

Questions from District English Learner Advisory Committee (DELAC) and Parent Advisory Committee (PAC):

If there are funds available for sites, why do parents have to pay for school shirts?

Due to state and federal funding sources, there are restrictions on how money can be spent. T-Shirts with school name/logos are prohibited from being purchased with restricted funds.

If there are approved funds, why would the school board always or almost always not approve the allotment of funds?

The district's Governing Board is the final authority for the expense of all school district funds. The district follows Board policy by taking all contracts and services to the Board for approval and/or ratification and the Board may within its authority either approve or not approve the allotment of funds.

Why don't [sites] receive a list of items that can and cannot be purchased with [these] funds?

There are items that may only be purchased for specific reasons, based on funding source. Sites have the SPSA Budget and Program Handbook to review for allowable expenditures. In addition, the expenditures must be supported by their needs assessments and tied to support student achievement.

SPSA Budget and Program Handbook (Working Draft) is located on our website:

<https://www.stocktonusd.net/Page/461> OR

<https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/DRAFT%20-%20SPSA%20Program%20and%20Budget%20Guidebook%20Playbook%20-%20tsa%20edits%2012172020%202%20pm.pdf>

How can you help [improve] the old buildings that have stayed at Edison that currently were rained on and have students taking classes within them?

Facility needs are constantly being evaluated and re-evaluated. There are a multitude of competing facility needs and priorities that may require additional funding sources based on site needs. The district is also currently considering a general obligation bond on the fall 2022 ballot totaling an estimated \$215 million to address critical facility needs across the district. The Board would need to approve it before it goes forward.

What has been done to have office staff trained in customer service towards parents?

This is great feedback, as we are definitely interested in being welcoming and respectful to all who engage with our staff throughout the district. We are in the process of identifying customer service training providers to allow schools and departments to obtain customer service training online so that they can strengthen customer service understanding and training amongst staff to provide a better customer experience for our customers and staff.

What can be done to support schools that have high number of English Learners and few teachers (ie. Edison, 600 students and 7 teachers).

SUSD has site administrators and counselors work to create a master schedule that is responsive to the students at their sites. For the number of students sections are created to provide the necessary student support. Teachers with CLAD credentials are able to teach ELD classes. For high schools, additional prep period coverage is allocated for their EL Coordinators but are looking at other options of support. Our bilingual assists have been allocated to each school site as well for support, as well as some high schools have been allocated Title 1 money for Program Specialists to help monitor collected data. We are also looking at options for additional training for teachers that support EL students.

If one of the district's goals is that all 9th graders understand Algebra concepts, are pre-algebra classes or algebra being taught in the primary schools, possibly starting in 7th grade?

Currently, our K-8 model requires teachers to carry a multiple subject credential which allows them to teach multiple subjects. Single subject credential teachers have a more specific credential in one subject and are mainly at our high schools. An example would be our high school math teachers. They would have a single subject credential. However, there is a desire to provide students with advanced math courses during their middle school years. There will be more professional development in our math program and instructional design.

How do [you] want to stop poverty? Realistically speaking.

Our mission statement has the phrase "...we lift all youth out of circumstances of poverty and scarcity." It is there to remind us that we, as educators, can provide students with an academic path towards graduation that will prepare them for

their careers and community. Graduating our students career and community ready is a big step towards stopping poverty. We have seen it happen, and many of us have experienced it as well.

Why are there no field trips for all grades? (Advertise field trips: to universities and Museums).

Field Trips for specific grade levels are made available for students at all sites. These are topics that may be addressed at School Site Council meetings as the community works to build a SPSA (Single Plan for Student Achievement).

How does [the district] manage equity when some schools are full but more students are said to come in displacing current students into smaller classes?

We are responsible for maximizing our school buildings to accommodate students within our attendance zones. The need to create space and opportunities for students in our community is a requirement, sometimes this includes classroom changes to accommodate this need.

How will the district increase intervention?

Extended learning opportunities through summer programs, camps, after school instructional support, professional development to support students based on need. We have invested in literacy resources to build students' literacy foundational skills in areas of need. The multi-tiered system of support is also a district-wide approach to determine students' need for resources and supports based on the level of support required.

Why is it difficult to obtain counseling and mental health services? Is there not enough personnel?

Every site has at least one full time school counselor and would be able to provide assistance for counseling services. We also have [Care Solace](#), which is a service our district has invested in for students and their families to access for additional support. If needed, your school counselor may also connect you to direct services within our district and local agencies. The district also has a Crisis Team that is activated within our system to address sites and their students and staff who have experienced trauma, death, and other crisis situations.

After students have completed their FAFSA, has there been any follow up with students and their experiences?

After a student completes their Financial Aid application, there are several steps that a student must complete. For example a student must create a WebGrants for Students account. Students may need to submit verification forms to their college and university. School counselors follow up with students to assist with these requests from colleges/universities. They assist with the creation of Webgrants accounts and also verify their graduation on this platform (WebGrants is the Cal grant platform). Counselors also continue to assist students with interpreting financial aid award letters so students understand the cost analysis. There is also a Senior Survey that will help capture some data based on their experiences.

