

Adopted by River Oak Charter Council 9.14.2020

# 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>.

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## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

On Friday, March 13, 2020 River Oak Charter School announced that it would close the school campus to address the COVID-19 emergency, as recommended by the Mendocino County health officer. At that time, we anticipated that campus would be closed through April 10 and would reopen on April 13, 2020. For students in Grades TK-8, teachers and staff prepared distance learning materials that would help students maintain their learning through the three-week closure. When it became apparent that school closures would continue and potentially to the end of the school year, the district surveyed parents about health/mental health, academic, and technological needs. Using the results of the survey, teachers and staff developed a more robust distance learning plan that included both review and new content in all subject areas, using a variety of online, paper-pencil, and project activities. Chromebooks were deployed, primarily in grades 6-8 and for special education students who would receive services via an online platform. In grades TK-5, devices were distributed as appropriate. This model of distance learning continued through the last day of school, June 4, 2020.

Recognizing that the COVID-19 emergency and the resulting economic disruption was very stressful for families, our employees adapted workload, delivery method, and work completion during this period of distance learning. In addition, teachers stayed in regular contact with families through phone, online platforms, email, and home visits when warranted. We shared social-emotional support resources via our websites and social media. Ukiah Unified began their summer food service programming as soon as waivers were in

place and they offered free breakfast and lunch every day for all children aged 18 years and younger in our community from March through the first day of the 2020-21 school year.

As a small community with deeply rooted traditions, our end-of-year celebrations were heavily impacted by school closures. Many employees, students and families have expressed anxiety and grief over the lack of emotional closure to the school year. Staff worked hard to give students and parents celebrations via videoconferencing and a drive-through promotion (within the guidelines of local/state public health orders). We entered summer with hope that the worst was behind us, but Mendocino County is now on the state watch list. On July 18, the governor prohibited schools from opening for on-campus learning if their county was on the watch list. This announcement caused a stir in our community with many parents deeply upset and worried about their children not returning to school campus in August and many parents deeply relieved that their children would not be returning to campus yet. While our staff very much wants to have students back on campus, we recognize the significant health and safety issues for both students and staff. We are willing to invest in developing a robust distance learning program because we believe it is in the best interest of the community at this time.

## Stakeholder Engagement

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

The district used a variety of platforms for communication over the spring/summer and will continue to do so throughout the 2020-21 school year. These platforms include school Facebook page, school website, emails and SMS messages, Zoom meetings, and electronic/paper surveys and forms. Written communication is provided in Spanish as needed.

In regards to soliciting stakeholder feedback, we surveyed our families and employees in June 2020 to determine how they felt about reopening school in August. We then convened a school reopening committee to begin discussions about what reopening campuses could look like. In July, as it became evident that we were not likely to open school campuses, we held employee information/input sessions via Zoom and worked closely with our employees to focus on the development of distance learning plans and protocols.

In August, shortly after the school year opened, we again asked for employee and parent input to ensure that our Learning Continuity and Attendance Plan meets the needs of our community. We hosted a general employee input session. A public hearing was held during the Charter Council Meeting on September 9, 2020.

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

We invited employee, parent/family, and community access to all public meetings and public hearings via the Zoom videoconferencing platform. The meeting links and joining instructions were included on agendas, our district and school websites. Emails were sent to remind people about meeting times and where to find additional information.

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

Feedback from employees included that they felt communication about the reopening of school, protocols and procedures, and support for teachers regarding instruction were areas of strength. Technology support and issues for parents and students continue to be of concern. Teacher and student mental health were also listed as concerns.

The Parent Council is thankful for the hard work the teachers have done to make this year more engaging and robust than the spring.

The September family survey is overall very positive. We received 80 responses representing nearly ½ of our students (many responses represented 2-3 students). Families are appreciative of the daily live lessons and the thorough preparation by the teachers. Many expressed frustration with the amount of screen time, and then acknowledged that we are doing what must be done during this time.

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

Additional support for parents (technology and instructional) were included in the Learning Continuity and Attendance Plan based on parent feedback. Also, ROCS made adjustments to schedules and assignments, and we will be working to build a mental health team to provide additional services and resources based on the input we received.

## **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.]

To the extent allowed by state and local public health orders/guidelines, the district will offer on-campus learning. This includes moving from a 100% distance learning model to a 100% on-campus learning model in phases. A hybrid of distance learning and in-person instruction would have students on campus for part of the week while continuing their learning at home the remainder of the week.

While in a 100% distance learning model and if allowable by state and local public health guidelines, the district will conduct English proficiency and special education assessments in a one-to-one setting, with appropriate safety precautions in place. Similarly, if allowed, students who have experienced (or are at greater risk of experiencing) learning loss may be grouped into small groups to receive on-campus instruction. For example, students with moderate to severe disabilities, English learners who are new to US schools, or foster/homeless youth may receive in-person instruction over the course of the week.

