<table>
<thead>
<tr>
<th>Committee</th>
<th>Section</th>
<th>Comment/Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>DELAC</td>
<td>Plan Summary</td>
<td>What are we doing as a district to prevent absences?</td>
<td>Historically we have focused our efforts on working with truant students and their families. Beginning next year, we will begin outreach to students and families who are chronically absent regardless of their truancy status. We will also focus on contacting parents of students who begin to show a pattern of absences that extends beyond five days in the hopes of catching those students before they become chronic attendance issues.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Plan Summary</td>
<td>How will new rules around chronic absenteeism affect independent study?</td>
<td>Independent Study tracks attendance through work product. That is, each week a student is given a certain amount of take home work for each subject. When the student turns it in a week later, he is credited for attendance in each class. If he does not turn it in, he is marked absent for the full week's worth of work he did not turn in. Theoretically, if a student was on short term independent study for fifteen days (3-weeks) and did not turn in any work afterwards, he would be marked absent for fifteen days. The best way to ensure this does not occur is to make sure that parents understand that Independent Study work is not optional. In middle and high school, failing to turn in that work could lower course grades. Our focus on Chronic absences doesn't change any rules for Independent Study but will bring much more attention to how and if we approve Independent Study if work is not completed.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Plan Summary</td>
<td>Non-reclassified students are not offered cyber classes.</td>
<td>Cyber High courses are used for credit recovery for high school students who are not on track to graduate. Academic Counselors and administrators identify credit-deficient students and enroll them in Cyber High courses that are appropriate for them. Non-reclassified students are not excluded from Cyber High courses.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Plan Summary</td>
<td>How will ELL students obtain support in science and math?</td>
<td>Secondary teachers are trained to embed explicit language instruction including academic vocabulary and functional language development through different content areas. Curriculum adopted for various content areas also include scaffolding strategies to ensure that English Language Learners are able to access content areas.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Plan Summary</td>
<td>How many hours of training are the teachers getting around working with EL’s - including Middle and High School</td>
<td>Constructing Meaning, a three-part training is a district-wide training offered twice during the school year to all teachers. Specific trainings are offered several times during the year for ELD and Academic Language &amp; Skills teachers. In additioin, strategies for supporting English Language Learners are embedded throughout all other professional development offered by the Secondary Curriculum &amp; Instruction department at the district and site-level. In addition, Instructional Coaches work one on one with teachers on implementing strategies to support English Language Learners in their classes.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Plan Summary</td>
<td>In the performance discrepancy section more concrete information is needed, such as percentages of the groups represented (academic performance).</td>
<td>Thank you for the feedback. We have updated the Plan Summary to include additional information from the California School Dashboard. More detail on SJUSD's performance overall and by student group as well as information on how California determines the ratings are available at <a href="http://www.caschooldashboard.org">www.caschooldashboard.org</a>, available in both English and Spanish. As well, you can find information on the percentage breakdown of SJUSD's student population under the enrollment section of the website, in the first section of our LCAP Plan Summary and on our website at <a href="http://www.sjusd.org">www.sjusd.org</a></td>
</tr>
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</table>
### DELAC Plan Summary

**This is a lot of information and it's hard to understand it, given the format. Which goals were met and which goals weren't? And what is being done in order to meet those goals?**

The Annual Update section details our progress against each of our 5 goals, starting with a detailed presentation of the data in the "Annual Measurable Outcomes" section, followed by a description of what we’re doing to meet our goals in the "Actions/Services" section. In the Annual Measurable Outcomes section, the left hand column titled "Expected" shows our goal for the year, while the right hand column titled "Actual" shows our actual results for the year. Compare the data points in these two columns to identify goals that were and were not met. Under Actions/Services, the "Actual Actions/Services" section describes what is being done to meet our goals. Furthermore, the "Goals, Actions & Services" section of the LCAP details our 3-year plan to meet the goals we’ve set.

