

# Learning Continuity and Attendance Plan (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.]

All Tribes American Indian Charter School Inc., is the founding force behind the All Tribes Charter School 6<sup>th</sup> – 12<sup>th</sup> grades originally started in September 2001 and All Tribes Elementary Charter School Transitional Kindergarten – 5<sup>th</sup> grade started in August 2010 which we operate on the Rincon Indian Reservation. All Tribes Schools average a 97% Native American student population from the local Indian Reservations. Students come from eight different Reservations through-out San Diego County. Our FRMP is over 90% and 100% of our students are considered “At-Risk”, “Underserved” students. Both schools are small with roughly 60 students each. The class sizes are small so that students receive more individualized attention daily. It is near impossible for students to “fall through the cracks” as was previously the case in other schools. They are also required to turn in work before they leave school so there is not an issue of “forgetting” their homework or assignment. We cannot grade what they do not turn in. That we believe is an excessively big reason for all the “F” grades in previous schools. Failure to turn in work and poor attendance were the major reasons for student “flunking” their classes. This resulted in students dropping out of school to the tune of 75+% drop-out rate for Native American student’s 5<sup>th</sup> grade and up back in 2001. The younger students did not have high dropout rate, but they had extremely poor grades because of poor attendance and a lack of support at home. We make a special effort to drive to places the school district does not go to pick students up, thus we have seen a marked improvement in our Native student attendance.

All Tribes Elementary Charter School and All Tribes Charter School are both a site-based program. All Tribes Charter School does allow a case-by-case Independent Study program when it is deemed in the best interest of the student. The State allows up to 20% of enrollment as Independent Study. Unless there is an extremely justified reason, All Tribes Elementary does not grant Independent Study for the younger students. COVID-19 has confined students to homes. It would be impossible to transport students in our small bus or vans and maintain the Social Distancing. The Zoom classes are new to everyone and has created a slight havoc among teachers and students in going On-line

Since we added our Elementary Charter School, we have added an Adult Education program that earns a High School Diploma. There have been many of our parent who have enrolled in this program and earned their High School Diploma after having dropped out in High School themselves. This has created a marked improvement in the overall attitude towards Education in our Native community. Our school and our attitude towards Education: “If they don’t learn the way we teach, we will teach the way they learn” has changed the attitude in the desire to attend school daily by the students. Students believe we are here for them and will not abandon them. This is our twentieth year serving the students of this community.

# Stakeholder Engagement'

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

Our students and families have been contacted directly by staff and teachers in multiple formats which included text messages, Blackboard message phone calls, personal phone calls, emails, posts on our electric marque sign, in person and virtual conferences. As we prepared to hand out Chromebooks for student use, it was required that a parent or guardian accompany the student for a one-on-one conference with the teacher. The procedures for the Virtual Distance Learning program was thoroughly explained and shown to the parent. How the parents can go to Goggle Classroom to see how the student is performing academically. What the expectation of attendance is daily. How to communicate with the teacher or Administrator. How to visit during "Office Hours". Parents/students will be asked to sign an agreement regarding borrowing the technology equipment, textbooks and showing knowledge of All Tribes Internet Conduct Rules.

Two notebooks have been prepared for each student with written work. Each Friday a student will turn in the weekly notebook and pick up the notebook with written work for the following week. During the week, work from the notebook turned in will be graded and the work for the following week will be added. Each parent/guardian has been asked to monitor the notebook to see what work should have been completed and what work still needs to be completed before the Friday turn in.

Shareholders have access to student classroom and Internet Resource accounts on-line. All teachers are available via email, school and/or cell phone conversation and personal appointments whenever the parent desired to make contact. Teachers will notify parents/guardian as soon as an issue arises be it attendance or low grades or behavior – both good or poor behavior.

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

Our Administration is responsible for scheduling Zoom for Staff meetings, Governance Council meetings and all other meetings deemed appropriate. When possible, courtesy meeting reminders are provided 72 hours on advanced. Meetings are posted as regular and displayed on the school electric marque board in front of the school. Members and participates will be provided agendas and technology, if needed, such as Chromebook and/or Internet hotspots to join meetings virtually. Technology training has been provided and support is available if necessary.

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

The Fall semester of the 2020-21 school year appears much more efficiently and confidentially run than during the Spring School Closure period. Everyone is well prepared and have communicated well with all Stakeholders. Parents/guardians are informed of how to be included actively in their student's academic progress. They have been empowered as never before. This is primarily due to their participation. It was a requirement that at least one parent/guardian be present with their student(s) at a scheduled meeting to pick up a student Chromebook. There was a one-on-one (two) meeting, teacher, parent and student with an in-depth explanation of the use of the computer, the Zoom meeting, the pick-up and drop off written materials and expectation of conduct. The parents/guardians overwhelmingly appreciated the orientation they received. Many parents have taken advantage of the teacher's Zoom Office Hours to follow-up with teachers on a variety of subjects: How to help their student or Difficulties they are experiencing, etc.

