

Responses to Online Submissions

“Are there specific services you would like to see continue or ideas that should be considered? Share with us!”

- *Responses are shown in italics with bullets*

June 2018

Comment: Mental health, speech therapy, counseling.

- *Mental health and counseling support has increased significantly over the past three years. Parents are encouraged to talk with the school about getting support services needed for their child.*

Comment: I enjoy the classroom teachers doing one on one tutoring with students having reading issues.

- *Individualized work with students is highly effective and teachers do a good job with that along with meeting the needs of the entire class.*

Comment: More ARTS programs.

- *The arts are a priority in San Juan and we continue efforts to expand arts programs at schools.*

Comment: *Me gustaria que se estableciera un sistema de becas para actividades extracurriculares.*

Translation: I would like to see a system of scholarships established for extracurricular activities

- *Scholarships are available for activities currently. Parents should talk with the school about support needed to participate in school sponsored extracurricular activities.*

Comment: *Mas supervision en la escuela, especialmente en la salida de la escuela. Hay un nino que molestaba a alumnos a la salida de la escuela. Tambien le han ofrecido droga al salir de la escuela y que la podia probar en la pizzeria al cruzar la calle de la escuela Sylvan.*

Translation: More supervision in the school, especially during the release time after school. There is a child who bothers other students after school. He was offered drugs when he left the school and could try it in the pizzeria across from Sylvan school.

- *Student safety is extremely important and monitoring students becomes more difficult as students scatter after dismissal. Parents are encouraged to talk with the school about illegal or inappropriate interactions that are reported.*

Comment: More help with the daily needs of the kids i.e" staff to help with homework.

The kids need more than one person to talk with, to many kids for just one person.

- *Most schools have some after school help, whether it is through an afterschool program, tutoring or available teachers. Parents are encouraged to talk with the school to see what options for homework help are available and if those opportunities can be expanded.*

Comment: I would like to have programs for Native American students. We need another campus monitor and Rec Aide. We are in need of tutors. More after school programs would be great.

- *The district does have some services for Native American students through a federal grant. Information on this is available at <https://www.sanjuan.edu/Page/23443> .*
- *Services including campus monitors, rec aides, and tutors can be supported through funds allocated to school sites. Parents are encouraged to work with their School Site Councils to determine how to best meet this need.*

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Question: I'm curious why co-teaching was removed from the LCAP. I'm concerned about language at the Middle schools for "support classes" and "push-in services" only where Special Ed teachers are present. I feel like we continue to create barriers through programs seen as supports, rather than build inclusive school communities. We are continuing a culture of silos, perhaps unintentionally.

Training in Universal Design for Learning is needed for Gen Ed teachers as a broad initiative as we did GLAD. UDL is listed in the California Frameworks as one of three conditions for students with disabilities to achieve standards and yet, very few teachers outside of Special Education have heard of it, let alone received training, or follow up. If we can do GLAD training successfully, why does it seem UDL is left out of the conversation? Conversations about equity appear to continue to exclude disabilities.

- *LCAP language has evolved over time to be more flexible in how goals can be reached. This year's draft is the first to contain explicit references to students with disabilities along with language that is inclusive of all students who need additional support. While UDL is not listed specifically, one action is focused on strengthening the inclusion program at elementary grades. The conversation around equity continues to evolve to ensure that all means all. Making this connection more explicit is very important.*

Comment: I would like to see Board of Education meetings video recorded and available as video-on-demand similar to what Sacramento City Unified does for their Board of Education meetings.

- *This recommendation is being shared with superintendent's cabinet.*

Comment: Trusted adult on campus; attendance improvement; case management; mental health support; student safety all issues that are frequently discussed across the district but in which School Nurses are not considered as contributing partners in student education. The single mention of Health Services in LCAP has only been the IZ clinic and ELICA which does not even utilize Health Services staff. CA school districts employing a school nurse at each site, including Tahoe and San Diego are reporting significant increases in meeting LCAP goals. Included below are some evidence based research articles supporting the benefits of School Nurses in student education:

<http://news.gallup.com/poll/224639/nurses-keep-healthy-lead-honest-ethical-profession.aspx>

<https://www.nationalnursesunited.org/press/nurses-top-gallup-poll-most-trusted-profession-16-years-running>

[https://www.nursingoutlook.org/article/S0029-6554\(17\)30626-7/fulltext](https://www.nursingoutlook.org/article/S0029-6554(17)30626-7/fulltext)

