, and ready to work. We also maintain a county-wide substitute list, with updated contact information. We have also work in many ways to advertise for and recruit needed staff for many positions in the schools.

Recent Challenges - through the many emergencies we've experienced, from road closures to fires to Covid-19, it's our primary concern that our districts have the information, support and response they need to endure throughout these difficult situations. Throughout Covid-19 we published weekly updates to school staff on the changing situation, created an e-book of resources, wrote the safety plan and protocols for all schools, and coordinated testing and vaccinations for school staff. We also wrote a successful grant to hire and locate new employees in each school to help students who have experienced stress and trauma from these emergencies.

Always working to improve - Over the last two years TCOE has experienced a number of staff retirements. When rehiring we have refocused many positions based on the needs of the schools, including adding business office staff to assist districts. See our updated organizational chart for an overview of our team and their duties on our website at tcoek12.org.

MEMBERS OF THE TRINITY COUNTY BOARD OF EDUCATION



STEVE CANALE
President
Area V



MICHELLE MEYERS
Vice President
Area II



RANDY SPENCER
Area I



SALLY ALDINGER
Area III



MELISSA NIELSON
Area IV

ROLE OF THE TRINITY COUNTY BOARD OF EDUCATION

In accordance with the California Education Code and other regulations and laws, the Trinity Board of Education serves as the governing body for the schools and programs operated by the Trinity County Superintendent of Schools.

The primary responsibility of the Board of Trustees is to develop, adopt, and evaluate policies for programs administered by the TCOE.

- Approving the annual County Office budget;
- Acting as the appeals board for student expulsions and inter-district transfers;
- Establishing the County Superintendent's salary
- Serving as the County Committee on School District Organization, overseeing the reorganization of school districts and district boundaries through territory transfers, lapsations or unifications;
- Collaborating with the elected County Superintendent of Schools so that the shared vision, mission, goals and policies of the TCOE can be implemented.

County Board of Education meetings are normally held on the second Wednesday of each month at the Trinity County Office of Education, 201 Memorial Dr., Weaverville, CA 96093. For more information about board meetings see www.tcoek12.org/index.php/home/board-of-trustees-2019/board-of-trustees

TRINITY COUNTY OFFICE OF EDUCATION (TCOE)

What Are the Statutory Responsibilities of TCOE?

There are 58 county offices of education (COEs) in the state of California that provide services to the state's 1,037 school districts. The county offices have governing boards elected by county residents and are administered by elected or appointed county superintendents. In Trinity County the Superintendent is elected.

The county superintendent is responsible by law, for certain specific things, such as examining and approving all school district budgets and expenditures, and providing emergency teacher credentialing.

The passage of Assembly Bill 1200 in 1991, gave the county superintendent additional responsibilities to enforce sound budgeting to ensure the fiscal integrity of each district. The county superintendent is also responsible to assist with school district emergencies by providing necessary services.

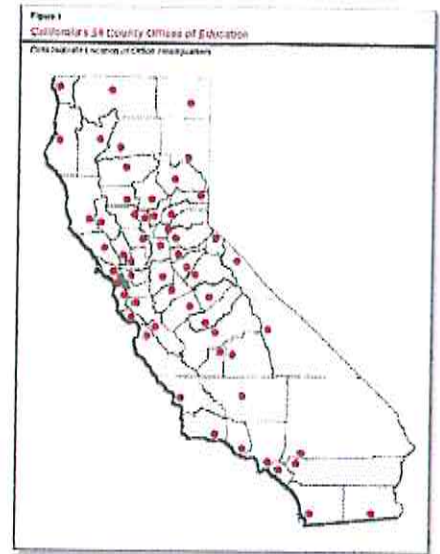


In 2013, the responsibility was added that the county superintendent must assure that local school districts' Local Control and Accountability

Plans (LCAPs) are prepared properly and that a district's budget is sufficient to implement the improvement strategies outlined in its LCAP. The county superintendent is also in a position to evaluate district plans, not just on the basis of fiscal issues, but on the basis of other concerns, including equitable use of educational resources.

The Trinity County Office of Education (TCOE) supports school districts in at least five main categories:

1. ADMINISTRATIVE SERVICES: These services support the business function of education. Many of these services are mandated by state law, such as attendance accounting, district audits and budget reviews, inter-district appeals, and teacher credentialing. TCOE also helps local school districts save money by offering services such as facilities improvement assistance, payroll processing, group insurance plans, and cooperative purchasing. Other forms of oversight include: approving each district's annual budget and interim financial reports, ensuring districts' sound fiscal operation, and taking specific actions if a district may not be able to meet its financial obligations. Some small districts outsource business office functions to TCOE when our capacity allows. In addition, TCOE business staff trains and assists new district business staff in budgeting, payroll, accounts payable and other business services as well as providing ongoing training and updates to district staff. TCOE also supports district administrators with training, direct assistance, and provides resources especially in the areas of LCAP development, and in continuous school improvement.



2. INSTRUCTIONAL SERVICES: TCOE offers local educators professional learning and assistance in areas such as curriculum development, instructional resources, clarification of mandates, and processes for monitoring and documenting the effectiveness of the instructional program. In addition, TCOE provides adult education services such as high school diploma testing and parenting classes.

3. SPECIAL EDUCATION SERVICES: TCOE supports school districts with a variety of special education supports and services (from birth to 22 years old). See pages 11 - 15 to read about this services.

4. STUDENT SERVICES: TCOE provides county-wide programs for special populations of students. See pages 15 - 22 to read about these services.

5. TECHNOLOGY SUPPORT SERVICES: TCOE is the Internet Service Provider for most of the districts in Trinity County as well as the email host for many districts. The technology department at TCOE provides primary technology support to the smaller districts as well as acting as additional help to the larger districts for special projects and situations.

