



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.]

River Oaks Academy Charter School Information:

River Oaks Academy Charter School is a non-classroom based program, focused on personalized learning for students from transitional kindergarten through 12th grade. We have over 300 students enrolled throughout the grade levels. We have two resource centers, one in Westlake Village and one in Oxnard, to better serve students in that area. We currently serve over 120 students at the Oxnard facility. Due to the nature of our program being a personalized learning independent study school, we did not have to make too many adjustments and changes to address the COVID-19 emergency.

The structure of our school is quite different from what many have experienced in education. Our teachers always differentiate and tailor instruction to meet individual needs in content, process and product. Our students are all taught in their own communities, primarily in their homes by their parents and choose to join ROA because they are looking for that instructional model. Parents in our school are afforded the privilege and responsibility of facilitating their own child's education. As a school, we provide the support, guidance, accountability, documentation, materials, resources and assessments. We provide a credentialed teacher, who develops not only a close relationship with the student and the parent, but also reviews the learning and creates the assignment for the upcoming learning periods. The relationship is cultivated over time and is one of utmost professionalism and respect.

The teacher is the pivotal point of contact between the school and the student. The parent provides the day-to-day instruction. The teacher meets regularly with the student and the parent and is responsible for the required documentation and paperwork. Most of this support has been will continue to be offered virtually due to the COVID-19 restrictions. Due to our personalized approach as a program at any time (COVID-19 or not), the needs of our English learners, low income students and foster youth are always met through individualized approaches and support. Our teachers checked in with all of their assigned students to make sure everybody had access to technology. Where that was lacking, we provided it and will continue to do so.

Pre-COVID-19, our students attended academic support classes and enrichment workshop at our facilities. We also offered daily "focus rooms" (study hall) where students could work while being supervised. With the COVID-19 restrictions, the support was offered virtually. We hope to be able to bring that back to our students as soon as the restrictions are lifted. Our parents are working closely with our teachers to get the guidance and support they need to work with their student/s at home.

We will continue our extensive support in math by providing students (based on their beginning of the year math assessment results) virtually. We have developed a plan for grade level support that will be offered via our online platform Zoom, google classroom and other virtual methods. This plan includes virtual math workshops for middle school students and virtual math classes for our high school students.

Our science classes and labs for our high school students are also going to be offered virtually. They will offer instruction, lab and office hours to make sure that students who have questions can access the teacher regularly. Communication from the science teacher is going to be via Zoom, google classroom and other virtual methods.

We will continue to offer daily academic support in ELA and Math through ELA Lab and Math Lab (study halls) via Zoom.

Our enrichment workshops will be offered via Zoom as well.

Our coaching teachers are checking in with all of their students at least 2/week and will be monitoring math and science classes to make sure that students who are on their roster are attending and participating. We continue to work using virtual methods until the COVID-19 restrictions are lifted and the County Health Department allows all K-12 schools to return to in-person instruction.

Stakeholder Engagement

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

ROA always has a large amount of stakeholder input and engagement, again due to the nature of the program. We have several multi-lingual staff members who reach out to families who do not speak English. However, due to the close relationship our teachers have with their individual families, our open-door policy, our surveys, and our regular communications through ParentSquare, we solicit a lot of stakeholder input at all times.

Before the end of the 19-20 school year, the Director updated the board monthly regarding the switch to virtual online learning during the last months of the school year as well as potential plans for the fall. On May 13, the Director initiated an email for volunteer staff members to serve on the Reopening Task Force Committee. The effort resulted in a group of 10 staff members (including our high school guidance counselor) to meet weekly throughout most of the summer to work on the details of possible reopening plans. Concurrently, during this work, the Director distributed parent surveys through email, ParentSquare and via the teachers.

In order to solicit specific feedback from all our stakeholders and to address needs, concerns and hear overall feedback from students, families, educators, board members, parent advisory council (PAC), English Language Learner Advisory Committee (ELAC) and community members were contacted via a variety of methods, including personal conversations, emails, surveys, ParentSquare, and Zoom. The Director sends updates on the state of COVID and how it affects our independent study educational setting among other regular communication. Parents have easy access to submit feedback. Feedback is read and responded to. Also, electronic surveys have been sent to all families for feedback concerning how to even better support families with distance learning. The information is collected and the input is considered for the LCP document. Electronic surveys have been sent to all families. With respect to families who speak a language other than English, a bilingual teacher is assigned to that family. The bilingual teacher reaches out via email, text or phone to relay and clarify information for the family. For families who do not have internet access, the purchase of personal hotspots is being considered and board approval is required.