In preparation for students' return to campus, we have made significant efforts to ensure a safe and clean environment, including thorough cleaning and disinfecting of all classrooms, workspaces, and common areas over the summer; ordering adequate personal protective equipment (PPE), hygiene and cleaning supplies; procedures for health screenings, and increased cleaning schedules when students are present. Additionally, the School will maximize available classroom space for physical distancing through measuring and reconfiguring classroom set-ups and removing non-essential furniture. When planning classroom routines and physical design for on-campus instruction, we will develop classroom routines that ensure minimizing of shared/mixed items, utilize digital work whenever possible to reduce papers transferring through multiple people, and develop classroom routines that address transitions in and out of classroom such as hand washing/sanitizing.

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

Description	Total Funds	Contributing
Additional cleaning, PPE such as disinfecting wipes and sprays in classrooms, small cohorts, little to no mixing of cohorts, cohorts assigned to designated areas to limit intermixing, hand sanitizing and hand washing at specific points in the day, physical distancing in classrooms, remove extraneous furniture from classrooms and store.	\$3300	N
Any additional supply costs (pencils, books, notebooks, etc) for in person instruction	\$2000	N

**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.]

Over the course of the summer, the administrator and a team of teachers developed distance learning expectations and guidelines. The guidelines meet all of the requirements for distance learning outlined in SB 98. Teachers and support staff had multiple opportunities to discuss the guidelines at site-based meetings and give input on platforms and tools to be used. The teachers collaborated together in their looping groups to provide consistency between grades and standard platforms for the grades. K-4 are using Seesaw, and 5-8 are using Google Classroom (collectively LMS).

Teacher teams continue to evaluate the standards to determine the most essential concepts for instruction so that distance learning activities can be focused and provide clear evidence of student learning. The school's adopted curricula (and accompanying technology platforms) and a learning management system (LMS) will be used for traditional and distance learning models to provide continuity throughout the entire school year. Aides will support distance learning through the preparation of materials and by providing additional student contact via video and teleconferencing. Communication with families will occur throughout the year via the LMS, video conferencing (Zoom, Google Meet), One Call Now messages, telephone, and email.

## **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

During the summer of 2020, the school surveyed parents to determine technology needs including devices and hotspots for internet access. Based on survey information we ordered over 75 devices to increase the number of devices the district is able to loan to students. Eight hotspots were ordered through Verizon to support families who do not have internet access.

We assessed family technology needs through a Technology Registration Form and distributed devices and hotspots (soon) based on the information gathered in the survey. The school hosted a beginning-of-the-year event to distribute school-owned devices to students who need them, as well as provide orientations about the technology tools to be used for distance learning.

The school will provide technology support for parents and teachers through a helpdesk system (online ticketing and email hotline).

## **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.]

We will track live contacts and synchronous instructional minutes through phone logs and usage reports in our video conferencing platforms (Zoom and Google Meet). These assignments will be reported in a weekly log that also includes summary of student work

done asynchronously. Teachers will assign a time value to each assignment based on the amount of time it would take an average student to complete. Whenever possible, looping teams will collaborate to determine an accurate and fair time value for assignments.

## **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.]

Professional Development resources were designed to promote teacher/staff “voice and choice” and self-paced learning. This included using the G-Suite for Education to house resources for technology tools, pedagogy, social-emotional learning and mental health. We encouraged research and signing up for classes offered through platforms such as SeeSaw, Zoom, PearDeck, Loom, Google Classroom, and others. Weekly staff meetings provide time to share what’s working well, and PD will be offered throughout the school year. The school provides technology support for teachers through a helpdesk system and 1:1 support from the administrator and the intervention specialist. Teachers were offered supplemental pay for up to 40 hours of logged work during their non-contracted days in the summer.

## **Staff Roles and Responsibilities**

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

Classified staff has assumed new roles as 1:1 support to students and families. They run small group tele-conferences. Our EL coordinator is supporting families and their implementation of technology to support distance learning.

New position of Intervention specialist was created to serve students who are having difficulty attending live instruction

Since the beginning of the COVID-19 pandemic, school leadership and staff have spent considerable hours planning, communicating and implementing procedures and protocols that emphasize employee and student health and safety. The superintendent maintained regular communication with employees and the community through email and social media platforms and became an expert in safety precautions and personal protective equipment (PPE) and worked collaboratively with teachers and staff to determine how many different scenarios would be implemented at different schools and departments. Our staff fully understands the importance of making personal contacts with students and families, particularly those who are under-resourced and need to be re-engaged with school.

## **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.]

Teachers and support staff have had regular contact with EL families during the school closures to ensure that they have access to distance learning resources and that they understand the information being communicated by the district. Spanish translation of all communication has been available. Our EL Coordinator continues to collaborate with teachers to support our EL students through preparation of materials and additional student contact via video, phone, and teleconferencing. EL Coordinator is working closely with EL families, making sure they can access the various platforms.

For our low income students, we have provided additional support with internet access and devices and more frequent contact for those families with limited resources. We will begin small group on-campus support as soon as possible to support these students. We provide native language support as needed.