FOR MORE INFORMATION ABOUT COUNTY OFFICES SEE THE FOLLOWING WEBSITES:

http://ccsesa.org/wp-content/uploads/2013/12/ccsesa-org_resources_statutory_functions_July2010final1.pdf

<https://ed100.org/lessons/regional>

<https://www.ppic.org/publication/strengthening-local-k-12-accountability-the-role-of-county-offices-of-education/>



TRINITY COUNTY SCHOOL DISTRICTS

Trinity County, created in 1850, is one of the original 27 counties in the state. It borders five other counties. The county encompasses the ancestral territory of nine tribal groups: the Chimariko, Hupa, Lassik, Nongatl, Wintu, Shasta, Tsungwe, Wailaki, and Yuki. Approximately two million acres, it is made up of 3,208 mountainous, rugged and isolated square miles, with 28.93 square miles of water, and 1,298 miles of roads as well as portions of three different National Forests: Mendocino, Six Rivers and Shasta-Trinity. Only 3% of the land is privately owned. The population consists of approximately 13,000 people. It is home to nine school districts made up of a total of 25 schools. Six of our school districts are single-school, K-8 districts. Over the past five years, two schools in Trinity County have been recognized as California Distinguished Schools. In addition, TCOE's RISE Academy received the California School Board's Association Golden Bell Award as well as the Apple for Excellence Award for 2020.



Spelling Bee 2019

TCOE SCHOOLS	SUPERINTENDENT	PHONE
RISE ACADEMY	FABIO ROBLES	530.623.2861
COUNTY SCHOOL DISTRICTS	SUPERINTENDENT	PHONE
BURNT RANCH ELEMENTARY	KATHLEEN GRAHAM	530-629-2543
COFFEE CREEK ELEMENTARY	BRIAN BURNS	530-266-3344
CALIFORNIA HERITAGE YOUTHBUILD ACADEMY II	SHAWN MARTINEZ	530-378-5254
DOUGLAS CITY ELEMENTARY	SHANNON ROSS	530-623-6350
JUNCTION CITY ELEMENTARY	CHRISTINE CAMARA	530-623-6381
LEWISTON ELEMENTARY	MARY THORESON	530-778-3984
MOUNTAIN VALLEY UNIFIED	ANMARIE SWANSTROM	530-628-5265
TRINITY ALPS UNIFIED	JAIME GREEN	530-623-6104
TRINITY CENTER ELEMENTARY	FABIO ROBLES	530-266-3342
SOUTHERN TRINITY JOINT UNIFIED	PEGGY CANALE	707-574-6237

ACRONYMS USED IN THE FOLLOWING PAGES

ACSA	<i>Association of California School Administrators</i>
ADA	<i>Average Daily Attendance</i>
AFLAC	<i>American Family Life Assurance Company - provides supplemental insurance</i>
ASES	<i>After School Education and Safety Program</i>
COE	<i>County Office of Education</i>
CPI	<i>Crisis Prevention and Intervention</i>
EDJOIN	<i>A website for advertising educational positions created by another county office</i>
EL	<i>English Language</i>
ELPAC	<i>English Language Proficiency Assessments for California</i>
LACOE	<i>Los Angeles County Office of Education</i>
LCAP	<i>Local Control and Accountability Plan</i>
STEAM	<i>Science, Technology, Engineering, Art and Math</i>

HOW IS TCOE FUNDED?

County Offices of Education (COEs) receive funding to (1) provide services to the districts in their county and (2) educate students in COE-run alternative schools. The amounts associated with each responsibility are calculated through two separate formulas (see below).

Operations Funding

Oversight responsibilities are funded through a County Office of Education (COE) operations grant. The components are: a base amount (a minimum amount per county), an amount driven by the number of districts in the county that the office serves, an amount driven by average daily attendance (ADA) in the county, and a specific (base) amount for district assistance:

2020-21

Base Funding	\$719,783
Additional	\$119,963 per number of school districts in county
Additional	\$76.82 per ADA
State Aid per Education Code 2575.2	\$200,000

Alternative Education Grant

This grant funds TCOE's RISE Academy and is based on the average daily attendance (ADA) of students in the school as well as how they were referred to the school (for example if the County Probation Department asked for a child to attend, the funding for that child would be different than if referred by another school to attend). In addition, there is "supplemental and concentration" funding for unduplicated targeted students at RISE such as foster youth. These funds must be aligned with the TCOE Local Control and Accountability Plan (LCAP).

A SAMPLE OF FUNDING USED FOR DISTRICTS

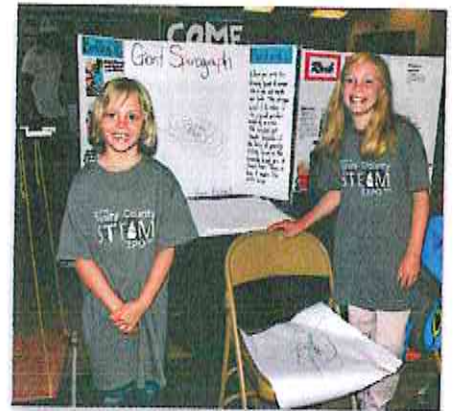
Below is a sampling of the 2020-21 TCOE services provided to districts at no cost (costs absorbed for districts by TCOE):