How will the district improve their parent engagement of all ethnicities?

We continue to seek opportunities to involve ALL parents and community partners. We have leveraged social media, announcements of upcoming events on district webpage, and continue to solicit input from parents on how to improve our efforts. Part of district expectations of Counselors is to host parent engagement events twice a year on campuses. Parents are also invited to participate in School Counseling Advisory Council meetings at each school. We have the Family Resource Center that has regularly scheduled events to engage parents through culture, art, literacy, and celebrating diversity and inclusion. All are welcome to attend. There is also a spotlight report that goes out to all HS parents to alert parents to their child's A-G requirements.

How will [SUSD] create training opportunities for students?

There are different areas that can be connected to "training" for our students, with several training options that are available for students to choose from and others where all students receive. For example, through our SEL curriculum, Second Step, our students are receiving training in the following areas - but not limited to: antibullying, tobacco prevention, empathy, making good choices, coping skills, suicide prevention to name a few. Our Student Support Services department offers training in trauma informed practices, and all our counselors have been trained in restorative practices (more than 1600 PLUS students received training to facilitate restorative practices this year), and are working on getting the entire district trained in these strategies.

In career training, SUSD currently has over 42 Career Tech Ed pathways across its high schools that offer vocational training across 12 industry sectors. Students who participate in these programs have the opportunity to enter an internship as an upper class man that would allow them to determine if this is the right career path for them. SUSD's CTE pathways are aligned to post secondary institutions such as trade schools, apprenticeship programs, or colleges that allow students to continue to pursue a career in their chosen field. Over half of SUSD's CTE pathways are articulated with local community colleges to allow students to earn college credits while in high school. SUSD is also committed to continue creating relevant industry aligned training for students through its CTE and Work Based Learning programs in collaboration with the local business community.

In which manner and justifiably, can students recuperate their lost [days] from classes without being penalized for having absences on their records?

We offer credit recovery and extended learning opportunities during breaks and summer.

Are there any interventions of prevention for mental health, in other words, is there monitoring of students to avoid any event or incident that could occur in the school?

Currently, smart alerts are utilized to monitor our students through our IS department who then alert the district mental health professionals if incidents occur. There are also risk assessments that take place for any inappropriate technology or school behaviors. We have a CARE team process at sites that work together for those identified students as needing additional support and have student-led forums and surveys where students have the opportunity to give voice and agency regarding culture and climate of their sites.

Why are Special Education classes combined with more than one grade level? (ie. 2nd-6th grade in one class). How would the teacher focus on learning with a wide range?

Students with disabilities who are placed together for purposes of special education (including resource room, special class, integrated co-teaching and related services groups) must be grouped by **similarity of individual needs** in accordance with the four need areas: ***academic achievement, functional performance and learning characteristics; social development; physical development; management needs***. In the area of academic achievement, the learning characteristics of students in the group must be sufficiently similar to assure that this range of academic or educational achievement is at least maintained. The social development of each student must be

considered prior to placement in any instructional group to assure that the social interaction within the group is beneficial to each student, contributes to each student's social growth and maturity, and does not consistently interfere with the instruction being provided. The levels of physical development of such students may vary, provided that each student is given appropriate opportunities to benefit from such instruction. Also, in the area of Management needs, these needs must be determined in accordance with the factors identified for a student in relation to the areas of academic achievement, functional performance and learning characteristics, social development and physical development.

When practicing inclusion with our SPED students, how do we include ALL SPED students?

Federal law provides that each local school district must ensure that students are provided necessary support and service in the Least Restrictive Environment (LRE) to allow students with disabilities (SWD) the opportunity to participate in the general education instructional programs and activities. The disability and services provided on the Individual Educational Plan (IEP) are reflective of how, when, where and how frequently a student is supported. It is the goal to include SWDs with same aged peers for typical growth experiences and development.

What will be the requirements for the Virtual Academy next year?

The Virtual Academy will be recognized as a Long Term Independent Study (LTIS) option. The LTIS will be made available for K-12 students through Stockton High School will be the site that all LTIS teachers work from. While there may be more seats available at the 9-12 levels, there will only be one grade level for each of K-8 classes. High students wishing to participate in LTIS will be required to disenroll from their school and enroll at Stockton High School. Once seats are full, a waitlist will be generated.

Will programs like PIQE be available for the parents of our community?

Providing our SUSD families with resources and training like PIQE (Parent Institute of Quality Education) is one area of focus for us to help improve parent involvement in our schools and to build knowledge of college and career pathways that our students will experience. We have offered PIQE through our Migrant program this year and the previous year. We also have the Family Resource Center where additional workshops and trainings are provided, as well as were a few of our district advisory groups (ie. PAC, AABPAC, LatinoPac) meet.