

**District Advisory Committee and Special Ed Advisory Committee
2019-2020 DRAFT Local Control Accountability Plan
Superintendent Questions and Comments**

1. What is the difference between Transitional Kindergarten and Early Admission to Kindergarten?

There are a few differences in these programs, including start date and age of the children when they begin each program. While neither program is required prior to kindergarten entry, we feel very fortunate to offer these supplemental programs in Santee. Both programs are designed to create Kindergarten school readiness, including early literacy and mathematics skills.

Transitional Kindergarten (TK) begins the first day of school and runs through the traditional school year calendar. Students who turn five years old between September 2 and December 2 are eligible for this pre-kindergarten program.

Early Admission Kindergarten (EAK) has been offered in Santee School District for over thirty years. Children in EAK begin school around the second week of January and their last day of school is on the last day of the regular school year calendar. This year, we accepted EAK students whose fifth birthday occurred by April 30. This year, most EAK student have their fifth birthday between December 3 and April 30.

2. How can schools improve academic performance? What do these numbers mean to a parent/community member Rio Seco 8/10, some other schools are 6 or 7. How can parents help out?

The academic performance mentioned here relates to one, non-educational website used to communicate school performance based on State assessment scores, www.greatschools.org. We don't use this website to define our student performance and growth.

We do use multiple measures to monitor individual student growth on grade level standards, including common reading assessment data in grades

K – 8, writing samples, classroom work, and State provided interim and comprehensive assessments.

Each school site uses a Response to Intervention model (RTI) to monitor student growth, academically and behaviorally. Interventions and remediations are implemented and monitored by this team. Our District employs a language arts specialist or intervention resource teacher for every school site to provide services, outside of the classroom, for students who need additional academic support. Each school also has access to school-based counseling services and the District contracts with mental health providers for students requiring this level of service.

Parents can help by remaining active in their communication with their child's teacher and/or school administration. Reviewing work and asking the child about their work shows how the parent and school are actively working together to support the learner. Family reading time, independent and reading aloud to your child, also demonstrates a value in this task. If time permits, joining School Site Council, PTA, or a district committee is also helpful in understanding how you can support your child's school and district.

3. Why can't all students attend Transitional Kindergarten prior to the kindergarten year?

The State of California does not recognize student entry to Kindergarten until age five. The District provides supplemental funding to support staffing of all TK and EAK programs. The District does not receive attendance funding for children who are under the age of five.

4. What does class size reduction and eliminating combos look like?

Class size reduction refers to the number of students enrolled in a TK – grade 3 classroom. The District receives some State funding when we control classroom enrollment at 24 students in each of these classrooms. In terms of class size reduction at other grade levels, we follow California education code by maintaining a District-wide average of 32.1 students in grades 4 – 8.

Eliminating combination classrooms through the District would be a challenge. While we generally have a steady enrollment pattern at each school site, there are variances in enrollment numbers for each grade level. We review enrollment at the end of school year, for staffing purposes, and then throughout the summer as enrollment fluctuates. Schools are provided a staffing allotment based on 24:1 in grades TK – 3 and the 32.1 averages in grades 4 – 8. In staffing reviews prior to the school year starting, and based on summer enrollments, combination classrooms have been eliminated due to a fluctuation in enrollment. However, the annual elimination of all combination classrooms is not fiscally possible, at this time.

5. Can the school district offer summer program that is extracurricular/enrichment (STEM, Art, Reading)?

Based on LCAP stakeholder feedback the past couple years, our summer program has been built on maintaining and improving foundational literacy and mathematics skills for students who need additional learning time. We believe our teachers do a really good job of designing a two-week session that integrates content from history and science as well as art.

6. On action service step 1.11 are those materials purchased for specific students?

The materials listed in 1.11 have been purchased for all children and designated children based on need. For example, the Fountas and Pinnell LLI kits have been used with all children receiving small group reading instruction and with children requiring a second intervention of reading instruction during the school day. RazKids is an application for all children but there are additional resources used, again, for children requiring additional intervention.

7. Will these materials be purchased for all schools? (site vs. district budget)

Read 180 and System 44 is a District level purchase for students with more significant reading disabilities. Rosetta Stone for English Learners is also a District purchase as are any applications provided to students and staff

through the 1:1 iPad program. School site budgets are currently allocating funding to the other supplemental programs listed: RazKids, Fountas and Pinnell LLI kits, and Lexia. Each school site makes a determination on which programs they choose as a supplemental instructional program.

8. Can parents purchase some of these materials for their students through the school district?

No, parents can't purchase additional licenses through the school district. However, if there is an unidentified need and a parent is looking for additional support for his/her child, I would recommend you reach out to the teacher or school principal and discuss options for additional support.

9. Can online programs be used on home iPads/computers during the summer when they do not have access to the school device?

Most of the applications or web-based programs our students use require a teacher to monitor or push content to individual children. They also rely on the formation of classes and students within each system.

However, we do have a list of free, web-based supplemental materials students and families can use during the summer at the following web addresses.

Grades Kindergarten – 5: <http://www.santeesd.net/Page/673>

Grades 6 – 8: <http://www.santeesd.net/Page/672>

10. How does the LCAP address students feeling safe on campus?

There are multiple fiscal actions in the LCAP that address student safety including staffing of full-time vice principals, student access to school-based counselors, Director-level positions at the District office, and curriculum to support social-emotional learning.

11. Is it possible for schools to consider offering parent workshops on weekends?

That is a possibility and the concept, holding parent workshop sessions outside the traditional work week, could be used as part of a parent engagement survey we are working on for the fall.

12. Are temporary alternative settings at all schools or at one location? (Action item 1.15) Is transportation offered?

The Santee Success Program (SSP) is offered at one location, corner of El Nopal and Magnolia Avenue. District transportation is not offered.

13. Is it possible to have childcare offered at all district committee meetings? (Action item 3.1 parent involvement)

It is possible to offer childcare at District committee meetings, particularly those meetings attended by a larger audience (e.g. DAC, DELAC).

14. What kind of attendance incentives is the district looking at? I know the schools have incentives.

We want all children to come to school every day and we track attendance rates at schools on a daily, monthly, and annual basis. School sites are asked to monitor student attendance through campaigning, acknowledgments, and monitoring of chronically absent children. Our goal this year was to have an annual attendance rate of at least 96.5%.

15. Can the roles and expectations of District committees be explained, as well as the time commitment required for each (Number of times and length of meetings, and day and time of the week)? What is the best way to get this out to parents? Is it possible to provide this kind of information on the initial recruitment papers, or on a link on the District website?

We have a committee charge and roles and responsibilities for each Board of Education Advisory Committee. We will work on a chart this summer, prior to the 2019-20 school year community member recruitment, to

indicate each committee's charge, role and responsibilities, how often and when they meet. This chart will be used for initial recruitment and can be included on the District website.

16. Can we use more parent friendly language when discussing the LCAP (Explain acronyms)?

This is great feedback. We have a LCAP acronym "key terms" at the end of the executive summary but describing these more when we meet face-to-face is always a good reminder.

17. How can parents who move to the district after the school year has started and committee selections have been made get involved?

Parents or community members can join a District committee at any time of the year. All Board advisory committees are open to the public.

18. Has there been a study/survey done to see why parents aren't involved? Do we know what the barriers might be?

This would be another good question to ask in the fall parent survey.

19. Can the school district create a survey for the committee meetings to get more feedback from parents who were unable to attend?

LCAP stakeholder feedback is listed online for parent and community feedback for members who are unable to attend or for anyone wanting to provide feedback on drafted actions:

<http://www.santeesd.net/Page/13831>

20. How is the information from committee meetings communicated out to parents who do not attend? How are the dates for committee meetings shared with all parents?

If a parent is assigned to a Board advisory committee, he/she receives notifications of upcoming meeting agendas as well as minutes from the

previous meeting. All agendas and minutes are posted on each committee's page on the District website.

We will be implementing a District app next year and this would be a great location for calendaring updates all Board advisory committee meeting dates and locations.

21. Can an email be sent to all parents to let them know when committee meetings are?

This is an option but the application option will be an even better one. All dates and locations will be housed on the District app for parent preview.

22. If a parent does not have access to technology, how will they receive information that is sent electronically?

We haven't heard this is an issue in our community. Parents who don't have a home computer have shared they have at least a smart phone for web access, email, etc.

23. How can we find a way to get all parents involved in their child's education?

Getting all parents involved is a challenge because parents make a choice in their involvement. Our goal is to always make parents and guardians feel welcome at their school. The survey we are conducting in the fall should give us some indication on how parents want to be informed and involved at the school site and District level.

24. What does the school district need from parents (ideas, donations, volunteers)?

Research demonstrates an extremely positive impact on student achievement and school performance when the following conditions are applied:

- improving the parent-child relationship in the context of the family,
- integrating parents into school programs, and

- building a strong relationship between school, family, and the larger community.

We would love all parents to be engaged in their child's educational experience and their child's learning in as many ways as possible. Many parents aren't able to find time during the school day to volunteer or in the evening hours to attend all school events. Talking positively with the child about their learning and the schooling environment is just as important as time spent volunteering on a school campus or on a committee. Most importantly, we value the relationship you have with your child and your child's teacher and school.