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

Teachers have requested several new On-line resources in an effort to provide more resources for their students to use at home when not in the Zoom classroom. The students are using IXL, Achieve 3000, Achieve Math, Learning A-Z, Khan Academy, PBS Kids and See Saw. Some teachers are preparing lessons on YouTube so that students may review a lesson or catch a lesson that they perhaps missed. Only a couple of lessons may be missed by each student per semester. Several teachers were interested in using SeeSaw to share student work On-line with family members and others. This has been a real hit with the adults.

## Continuity of Learning

### In-Person Instructional Offerings

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

At this point it is determined by school staff and parents that to be safe, students will not return to school physically. Doing so will not occur until possibly the second semester 2020-21. Students will be grouped by ability level. Those students who appear to have lost the most significant learning will be in smaller groups and more individual time will be spent to assist in their academic growth. If necessary, a classroom, aide will be rehired to assist so that more attention may be provided. While we remain on Virtual Distance Learning assessments will be made and teachers will work closely with parents/guardians to encourage the students to work on the materials provided for them weekly. On-line resources should be used as much as possible to re-enforce Zoom Virtual Distance Learning classes.

### Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Purchase supplies, materials, equipment, and contracted services for personal protection, hygiene, health and safety, and disinfecting	\$ 25,000	NO
Hire School Health Technician (LVN) to support the health and safety of students (salary/benefits)	\$ 75,000	NO
Re-hire (5) .75 FTE's for the hybrid model; safety of student and staff health (salary/benefits)	\$150,000	Yes
Counter Shield for Administrators, Secretary, Reception Desk, Kitchen Counter, misc.	\$ 15,000	No
Teacher and Student Desk Screens (Verkpleys)	\$ 25,000	No
Sanitizer Stations (5)	\$ 3,000	Yes
Outdoor Handwashing Stations (5)	\$ 15,000	No

# 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.]

All teachers right now are covering the grade level curriculum that they would be covering in the classroom. Those who would be using textbooks in class have those issued to their students and are including them in their lessons. Should the students come back to school tomorrow, each student and teacher can pick up right where they left off today and continue without missing a beat.

Our staff believes that at the point that students do return to On-site classes. a hybrid class set up might serve our students better. Maybe two days at home and three days on campus. Alternating so there is not the disruption that we have experienced in the daily classroom. If we separate the stronger students from the weaker students and have each group work within their strength or limitation, they should perform at a better (higher) rate. Some studies have shown this will create the ultimate classroom of growth as the weaker students will not feel intimidated by the stronger students. We are seeing much more class participation and much higher grades as the students are focused on their computer screens and paying attention to the instruction. Teachers have a much better view if students and can tell if they are on a phone their attention is drawn to something else. All the resources have built in tracking devices that allow parents/guardians and teachers to see what progress they are making and how often they are using it. Most have a variety of assessments to assist teachers in determining the amount of or lack of progress that the students are achieving.

## 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]

We have reached out to several agencies to purchase Chromebooks and Hot Spots for our students. Due to all the schools in the country (just about) utilizing Distance Learning, locating available Chromebooks has been difficult. We need financial assistance to pay for this extra, unexpected equipment need. We have reached out to SDCOE and applied for the San Diego Foundation, Classroom for the Future grant for laptops and Hot Spots. Our Administrator just this week (9/22) signed a MOU with SDCOE to obtain 30 Hot Spots which will be a huge help in providing connectivity to our Native American students, the majority of whom live in rural areas of the County of San Diego on Indian Reservations. We should know the first couple of weeks of October if we will be selected for the San Diego Foundation grant and receive the funding for more Hot Spots and Chromebooks so students can have a screen larger than a cell phone to do their school work.

## 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.]

Several of the On-line resources have assessment programs that will aid in the various assessments need to perform. Teachers have the result from the last assessment before the March 2020 closure. IXL has a great assessment of student performance in math. The Achieve is an g tool for reading. Both these programs were being utilized by teachers. The Elementary classes were using other assessments. Our Elementary teachers, as there is only one class per combo classroom, they act together as a PLC. They help and support one another. They know each other students. This is a true example of “A Village” the way they love the student and work to see that every child is a success.