After interviewing the Parent Advisory Committee (PAC) via text and email to garner feedback, the following suggestions were brought up as a consideration to incorporate to the LCP plan.

Where zooming wasn't/isn't compatible with the student, daily access to the teachers via text, email and phone is provided

Lab kits need to be accessible for at home science labs

Printouts and answers keys are available on Google Docs

Recorded demonstrations on how to access different curriculum is available to all families

Continue with intense math support has been and will be ongoing throughout the school year

Grammar and writing workshops are provided virtually

ROA Parent Bootcamp/Parent Connect to support the parents on a weekly basis

After interviewing special interest groups through telephone communication the English Learner Advisory Committee (ELAC) received the following feedback to be considered for the engagement of English Language Learners and Bi-Lingual families and students:

Full access to teachers through teleconferencing services and text messaging

Live instruction with demonstrations for high school students

Meals to be provided by the school to anyone who needs it

Weekly meetings with teachers for 10-15 minutes to walk through the curriculum

Weekly ELA tutoring

More support for parents to know what to look for in their student's academics

Spanish versions of curriculum

The communities where our English Language Learners and Bi-lingual students reside are experiencing high rates of COVID-19 transmission in migrant and farmworker communities. These communities need access to the following resources:

Food
Diapers
Cleaning supplies
Health services

We are in touch with all families regularly and personally check in for any needs for which we can lend support.

The school's stakeholder engagement was an important component of ROA's planning for the 20-21 school year. The Committee staff consulted with a variety of stakeholders to develop the LCP. The meaningful input allowed ROA to work on a re-opening plan that would serve the community well.

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

ROA is using a program called Zoom to conduct remote meetings. Zoom allows participation via computer or telephone. The Zoom meeting link will be provided on each Meeting Agenda.

If you participate via computer, you have the option of seeing the other participants, and also seeing the information that is being presented. The only requirements are that you have a reliable internet connection, a web browser (such as Chrome or Internet Explorer), speakers to hear the discussions, and a microphone if you want to speak.

You can also use a smartphone, but may be required to download the Zoom app before it will allow you to participate. In this instance, you may be able to use the smartphone's built in camera, speakers, and microphone to see and hear the proceedings of the meeting.

Another option is to use your telephone and call in. A phone number and Meeting ID will be provided on each Meeting Agenda that allow interested persons to use a standard telephone to participate. This option will accommodate the audio portion of the meeting, however no visual information will be available. Agenda's are posted online and at each facility in accordance with the Open Meeting Law rules at least 72 hours before a regularly scheduled meeting.

When a Zoom meeting is scheduled, a website address, telephone number, and Meeting ID will also be provided with the public hearing notice. This will allow any interested person to choose the option that best suits their needs for participating. A different website address and Meeting ID are generated for each meeting.

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

Electronic surveys have been sent to solicit stakeholder feedback. Electronic surveys sent to families request feedback from students and families. Bilingual staff request feedback from Spanish speaking families through email and telephone communication. Other staff members collect feedback from students and families who may not have reliable Internet service through telephone communication. In regards to instruction for the start of the Fall semester in 2020 nearly 30% of the surveyed population requested 100% online learning, 10% of the surveyed population requested in-person only instruction and the remaining 60% requested both in-person and online learning.

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

Students and families have made it clear that they would like to participate in remote learning, in-person instruction and a combination of both. Aspects of the Learning Continuity and Attendance Plan that are influenced by families input are:

Using Zoom for remote participation in public hearings

Offering in-person instruction when permitted to do so

Holding educational meetings in open spaces

Providing remote learning opportunities through Zoom and other tele-conferencing platforms like GoogleMeet and FaceTime.

Staff members have influenced safety and cleanliness aspects of the Learning and Attendance Plan, specifically in the forms of:

Adequate supplies of personal protective equipment for students and staff members

Temperature and illness screening procedures for students, staff members and vendors

Investments in plastic dividers for meetings

Remote workplace options.