**Sometimes kids are absent due to buses being late or early.**

While there will always be times when due to factors outside of our control (traffic, road work, mechanical problems, etc.) buses might run late, the Transportation Department is always working to ensure students are arriving to school on-time. When a particular bus route is routinely running late, the scheduler works on the route to change the times to ensure it can arrive on time. One of our biggest obstacles currently is the bus driver shortage. When a route doesn't have a regular driver or needs to be split up onto other routes, it can make it difficult to run on-time. We are continuing to work on our bus driver pipeline, to ensure that we have enough bus drivers to cover all of our routes. We currently have 10 van drivers who are training to become school bus drivers. Once they receive their school bus certificate and move into an open bus driver position, we will hire more van drivers.

**Graduation rates have grown, but not as much for English Learners.**

The graduation rate for all students has increased from 85.4% for the class of 2014-2015 to 90.6% for the class of 2017-2018, representing a 5.2 percentage point increase. During that same period, the graduation rate for English Learners has increased from 72.2% to 77.4%, also representing a 5.2 percentage point increase. While the similar growth is a testament to the work that has been done, we are committed to focusing on our English Learner students to increase the overall graduation rate. Academic Counselors, teachers, and site administrators closely monitor the progress of ELLs toward meeting graduation requirements using the English Language Learner Progress Monitoring, Reclassification Monitoring, and 3-Year No Growth Progress Monitoring. Appropriate in-class interventions are identified for students who are struggling. Students in need of credit recovery are enrolled in after-school credit recovery, summer school, or online credit recovery courses.

**How does transiency affect data over time?**

San José Unified and the California Department of Education (CDE) have put in place several measures to mitigate the impact that student movement has on that student’s data and record and on the data for the district as a whole. SJUSD maintains a centralized data warehouse and each student is assigned a unique student number. This allows principals, teachers, and counselors to have a complete record of the student even if they move within SJUSD schools during their time with us. The CDE maintains a system called CALPADS that all public schools/districts in the state report into for each student. This allows districts and schools to access a specific set of information about a student if they are new to the district or move into and out of SJUSD over the course of time. Overall, transiency has a marginal impact on our data over time.

**How are we supposed to give solid feedback if the data does not pertain to the current year?**

San José Unified strives to provide our teachers, principals, district leaders, students, and communities with the timeliest data possible. There are some instances where the timeline for the processing and release of data result in a lag. This is particularly true for the California Assessment of Student Performance and Progress system, from where the majority of the accountability data comes. The assessments under this umbrella are administered, for the most part, once per year in the spring and then are scored by the state and returned to SJUSD in the late summer. We make the results publicly available as soon as we receive them from the state.
<p>| DELAC | Annual Update Goal 1 | What other help can we give to families that have children with chronic absences? | Historically we have focused our efforts on working with truant students and their families. Beginning next year, we will begin outreach to students and families who are chronically absent regardless of their truancy status. We will also focus on contacting parents of students who begin to show a pattern of absences that extends beyond five days in the hopes of catching those students before they become chronic attendance issues. |
| VIP | Annual Update Goal 1 | What is the plan for additional resources for homeless students? | Our Healthy Start and McKinney-Vento Department serve the needs of our homeless youth and their families. We have also engaged in a long term partnership with the Bill Wilson Center, a local non-profit that works with homeless and near homeless families in Santa Clara County. A member of the Bill Wilson staff works with our team to help families locate housing as well as provide mental health and counseling services. |
| DELAC | Annual Update Goal 1 | English Learners that have not been reclassified in higher grade levels need extra support in writing so that they will be able to reclassify. | Enhancing writing instruction remains a focus of our work with secondary ELA, ELD, and Social Studies teachers. Writing tasks are embedded throughout the SpringBoard ELA and Edge/Inside curriculum and helps teachers prepare students for the WPAs (Writing Performance Assessments) administered twice a year. In addition, some of the secondary schools offer additional writing instruction through after-school sessions or support periods built into block schedules. |