## 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.]

Between March and August our teacher researched and learned the true concept of Virtual Distance Learning. Every teacher and Administrator view no less than a dozen Webinars regarding Distance Learning. Webinars from CDE, SDCOE, YouTube, Goggle Classroom and Education, individual professional companies. This truly shows right now as our students are far more engaged and attentive than ever in the classroom. Our teachers are confident in their ability and the extent to which the program and equipment will provide necessary support to their instruction.

## Staff Roles and Responsibilities

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

Ten staff positions have been released from All Tribes since June 30, 2020.

Our eight teachers have the same classes as they did last year. Their responsibilities have been somewhat increased as they do not have the assistance of a classroom aide. The majority of classrooms had a full day aide to assist. Teachers are now responsible to make sure the lesson plans are prepared as are the weekly packets that go along with the daily lessons. In the event that a student misses a class, they have been asked to make a phone call home to determine the reason for the absence. Teachers have been given the responsibility to follow up to determine status of the student.

The full time Assistance Administrator has become the full time Ag Science teacher for 7<sup>th</sup>-12<sup>th</sup> grades. She was previously the Ag teacher. She does a full load of teaching Earth Science, Life Science and Biology.

The Administrative Secretary is still the same person doing the job she usually does and assisting where needed.

The Librarian has become the Receptionist for the school right now. The regular receptionist is not available because she is a mother and her children are out of school. Mr. Dusek has been with All Tribes for many years and is familiar with many different roles. At this point there is no need for a full-time librarian.

The High School Aide is the only classroom Aide that was not released from her job. She is both an Aide as needed and responsible to monitor the Achieve3000 program with the Secondary Students.

The Maintenance position has been kept so that all the necessary up-keep around the campus may be maintained.

The Custodian position has been maintained so that the classrooms and offices may be kept clean. There have been two sanitizing machines purchased so that the entire school can be sanitized daily. This is not only for the COVID-19 virus but for any other spores that may have collected while we were away from the school for months.

### 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.]

We have no English Learners that need assistance outside of what instruction they receive in the regular classroom. We do have Special Needs students who will continue with their services. Some of the services may be conducted via the Internet conference and others will require working with the student individually. Our Special Education teacher meets with our students one-on-one. They wear masks, wash hands, use sanitizer and practice social distancing for instruction to occur. There is also a *Fast ForWord* program that has proven to be highly effective with our students. We also have a Speech Therapist who works remotely with our students. Our Special Ed teacher also works with these students as she has experience with this specialty.

Our Foster care and Homelessness students are all handed about the same way because everything is not “Official” through the County of San Diego for the most part. On the Indian Reservation everyone has a place to live. A cousin, uncle, aunt, grandparent, Godparent, some one to take over when the parent is out of the picture either voluntarily or officially.

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

Description	Total Funds	Contributing
Special Education Teacher, Speech Therapist, Psychologist, Assessments, Conferences	\$50,000+	Yes
On-line programs for work with students, Fast ForWord, Achieve3000, IXL	\$ 5,000.	Yes
Replace refurbished Chromebooks/iPads	\$45,000	NO
Obtain and maintain Hot Spots for Wi-Fi service/monthly service fee	\$18,000	NO

## **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.]

As we enter the school year, assessments have been administered to students, identifying the beginning level of reading and mathematics. This will be followed, throughout the year, with ongoing formative and summative assessments. Other areas that will provide information on the beginning of year levels is last year's report cards and progress notices, SST notes, connections with the previous year's teacher, last year's ELPAC scores, and progress towards goals in IEP's. Gathering the whole picture of the student will help the teacher start a differentiating and monitoring process for each student. Taking all of this data, and creating a student profile, will provide a picture of an acceleration pathway for the student.

A focused time on core subject area standards is critical to close learning loss. This time should include flexible time for teachers to respond and focus on prerequisite skills and concepts missing in students so that the student is not impacted moving forward. It will also be critical for standards differentiation to meet the student and build in scaffolds to bring the student to standards.

## **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.]

For all students, teachers will engage in small group instruction and intervention throughout each day, ensuring students do not fall behind. Teachers hold office hours when they each will be available to students for academic support. Both formative and summative assessments will be used to group students who need additional support. For some students, extension assignments, to close the gap, will be assigned, as additional feedback to assess how learning loss is closing. Should a student need any other resources, the school sites will put a plan together for a student to accelerate the learning process.

## **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.]

Common program assessments as well as teacher assessment of student growth and areas of needed growth will be the most important component to measure the effectiveness of the services and supports a student is assessing. Teachers document and use anecdotal/qualitative professional assessments of how a student is working towards standards; the data will also be used to adjust instruction or provide additional external supports, for both academic and socio-emotional needs. Uniquely, due to the virtual instruction and assessments, parents are working in the home as the classroom aid to assist the teacher with assessment. This has been helpful in allowing parents/guardians to see firsthand the skills, or lack of skills of their student. This is helpful for the parent to witness so they are aware of what assistance in subject areas and assignments they can help the child with.