\$ 172	LACOE Update Services, provides the foundational information that goes into the TCOE Co-Op monthly planning lists for school administrators
\$ 249	Home and School Connection for districts to distribute to families
\$ 385	Finger print fees for eight new substitutes for county schools
\$ 500	Tier II Admin Credential paid each year to Shasta COE so Trinity County's new administrators can complete their credential close to home
\$ 757	Edjoin Subscription for posting job openings for districts
\$ 825	Board training sessions at two school districts
\$ 958	The purchase of booklets for each school required for parent notifications
\$ 1,300	Student STEAM EXPO, a county-wide Virtual Event
\$ 1,416	Current cost for all district employees for the opportunity to participate in AFLAC plans (cost will increase if more people choose to utilize it)
\$ 1,625	Tribal Village Celebration, California Indian Day Virtual Event for students
\$ 2,750	STEAM Trainings in classrooms at five school districts
\$ 2,400	ACSA Governance Targeted Assistance to "Accelerate Leadership Success" (paid each year for three years to assist three districts)
\$ 1,195	Document Tracking Services (DTS) provides electronic templates for LCAP and other school plans for all districts
\$ 1,960	Professional Development paid for district business staff
\$ 2,900	Weekly support and training to ASES staff due to COVID-19
\$ 3,942	Average cost to provide CPI training to interested districts each year
\$ 4,145	Employee Portal software for all employees to access tax and other employment documents
\$ 4,500	ELPAC Testing available per school site - does not include transportation costs
\$ 6,500	Young Artist's Showcase at the Highland Art Center
\$ 6,780	School Services Association Dues for districts to access business, financial, management, and advocacy resources
\$ 8,046	Absorbed cost for the completion and submission of each district's Consolidated Application to the state, and Cooperative Services for all county school districts
\$ 11,195	Escape Financial System for all county school districts to use
\$ 21,960	40 hours free technology support, a value of \$2,196 per district
\$ 74,000	Facilities Fiscal Analyst (for district facilities projects)
\$ 93,000	Annual Pathways Program (school liaisons)
\$ 110,000	Nursing Team

SPECIAL EDUCATION SERVICES

In 1977, all school districts and county offices of education in California were required to join to form geographical regions of sufficient size and scope to provide for the special education service needs of children residing within the region boundaries. Each region developed a local plan describing how it would provide special education services. SELPA governance structures vary in form, with very large districts maintaining the option to form their own SELPA. Most districts form consortia in order to provide the full range of services to students with disabilities.

The Trinity County Special Education Local Plan Area (SELPA) is made up of ten school districts, including the California Heritage Youth Build Academy II Charter in Redding, CA and the Trinity County Office of Education. The SELPA Provides supports to school districts, parents and students, and our Trinity County community at large. Dedicated to the collaboration, problem-solving and compliance surrounding state and federal requirements in the implementation of programs for special education students, the Trinity County SELPA provides the leadership, support, coordination and technical assistance to school districts, agencies and families, including:



STEAMEXPO 2019

- The development of interagency agreements and memorandums of understanding
- Leadership of countywide special education staff development to accelerate achievement for all students and eliminate the achievement gap, with a focus on special needs students
- Coordination of non-public school and agency services including development of master contracts, rate setting and program quality review
- Leadership surrounding state and federal mandates regarding special education
- Assisting all districts in anticipating and responding to current and future challenges and trends in special education
- Increasing parent, business, and community participation in schools and build public confidence and trust in public education
- Maximize resources to improve the quality, efficiency, and cost-effectiveness of school districts and the County Office

GOVERNANCE AND ACCOUNTABILITY

Member Districts of the Trinity County SELPA participate under the terms of the Local Plan and SELPA policies and procedures. These policies and procedures are developed, adopted, or revised by the SELPA Governance process. They have the same weight as governing board policies. The SELPA Administrative Team is composed of the superintendent (or designee) from each school district and the Trinity County Office of Education.

The SELPA provides a road map of services called the Local Plan for Special Education. The Local Plan describes how services are provided at the local districts, how districts receive funding, and the roles and responsibilities of each school site and its administrator, as they pertain to special education. Additionally, on an annual basis, the SELPA must submit an Annual Budget Plan and an Annual Service Plan to the California Department of Education. These plans outline how dollars are allocated to school districts and which services are being implemented at each school site.

SELPA SUPPORTS

Alternative Dispute Resolution (ADR)

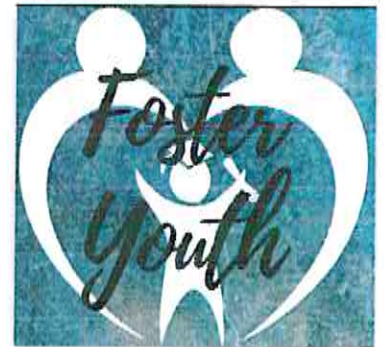
ADR training is provided to local districts, designed to effectively communicate and de-escalate contentious IEP meetings. The goal is to build and strengthen relationships between districts and parents while reducing the frequency of due process proceedings and legal expenditures tied to them.

Community Advisory Committee

The SELPA supports the Community Advisory Committee which is comprised of parents of children with disabilities enrolled in local schools, as well as other parents and professionals interested in special education.

Foster Youth

TCOE serves all foster students who are in and out of home placement and are either dependents or wards of Trinity County Juvenile Court and/or are enrolled in a school in Trinity County. Foster youth may also be placed outside of Trinity County, but are still dependents of the county and are therefore served by our program. TCOE coordinates services with each school site's foster youth liaison to provide advocacy and support to our foster youth and their caregivers; promotes the best interests of our foster youth in their educational progress; identifies the educational, physical, social, and emotional needs of foster youth; determines gaps in educational and social support services and provides those services; directly or through referral, facilitates the completion and timely transfer of education records; works to reduce truancy, dropout rates, and delinquent behavior; and provides one-to-one tutoring to improve grades and academic achievement.



Health & Nursing Support



Throughout the year, among many other services, the TCOE nursing staff perform hearing and vision screenings on Kindergarten, 2nd, 5th and 8th graders in the county. As a result, they are able to notify parents when a student has a hearing or vision problem. Additionally, TCOE nursing has been able to provide important dental and vision care to many families in the community through partnerships with other community groups like First 5 and the Weaverville Lions Club.

During the spring of 2020 and into the 2020-21 school year, TCOE nursing was crucial in acting as the liaison between school districts and public health. This included the development of re-opening plans, school safety plans, quarantine notifications and contact tracing, as well as advocacy for increased local testing. TCOE nursing was also heavily involved in the scheduling and coordination of the Weaverville vaccination PODS and ensuring access to the COVID-19 vaccine.