| DELAC | Annual Update Goal 1 | General concern regarding Latino students' performance in the academic area of math: they only increased by .7 points; it should be more. | Math instruction has been an area of focus for the past few years. We continue to look for ways in which we can engage students in critical thinking using math concepts and differentiate instruction for students who need additional support. Implementation of a common assessment that provides detailed, student-level data allows us to strategically plan math lessons with a specific focus on support for students who are not performing a grade-level. |
| DELAC | Annual Update Goal 1 | There is an existing concern regarding students who don’t take the tests very seriously. They feel these tests stress them out too much and it’s hard for them to think clearly. | Assessments are used to help staff know what students already know or where they need additional support. It is important to remind students of this. |
| DELAC | Annual Update Goal 1 | Can we have more class time for ELD? | There are two different types of ELD happening during the school day. Designated ELD happens daily for all English learners, and this is a time for students to focus on language as opposed to content instruction. Schools with more than 25 ELs across two grade levels have a 45 minute block daily with students grouped by ELPAC level. Schools with less than 25 ELs across two grade levels receive designated ELD in small group with the classroom teacher. Integrated ELD should be happening all day every day in all subject areas. Teachers plan for integrated ELD by implementing language development best practices, such as scaffolding, academic language supports, and metalinguistic awareness. If EL students are struggling in school as a result of language needs and are in the SST process, they should have intervention goals specific to ELD. The classroom teacher provides the intervention, and in some cases the intervention specialists may provide additional intervention time. |
| DELAC | Annual Update Goal 1 | During ELD, can we get a more rigorous curriculum- so students can write and read? | Teachers have the SJUSD Designated ELD Plans to teach ELD. These units are thematically aligned to science, but focus on language development in listening, speaking, reading, and writing. If you have concerns that all of these areas are not being taught during your child's ELD block, this would be a great opportunity for you to have a conversation with your child's teacher and principal about your concerns and get a plan in place if you feel your child is struggling with reading and writing to language needs. |</p>
<table>
<thead>
<tr>
<th>DELAC</th>
<th>Annual Update</th>
<th>Subgroups are not clear. Is it low income AND English Learners, or is it just for English Learners?</th>
<th>Low socio-economic status and English Learners are separate sub-groups on the CA School Dashboard and we report the information about these students separately to the state.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DELAC</td>
<td>Annual Update</td>
<td>Why is it NA on Baseline for Foster Youth?</td>
<td>The CA School Dashboard, in its current form, started in 2017 and therefore when we first wrote the LCAP for 3 years there was no baseline because Foster Youth were not an identified sub-group in the state's accountability system. When the LCAP is updated fully (i.e. for a three-year period) the baseline will be updated accordingly.</td>
</tr>
<tr>
<td>VIP</td>
<td>Annual Update</td>
<td>For goal 1, annual measurable outcome the expected and the actual, how do we read this, the status and the change? How can we explain this?</td>
<td>This is a great question! A comprehensive explanation of &quot;Status&quot; and &quot;Change&quot; on the CA School Dashboard can be found here (<a href="https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide18.pdf">https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide18.pdf</a>). Refer to pages 55-60. At a high level, &quot;Status&quot; represents the &quot;distance from standard&quot; (DFS) that a group of students (the entire district, an entire school, a particular sub-group) achieves on a standardized assessment. The DFS represents the distance between a student's score on the standardized assessment and the &quot;Standard Met&quot; Achievement Level Threshold. The &quot;Change&quot; represents the change in the DFS from one year to the next.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update</td>
<td>Some principals put their best effort in motivating students to put in their best effort.</td>
<td>A majority of our schools work with the adults on campus to recognize positive student behaviors, acknowledge students, hold student assemblies such as; student of the month, recognizing students growth.</td>
</tr>
<tr>
<td>VIP</td>
<td>Annual Update</td>
<td>Is there a plan to include implicit bias training for staff?</td>
<td>The VIP Committee has asked for information on cross cultural, cultural proficiency and equity professional developments for school staffs. The Ed Equity office and Curriculum and Instruction will collaborate on future professional development opportunities for staff.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update</td>
<td>Is the 'Raising A Reader' program (educando lectores) in 7 schools working, and if it is working will it be made available to other schools?</td>