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.]

ROA is a personalized learning charter school. Our program allows for coaching teachers to work directly with their students and their families on a regular basis. Since we are not a classroom-based school, our students did not experience significant learning loss due to school closures. Our coaching teachers and SPED team were readily able to adjust to the situation by using other online methods of communication such as phone calls, emails, Face Time, Google Hangouts, and Zoom to continue working alongside students and their parents. Our coaching teachers also increased their amount of contact with their families in order to provide them with both instructional and socio-emotional support.

ROA continued to offer academic and socio-emotional support to our students online. Such supports include ELA Lab, Math Lab, Math Tutoring, SEL and Counseling meetings. Being based in Ventura County, ROA will not open for students to come on campus for academic support and enrichment. Instead, all of our classes and support will be provided virtually.

For the 2020-2021 academic year, ROA will emphasize a student-driven approach to education as we strengthen our academic and socio-emotional support to our students, parents, teachers and staff. Our teachers and staff will increase their contact with their families to at least 2 weekly check-in meetings. We will continue offering the above mentioned academic and socio-emotional support to our students while also providing a space for parents to connect with their teachers and to one another. Our high school math and science programs have migrated to an online platform using Google Site, Google Classroom, and Zoom. Teachers will continue meeting twice a month during our Curriculum, Instruction, and Assessment meetings to discuss student learning, analyze student learning data, and make improvements to ensure all students are having equitable access to learning, academic support, and socio-emotional support.

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

Description	Total Funds	Contributing
Ensure safe school and work environments following the Health Department Guidelines and Mitigation Plan	\$10,000	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.]

ROA is a personalized learning charter school. Our students have always been self-selected. Our program already provides both in-person and distance learning as a regular model of instruction. It allows for coaching teachers to work directly with their students and families on a regular basis, whether in person or remotely through Zoom, phone calls or Facetime. All of our staff have always been strong in collaboration and individualization as well as personalization for each student. Since we are not a classroom-based school, our students receive instructional continuity and have access to a full curriculum through a variety of delivery models. Having a parent/facilitating teacher working directly with the students at home, supervised by a coaching teacher, our students’ curriculum and instructional resources are adjusted as needed to provide a full curriculum for each student. Our coaching teachers and SPED team are readily able to adjust to any

needs of the student by using an online platform to continue working alongside students and their parents. Our coaching teachers also increased their amount of contact with their families in order to provide them with both instructional and social-emotional support.

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.]

Coaching teachers assess the needs of each student/family and are able to supply technology such as computers/iPads as needed. Additionally there are many online options for students to engage in workshops and online curriculum. All of our students have access to technology and connectivity.

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.]

Coaching teachers will meet with the students on their roster regularly for at least one hour and collect work samples for each subject the child is enrolled in, review assignments, and make new assignments for the upcoming learning period. The coaching teacher may request electronic samples or physical samples to be mailed to the school. Once the coaching teacher has seen and discussed the work with the student the coaching teacher will assess pupil progress through live contacts with the student's enrichment teachers or subject specialists. The coaching teacher will ask for attendance records and the student's level of participation from enrichment teachers or subject specialists providing remote instruction prior to the meeting with the student and family. The combination of work samples and participation in remote instruction may provide adequate information for the teacher to provide a letter grade for students in grade 8-12, or a pass or fail mark for students in TK-7th grade. If the student is in jeopardy of failing the coaching teacher may request additional information, such as a second meeting, additional work samples or additional evidence of online participation.

Students also take the local assessment (MobyMax) 3 times/year as well as all state mandated assessments. The local assessment helps us identify any learning loss or academic weaknesses and will then create instructional materials based on the diagnostic results that help address and work on those weaknesses.

As an independent study program, we continue to evaluate the time value of the work rather than assign instructional minutes. Through regular contact, including student as well as parent participation in online meetings, teachers are also able to evaluate the physical and safety needs of their families.

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.]