Homeless Youth

The McKinney-Vento Homeless Assistance Act is a federal law that guarantees certain rights for homeless children, regardless of whether they're homeless for a week or for years. The law requires schools and districts to provide homeless youth equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. This means that homeless children do not have to re-register at a different school every time they move.

At TCOE, homeless youth have access to items such as clothing, backpacks, school supplies and hygiene items, all provided by the homeless education program. Additionally, TCOE homeless personnel advocate for homeless youth by ensuring students have a quiet, safe place to study. They also collaborate with social workers to help families find housing and navigate services, as well as connecting with other local agencies to assist in supporting additional educational or family needs.

In 2021-22, TCOE will be launching a resource center located at TCOE to support both homeless and foster youth. This will include a centralized location for supplies as well as resources to complete forms for student aid, homeless and foster youth specific forms, job applications, driver's licenses, etc. The center will be available to all homeless and foster youth in Trinity County by appointment. In addition, if a student cannot come to Weaverville, TCOE staff are always available to provide supports and resources at the local school site.



Mental Health Supports

There are multiple paths to counseling and mental health supports through TCOE. These include the following:

- **Clinical Support for Individuals and Families**

Sometimes students and their families need additional support that falls outside of the school setting. This may include information about mental health diagnosis, medication, alcohol and other services, as well as family counseling. When this happens, TCOE collaborates with the school site and with Trinity County Behavioral Health to make referrals to the most appropriate service, sets up appointments, and works on supporting those students and their families in the school setting. This can be accomplished by aligning treatment goals from Trinity County Behavioral Health with education goals in the local school site. TCOE feel it is important to ensure that everyone is working together to achieve the best outcomes for our families.

- **Educationally Relevant Mental Health Services (ERMHS)**

Educationally Related Mental Health Services (ERMHS) are services provided to students identified in special education. These services are provided when students have significant socio-emotional or socio-behavioral needs that impede their ability to benefit from their special education services. There must be a direct relationship between the emotional/behavioral characteristics and the lack of benefit from special education services. This may include a lack of progress on goals/objectives, declining grades, absences, suspensions, etc.

- **Prevention and Early Intervention (PEI)**

The TCOE Prevention and Early Intervention (PEI) program provides prevention support to all of the elementary schools and elementary school districts except school sites in Hayfork and Southern Trinity who provide their own programs. Through the use of a prevention counselor, students are supported in social-emotional learning strategies. The PEI program focuses on teaching students appropriate coping strategies, social skills, and response.

TCOE mental health and counseling support services also include school psychologists and a behavior analyst who work on supporting student behaviors, creating positive alternatives, and teaching appropriate social skills.

Also see the **Pathways to Success Program** on page 18.

Nonviolent Crisis Intervention (CPI)

This training, considered the world-wide standard for crisis prevention and intervention, is provided at TCOE by a certified trainer for a small fee. The training teaches skills to recognize warning signs and safely defuse anxious, hostile or violent behaviors in the school setting at the earliest possible stage.

Professional Development

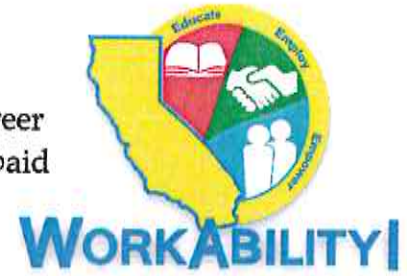
The SELPA hosts and supports several parent trainings, teacher trainings, and other collaborative efforts throughout the school year. Additionally, through the support of the Community Advisory Committee (CAC), the SELPA supports several disability awareness months and days throughout the school year, raising awareness and supporting students with disabilities in Trinity County.

Some of these trainings have included information on the following:

Alternative Dispute Resolution	California Autism Professional Training and Information Network (CAPTAIN)	Monthly Professional Learning Communities for Staff
Applied Suicide Intervention Skills Training (ASIST)	California Inclusive Practices Collaborative	State SELPA Association Legislative Action Day
Ask a Therapist' Virtual Series	IEP Basics for Parents	World Down's Syndrome Day
Autism Awareness Month	IEP Basics for Staff	Youth Mental Health First Aid

Workability I

WorkAbility I (WAI) is a model transition program for youth with disabilities. Services include providing career/vocational assessment, career counseling, and guidance. Students also have the option to be placed in paid employment experiences. These placements may be either subsidized by WAI or other sources, or employer-paid.



TCOE STUDENT SERVICES

ADULT LEARNING CENTER

- **High School Equivalency Tests**

The TCOE adult Learning Center offers adults the opportunity to get a high school diploma, general education diploma (GED), High School Equivalency (HiSET) and also earn career certificates in job related areas such as information technology.

- **Love and Logic Parent Classes**

The Adult Learning Center also offers parenting classes for parents of children all ages. These classes promote the healthy development of children, high-quality family relationships, and children's success in school. Classes in this program follow the Love & Logic curriculum and help individuals and families meet the challenges of daily living and aim to improve the quality of home and family life.



CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP)

TCOE sponsors, provides training for, and oversees the California State Preschool Programs located in Lewiston and Weaverville. TCOE also provides oversight of a special training and resources program for Trinity County pre-school staff called Quality Counts California (QCC). The purpose of QCC is to improve the vocational stability and educational quality of the professionals who care for our county's young children in our state-funded programs. QCC's goals are to encourage

PRESCHOOL



experienced and educated staff to stay in the field in their present places of employment, and to continue their own development as Early Childhood Education professionals. As part of this program, TCOE provides a mentor coach to all participating childcare providers to assist them in providing quality childcare in our county. In addition, TCOE has a seat on the First 5 Commission to help oversee and coordinate all early childhood programs in Trinity County.

DATA ANALYSIS

TCOE employs a part-time data technician who is responsible for collecting, analyzing and interpreting student and school data as it relates to “Differentiated Assistance” and school improvement. The position is responsible for maintaining accurate and confidential data files and works to support data literacy to be used as a tool to improve instruction in schools. Additionally, this position applies appropriate statistical measurements to data; reviews school and state data to develop comparison trends; designs and develops charts, reports as requested, and supports individual schools and districts to improve data collection and disaggregation systems.

