



Red Bluff Union Elementary School District LCAP

Learning Continuity & Attendance Plan
September 2020



Background & Purpose

Senate Bill 98, approved by Governor Newsom on June 29, 2020, made several key changes to accountability requirements for 2020-2021. These include the establishment of a new requirement – The Learning Continuity and Attendance Plan – that must be adopted by local governing boards by September 30, 2020.

Learning Continuity and Attendance Plan aligns to the information in the district's ReOpening Plan in collaboration other county districts and RBUESD's distance learning plan.

The purpose of the Learning Continuity and Attendance Plan is to memorialize the ongoing planning process for the 2020-2021 school year.

Overview

The Learning Continuity Plan template is comprised of 10 sections and **memorializes the planning process already underway for the 2020–21 school year** and includes descriptions of the following:

- addressing gaps in learning;
- conducting meaningful stakeholder engagement;
- maintaining transparency;
- addressing the needs of unduplicated pupils, students with unique needs including students experiencing homelessness;
- providing access to necessary devices and connectivity for distance learning;
- providing resources and supports to address student and staff mental health and social emotional well-being; and
- continuing to provide school meals for students

Stakeholder Engagement

During September, key stakeholder group meetings are planned to engage and solicit input specific to the Learning Continuity and Attendance Plan (LCAP) draft. Engagement of stakeholders will include a presentation of the plan draft and input to inform the plan at the following meetings:

- LCAP DAC (District Advisory Committee) meeting September 11, 2020
- ELAC site meetings: September 11 and 14, 2020
- DELAC meeting: September 16, 2020
- Public Hearing meeting: September 15, 2020

To solicit broad input, a draft of the district's Learning Continuity and Attendance Plan was posted on the district's website with an accompanying survey to invite input across all stakeholder groups. Following the receipt of input, final refinement of the plan will ensue and lead toward the final approval at the board meeting scheduled on September 22, 2020.

In-Person Instructional Offerings

Overview of in-person plan and actions the **district will take to offer in-person, classroom based instruction whenever possible** in light of learning loss impact for most students, especially those experiencing significant learning loss.

In addition to an overview of the district's plan components for in-person, this section includes a description of RBUESD's course that led to planning for in-person and the unexpected decision to continue distance learning.

The plan incorporates health & safety, emotional well-being into the educational learning program. [View full plan](#)

In-Person Plan Components

Plan components include:

- **Communication:** frequent & transparent
- **Academic Rigor & Success:** primary goal is to accelerate learning to diminish learning loss by providing rigorous curriculum and engaging experiences
- **Social Emotional Learning:** explicitly taught to all students and offers additional supports
- **Healthy Hygiene Practices:** aligned to state recommendations and includes lessons and signage to support hygiene
- **Cleaning, Disinfecting & Ventilation and Personal Protective Equipment:** increases measures to ensure health and safety
- **Illness Prevention:** active screening practices to reduce risk
- **Physical Distancing & Face Coverings:** required to reduce risk and follow state recommendations

Distance Learning Program

[District full distance learning plan](#)

This section addresses the following parts:

- **Continuity of Instruction:** ensures students have access to full curriculum & quality instruction
- **Access to Device and Connectivity**
- **Pupil Participation and Progress:** assessing progress through live contact, synchronous and asynchronous instructional minutes
- **Professional Development:** staff resources include tech support
- **Staff Roles and Responsibilities:** impact on roles as a result of COVID-19
- **Supports for Pupils with Unique Needs:** includes supports for English learners, foster, homeless, and students with exceptional needs

Pupil Learning Loss

This section describes how the district will address learning loss from COVID-19 including how students will be assessed and how strategies to mitigate learning loss are measured for effectiveness.

- **Curriculum Recovery Boosters, Tools, and Resources**
- **Daily Live Interaction and Synchronous Opportunities**
- **Frequent Checks for Understanding and Feedback**

Mental Health & Social and Emotional Well-Being

This section highlights how the district will monitor and support mental and social and emotional well-being.

School Connectedness: daily live interaction for every child; safety, social & emotional health; and feeding students.

Social & Emotional Well-Being: inclusive communities, explicit SEL instruction using evidence-based curriculum, tiered services/supports, supporting families, staff, and students.

Counseling Team: identify and monitor social emotional health, second year of training supporting intentional SEL practices for all.

Pupil and Family Engagement & Outreach

Tiered re-engagement strategies for students absent and/or not engaged or participating in learning.

Tier I

- Daily live interaction with each student every day.
- Live interaction with students will occur at the opening and closing of each school day and for live instruction.
- Daily social emotional learning, 20 minutes for all students
- Contact with the family if the student is not in attendance
- Daily recording of student participation and engagement
- Absences will be tracked daily
- Contact will be made/attempted for each day a student is absent from instruction, unless the parent has notified the school of the absence
- If a student is absent 3 days and deemed unexcused, the 1st Truancy letter will be sent. This is required by law. Tehama County Department of Education (TCDE) Child Welfare & Attendance Office will be automatically notified.

Tier II

- If a student is "present," but not engaged or participating for 3 days or more during a week, the teacher will inform the student's parent.
- If a student continues to be absent after the 1st Truancy letter is sent, a 2nd Truancy letter will be sent. Tehama County Department of Education (TCDE) Child Welfare & Attendance Office will be automatically notified and sends a District Attorney warning letter
- School administrator meets with the family to develop an intervention plan. Other support staff, such as a counselor, teacher, or nurse, may join as needed.

Tier III

- If engagement/participation does not improve after parent contact, the teacher will inform the site administrator and/or school counseling team.
- If a student continues to be absent after the 2nd Truancy letter is sent, a 3rd Truancy letter will be sent. The school will make a conscientious effort to meet with the parents/guardians.
- If the school has completed all the steps, the student is deemed a "habitual truant" and is eligible for referral to SARB (School Attendance Review Board) should absences continue or if the family did not attend the meeting.

LEARNING CONTINUITY AND ATTENDANCE (LCAP)

Red Bluff Union Elementary School District is seeking input from families, staff, and community members on the district's draft of The Learning Continuity and Attendance Plan. This plan memorializes the ongoing planning process for the 2020-21 school year. The plan describes the district's response to the impact of COVID-19 and includes descriptions of how the district is doing the following:

- Provide distance learning and, when public health conditions allow, in-person instruction.
- Measure student academic progress, participation, and efforts to address student learning loss as a result of school closures due to COVID-19.
- Provide supports for low income, English learners, foster and homeless youth, students with disabilities and/or unique needs.
- Provide access to devices and internet connectivity for distance learning
- Provide resources and supports to address student and staff mental health and social-emotional well-being
- Student and family engagement and outreach to re-engage students who are absent, under-engaged, or at risk of learning loss
- Provide school meals for students during distance learning and in-person instruction

The plan incorporates a number of resources including the RBUESD Re-Opening Plan, Distance Learning Plan, and survey results gathered from various stakeholders throughout the summer and planning for the 2020-2021 school year. The LCAP draft, Re-Opening Plan, and Distance Learning Plan along with the input form can be accessed below. Input will be used to shape changes and revisions to the plan prior to the board adoption on September 22, 2020. Please submit your input by September 17, 2020.

Thank you for your time and input.

Cliff Curry
Superintendent

- [RBUESD Learning Continuity and Attendance Plan DRAFT](#)
- [RBUESD Re-Open Plan 2020-2021](#)
- [RBUESD Distance Learning Plan 2020-2021- English](#)
- [RBUESD Distance Learning Plan 2020-2021- Spanish](#)
- [LCAP Input Form](#)