

Santee School District
District Advisory Committee (DAC)

Learning Continuity and Attendance Plan
Public Hearing Minutes

August 27, 2020

In accordance with Senate Bill (SB) 98, notice was given that written recommendations and comments regarding specific actions and expenditures proposed to be included on the Learning Continuity and Attendance Plan would be conducted online. The Learning Continuity and Attendance Plan was prominently posted on the District's website (www.santeesd.net), consistent with the LCAP posting requirements as specified in *EC* sections 52065 and 47606.5.

On August 24, 2020, District Advisory Council members were provided an opportunity to provide input on the proposed Learning Continuity and Attendance Plan online. The Learning Continuity and Attendance Plan, and Summary of Actions, were emailed to the community members; and posted on the District's Learning Continuity and Attendance Plan website for reference.

The public comments and Superintendent responses follow.

1. It would be useful to have a copy of the proposed A/B schedule appended to the LCP so that proposed class schedules and class sizes can be easily referenced without referring to other previously distributed documents. Is here a part of the plan that addresses the substitute pool and how the district will handle learning continuity in case of unexpected teacher leaves due to illness? I appreciate the additional counselors and support for children and their emotional needs; will teachers also receive additional training with regard to identifying at risk children even in the remote environment? Teachers are often the first line of defense when issues arise with children. I support our teachers and staff in all of our schools and appreciate all of the work that has gone into preparing a plan that hopes to keep everyone safe while maintaining learning continuity. Are ten additional teachers enough to reduce class sizes to such a level that would provide a safe environment for our students? How was this assessment made?

Schedules are posted on the District webpage: www.santeesd.net. The human resources department continues to add to the substitute teaching pool each month and provides a monthly training to new substitutes prior to assignments at the schools; a logistical need that the District entertains every day regardless of the instructional format. The difference this year will be in maintaining consistent substitutes at each school site to minimize "cohort mixing" of adults and students. Santee School District teachers are provided training on suicide prevention. The training includes identifying the red flags of risk, which addresses the fact that early identification and intervention are critical to preventing suicidal behavior. They are also trained in appropriate and necessary actions to be taken at school when there are signs of a student being at-risk. Our counselors have developed a protocol for teachers at each site for responding to at-risk concerns during distance learning. We reduced class averages in grades 4 – 8 specifically due to the typical size of each class. After analyzing classroom square footage and existing classroom furniture, the district knew it needed to reduce class sizes in these grade levels and make other modifications like desk types in order to meet the re-opening guidelines. Santee School District lost enrollment this school year, approximately 300 children, but are were prepared to hire even more staff than the 10 teachers you mentioned to meet the re-opening guidelines.

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2. What does UPC stand for? Will the school counselors be talking to the classrooms for overall support of the students? I know the teachers are being trained in Second Step program, but the counselors are more highly trained and may be able to address the class and let students become familiar with this staff. It would make the students more comfortable to reach out if they had a problem. Or are the counselors only seeing students and staff that are referred to them? About how much extra instruction time is being offered to ELL students with the additional staff? Are students that have exited the ELL program still being monitored for 3 years as required and may possibly need extra support with distance learning? With the split classroom schedule and also the independent worktime for students how quickly can a student's question about an assignment be answered? Is this requiring teachers to work even longer hours or is there a grade level teacher assigned to answer student questions when they arise during independent study? They would be somewhat like a screening nurse for the medical profession. It would support student learning in a timely manner.

Unduplicated Pupil Counts or UPC: Unduplicated count of pupils who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. "Unduplicated count" means that each pupil is counted only once even if the pupil meets more than one of these criteria (EC sections 2574(b)(2) and 42238.02(b)(1)). The school counselors and social workers are meeting with each class to introduce themselves, discuss how they help students, and to notify students how to access counseling services throughout the year. The counselors and social workers provide additional social-emotional support for students who require a higher level of service than the Second Step Social Emotional Learning curriculum. They also see students who are referred to them and students who self-refer. Providing additional instructional minutes and/or support sessions for English Learner students is based on need. Extra staff has been provided to allow more flexibility and opportunity for these needs to be met through additional distance learning opportunities during school closures. During re-opening, additional staff will be able to coordinate additional supports during in-person and distance learning environments. State and federal laws require four years of monitoring of students who have exited from English Learner (EL) status because they have been reclassified to fluent English proficient (RFEP) status. Reclassified students are not able to be put back into the EL program for support. Rather, school structures of supporting any struggling student would be put into place to plan and monitor growth in areas of need. Parent/teacher communication is extremely important. If a parent is concerned about their child's academic progress, contact with the teacher as soon as possible is highly encouraged. Independent work assigned to a student should be assigned work that can be completed without adult support. Since the teacher will be teaching two cohorts of children during the school day, the most likely response to this question will be the next school day. Teachers are working their same contractual workday during the AM/PM hybrid model. Each school has a full-time language arts specialist/intervention specialist and an additional half- or full-time intervention specialist. This person could be a point of contact for a child who continues to struggle with independent work but the first person a parent should talk to about this struggle is the classroom teacher. It's possible the independent practice is not achievable based on the student's skill level.