The following professional development and resources will be provided to staff to support distance learning program (*items with and asterisks represent new resources available for the 2020-2021 academic year):

SEL Support

Online assessment and data analysis of student growth

Online archiving from School Pathways Student Information System*

Online curriculum training created from teachers for teachers, students, and parents*

Online platform training (Google Classroom, Google Site, Zoom, Screencastify)*

Staff relationships and learning are always a priority and addressed at ROA. ROA offers a myriad of professional development opportunities each year.

Staff Roles and Responsibilities

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

Coaching teachers will meet with the students on their roster regularly for at least one hour.

Coaching teachers will meet with the students, or families, on their rosters twice a week for about 20 minutes.

Coaching teachers will be encouraged to sign up for 20-30 minute online instruction to students in grades TK-8 in 5 week rotations.

Subject specialists will provide weekly lecture and lab instruction, when applicable, to students in grades 9-12 who are receiving high school credit.

Coaching teachers will hold virtual office hours to meet with students who need additional guidance.

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.]

ROA will continue to address and prioritize students who have been hit hardest by the pandemic. ROA will ensure that students needs are met, particularly students with disabilities. Due to the personalized program ROA provides year-round, these needs are generally met by creating specific meaningful opportunities for students to engage. Additional supports offered by ROA to provide distance learning to pupils with unique needs is as follows: (1) English language learners are assigned a bilingual teacher; (2) Pupils with exceptional needs and low income families will be provided personal hot-spots (if needed), access to academic services, accommodations and therapies per their IEP; (3) Pupils in foster care will be provided with social emotional support (also available to all students who need the SEL support); and (4)

Pupils who are experiencing homelessness will be connected with Child Protective Services; provided with a meal, and access to technology; as well as social emotional support.

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

Description	Total Funds	Contributing
Teacher salaries (16.94 FTEs) and benefits for 2020-21 (all teachers provide distance learning given that ROA is a non-classroom based charter school)	\$1,154,529	Yes
Curriculum used for distance learning	\$16,992	Yes
Professional Staff Development	\$9,500	No
		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.]

Due to the fact that ROA is an independent study program, we continued to address students' needs and learning. Student and teacher meetings transitioned to online platforms but student work and assignments continued. ROA will use its local assessments to identify students learning needs in math and ELA and use periodic reassessments to track student growth throughout the school year. Teachers continue to communicate regularly with students and parents.

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.]

Due to the nature of our program, we were able to transition smoothly and our students were not as affected. We kept continuous communication and support for our families through the rest of the school year. To make sure that there was little to no learning loss, all of our students will partake in our local assessment at the start of the school year. This diagnostic assessment would allow us to address if there was a learning loss with specific instructional options.

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.]

We continued our regular turn-in meetings and our local math and ELA assessments. The scheduled weekly meetings allow for a soft assessment while the local assessment allows for an in-depth evaluation of skills that the student may need to get extra support. Our beginning of the year assessment data will further help identify any needs or learning loss that may have arisen throughout the summer. If any learning loss will be measured in either one of those assessments, additional tutoring, coaching and meetings are set up to add extra support for the student. Furthermore, the local assessment uses the diagnostic results to create instructional pages to support the students in areas of weaknesses.

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

Description	Total Funds	Contributing
Purchase of i-Ready licenses for baseline assessment for our high school students to evaluate any possible learning loss and track progress throughout the year; purchase of additional online licenses for Time4Learning;	\$6,936	No
Salary and benefits for ROA-employed math and English tutors (1.88 FTEs)	\$114,442	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.]

River Oaks Academy has always emphasized the importance of the social and emotional wellbeing of all our stakeholders.

During the pandemic, we realize this is even more important than usual as our coaching teachers are sometimes the only people checking in with our students and laying eyes on them. We monitor our students' well-being by using texts, phone calls, Zoom meetings and physically meeting with physical distancing and safety precautions in place. We have set up ways to do this multiple times per week. Each coaching teacher will personally check in with their students and/or their families a minimum, twice per week. Again, by using one of the above-mentioned communication tools. Teachers at ROA have close relationships with our students and will have discussions about their academic progress, and more importantly, their emotional states at each check-in. Over Zoom, the coaching teacher can see their students face to face and get a feel for how they are doing. This gives students the opportunity to show off their interests, such as their garden in their yard or show their teachers how their dogs can do tricks etc. It's a great way to get a glimpse into their world and see how they are doing. We will also make small talk, such as " what did you have for breakfast this morning?". It is a simple way to be sure that their needs are being met. Questions will also be asked about their family life, such as, " What are you doing with your family today?". We look for answers that show the family is spending some social time together and are not overly stressed. We also look for red flags, such as " nothing because my mom and dad are gone at work all day."

