



SAN LEANDRO UNIFIED SCHOOL DISTRICT

Mike McLaughlin, Ed.D.
Superintendent

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To Our LCAP PAC Members,

Thank you all for taking the time to attend the LCAP PAC meetings throughout the school year. Your input is vital to the LCAP process. I've responded to your questions and the responses are provided on the pages following this letter.

Feel free to reach out to me or Dr. Patel to address any additional questions you may have regarding the LCAP.

Sincerely,

Mike McLaughlin, Ed.D.
Superintendent

| Comments from Parent Advisory Committee (PAC) | Response from SLUSD |
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| <p>GOAL ONE: Engage, Educate, Empower</p> <ol style="list-style-type: none"> 1) Will the Mandarin DLI program start in 2021-2022? 240K is for both DLI Spanish and Mandarin? 2) Allotment for Action 3 (STEAM Labs) seems low--seems to limit student participation in the Bay Area economy of Tech. Want more funding dedicated to building Technology skills (coding, digital skills. 3) Well written and to the point. Thank you 4) What about Parent Facilitators? The added ones to SLHS that we asked for. 5) How much money is one-time vs special funding for the LCAP? 6) Parents noticed a lot of support for low-income students and unaccompanied minor 7) The term program restoration: meaning? Is it Learning loss in terms of COVID or ELD? - from action #12? 8) Action #25 - how are the funds broken down? | <ol style="list-style-type: none"> 1. We will use the 2021-2022 school year to do a demographic study to assess where we can launch DLI Mandarin and from there create a timeline. The funding is to maintain current staffing/student ratios to preserve bilingual cohorts. 2. Our STEAM Lab program has already made large purchases in previous LCAPs for materials and we received funding for personnel from SLED for two elementary sites. Moving forward, we made a large investment in TK-12 new science adoption and materials that we will evaluate for connections to STEAM programming. 3. Thank you. 4. We have 2 positions dedicated to parent outreach, program coordinators, on college and career programming. They are not called parent facilitators as much of the work happens in grades 9-12 alongside the student. We are adding a Parent Outreach staff member to each high school and both middle schools, using state/federal funding, to increase parent connections to their schools, specifically in order to address learning loss/interruption and ensure access to intervention programs and services (see Goal 1 Action #31) 5. The LCAP expenditures summary states what is LCFF funded (LCAP funding) versus other funds, like one-time state/federal COVID-related funding 6. Yes, this is essential. 7. The pandemic caused program learning interruption and this action will increase multilingual ELD paraeducator positions to restore more opportunities for English Learners to receive small-group and individualized support on English Language development. 8. Action #25 reflects intervention specialists at elementary schools and intervention counselors at the secondary sites; funds reflect total costs including benefits |

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| <p>GOAL TWO: Educational Equity through College and Career Readiness</p> <ol style="list-style-type: none"> 1) None- really like the attention to physical and social-emotional wellness integrated throughout. 2) Please explain why spending so much on multilingual supports 3) The plan is good and we are putting a lot of money into it. We hope that the people can deliver. | <ol style="list-style-type: none"> 1. Thank you. 2. SLUSD proudly serves students and families representing 38 languages. It is vital to our success that we ensure access to learning, resources, and programs across our most commonly spoken languages as well as support services for those who communicate in a language other than English. We do this to support our students' acquisition of English and also to encourage and value the participation and partnership of their families in the process. Please know that the LCAP is meant to improve and increase services for English Learners, who in addition to learning English, speak another language as their primary language. Therefore, we must offer multilingual support as part of our programming and actions. 3. Please see our metrics for each goal to understand how we will be monitoring progress and efficacy. |
| <p>GOAL THREE: Equity-Centered Effective Employee Engagement</p> <ol style="list-style-type: none"> 1) Action 13: Recruiting for Diversity--\$500 dollar allotment seems small for such an important action 2) Employee Retention - great incentive 3) #16 - appreciate this for classified as well as certificated staff 4) Action 17 - how will the funds support the families? | <ol style="list-style-type: none"> 1. Recruiting for diversity is done by the Personnel Services team which doesn't require additional funds, these funds will support any additional cost to attend local in-person recruitment fairs geared towards diverse applicants. 2. Thank you. 3. Thank you. 4. Additional office support is provided to offset the admin assistants at the sites; allocation is based on the size of the school. Office assistants and other office support staff can provide one-to-one support for families needing additional means to access school personnel and understand school policies and protocols. |

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| <p>GOAL FOUR: Valuing Diversity, Equity, and Inclusion with Families and Communities</p> <ol style="list-style-type: none"> 1) What's the district plan on outreaching to more families to be involved particularly in middle and high school? 2) Action 10: Wondering about no dollar amount allocated to Family Advocacy groups--is the funding coming from another source? 3) Well written 4) Action 1, a question about the amount of funding provided; what is being implemented? 5) Funds for the training of the ELAC/DELAC - looking for PIQE training to be included (can't identify any action that addresses that). 6) Action #7: No funds allocated for early childhood education - is there really no cost to this? | <ol style="list-style-type: none"> 1. In Goal 1 Action #31 funding is allocated to hire Secondary Parent Engagement and Resource Connector Support Staff that will design and facilitate parent engagement events and outreach efforts to connect families and students to resources. One-on-one contacts made through different modalities (virtual and in-person). They will design and implement inter-school meetings and events for students transitioning from elementary to middle, and middle to high schools 2. No additional funds are needed to design and create advocacy groups as parent facilitators and site leadership can seek interest at their sites from different stakeholders. 3. Thank you. 4. This reflects our parent facilitators in the K-8 sites. The term audit reflects an overview of parent concerns/complaints and what can be changed/updated, not just including programs and services provided by parent facilitators. 5. Funds for PIQE, should that be the desired vendor, can be found in Goal 2, Action #20. The action will allocate funding for families and parent advisory group workshops and training opportunities. 6. There is currently no cost in goal 4 as the workshops will be delivered by staff that is included in goal 1 and by local nonprofit community-based organizations that provide this service to the district and their families. Goal 1 Action #15 allocated funding for TK/K programs. The district also received an early literacy grant (Early Learning Design Grant) from the Alameda County Office of Education that provides funding for workshops and professional learning. |
| <p>GOAL FIVE: Environmental and Technological Equity</p> <ol style="list-style-type: none"> 1) Will there be more communication via telephones as a phone message from the principal or from the district via a recording? 2) Didn't see anything about the food and nutrition and making the food healthier. This is especially true for the pork options. | <ol style="list-style-type: none"> 1. Our feedback on communication states that families have varying preferences so we let them select in ParentSquare. what kind of communication they prefer: text, phone recording, or email. 2. Our food services program has had goals related to food in compliance with federal guidelines and our own value around ensuring healthy food options that students choose. Our food services director works closely with principals to visit classrooms, hold student forums, and listen to feedback to adjust menus as best as possible. This approach came from previous LCAPs and will continue outside of the LCAP process. |