<td>Raising A Reader is a program that promotes family engagement through reading, fosters early literacy skills, allows for the opportunity to engage in conversations about the text with students. This is something that is encouraged as a practice at home. It is a great program that families are enjoying. All the Pre-schools are implementing it. Seven additional schools currently use it with their Kinder students. They were added because of grants received from several foundations. Every year we communicate with &quot;Raising a Reader&quot; to see if there are more grant opportunities to expand the program. Because we are aware that not all the schools have it, we share strategies with families on how to 'read' a book in any language. Videos have also been created so that all families have access to the strategies whether they have Raising a Reader or not.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update</td>
<td>P. 26 Budget/expenditures. Why are we only budgeting part of SpEd money when there is more out there?</td>
<td>We use all of the funds restricted to special education and have to make roughly a $45 million contribution from the unrestricted general fund in order to fund our special ed expenditures.</td>
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<tr>
<td>DELAC</td>
<td>Annual Update Goal 2</td>
<td>What type of positive discipline is offered? Do all schools take a training around positive classroom management?</td>
<td>Thirty-two of our schools utilize Positive Behavior Interventions and Support (PBIS) and three use a very similar system. The other six schools in the district are committed to improving campus climate by creating a set of universal behavior expectations for students and staff and creating a system to track and reward students when they exhibit those behaviors. PBIS calls out positive behavior but does not ignore negative behavior. Consequences are still in place for students who act inappropriately but the focus is on rewarding the positive rather than focusing on the negative. For example, a teacher might publicly acknowledge a student for good sharing rather than focus on the times when the student isn’t sharing. Positive discipline also focuses on reflection, asking the student to consider his actions, who might be hurt by them, how to make things right. SJUSD has lowered its suspension and expulsion rate year over year for over six years because of our philosophy of considering suspension only as a last resort. We are constantly asking, “What is motivating this behavior and how may I support the student to extinguish it?”</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update Goal 2</td>
<td>Include mental health support in induction program.</td>
<td>New Teacher Orientation includes training on SJUSD’s positive school climate initiatives. Starting the 2019-20 school year, all teachers will receive professional development on de-escalation and triggers. As well, schools and staff can request ongoing professional development with the Crisis Support Teams and PBIS coaches.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update Goal 2</td>
<td>Can positive classroom management training be obligatory to all teachers?</td>
<td>Student Services is committed to providing training to all staff to understand how to create a positive climate in their classrooms.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update Goal 2</td>
<td>How does the District help middle school and high school teachers stay current on who their English Learner students are and how are they trained to work with them?</td>
<td>Each year, teachers receive the multi-funded list that identifies English Language Learners enrolled in their classes. Instructional Coaches working with the teachers help analyze the English proficiency data available for each student and plan instructional strategies that will help meet the students’ needs. In addition, several trainings on supporting English Language Learners are offered at the district level every year. In addition, site-level professional development on topics such as Student Engagement, Literacy, and Differentiation incorporate strategies for supporting English Language Learners.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update Goal 2</td>
<td>Action 3: How is support staff (i.e. cafeteria personnel, IA, custodians) being trained to support students with behavior difficulties, or other specific needs?</td>
<td>In Spring 2019, SJUSD staff participated in a training of trainers for Therapeutic Crisis Intervention (TCI). Beginning in the 2019.2020 school year, Suuent Services and Special Education will train school-based staff in TCI strategies and processes. In addition, certain IA positions receive specialized training as part of their onboarding process.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update Goal 2</td>
<td>Which goals have been achieved so far with regard to training teachers for special education classes?</td>
<td>For 2018-19, teachers participated in training in program-alike cadres (Severely Handicapped, Special Day Class, Resource Specialist Program) at the elementary and secondary level. Trainings were delivered in collaboration with staff from Curriculum and Instruction, Special Education, and Student Services. Content included PBIS, behavior supports and interventions, CAASPP accomodations and supports, IEP case studies and feedback, and ELD in Special Education.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update Goal 2</td>
<td>The staff retention baseline was 90% and actual 87% compared to the goal of 90%. Why did it drop? What are we doing to retain teachers?</td>