<https://www.ncbi.nlm.nih.gov/pubmed/24840710>

https://www.cdc.gov/healthyschools/chronic_conditions/pdfs/2017_02_15-How-Schools-Can-Students-with-CHC_Final_508.pdf

https://www.cdc.gov/healthyschools/shs/care_coordination.htm

<http://journals.sagepub.com/doi/abs/10.1177/1942602X16654171>

- *Many of the supports provided through the district are not detailed in the LCAP. The information provided will be valuable in ongoing conversations around how to best use limited resources to support our students.*

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Comment: Course Access is one of the State Priorities (#7). The Independent Study PE2 course is a course option available to all high school students. How many students at each of the high schools enroll in ISPE2? Does the distribution of students from high schools demonstrate that the ISPE2 course has equitable enrollment across the district?

- *Independent study PE 2 is available to students across all schools. Students work with their school to enroll as necessary to meet their individual goals. Currently we are able to meet the needs of students who are interested (and are qualified) in completing their PE 2 requirement in this way.*

Comment: LCAP and SELPA both address students with disabilities. Coordination of both these plans which address the needs of students with disabilities would be beneficial to district planning. It is not uncommon for district LCAP's to cross reference with district SELPA plans. Why does San Juan's LCAP not reference the district's SELPA plan?

- *Special education staff are very involved in the LCAP development/revision process, bringing their knowledge of the SELPA plan with them. Formal connection between the two documents is under discussion at the state level. Staff is watching any requirement for cross referencing the two documents.*

Comment: Pupil Achievement is one of the State Priorities (#4). This indicator is measured by performance on standardized tests. Later school start times for teenagers have resulted in increases in student achievement and better test performance. Our district is moving towards later school start times for high schools and middle schools. Why is the plan for moving to later school start times not referenced in the LCAP?

- *Our LCAP is focused on actions/services which directly affect outcomes, in accordance with California education code. While there are many actions being taken in San Juan that may indirectly affect outcomes listed in the LCAP, most are not included in the document.*

Comment: For the academic success, and the physical and mental well-being of middle and high school students, San Juan Unified should move the start times of middle and high schools to 8:30 a.m. or later...as recommended by the CDC, AMA and American Academy of Pediatrics. Later school start times have been shown to have the greatest positive effect on our most vulnerable populations, including low socio-economic students. This should be an LCAP priority.

Later school start times have been shown to: increase academic success and graduation rates, decrease tardiness and absenteeism, decrease drowsy-driving car crashes, decrease depression, anxiety and suicidal ideation. In the 2016-2017 CA Healthy Kids Survey for the San Juan Unified School District, 48% of juniors reported chronic sad or hopeless feelings and 19% of juniors have seriously considered attempting suicide in the past 12 months.

Research on later school start times is definitive. To continue with the status quo is to continue to do harm. This is about science and teenage brain development. San Diego Unified is moving to later school start times. Davis Joint Unified has done a tremendous job helping to educate the community about the importance of the change. See their website here. http://www.djUSD.net/cms/page_view?d=x&piid=&vpid=1423558263488

This is not an idea that needs research. I suggest that we pass a resolution to make the change by 2020.

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There can be exciting options to build in flexibility. I trust that the District, the School Board and the Union can work out the details for the benefit of our students.

- *This recommendation will be forwarded to the superintendent and the board for consideration.*

Comment: Developmentally appropriate school start times should be the # 1 LCAP priority for our students. SJUSD thru its LCAP must move mandatory first period for middle and high school students to 8:30 or later based on irrefutable research of teen development during puberty. Just like adequate food is not optional, adequate sleep of 8- 10 hours per night for teen health and academic performance...is not optional. Chronic sleep deprivation among teens not only puts health in danger but causes many types of chronic illness including depression, suicidal ideation, obesity and overall suppressed immunity which results in high absenteeism and poor academic performance especially for those kids who struggle such as low income and refugee students. The Center for Disease Control and Prevention, the American Academy of Pediatrics, the American Medical Association, and the American Psychological Association have taken the lead in promoting healthy school start times. Now you as educators can in turn take the lead within our district to educate the SJ Community and to support an LCAP initiative to stop mandatory early start times that harm our children. Our absenteeism will also improve as it has in every district that has delayed its start times to 8:30 or later.

- *This recommendation will be forwarded to the superintendent and the board for consideration.*

Do you have more questions, or comments that you would like to share with the district? Submit them to <https://www.sanjuan.edu/Page/44755>

To read more about our stakeholder engagement work, visit www.sanjuan.edu/input