EXPANDED LEARNING (AFTER SCHOOL PROGRAMS AND AFTER SCHOOL TRANSPORTATION)

TCOE Student Services Expanded Learning Department provides leadership, support, and service, technical assistance and professional development to After School Education and Safety (ASES) programs.

Our Goal: To Provide World Class Expanded Learning Opportunities for ALL students!

The Trinity County After School Education and Safety program, administered through TCOE, has expanded and currently operates eight sites across districts in the county. A ninth site will be added on July 1, 2021 with the possibility of a 10th site, if approved.

INDIAN EDUCATION PROGRAM & ADVISORY COMMITTEE

Depending on the year and which schools are involved, the program serves between 46 and 85 Native American or Alaska Native children in K-4th grades. Trinity County’s Indian Education program increases the visibility of the local American Indian community, enhances the presence of the rich Native culture, and builds pride and respect. Goals include enhancing self-esteem in students by providing cultural support and activities, and improving student achievement through strategic intervention.



Native American Day 2019



Each school site involved in the program provides tutorial assistance in reading, language arts and math. Cultural activities for students and their families are held during and after school. An annual countywide Tribal Villages Celebration honors local elders and tribal member and increases cultural awareness within the community. This event targets all Trinity County 3rd and 4th grade students and their teachers, and provides authentic activities aligned to California Core standards in the subjects of Visual and

Performing Arts, Social Science-History, Science, and Reading / Language Arts. Ongoing professional development for participating staff members and parental involvement activities supplement and enhance the site programs. Trinity County Office of Education recently received a grant to engage three local teachers and tribal resource people in the production of curriculum that will expand on the curricular resources already created from the past. These units and lessons will focus on Trinity County tribes and related topics, and will include standards-based activities.

STUDENT SPECIAL EVENTS HOSTED BY TCOE



TCOE typically hosts up to seven student special events during the school year that are available to students from kindergarten to high school.

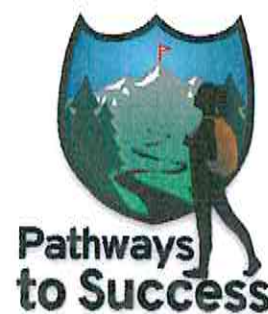
Participation in these events help students learn about confidence, teamwork, exposes them to new ideas, and celebrates their skills and diversity.

Ranging from more well known competition-based events like the Spelling Bee and History Day to visual and performing arts activities like the Young Artist's Showcase to the STEAM EXPO to Native American Day, students have many opportunities for special events in Trinity County.



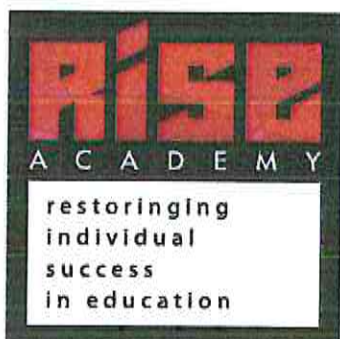
PATHWAYS TO SUCCESS

Thanks to further successful grant writing, TCOE was able to begin a new program this year. Through a collaboration with Modoc County Office of Education and the California Heritage Youth Build Academy (CHYBA), 10 positions have been filled that directly serve students at 15 schools within Trinity, Modoc, and Shasta (CHYBA) counties. Wellness Liaisons will support students at each school site, interfacing with families of students confronting mental health challenges to advance the health and well-being of each student through targeted prevention, intervention and will triage school-based mental health and wellness supports.



RISE ACADEMY

The 2017-2018 school year brought on a lot of challenges due to several student crisis situations. As we worked to try to provide resources and support systems to help with these situations, it became clear that a trauma sensitive school would help our two largest high schools support their students. Thus a partnership between Trinity Alps Unified, Mountain Valley Unified, and TCOE was born.



RISE stands for “Raising Individual Success in Education” and was named by the students at the school.

This award-winning, trauma sensitive school supports the health and well-being of all youth, including those affected by traumatic experiences. In a trauma-sensitive school, all aspects of the educational environment—from workforce



training to engagement with students and families to procedures and policies—are grounded in an understanding of trauma and its impact, and are designed to promote resilience for all. Trauma sensitive schools focus on the whole child and their individual needs.



R.I.S.E. Academy STEAM Activity

This is a holistic philosophy that supports students and their families across the full spectrum from home,

school, and community. Student safety, social, emotional, educational, environmental and cultural needs are met. This approach is unconditional in that if interventions are not working the wrap-around team regroups and rethinks support services.

Throughout every aspect of our program, students are taught how to build and restore relationships in every aspect of their lives.

While a school district's governing board is responsible for ensuring that they provide an educational program to an expelled student (either within or outside of their district), RISE provides one alternative for such students in Trinity County. All other districts in Trinity County also have the ability to utilize the school for their students as needed.

SCHOOL ATTENDANCE AND REVIEW BOARD (SARB)

The mission of the School Attendance Review Board (SARB) is to help students stay in school, attend school regularly, and graduate. The SARB is also a community-based effort to bring together resources to assist those families experiencing attendance and/or truancy issues. The SARB is a level of intervention designed with the intention of preventing involvement with the court system related to attendance and/or truancy.

A serious attendance problem often begins with a few unexcused absences. The School Attendance Review Team (which may include school counselors, teachers, and prevention officers) is first brought in to help students and families at the school site level. When the local school team has exhausted all resources and a student's attendance has not improved, then a family may be referred to a SARB hearing.