<td>Part of this drop is attributable to the high cost of living in the Bay Area. We regularly assess our teacher compensation to ensure it is as competitive as possible with comparable districts. In the 2018-19 school year, SJUSD made $2.4M in one-time bonus payments to all employees, illustrating the district’s commitment to investing funds in our people. San José Unified has also begun exploring opportunities to support employee housing. In addition to compensation, San José Unified works to build a culture that helps employees feel appreciated, supported, and part of a community. We host both site and districtwide appreciation events. Employees are supported in developing new skills and accessing career advancement opportunities.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update Goal 2</td>
<td>Will there be incentives to help out new teachers in terms of housing and salaries so that there aren’t as many substitutes?</td>
<td>We have continued to enhance and expand our recruitment efforts to ensure all roles are filled on the first day of school. We have implemented a new applicant tracking system that allows us to post on multiple job sites and speed our hiring process. We regularly assess our teacher compensation to ensure it is as competitive as possible with comparable districts. San José Unified has begun exploring opportunities to support employee housing.</td>
</tr>
<tr>
<td>VIP</td>
<td>Annual Update Goal 2</td>
<td>Do the yard duties get professional development?</td>
<td>Many of our Campus Supervisors participated in professional development at the start of the school year on a range of topics, including Building Connections with Students, Systematic Supervision, and Drug and Gang Awareness.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update Goal 2</td>
<td>How do we get more intervention teachers at schools?</td>
<td>Each school is allocated Full Time Employees (FTE) based on the number of students. They receive additional FTE based on the number of Socioeconomically disadvantaged, English Learner, or Foster students. Each school works with their staff and parents to make decisions about how to use the FTE to meet the school goals. The data used to set the goals and determine the use of resources is found in the School Plan for Student Achievement (SPSA) and is discussed at the School Site Council (SSC).</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update Goal 2</td>
<td>How do we get teachers to not punish students for not doing homework? How do we get them to be more positive?</td>
<td>This is a great conversation to have with your teacher and principal. When you perceive that a situation at your school isn’t meeting your child’s needs, the best strategy is to contact school staff and have a conversation. SJUSD staff are committed to meeting the needs of students and this is best done by working together. With the national teacher shortage and a particularly competitive local labor market, it is increasingly difficult to hire fully credentialed teachers. This is particularly true in high needs areas like special education. This year we won a state grant and launched the RISE program to help our employees earn their special education credential. We believe this credential pipeline will help address our classroom vacancies, and will also result in a higher percentage of fully credentialed teachers. We have a rigorous on-boarding process for all new teachers, whether they are new to teaching or just new to San José Unified. Before school starts, all elementary new teachers attend three days of New Teacher Orientation (NTO), which includes professional development on classroom management, our SJUSD Instructional Framework, and math and language arts content areas. We also provide training around how to plan using our Scope &amp; Sequences. Between September and January, new teachers will attend 4 other days of NTO, including writing, ELD, science, math, literacy, social studies, blended learning, and assessments and data, and all have built in planning time for teachers. Throughout the school year, there are planning sessions open to all teachers for all content areas in both English and Spanish. Additionally, all sites have an instructional coach that supports teachers with planning and instructional practices.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update Goal 2</td>
<td>Teachers without full credential went up 4.3%. Why did it go up? We are trying to get it down. Which type of trainings are offered for new teachers given that the goal was to have less than 1%?</td>
<td>Teachers without full credential went up 4.3%. Why did it go up? We are trying to get it down. Which type of trainings are offered for new teachers given that the goal was to have less than 1%?</td>
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<td>VIP</td>
<td>Annual Update Goal 2</td>
<td>Action B: What professional growth system for classified staff are being piloted?</td>
<td>In the 2018-19 school year, Staff Secretaries and school secretaries received monthly professional development meetings. As for instructional associates, campus supervisors and COA’s each group had one professional development session this year.</td>
</tr>
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</table>

**VIP Annual Update Goal 2**

- **Action B: What professional growth system for classified staff are being piloted?**
  - In the 2018-19 school year, Staff Secretaries and school secretaries received monthly professional development meetings. As for instructional associates, campus supervisors and COA’s each group had one professional development session this year.