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

Description	Total Funds	Contributing
Replace refurbished Chromebooks and out of date (old) iPads	\$45,000	Yes
Obtain and maintain Hot Spots for Wi-Fi service/monthly service fee	\$18,000	Yes

**Mental Health and Social and Emotional Well-Being**

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

The mental health and social and emotional wellbeing of all students has always been a focus of our staff. The Native American Community historically has been a difficult group to work with. The Native community tends to stay to themselves and do not like to let outsiders. The suicide rate among teenagers and young adults is among the highest in the U.S.

Our staff is participating in the Living Works *Life-saving suicide prevention training for school communities* through the SDCOE. This program meets the goals of CA Assembly Bill 1808 which added section 216 to the CA Education Code which provided funding to ensure school staff are prepared to identify, support and refer middle and high school students who may be experiencing thoughts of suicide. Our entire staff attended this training because our population of students and the suicide rate can drop a little lower than middle school. Additionally, our entire staff interacts with all our students, thus it may not be a teacher who might make an observation or who has the close relationship with the child whom he or she might confide in during difficult times.

As the majority of our student population is Native American, they have services through the Indian Health Clinic and referrals are made to various Mental Health Hospital or Rehab facilities in and out of the area. All Tribes also has two counselors who come to the school weekly to meet with various students for counseling sessions. This obviously has been interrupted during COVID-19. Our staff is remarkably familiar with the difficulties that this community faces. We have driven to student homes to check the welfare of some troubled students and made a few referrals to the Clinic for follow up.

# 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.]

The Education Trailer bill for AB77 requires a catalytic response to student absences in distance learning. VCPUSD has been working on Chronic Absenteeism due to district and site dashboard data, taking the time to understand individual dynamics that may be contributing as well as challenges that are impeding attendance. Specifically, for distance learning, staff have been connecting with families and students to re-engage them into the learning community. The response has been overwhelming.

The engagement with students and family has been the best we have ever seen. The students are excited to interact with their classmates in whatever manner possible, so they are coming to class. The teacher presentations are much more organized and structured; thus, the students are staying on task. As there is less “taunting” than is experienced in the regular classroom environment, our students feel more empowered to actually participate in class activities such as reading aloud and responding to questions in class discussions. Most students are prepared to respond to deliver answers for questions that were assigned the previous day by the teacher. They do not forget as easily now.

Teachers have had informal plan on monitoring and following up on students who are absent. This has been allowed to personalize connections, to meet the specific needs for students. In distance learning, there is an additional challenge of students engaging in an electronic means - video conferencing, email, etc. The challenge that All Tribes continues to have is access to the Internet. We have been unable to obtain the Hot Spots to share with our students. Many students are engaging on cell phones but that is not an adequate viewing for the students to engage properly. We have more Chromebooks ordered however, manufacturing of computers is backed up due to demand caused by the COVID-19 school closures and the need for virtual instruction.

# 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.]

When on-campus instruction returns through the hybrid learning model, students attending school will be served breakfast before school. Lunch will be served on a staggered schedule, individualized to each teacher’s schedule. The staggered schedules for lunch will allow for shorter lines at the cafeteria window and for limiting the number of students eating their lunch in a specific space. When the first groups of students are out at lunch, the area is cleaned, and the next group of students will be allowed to sit in the area. Students in the hybrid model will be offered breakfast and lunch on the two or three days in which they attend classes on campus.

# 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
	Our entire student population includes, Foster Youth (Tribal & County), Homeless students, and over 80% of our students are from Low Income homes. All students are treated equally. Everyone has access to all the curriculum, equipment, supplies, technology, everything that the school has to offer our students. Contrary to other schools, all our students are included in everything we do. This is from the Annual Campout to Field trips to daily instruction.

## 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.]

Students that fall under our unduplicated (Foster, Homeless, low income) pupil counts were highly impacted by moving to distance learning last spring and will require teacher expertise, extended time, and differentiated supports in and out of the classroom, to accelerate their learning. There are students who have moved out of the area to be with different relatives who wish to continue attending All Tribes yet getting to the campus is going to be much more difficult. Our teachers are working with these students to have them take photos of their work and sending them in. Most are not equipped with printers and as they are having difficulty with transportation to school are unable to pick up the packets. Teachers are sending those electronically and students are providing responses to the work. Textbooks and computers were provided at the scheduled Parent/Student meeting with the teacher.

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

This does not really apply for us. This group of students are “Rule” rather than the “Exception” at our school. These are our kids.