SCHOOL READINESS

Trinity County's School Readiness Program, administered by TCOE, currently offers school readiness services in Coffee Creek, Hayfork (two sessions), Hoaglin-Zenia, and Van Duzen. The program is structured to fill identified gaps in early childhood education around the county and to offer best practices in early learning for young children living in the above mentioned communities. The school readiness program targets children 0-5 who live in communities who may have



underperforming schools, are of high poverty, or are unserved or underserved for early care and education. In addition, the program seeks to serve families through parent development and leadership, while bringing awareness to child abuse prevention. TCOE applies for First 5 Trinity grant funds annually, on behalf of county districts, to assist with the cost of the program. TCOE also provides backpacks full of school supplies and books to each incoming Kindergarten child in the county to assist with school readiness.

TESTING SERVICES

- **Paraprofessional Proficiency Assessment**

A paraprofessional (also known as a paraeducator, teacher aide, instructional aide, instructional assistant, or education assistant) is defined by the Every Student Succeeds Act (ESSA) as an individual who is employed in a preschool, elementary school, or secondary school under the supervision of a certified or licensed teacher, including individuals employed in language instruction educational programs, special education, and migrant education.

TCOE offers a locally approved Paraprofessional Proficiency Assessment that measures the knowledge and skills necessary to assist in classroom instruction as required by Education Code and ESSA. The Paraprofessional Proficiency Assessment measures skills and knowledge in reading, math, and writing, as well as the ability to apply those skills and knowledge in order to assist students in their work.

- **English Language Proficiency Assessments for California (ELPAC)**

The ELPAC is the mandated state test for determining English Language Proficiency (ELP). It is administered as an initial assessment to newly enrolled students whose primary language is not English, as indicated on a home language survey; and annually as a summative assessment to students who have been previously identified as “EL” students. TCOE acts as the ELPAC Testing Coordinator for nearly all districts in the county. Our Coordinator will travel to the school site and provide the testing free of charge, up to five testing sessions. Further sessions require a small fee.

TOBACCO USE PREVENTION EDUCATION (TUPE)

The Trinity County Office of Education TUPE program supports and provides technical assistance to all our districts by coordinating tobacco-use prevention activities to reduce student tobacco use, providing sub-grants to schools for site-based activities, supporting the delivery of research-based drug, alcohol, and tobacco classroom curricula, arranging for trainings, and coordinating the biennial administration of the California Healthy Kids Survey.

TUPE is funded by two tax initiatives.

- The 1988 Tobacco Tax and Health Protection Act of (also known as Prop 99)
- The 2016 CA Healthcare, Research, and Prevention Tobacco Tax Act (Prop56)



Career Modules for Middle School Students

Every Trinity County school district receives assistance to support Tobacco Use Prevention Education for students, staff and parents. Most of the districts have a TUPE site coordinator and are using the *Stanford Tobacco Prevention Toolkit* and the *Catch My Breath* curriculum to educate students on the effects of vaping - an increasing concern. Additionally, we offer instructional services to schools which utilizes our own TUPE staff to provide lessons directly to students. Furthermore, the TUPE program partners with local organizations to organize events and advocate for a tobacco-free community.

TCOE COMMUNITY PARTNERSHIPS

TRINITY TOGETHER

Trinity Together: Cradle to Career Partnership (Trinity Together) is comprised of leaders from the Trinity County Office of Education and the education community, the local business community and local service organizations. This collaborative focuses on youth between the ages of 0-24, and joins the efforts already in place in Shasta County, with Reach Higher Shasta, and Tehama County, with Expect More Tehama, as well as newly formed collaboratives in Siskiyou and Modoc counties, all under the umbrella of North State Together.



North State Together was formed through a \$2.5 million dollar, three year grant awarded by the McConnell Foundation, allowing the creation of a regional hub, which in turn supports the collaborative efforts in the five-county region of the North State. Recently, the grant was extended to include another eight years of work. The overarching goal of North State Together is to increase

educational options at all levels, with ultimate impacts on overall economic and community health. North State Together strives to balance community autonomy with broader support so that local leaders can create local solutions that directly connect to community needs. The hope is that this

One thing I enjoy about working with the electrical skills kit is that it's very hands-on and interactive. My partner and I have been working together very nicely which is a key part of these projects. The teamwork aspect is very good because it helps us to learn to work together, and that is a very important skill to share and hold in life. The hands-on and teamwork combo can be difficult at times because of the pandemic going on, and it could also at times get a bit crowded near a kit. But all of these things can help to mold a good bond and skills for the future.

- An 8th Grade Student

initiative will help each county to address their unique community needs by leveraging partnerships in the business, philanthropic, nonprofit, civic, faith and educational communities, and assist people and communities in career advancement, economic growth, and improved health.

Currently, almost 70 individuals representing 17 businesses, 12 local / state / federal government agencies, and 10 academic institutions are engaged in the informal partnership. Just one of the many services the program currently provides are career kits on loan to middle-school aged student classrooms to explore skills in the medical, electrical, pneumatics, alternate energy, dental, drones, 3-D printing and other fields.

TRINITY SAFE SCHOOLS COLLABORATIVE (TSSC)



Lead by the Trinity County Office of Education (TCOE), the Trinity Safe Schools Collaborative is a multi-agency action group committed to working together cooperatively to promote a coordinated effort among agencies and staff to improve the safety and welfare of youth. The group endeavors to provide appropriate programs and services in our county to prevent children from becoming at-risk or in-crisis, and to intervene with at-risk or in-crisis youth, and youth who are already involved in the juvenile justice system.

The parties agree that sharing appropriate information, resources, and training efforts will result in improved coordination among all agencies involved, which includes the following:

- Mountain Communities Healthcare District
- Redding Rancheria Trinity Health Center
- Trinity County Behavioral Health
- Trinity County Child Welfare Services
- Trinity County District Attorney
- Trinity County Office of Education
- Trinity County Probation Department
- Trinity County School Districts
- Trinity County Sheriff's Office

To date, the group has been responsible for: developing a County-wide Threat Response Protocol to respond to youth in crisis; the installation of the FOCUS (Focusing on Children Under Stress) program; the development of the new grant-funded Trinity CARES (Coordinated Active Response to Ensure Student Safety) Program which provides a new Juvenile Deputy, and substance abuse education, prevention and intervention services. The goal of CARES is to increase protective factors in the community and target those at-risk youth with high Adverse Childhood Experiences (ACEs) scores.