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<th>VIP</th>
<th>Annual Update Goal 2</th>
<th>What happens to schools that are losing their parent liaisons due to loss of Title I dollars, given the large percentage of families that need this support?</th>
<th>We will continue to work with schools that won't have Parent Liaisons just as we have. One way is to communicate with Assistant Principals, counselors, secretaries and with key parents to provide support and communicate the needs of the schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DELAC</td>
<td>Annual Update Goal 3</td>
<td>Do schools still receive per pupil funding for excused absences? It's important that schools receive the funding.</td>
<td>Assuming this is referring to independent studies, yes. Schools receive a portion of the funds generated through the independent studies program in the following school year.</td>
</tr>
<tr>
<td>VIP</td>
<td>Annual Update Goal 3</td>
<td>Is it possible to add suspension data for schools piloting restorative practices?</td>
<td>We will begin piloting restorative practices at one school next year and will be looking closely at suspension and other behavior data as an indicator of success.</td>
</tr>
<tr>
<td>VIP</td>
<td>Annual Update Goal 3</td>
<td>Have staffing changes impacted our ability to implement PBIS?</td>
<td>While our district coaching team has become smaller in recent years, we have become much more efficient in how we serve and support our schools. Each of the three district coaches works closely with five schools who need the most support. Each is also assigned a number of schools with whom they can consult. SJUSD is committed to creating a positive climate on each of our campuses and so have challenged all of our sites to create universal behavior expectations, a system to track behavior and reward positive behavior. The PBIS coaches are lending their expertise to all sites by conducting end of year site walkthroughs that provide each principal a yardstick with which to measure how successful they have been in implementing these systems.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update Goal 3</td>
<td>Middle school teachers need lots of support training and coaching so they don't leave.</td>
<td>Each middle school has a designated Instructional Coach who supports both new and veteran teachers, providing feedback on instruction, sharing strategies, planning side by side, and modeling instruction.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update Goal 3</td>
<td>Middle school teachers need more help in the form of teacher assistants to help in the class.</td>
<td>While we do not have teacher assistants to help in middle school classrooms, we are working with teachers on implementing strategies that allow them to check in with individual students during the guided practice phase of instruction. This will ensure that students will receive individual feedback and support from teachers during class.</td>
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<tr>
<td>DELAC</td>
<td>Annual Update Goal 3</td>
<td>Would it be possible for the District to re-evaluate the way in which surveys are sent out so that they may be filled out according to each of the schools our children attend? There are parents who have three children in different grades and only receive a survey for the youngest child.</td>
<td>San José Unified does ask that parents only fill out the survey once for their youngest child. The survey is given this way so that each family has an equal opportunity to provide a voice about their school and the district. This also minimizes the amount of time that parents need to take on filling out surveys.</td>
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<tr>
<td>DELAC</td>
<td>Annual Update Goal 3</td>
<td>Can we define what exactly it means when it says counselors received training on how to engage families? Parents feel that in middle and high school, teachers and staff can do a little more in balancing independence in the child but not to the point where the parent feels alienated from the progress of their child.</td>
<td>During this school year, the Family Engagement office had an opportunity to discuss family engagement with the Middle and High school counselors. The training focused on identifying strategies on: how to make themselves visible to students and to families, how to engage families. Counselors also had an opportunity to reflect on their own belief system about what families can do. To conclude the training, counselors identified next steps they would take at the school site. The purpose of the training was to also shed light on the importance of family engagement and that it is everyone's responsibility to promote and act upon it.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update Goal 3</td>
<td>How can schools communicate more efficiently with their families? Connection is poor with parents as you move up the grades</td>
<td>Schools host a variety of meeting to involve and engage families. They have SELAC, School Site Council Meetings, Coffee with the Principals and other events. One way to maintain the communication as students move up the grades is by using the Parent Portal where families are able to learn about attendance, assignments and grades. Each school communicates in different ways, either through teachers, Parent Liaisons or through Parent links. If there is a specific concern with communication, the first step is to address this at the site. We will also be working with Parent Liaisons and other school personnel to highlight the importance of regular communication as well.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update Goal 3</td>
