



Manteca Unified School District

District English Language Advisory Committee (DELAC)

District Parent Advisory Committee (DPAC)

May 24, 2023

LCAP – Questions to the Superintendent

Answers by Dr. Burke

1. Q- What is the difference between when a student graduates from Calla high school, and when a student graduates from a regular comprehensive high school? Does the college look at the diploma any differently?

A- While the state does have a ranking system, the diploma is not considered to be any different than from a regular comprehensive high school.

2. Q- is there a category in the LCAP that includes any funding for special education activities, specifically summer programs for students with IEPs?

A- There is a list of summer programs that students with IEPs can attend, and there are accommodations for those students who need them. Dr. Burke suggested that parents ask the principal, and the special education department about the different programs available during summer for students with unique needs. There is an extended opportunities page on the district's website with a list of programs available.

3. Q- What is the district doing to increase scores in schools that are underperforming? Why are students not scoring well.

A- The district needs to score better to meet the needs of our students. A lot of work needs to be done, and the plan is included in this LCAP. Scores are a reflection of everything students have learned throughout that school year. The only solution is to look at one student learning one standard and one lesson at a time. There is no magic wand that can fix low scores across the board. We have to fix our system to make sure that what we teach is aligned with what the outcomes are supposed to be. The state says that students are supposed to learn subject standards, which is what the curriculum is aligned to, and that is what the test is aligned to. We have to ensure that teachers in the classrooms are teaching those standards aligned to the curriculum and assessments so that when students take the assessment, they can reflect and refine the teaching process for one student. This is the only way to ensure that all our students receive what they need. Everything that is in the LCAP supports whether or not the student has learned the standard from the lesson that day. We are trying to align our systems

to ensure that our teachers are trained, have all the tools and resources to teach standards-aligned programs, and that our students have assessments that assess if they have learned the standards. If the students are not learning, teachers must refine their strategies. If it still needs to be fixed after that, teachers need to figure out if it is a barrier of the base program curriculum or the instruction and if they need to apply a supplemental program, which is what a lot of the LCAP is. If students aren't learning, then we need to discard the program and find other evidence-based options..

4. Q- Is it because many of our good teachers retired that we are under performing?

A- I don't believe that is the case. I am giving you my personal opinion now. I think there are effects of new teachers coming in, but we were able to attract many good teachers from all around because we stayed open when no one else could. We need to ensure they are being reflective in their teaching practices and implementing the base program with fidelity --not just picking and choosing what we want to teach. Good teachers were giving good instruction before, and good teachers are giving good instruction now; but the instruction may not be aligned to the standards. For example, if the teacher taught something that was not assessed, that does not mean that the student did not learn it, but students will be unable to answer the test correctly. So, we must ensure that what we are teaching and what students are learning is aligned with the standards.

5. Q- What can we do as a community to motivate our students?

A- It is possible to motivate our kids because parents entrust us with their kids for 7 hours per day. At the same time, we need to trust that what we are teaching is also happening on the other side when they get home. Together we need to be able to reinforce the same things at school and at home. I believe this can be done if we know what is expected of them in school. For example, when kids get home, parents should ask, "what standard did you learn today?" "What was the lesson today?" If they say, "We did not do anything." or "It was boring," take the time to get the information out of your kids. Have communication with the teacher to learn what did students learned that day, so you can reinforce it at home. The difference between high-achieving districts and low-achieving districts is not because of the teachers but because the community comes together. The community and the families come together to set the tone for what students are learning. When students are learning and feel good about that, that helps with their social-emotional state. I believe in this community and in these schools, and that our work is for our students to have everything they need.

6. Q- This question is regarding safety. Why is the desired outcome so low in this area? This is concerning, and we as a community, what can we do to ensure our students feel safe so they can learn better.

A- Mrs. Herrin answered part of this question. Mrs. Herrin mentioned that she takes ownership of the desired outcome. The reason why it was set a bit lower is because she wanted to ensure it was attainable. In addition, she shared that she looks at the survey results, and feels that between 40 to 50% of the people who responded 'don't feel safe' has nothing to do with what is happening in school. Some of the reasons students list why they don't feel safe are:

- *"I don't know, I just feel safe at home."*

- *“I am hearing about school shootings.”*
- *“I clicked on the wrong answer.”*

Dr. Burke responded that yes, students answered they marked the wrong answer and that they did not mean to mark the wrong answer. Percentages do not reflect accurate information as they can be manipulated, because we can never know how many people responded to the question. For example, on the state CAASPP test, Manteca Unified School District tested over 98% of students. Most other districts did not test that high of a percentage of their students. Regarding safety, it is nebulous as it is. Anything people want to complain about or feel about what reality can be. More specifically, we need to dive into what safety is so we can strategically target that. So, when we disaggregate the data, it will align to a specific target or need of that student or group of students, and it may be in a particular school site. If so, that need should be on that specific school's strategic plan so we can allocate funds and resources to that particular school/need. We are setting up this system to use the needs in the strategic plan like the LCAP, but we are not there yet. We will be starting a new LCAP cycle in 23-24 as this plan was written three years ago in the midst of the pandemic and with changing state requirements. Our LCAP is the only LCAP in our county that covers our entire district budget. We are being very transparent about that.