LOCAL CHILD CARE PLANNING COUNCIL (LPC)

Each county is mandated in California Education Code to convene a child care planning council as a forum to address the child care needs of all families and in all child care programs. Trinity County's LPC, led by TCOE, has ten members and convenes five times per school year. The Council's major responsibilities are to:

- 1) Recommend priorities for child care funding from the CA Department of Education, Child Development Division (CDE-CDD) when appropriate and requested; and
- 2) Advise the County Board of Supervisors and County Superintendent of Schools on child care program and policy issues.

The Mission of the Trinity County Child Care Planning Council is to lead countywide collaborative planning, with action and advocacy; to make affordable quality child care available to each family in Trinity County; to support quality education providers; and to advocate for inclusion of child care into community plans.

PARTNERSHIP FOR ACTION IN TRINITY HEALTH (PATH)

PATH is a local group of committed community members and organizations working together in Trinity County to improve the health of all Trinity County residents.

The PATH coalition was created in 2017 to foster collaboration between members of the community and organizations that want to build a healthier and safer Trinity County.

The mission of PATH is to promote a healthy, safe, and active Trinity County through partnerships, innovation, and action. TCOE has been an active participant and partner with PATH since its inception and previously under the name Local Coordinating Council.



First Annual Walk & Roll 2 Mile Fun Run/Walk 2019

TCOE DEPARTMENTS

Superintendent of Schools: Sarah E. Supahan

Deputy Superintendent: Fabio Robles Ed.D.



Business Services

Assistant Superintendent of Business Service
Gretchen Deichler



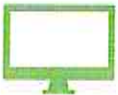
Special Education

Assistant Superintendent of Special Education
Anthony Rebelo Ph.D.



Educational Services

Director
Tim Nordstrom



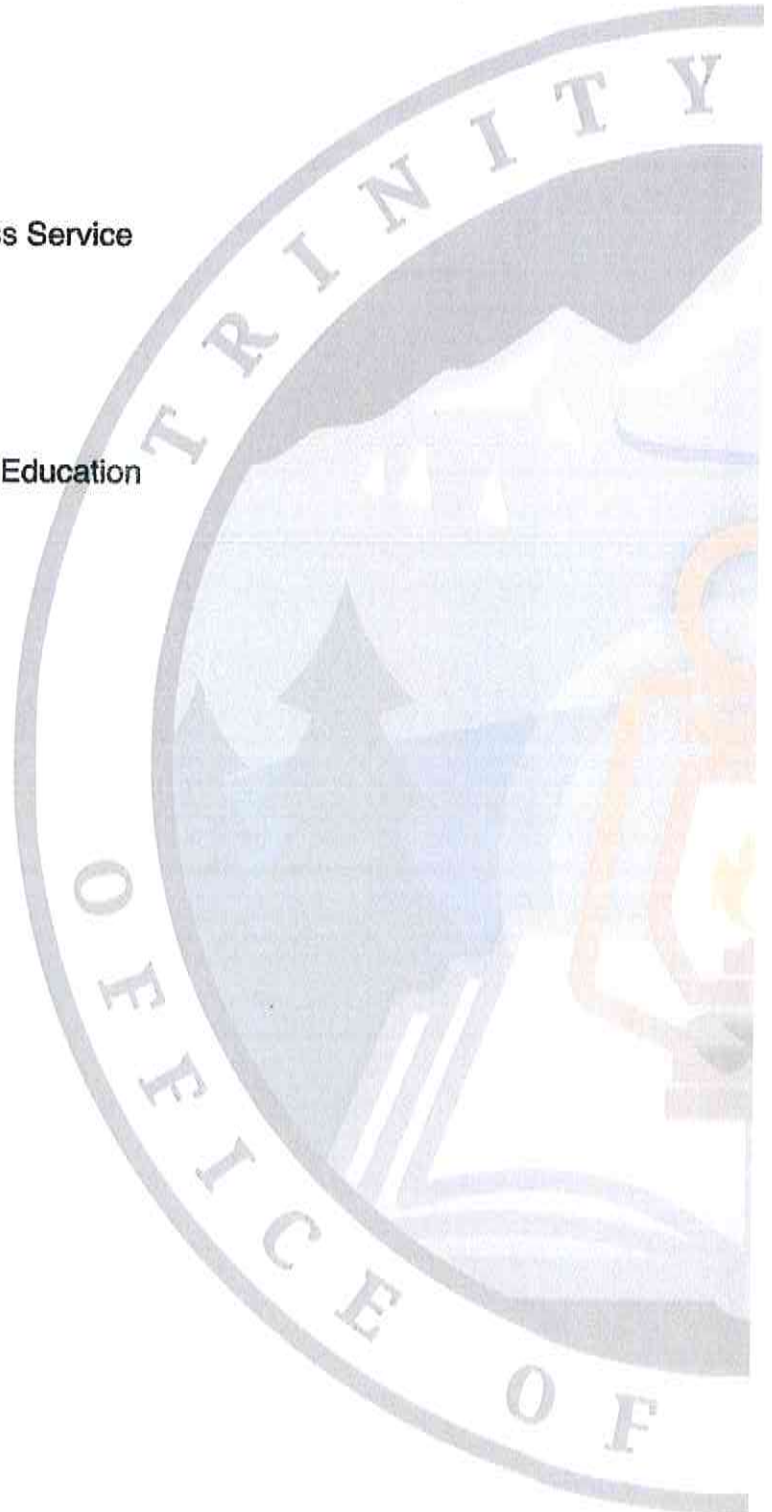
Technology Services

Director
Robert Jackson



Human Resources

Director
Melanie Holmes



TCOE'S WIDER EFFORTS ON BEHALF OF DISTRICTS

Many members of the TCOE management team attend regional and state organization meetings to help educate and influence members of these groups regarding the unique needs of our small, rural districts in Trinity County.