The well being of our staff is continually being monitored by our director, co-teachers, and support staff. We are a close-knit community that checks in and supports one another. If a staff member needs special considerations at any time, including during the pandemic, our staff is very flexible and helps whenever needed.

We are offering structured emotional wellness support groups weekly, as well as the embedded support mentioned above. We are offering an elementary, middle school, and high school student connect workshop weekly, via Zoom, to engage in Social-emotional learning. All SEL concepts will be covered with additional tools and information specifically pertaining to Covid-19.

We are also offering various parent connect workshops weekly, over Zoom for all parents to participate in. There will be 4 offered per week. One for parents of elementary-aged students, one for parents of middle school-aged students, one for parents of high school-aged students and one available with the student's individual coaching teacher. This is a time for parents to come together and get/give support to one another with the guidance of a teacher leading the group.

Staff members are invited to attend multiple webinars focused on SEL. These webinars are very informative and give hands-on ideas for staying well themselves and supporting their students and their families.

Bi-weekly handouts are given out to each family focusing on various wellness concepts. They include positive discipline, setting healthy boundaries with your children, how to reduce stress levels in the home, how to support your student's emotional wellness, etc.

ROA also provides a free monthly parent speaker series where various local professionals discuss parenting issues and discuss relevant topics. This semester, all discussions will be led over Zoom.

Pupil 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.]

ROA students continued to be engaged with their teachers throughout the 19-20 school year. ROA's teachers are experts in connectivity, reaching out and personalizing instruction for each of their assigned students. If a student is not responsive, the teacher immediately reaches out to the student's parent to ensure the student's welfare as well as academic progress. Our parents are the "academic facilitator" and the teachers work closely with the parents at all times to guide and support them individually. Teachers meet regularly with students and their families to review the work and assign grades and assignments. At this time, teachers meet mostly virtually. Typically, a coaching teacher meets with students several times within the 20 days learning periods. During those meetings the coaching teachers will evaluate students' work and determine if the students are meeting their benchmark goals and completing enough work per learning period. The teacher also addresses any questions and needs that arise and are presented by the parent.

In addition, River Oaks offers ELA and Math labs, social and emotional support groups, and parent support groups and training. The school employs multitude of platforms, including online, and one on one or small group instruction to support students' progress. Staff evaluates the students' language acquisition by testing their proficiency. Students who need support will be offered a special curriculum that meets their academic level.

Three times/year the school uses common core aligned assessments like Mobymax, IXL, as well as CAASPP testing to monitor students' progress and offer support as needed. Furthermore, the regular turn-in meetings as well as essays, chapter quizzes, unit tests and other assessment methods are used to make sure that student academic progress is monitored.

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.]

While River Oaks Academy continues to offer free and reduced meals to qualifying families participating in both in-person instruction and distance learning, not many families have taken advantage of it. We continue to offer breakfast options which meet the state nutrition standards and can be picked up Monday through Friday, during office hours, at either location, Westlake and Oxnard.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	SEL opportunities and parent support offered to address student wellness and emotional well-being; multi-tiered services to address the needs of students to share and have an opportunity to express social-emotional concerns.	\$2,020	Yes
School Nutrition	Food and operating costs for 2 vending machines that provide breakfast and lunch at ROA's 2 resource centers	\$2,500	No

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
5.76%	153,890

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.]

Due to the personalized learning approach of River Oaks, all actions that are provided across the entire school population are automatically provided to our subgroups. Our one-on-one approach always considers the needs of each individual student and that includes EL, low income and foster youth. If any student has special needs, such as the need to access technology, or additional academic support requirements, the teacher who supports that student will immediately present that need to the administration, so actions can be taken to make sure that this student is taken care of in that area.

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

River Oaks meets the needs of each students. While we believe that due to our personalized approach we meet all students needs equally, we always strive for more training and information in a variety of areas. This year, we will be scheduling PD for our staff in the area of EL services and curriculum.