

Local Continuity and Attendance Plan Annual Review

Please list successes and challenges below. Please do not delete anything but do comment if you disagree and why.

1. Implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:

- Increased responses from parents using email, phone and texts regarding attendance and program offerings.

Challenges:

- Helping parents with strategies for engaging and supporting their children at home, especially families with multiple children in multiple grade levels.

2. Providing school nutrition in the 2020-21 school year.

Successes:

- Modified menus to adapt to grab and go service while continuing to provide fresh fruits and vegetables and “homemade” main courses.
- Delivered meals to all families requesting it.

Challenges:

- Having to prepare food specific to grab and go.
- Not able to serve hot foods
- Lower participation in the food service program

3. Monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

- Mental Health support staff conducted weekly outreach to families
- On campus individual counseling continued for those requesting it
- Aikido continued for those requesting it.

Challenges:

- Identifying what families need support and what type of support they need
- Getting high school students to participate in types of support offered

4. Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Our specific goals related to Learning Loss include the following:

- Tutoring centers on campus and at the Tribal Center for stable cohorts
- Weekly check ins and counseling support staff working with students and families to address Learning Loss
- Credit Recovery/Continuation/Independent Study program grades 9-12

Successes:

- Through Title VI we were able to provide transportation and on-campus support for Tribal member students.
- Both campuses were able to accommodate on campus cohort groups for families without Internet access

Challenges:

- Attendance in Tribal Cohort was inconsistent
- A lot of high school students needing credit recovery?

5. Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Our specific goals related to Continuity of Instruction include the following:

- Purchase devices, headphones, cameras, and hot spots to provide all students K-12 daily contact and instruction from teachers via Distance Learning
- Provide staff development focused on Distance Learning strategies for both classified and certificated staff
- Support cohort learning groups on both campuses and at the tribal center
- Provide Independent Study program for students not having Internet access and not able to come to campus
- Use of Edgenuity, Canvas, Google and other online learning platform
- SPED Instructional Assistants to provide on campus and Distance Learning tutoring

Successes:

- Edgenuity, Canvas, Google and other online learning platforms enhanced and improved the online learning experience for students
- All requested technology was purchased as requested by teachers if the equipment was available.

- Cohort students on both the elementary and high school campuses

Challenges:

- Technology glitches with certain devices
- Lack of availability of specific devices
- Unstable connectivity
- Many families without internet access from their homes.
- Limitations on number of students allowed to be in cohorts due to requirements

6. Implementing in-person instruction in the 2020-21 school year.

Our specific goals related to in-person instruction include the following:

- Utilize Instructional Assistants, ASES, Mental Health counseling staff, and Healthy Start staff to provide one on one or small group support to students especially for those who have experience significant learning loss.
- Provide Summer school for 1-12 grade students who experienced learning loss due to school closures
- Provide Professional development related to strategies and interventions for school personnel to utilize to address engagement with classroom or distance learning to help mitigate learning loss.; UDL strategies; and use of technology
- Provide continuation/Credit Recovery/Independent Study Program for grades 9-12

Successes:

- Most classroom K-3 opened for Hybrid instruction 5 days a week beginning March 15, 2021
- All TK-5 classrooms opened by April 26, 2021 for hybrid instruction.
- 6-12 offered more in-person support when the county entered the Red Tier (March 18, 2021)
- Continuation/Credit Recovery students began in-person instruction when the county entered the Red Tier (March 18, 2021)
- Instructional Assistance provided support to individual and small groups of students.
- Instructional Assistance helped with the preparation and distribution of at home work.

Challenges:

- Very few students participated in elementary summer school in summer of 2020
- Not enough Instructional Assistance to provide support for all teachers