While these efforts have positive effects for all rural counties statewide, our goal is to directly benefit the schools in Trinity County.

A great example of this is our SELPA Director, Anthony Rebelo in his service as the treasurer of the *Coalition for Adequate Funding in Special Education (CAFSE)*. This statewide group advocates for special education funding through legislative action, both at the state and federal level. CAFSE led the recent conversations for increases in special education funding which ultimately resulted in state increases of \$650M through increases in funding rates and the creation of an equalized funding base. This increase in funding was a direct result of Anthony's leadership along with his statewide team.

Additional areas where our leadership team is making a difference include:

- California County Superintendents Educational Services Association (CCSESA)
 - Northern California, Region 2, County Superintendents Team
 - Trinity County Resource Advisory Committee (Roads & Schools)
 - Curriculum and Instruction Steering Committee (CISC)
 - Student Programs and Services Steering Committee (SPSSC)
 - County Office of Education Program Administrators of Child Development (COEPACD)
 - Juvenile Court, Community, and Alternative Schools' (JCCASAC)
 - Shasta-Tehama-Trinity Joint Community College District Bond Oversight Committee
 - SELPA Administrators of California
 - Business and Administration Steering Committee (BASC)
 - State and Federal Education Director organization
 - State and Region-wide Curriculum and Instruction Steering Committees (CISC)
 - California Partnership for Math and Science Education (CAPMSE)
 - Technology Steering Committee branch of CCSESA
 - K12 High Speed Network (K12HSN)
 - Personnel Administrative Services Steering Committee
 - School Employer Advisory Committee
 - Shasta Trinity Schools Insurance Group
 - Corporation for Education Network Initiatives in California (CENIC)

All of these networks and organizations can have a direct impact on whether or not our local school districts survive and thrive. **The TCOE team is committed to advocating for Trinity County school districts and the students and communities that they serve.**

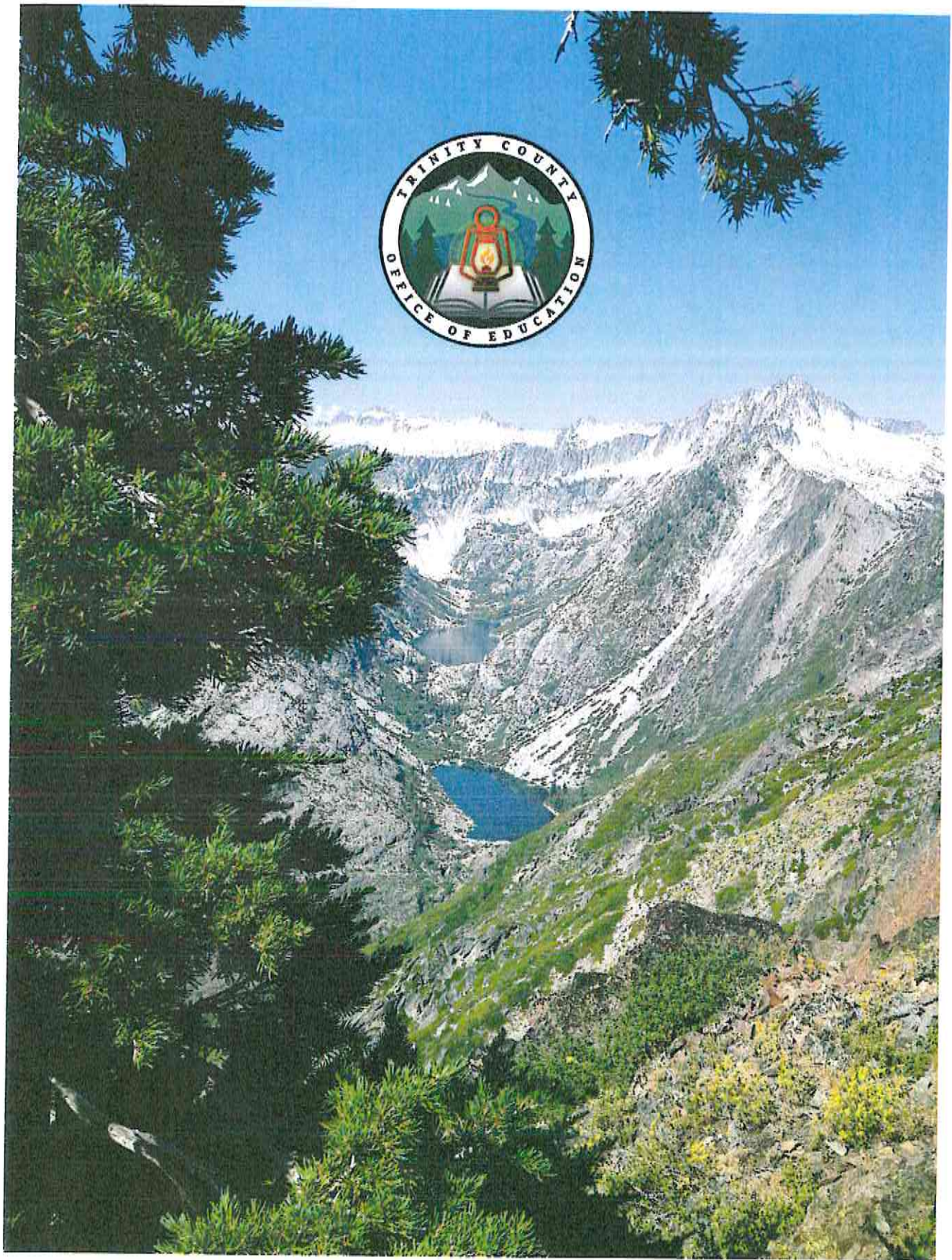


Photo: Looking into Emerald and Sapphire Lakes from Sawtooth Ridge - J.Morris