

Santa Clara County  Office of Education

Agenda Chương trình nghị sự

SCCOE District English Learner Advisory Committee

Comité Asesor Distrital para Asuntos del Idioma Inglés

Ban Tư vấn Học sinh chưa thạo Anh ngữ của Học khu thuộc SCCOE

31 de agosto de 2020 Ngày 31 tháng 8 năm 2020 5:00pm

<https://sccoe.zoom.us/j/95779663085>

<i>Welcome and Introductions</i> <i>Bienvenida y presentaciones</i> <i>Hoan nghênh và Giới thiệu</i>	Dr. Steve Olmos
<i>Purpose of Learning Continuity and Attendance Plan</i> <i>Propósito de la continuidad en la educación y Plan de</i> <i>Asistencia</i> <i>Mục đích của việc tiếp tục học tập và kế hoạch tham</i> <i>gia</i>	Dr. Rohlfing
<i>Overview of Plan Components and Budget</i> <i>Reseña de los componentes del plan y presupuesto</i> <i>Tổng quát về các thành phần trong kế hoạch và ngân</i> <i>sách</i>	Dr. Ann Dr. Everett
<i>Discussion and Feedback</i> <i>Debate y comentarios</i> <i>Thảo luận và phản hồi</i>	Team
<i>Next Steps</i> <i>Próximos pasos</i> <i>Các bước kế tiếp</i>	Dr. Olmos

Link to Draft Document:Enlace al borrador del documento/Đường nối kết sang tài liệu

Next District English Learner Advisory Committee Meeting: October 19, 2020. Invite to Follow

Próxima reunión del Comité Asesor de Estudiantes de Inglés del Distrito: 19 de octubre de 2020. Invite a seguir

Buổi họp kế tiếp cho Ban Tư vấn Học sinh chưa thạo Anh ngữ: ngày 19 tháng 10 năm 2020.

Chúng tôi sẽ gửi thư mời.

August 31, 2020

The Santa Clara COE District English Learner Advisory Committee met August 31, 2020, from 5pm-7pm via Zoom. The primary purpose of the meeting was to discuss and advise regarding the SCCOE Student Services and Support Division draft of the Learning Continuity and Attendance Plan for the 2020-21 school year. 31 members were in attendance to include: parents, teachers, and administrators.

The meeting began with an overview of the purpose and content of the Learning Continuity and Attendance Plan and processes for having the plan submitted for approval. After discussion of the perimeters of the plan, Directors of Special and Alternative Education outlines the specifics of the plan.

These included:

1. Stakeholder feedback processes to include remote outreach.
2. School responses to the shelter in place directed in March 2020 to support families and students through June of 2020.
3. What needs did stakeholders express regarding reopening of schools and continuity of learning?
4. Discussion of how schools will deliver learning if in classroom learning is not a possibility.
5. Description of how students will receive a well-rounded education if distance learning is implemented and how student unique needs will be addressed.
6. Methods schools will use to address learning loss and strategies in place to support instruction in math and English, as well as support for English Learners.
7. Structures in place to support mental and emotional needs of staff and students as the school year progresses.
8. Methods in place to ensure student engagement and to monitor and address student attendance issues.
9. Discussion on nutritional needs of students.
10. Discussion on how schools will provide increased services for low income, English Learner, and foster youth students.

Throughout the discussion, Vietnamese and Spanish speaking interpreters supported parents. Parents were encouraged to speak up about any concerns or needs and also to discuss how the distance learning and COVID19 process was working for them. Parents expressed support for the outreach and engagement attempts that the special education team has provided to ensure students are engaged.

A feedback form was provided for individuals to provide any additional feedback regarding the LCP, the process, or needs for students and families during this time. No feedback was given in writing and feedback as above was indicated in the notes.

The LCP will be presented on 09/02/2020 to the Santa Clara COE Governing Board and will be presented to School Site Councils across the division in September of 2020.