<td>How can we provide more access to the resources when parents are not present?</td>
<td>One of the ways we have started to provide access to the information is through the creation of videos. It is in its beginning stages. The goal is to have the information available so that anyone can go to the District's website and have it accessible. Another way is through Parent Liaisons. We will be working with Parent Liaisons, Assistant Principals, Counselors and key parent leaders so that they are able to disseminate information as well.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update Goal 3</td>
<td>How do we get more classes for parents so that they are able to support their children? Can the amount of parent participants be lowered to 10 instead of 20 so that there could be more parent classes or support classes?</td>
<td>It is great to hear that families are interested in participating in workshops/trainings/classes. The first step is to communicate the interest to either the Parent Liaison or the Principal of the school. We ask that at least 20-25 families sign up because attendance decreases as classes continue. When considering to bring a class to a site, we also consider other factors: room availability, location, availability of an instructor and childcare opportunities. One way to circumvent the challenge of having 20 families is to invite other families from other schools.</td>
</tr>
<tr>
<td>DELAC</td>
<td>Annual Update Goal 3</td>
<td>What is the District doing to motivate parents to participate and make sure all the information reaches them? Many parents want to participate at the meetings; however, they feel intimidated by not understanding the content and documents that are presented there.</td>
<td>To motivate parent participation, we offer a variety of workshops on topics families have expressed an interest in. We also make the connections on how it will be beneficial for their children. We offer flexible schedules: morning, evening, weekday and weekend events. In addition to this, we provide transportation, childcare and food and also invite families through personal calls. At school sites, the Parent Liaisons incentivize and motivate students to encourage their families to attend. When we design workshops/trainings, we keep in mind the diversity of our families by providing interpretation to allow them with opportunities to give feedback through writing or orally, by providing visuals, and small group conversations. We give families opportunities to meet other families and have conversations with each other to grapple with the content for a better understanding. Some information is also accessible on the District's website in the Family Engagement Link. We are currently working on building capacity in Parent Liaisons and other families so that they are also able to share information with those families who cannot attend events/meetings.</td>
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<tr>
<td>DELAC</td>
<td>Annual Update Goal 4</td>
<td>Do all schools have a budget for extracurriculars like sports and robotics? Many schools still need to fundraise.</td>
<td>Each site is allocated an unrestricted budget that can be spent on anything not considered a gift of public funds. These funds are equally distributed on a per pupil basis entirely dependent upon enrollment. All extracurriculars activities could be funded from this funding source. The school site council votes on the ultimate plan for how to best expend these funds.</td>
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<tr>
<td>DELAC</td>
<td>Annual Update Goal 4</td>
<td>How do we get sanitary napkins for elementary students in the bathrooms; middle school and high schools have them but not primary?</td>
<td>State law requires that we keep these products in bathrooms for grades 6-12. Our elementary school offices generally have a small supply of products for students who need them.</td>
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<tr>
<td>DELAC</td>
<td>Annual Update Goal 4</td>
<td>Pg 55 action 2b. What does 2 plus resources mean re: crisis support team?</td>
<td>Our Crisis Support Team was established with two full time and one part time team members. We have since eliminated the part time position but are now supporting crisis situations using district office Positive Behavior Interventions and Support (PBIS) coaches, our School Linked Services Coordinator and Child Welfare and Attendance (CWA) counselors, as needed.</td>
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<tr>
<td>DELAC</td>
<td>Annual Update Goal 4</td>
<td>How do we lower suspension so schools get funding? How do we keep suspended students in school instead of staying at home?</td>
