

Santee School District DAC Meeting

May 11, 2017

LCAP Questions and the Superintendent's Responses

- **What is the likelihood of having counselors at a school every day?**

Response: The 2016-17 LCAP increased funding for school site counselors, adding 2.6 FTE more counselors (for a total of 6.0 FTE), to support our 9 schools. LCFF funding for counselors for the 2016-17 school year actually increased by \$145,000 due to added FTE and expiration of other grant funding previously supporting the counseling program. Adding counselors to support five day counseling programs on each campus is not currently a consideration using LCFF funding but the District is always searching for additional grant funding to increase counseling support on each campus.

- **Can a school have the same dedicated counselor? (student relationship/connectedness)**

Response: We do agree that maintaining as much consistency with the counseling staff, at the same assigned school site from year-to-year, is also important. We will definitely attempt to maintain this consistency. However, grant funding or expertise of certain counselors may necessitate some movement from year-to-year.

- **How are we going to target our English Learner support?**

Response: Santee School District will target support for English Learners through several actions within our 2017-18 LCAP. The plan includes providing additional intervention resource teachers and instructional aides, sustaining our staffing of bilingual assistants, and providing staff with professional development that will specifically address the learning needs of English Learners. In addition, the District will continue to leverage iPads and annual subscriptions of the language learning software, Rosetta Stone, as a supplemental support for students learning English as a second language.

- **How does the site plan to monitor and assess the implementation of restorative practices and measure the effectiveness?**

Response: School-wide data is collected in a variety of formats, both anecdotally as site administrators, school counselors, and teachers maintain notes on resources used and how students respond to these resources, and through measurable data. Measurable data includes caring school surveys in grades 4 - 8, attendance and discipline referral data, suspension data, and California Healthy Kids surveys in grades 5 and 7. All data generated, anecdotally and the measurable data, provide an overall evaluation of these practices.

- **How do we ensure school safety and student connectedness with the goal of decreasing suspensions?**

Response: One of the most important things teachers, classified staff, and site administrators do is building relationships with students and their families. These relationships help us understand each child as a learner and as a person. Fortunately, when families decide to educate their children in our preschool – grade 8 schools, we have many years to build these relationships. Discipline with dignity, teaching children how to make better choices and focusing on positive character development; the use of progressive discipline, including restorative practices; active adult supervision and visibility on campus; and counseling interventions and classroom prevention lessons all support the development of school safety and students feeling positively connected to their schools.