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

Description	Total Funds	Contributing
Technology: chromebooks/cases/hotspots	\$30,000	Y
Intervention assistants will provide small-group, on-campus support during distance learning for EL students, students with limited/no internet access, students with little/no home support, and foster/homeless students.	\$15,000	Y

### **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.]

ROCS already has Multi-Tiered Systems of Support (MTSS) processes in place to support students who suffer from learning loss for a variety of reasons. Recognizing that learning loss throughout the COVID-19 pandemic could be much more widespread than in

previous years, MTSS teams will closely examine data from assessments to provide additional support and intervention. Intervention programs will include virtual intervention sessions with certificated teachers, push-in support from aides, and one-on-one tutoring. Teachers will conduct office hours while in-person instruction is suspended so that they are available for questions, tutoring, or reteaching for all students who need additional support.

If CAASPP is conducted in the 2020-21 school year, those scores will also be used to measure possible learning loss and identify students for possible intervention and support in the 2021-22 school year.

### **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.]

In addition to the above strategies that will be available to all students, additional English Language Development (ELD) support will be provided by our EL Coordinator. Staff will maintain connections with the families of students who are low-income, foster and homeless youth via telephone, electronically, and/or home visits to ascertain if they need additional resources in order to fully access the curriculum and instruction, whether we are conducting instruction in-person or via distance learning. Our authorizing district’s special education team held a virtual (video or tele-conference) IEP meeting for each student who receives special education services, working with parents and providers to ensure that students received appropriate services and accommodations throughout the school closure period. Initial, annual, triennial, and transition IEPs will be held within the legal timelines. School staff will conduct similar meetings for students receiving accommodations through 504 plans.

### **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.]

Services and supports will be measured in an ongoing manner through formative and summative assessments, including teacher-created assessments, publisher assessments, ELPAC scores, and CAASPP scores if available. Additionally, student work completion, student grades, and student attendance will be monitored.

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

Description	Total Funds	Contributing
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Small group instruction by the teacher, small group intervention by the teacher, small group intervention with the intervention teacher (new position), Lexia software	\$35,000	Y
Professional development hours by teachers to learn new platforms for instruction	\$8,000	Y

## 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.]

ROCS has been able to access local and regional mental health resources. We have curated resources for parents and for teachers and we provided regular updates for staff and the community over the summer.

During the new school year, the district will continue to utilize counselors, clinicians, and outside partners to provide support for our students, families and staff. We will use our Multi-Tiered System of Support (MTSS) process to identify students who might need additional help and then connect them to the right resources. Additionally, teachers were provided with a curated list of SEL and mental health resources for instructional use and we continue to work with MCOE on teaching materials appropriate for all grade ranges.

## 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.]

ROCS has developed tiered re-engagement strategies for students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures will include, but are not limited to:

- Verification of current contact information for each enrolled pupil

- Daily notification to parents or guardians of absences
- Outreach to determine pupil needs including connection with health and/or mental health services as necessary
- Developing a contract with parent/student acknowledging student requirements

Parents completed a re-enrollment packet in June, which contained updated contact information. The office manager will verify that all contact information in Aeries is updated and has reached out to families who have not completed the forms or have missing information.

During the first week of school, classroom teachers will take a proactive approach by contacting any students who are absent from class (and/or their parents) to verify current contact information, technology access, and any situation that might affect the student's attendance. If the teacher is unable to contact the parent or student, a referral will be made to the school office.

The school office will determine the next course of action, which may include:

- Following up with the parent or with emergency contacts if unable to reach the parent
- Referral to the counselor or administrator, depending on the student's situation
- Referral to the counselor or clinician for a home visit
- Convening a School Attendance Review Team (SART) meeting to develop a plan/contract for attendance with the parent and student.

## **School Nutrition**

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Immediately following the decision to close the campus, our families began accessing the seamless summer meal offerings by our authorizing district. Ukiah Unified is again offering a drive up food service weekly for families to access food. Their news is passed on through our One Call Now system inviting families to visit pick up sites.

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

Section	Description	Total Funds	Contributing
N/A	Reopening committee meetings (administrator and staff) throughout the Spring and Summer 2020 to develop multiple plans for reopening schools and prepare for the implementation of distance learning.	\$2,000	N
Mental Health	Additional counseling and related services for students and families in need.	\$15,000	Y

### 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
9.11%	\$173,946

### 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.]

Increased or improved services schoolwide include moving toward a 1:1 technology platform for distance learning and the hybrid model. One challenge as part of this process has been access to devices from vendors due to nationwide purchasing. While we were waiting for our orders, we created a technology needs form for families to complete letting us know if they have devices at home. On hand technology was prioritized to families who have limited or no access while families who have enough devices at home will utilize their personal devices until new technology arrives.

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

ROCS is spending \$173,946 on increased or improved services for foster youth, English learners, and low-income students, 9.11% of the total expenditures.