

## **DELAC Meeting Minutes**

September 1, 2020 12:00 pm

Via Zoom

1. Introductions: Kathy Coleman DO, Renee Roberts, DO
2. The 3 year LCAP has been discontinued and replaced by the Learning Continuity and Attendance Plan. Today we will be going over the draft of this template. The new LCAP might be due at the end of June.
3. Jodi shared her screen so we can discuss the document section by section.
4. Kathy Coleman went over the
  - a. timeline of events that started with Pandemic or March and the shut down, and continuing through us being closed this year. Information has been taken from Stakeholders that lead us to three different models, those are listed in the beginning of the document.
  - b. Stakeholder engagement discusses all that we have talked about leading up to what we have decided at this point. The document lists all the ways that personnel has reached out to stakeholders to gather this information.
  - c. Summary of feedback. Parents expressed the need for devices and hotspots. Surveys showed that priorities for opening school to be safety: temperature checks, sanitation of the classroom and hand sanitizer. Parent's wanted more frequent feedback on student progress. Teachers requested more feedback on how to be more successful in distance education including IEPs and special education needs.
  - d. Devices and hotspots were provided for students who needed it. There is a section that covers that. We have kept a list of students who want to be on distance learning despite a possible return to the classroom. All safety measures are in place and lots of professional development happened over the summer.
  - e. Questions regarding gen info or stakeholder engagement?
    - i. None
  - f. Continuity of learning
    - i. Reopening plan: document on website listing all of the key items that are in place as precautions to opening schools when permitted
    - ii. Actions related to in-person instructional offerings: these items are directly taken from MTSS and are appropriate for in class or distance learning. There is a TOSA (Teacher on Special Assignment) to support the teachers at Ripona and Ripon El in math.
    - iii. Distance Learning: Teachers are to be using the district's adopted curriculum. TK-5 Seesaw and Google classroom. 6-12 Google Classroom and some other sites as well. Transitioning from at home to in class should not be an issue because seesaw is designed to use in both.

Devices and hotspots have been distributed. Participation and progress: teachers are to complete a log weekly.

- iv. Questions: no
- g. DL Professional Development;
  - i. All staff have participated in extensive zoom training over the summer. They were recorded, so staff who were not able to participate live, can go back and watch. Please see the document for the programs listed that they were trained in.
  - ii. Staff Roles and responsibilities: This section discusses how the different jobs have been affected. Jodi will skim through the section and read through it.
  - iii. Support for students with unique needs: ensures that the family liaison will meet with students who need assistance
  - iv. Special education
  - v. Please review the document for the details on what materials we paid for and their costs to enhance the distance learning experience. Item such as ELD curriculum, seesaw, zoom. A new building was built in our warehouse for our IT department, so they have space to work on all of the devices they are managing.
  - vi. Questions: no
- h. Pupil Learning Loss
  - i. Assessment strategies: Aimsweb, Star 360 & ELPAC
  - ii. If students are not being successful and students need more help, this section discusses what we utilize to get those students extra help in the classroom or at home.
  - iii. SDRT (Student Data Review Team) meets at scheduled times to discuss and review student supports. These items are paid for out of the 2.2 item discussed above.
- i. Mental health and Social and Emotional Well-being
  - i. One full time LMFT and two mental health field workers
- j. Pupil engagement
  - i. Teachers track if they are seeing students every day on zoom and if students are turning in their homework. Homework will also get them attendance credit. These logs will track if there is communication with the parents, and any other teachers working with the student. If the student participation drops below 60% then the truancy process will begin.
- k. School nutrition
  - i. Meals are bagged and picked up at sites in the morning.
- l. Additional actions to implement the LCP
  - i. This section discusses and breaks down the cost of the additional roles brought to the district to support students during distance learning.
- m. Increased or Improved Services for Foster youth, English Learners and Low-Income Students

- i. This section discusses the reasons why
- 5. Questions or comments:
  - a. Adriana Ponce: TOSA - how are the children being chosen to receive her help?
    - i. The suggestion is that they focus on a grade span. She will likely push in to work with small groups initially, observing and then working with the teachers so she can create a plan to bring math instruction up for those groups. A plan is still being developed in how she will be used between the sites
  - b. Kathy Coleman asked if we are missing anything from the plan?
    - i. No
    - ii. If you can think of anything that we should add, please go to the district website, go to plans, and LCAP and you can access the ["riponlcap@riponusd.net"](mailto:riponlcap@riponusd.net) email address to email your suggestions, questions or concerns! That email address will go directly to Kathy Coleman
- 6. Motion to move forward with Plan
  - a. Ana Mota 1st
  - b. Eva Stum 2nd
  - c. All in favor, no one opposed
- 7. Parent Advisory meeting is tonight at 4. It will be reviewed there as well,
- 8. No further questions.
- 9. Meeting adjourned.
- 10. next meeting: