

Santee School District DELAC Meeting

May 6, 2016

LCAP Questions and the Superintendent's Response

1. **Question:** With the new Common Core State Standards, how can parents help at home? Is there a website they can access?

- *Response:* Parents can help their children with the Common Core State Standards in many ways. Below are just a few suggestions and all parents are encouraged to contact their child's teacher for more resources and guidance:
 - Santee School District Website for Parents:
<http://www.santeesd.net/site/Default.aspx?PageType=1&SiteID=1&ChannelID=43&DirectoryType=6>
 - California State PTA publishes various resources, including a Parents' Guide to Success with Common Core:
<http://capta.org/focus-areas/education/common-core/>
 - Check your child's iPad for progress on Achieve3000 (Reading)
 - Check your child's iPad for progress on DreamBox (Mathematics)
 - Check your child's progress using PowerSchool
 - Talk to your child using a "Growth Mindset":
<https://www.youtube.com/watch?v=YI9TVbAaI5s>
 - Provide uninterrupted time each night for homework and reading
 - Kahn Academy: <https://www.khanacademy.org>
 - Always, talk to your child's teacher!

2. **Question:** Summer Bridge - Who is it open to and how does it work?

- *Response:* The Summer Bridge Program is designed to give academic support to low socioeconomic, English Learner, and foster youth students, who are struggling to learn grade level standards in English-Language Arts and/or Mathematics. Students in these categories who are experiencing the greatest academic difficulty in English-Language Arts and Mathematics will be given a priority opportunity to participate in the Summer Bridge Program.

Eligible students will be invited to participate in the Summer Bridge Program. Their parents received a letter with specific information on dates and times.

The Summer Bridge Program highlights are below:

- Dates: Two Sessions:
 1. Wednesday, June 29 – Wednesday, July 13
 2. Thursday, July 14 – Tuesday, July 26
- Time: 8:00 am – 12:00 pm
- Location: Cajon Park Elementary School

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- *Who: Grades K-8 low socioeconomic, English Learner, and foster youth students who are struggling with learning grade level standards in English-Language Arts and/or Mathematics*
3. **Question:** Are there plans on expanding the Summer Bridge Program to include other students and to extend more than the next three years?
 - *Response: The LCAP requires Districts to only plan Actions and Services for three years and to annually update the plan according to available funding. Just as all Actions and Services are contingent on available funding, so is the Summer Bridge Program. However, if funding is available, the Summer Bridge Program certainly could extend for more than three years and could expand to include other students. Remember, priorities are established annually for the next three years based on available funding.*
 4. **Question:** Can summer school transportation, from the students' home campus, to the summer school campus be provided?
 - *Response: Parents will be responsible for transporting their children to the Summer Bridge Program.*
 5. **Question:** How does the LCAP address students' penmanship?
 - *Response: The LCAP addresses providing curriculum in English-Language Arts/ELD, not specific skills. Handwriting is incorporated in the curriculum. Even in this age of technology, children are taught how to write their letters and practice handwriting.*
 6. **Question:** What is LCAP doing to invite/increase non-English parents to participate in workshops that need interpretation?
 - *Response: The District English Learner Advisory Committee (DELAC) and the English Learner Advisory Committee (ELAC) are District and school committees specifically focused on increasing the participation of non-English speaking parents in their child's education. In addition, the District and schools welcome and encourage all parents, including non-English speaking parents, to participate in conferences, events, programs, and committees. Translation services are provided for many languages.*
 7. **Question:** How does LCAP address the translation of voice messages home? How are resources being spent toward accurate translations rather than Google?
 - *Response: The District recognizes producing documents in the parents' native language helps them understand the different aspects of their child's education and promotes a partnership between the school and parents. To assist with translations, the District employs several individuals to translate documents into different*

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languages. Primarily, documents are translated into Spanish and Arabic. LCAP Action Step #14 provides Bilingual Assistants to schools to assist English Learner students and to provide accurate translations of materials. In addition, LCAP Action Step #25 provides Core Program personnel and services, of which translators are employed.