<td>This has been an ongoing part of our philosophy of intervention over suspension. We have successfully lowered suspension rates year over year for over six years and are doing so by asking our administrators to reflect on what is motivating a student's behavior and how to appropriately change that behavior without sending the student home. While there are circumstances in which a student may be sent home (becoming a safety issue for himself or others or committing mandatory expulsion offenses, i.e. selling drugs, brandishing weapons, etc...), site administrators work hard to create interventions that address the behavior, include a consequence, create a teachable moment and bring the student back into the classroom with as little disruption as possible. While this is not a perfect system and not always possible, it is what we aspire to do.</td>
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<tr>
<td>DELAC</td>
<td>Annual Update Goal 4</td>
<td>How can we minimize lost instructional time when students are tardy? Some schools hold students for additional time when they are tardy, which just increases missed class time.</td>
<td>This is a perennial conflict at school sites. Students who come in late to class can disrupt instruction, whether they mean to or not. Sending students to the office to gather a pass, however, just makes the student more tardy. Our schools want their students to be accountable for their attendance and behavior and we also recognize that students are often late because of circumstances they cannot control. The best that a parent could do when they know their child will be tardy is to call the school to let them know. This minimizes the time spent in the office and lets the school know they are coming.</td>
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<tr>
<td>DELAC</td>
<td>Annual Update Goal 4</td>
<td>How accessible are resources that are available to support students with mental health?</td>
<td>Student Services works directly with sites to deploy crisis response and support teams to school sites. Within Special Education, referrals for mental health services and supports are made through the IEP team process. As a whole, San José Unified works with internal staff and external support providers to ensure students in need of mental health services receive the support they need.</td>
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<td>DELAC</td>
<td>Annual Update Goal 4</td>
<td>How many yard duty/ campus security should the schools have. Is it based on the amount of students?</td>
<td>Each school site receives a base level of Campus Supervisor staffing, and additional staffing is provided to schools that have a larger number of students.</td>
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<td>DELAC</td>
<td>Annual Update Goal 4</td>
<td>Can all schools have gates so that the schools are better secured?</td>
<td>SJUSD's standard is to determine the appropriate level of fencing based on facility type, location and community needs. SJUSD strives to seek a balance that provides security for students and staff while allowing public access before and after hours.</td>
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<td>DELAC</td>
<td>Annual Update Goal 4</td>
<td>Are all school using surveillance camaras to help with the security of students?</td>
<td>SJUSD maintains a very modern and robust security system throughout the District. Security cameras are just one part of that system. SJUSD is very proud of the level of security we are providing across our District as well as the relatively minimal criminal activities occurring on our sites including vandalism and theft.</td>
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<td>DELAC</td>
<td>Annual Update</td>
<td>Goal</td>
<td>Question</td>
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<td></td>
<td>Goal 4</td>
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<td>Are the water pipes/filters being checked regularly?</td>
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<td>Goal 4</td>
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<td>Are the security cameras sufficient to prevent break-ins? We need better cameras with facial recognition and more safety features for schools.</td>
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<td>Goal 5</td>
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<td>Is the district financially ready to continue with what is planned since there is lower enrollment and less money coming in?</td>
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<td></td>
<td>Goal 5</td>
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<td>Why are we not providing more Special Education programs at home schools?</td>
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<td>Goal 5</td>
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<td>Are there follow-ups to surveys?</td>
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<td>Goal 5</td>
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<td>How do we know the standard was met if it’s not specified in the California dashboard? The lexicon is highly incomprehensible, it’s difficult to understand.</td>
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<td>Goal 5</td>
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<td>How is school administration being supported in having courageous conversations regarding feedback?</td>
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<td>Goal 5</td>
<td></td>
<td>How is a school principal being supported to support his or her staff in supporting a diverse and high needs group of students?</td>
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