Submitted by Tracy Rohlfing Ed. D

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Sign In Sheet and Response Protocol

SSSD District English Learner Advisory Committee 08/31/2020

Name	Role
Jennifer Ann	Director, SPED
Riju Krishna	Teacher, SPED
Tarsha Foye	Principal
Jeff Arnett	Assistant Principal AED
Mark Camilleri	Assistant principal AED
Yi Zhang	Parent of Elaine Qian
Jose Olvera	Parent of Jasline Olvera
Jennifer Casel	Principal/Program Manager
Karessa Paulino	Principal
Maria Ana Jocson	Teacher, SPED
Neena Mand	Principal
Vijaya Verma	Teacher
Amy Villaluz	Teacher, VI
Ana Arevalo	Parent at South County Community
Carolina Lluria	Principal
Krisan Meyer	Principal
Huyen Pham	Parent of Terry Hoang
KimThoa Vu	
Carmen Villasenor	Parent
Andy Nguyen	

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Eugene Santillan	AP AED SCCOE Sunol Community School
Melinda Diaz	
Dana Jensen	
Gabby	
Oanh Tran	Interpreter
Monica	Interpreter
Autismasharam	
Muna	
(408) 569-4536	
Beatriz Figueroa	
Katherine Everett	Director, AED

**Questions, Suggestions, and Feedback... Three Modes for Feedback....
Type Below, Send to (trohlfing@sccoe.org), or verbalize during the meeting.**

Santa Clara County Office of Education

District English Learner Advisory Committee

Student Services and Support Division
August 31, 2020

Welcome and Introductions


What is your role and what do you see as the most relevant issue facing our students and families as school reopens?



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Agenda for Today

- Welcome and Sign In and Response Sheet
- Purpose of the Learning Continuity and Attendance Plan (LCP)
- Components of the Learning Continuity and Attendance Plan
- Discussion and Feedback
- Next Steps



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SB 98 (June 2020) established California EC Section 43509 and the Learning Continuity and Attendance Plan (LCP) requirements for the 2020-21 school year.

The LCP 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, and 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.



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LCP Requirements



1. LCP is written in lieu of the 2020-21 LCAP.
2. DELAC and Advisory Committees (SCC) review LCP and provide feedback and questions.
3. LCP is presented in a public hearing for community feedback. (9/02)
4. LCP is approved by the Governing Board by September 30, 2020
5. LCP indicates state and federal funds used to support continuity of learning for 2020-21.
6. LCP is submitted to COE or State within five days after Board approval.
7. Questions raised during public meetings will be addressed in writing by the Superintendent or designee.

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Components of the LCP


How did the school (s) respond to the shelter in place during March of 2020 to support students and families through the end of the school year?



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Components of the LCP


How did the school(s) obtain stakeholder feedback to include parents, students, and staff to support reopening of schools and writing of the Learning Continuity Plan to include remote outreach?



7

Components of the LCP


What needs were expressed by stakeholders regarding reopening of schools and continuity of learning that are addressed in the plan?



8

Components of the LCP

How will the school deliver instruction if in classroom learning is not a possibility?




9

Components of the LCP

Describe how students will have access to a well-rounded and quality curriculum if distance learning is implemented?


How will unique student needs be monitored and addressed?



10

Components of the LCP


How will schools identify student learning loss and what strategies will be utilized to address student needs on a continual basis, especially reading, math, and English Language Development?



11

Components of the LCP


What structures are in place to support the mental and emotional needs of students and staff as the school year progresses?



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Components of the LCP


How will the schools record student engagement and what processes are in place when students are not attending school either remotely or in person?



13

Components of the LCP

How will the nutritional needs of students be met either in school or during hybrid or distance learning?



14

Components of the LCP

How will the school(s) provide increased services for English Learners, low income, and foster youth?

SSSD	Enrollment (R/28)	% Free Reduced	% English Learner	% Foster Homeless
Court				
Community				
Special Ed				

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Discussion, Questions, and Feedback

1. [Link to Sign In and Response Sheet](#)
(In Chat)
2. Speak Up
3. Email trohlfing@sccoe.org with questions or responses.



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Next Steps

- School Site Council Reviews
- Board Approval
- Feedback Responses

Thank You!!!



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- Social Media



- [Ed Bulletin](#) (e-newsletter)

- www.sccoe.org

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