

## LCAP Community Input Comments and Responses on Behalf of the Superintendent

1. I recommend the district look more deeply into the TIDE program while it still exists in one piece - speak with faculty, staff, and students, and study the program.

That school offers nearly the exact solution to the issues the LCAP attempts to resolve - it serves high amounts of neurodivergent, socioeconomically disadvantaged, and racially diverse students, among others - and serves them well.

99%+ graduation rate despite these challenged students.

Look into small class sizes, low student:teacher ratios, and real connection and familiarity between teacher and student - things that make students feel safe. Because no matter how many prizes or emails you throw at them, students will not reach if they do not feel comfortable.

*Thank you for taking the time to share your recommendation regarding the District's Local Control and Accountability Plan. We appreciate your insights on TIDE's approach to supporting neurodivergent, socioeconomically disadvantaged, and racially diverse students.*

*Your suggestion to further review where TIDE had success will be added to our notes for consideration as we update metrics and actions to better serve students in our District towards improved performance on the California State Dashboard.*

*Looking at a variety of approaches and models in our own District and surrounding community is always valuable.*

2. -Update from SMCOE recruitment fair March 14, 2026?

*On March 14th, a diverse group of four SUHSD representatives attended the San Mateo County Office of Education job fair and collected resumes from over 100 applicants.*

-When is / will SUHSD be participating in the Cal State East Bay Educator Job Fair?

*Transpiring after the SMCOE recruitment Fair, the District did not attend the Cal State East Bay Educator Job Fair. An abundance of quality resumes were collected at the SMCOE event and, with the closing of TIDE and declining enrollment, we will not have that many openings to fill in the coming school year.*

-What are the proactive strategies in use on Indeed, ACSA, CASBO, and ICalSPRA to "strategically recruit and retain a diverse and qualified workforce", specifically employees of color?

*By expanding the number of recruiting platforms, the district has expanded its diversity in applicants.*

-Data shared from Jan '25 shows about a 2:1 ratio for white certificated employees to students, and about 1:2 for Hispanic. Do we have Jan '26 data? Can it be shared?

Yes.

-Re: "Staff recruitment at universities with high percentage of BIPOC students looking for positions in school districts." What has this looked like? Where has this taken place? Who is tasked with this work?

*With the closing of TIDE and declining enrollment, we will not have that many openings to fill in the coming school year. That said, in addition to the San Mateo County Office of Education, the District has attended recruitment fairs for school mental health counselors at Berkeley and San Francisco State University. As staffing needs rise, we will continue to reach out to programs with a diverse student body.*

-What steps have been taken to establish the "partnership with REACH University"?

After a collaborative legal review with Reach University, we have successfully drafted an MOU with Reach.

-What outcomes have we seen thus far? What are ongoing & future steps?

*To ensure we are following proper contractual protocols, we are holding off on official joint activities with Reach University until the agreement is signed. Looking ahead, we hope to not only finalize this partnership but also explore expanding our collaboration to include Reach University's Master's degree programs for our staff.*

-What is the future of the "employee union/management committee"? A May meeting was discussed.

*We are looking toward a May meeting for the Recruitment and Retention Committee to reflect on the year's progress. As we plan for the future, we want to ensure any new committees are structured to complement, rather than duplicate, the excellent work already being done by the SDTA Consult.*

-I have sat on the "Created group" and am not clear on what the "next steps for recruitment and retention" are, nor am I clear on what "Strategies identified are implemented" have been. If this is in reference to the SDTA-sponsored BIPoC Support Cohort, I look forward to discussing this

*The committee has identified several key areas for growth. First, we are supporting the pilot program initiated by SDTA members; we look forward to receiving their first update on activities soon. Second, we've collaborated with our Communications Officer to help us amplify our recruitment efforts via social media once the committee develops the content. We want to ensure our district's practices align with our equity goals and look forward to discussing how we can better support and retain our diverse leadership moving forward.*

-Is the district willing to discuss what facilitation of an Equity & Diversity Council could look like in '26-'27?

Yes.

3. It is very confusing that "very High" means "more students" and "very high" means fewer.

*We understand why this is confusing. This Indicator Placement Reports are created by the California Department of Education and we are required to use their templates.*

If our African-American and Pacific Islander populations have higher rates of suspension, and our EL students have higher rates of absenteeism, why is the focus on Restorative Practices (which have been shown to be very ineffective statistically) instead of training parents on how to raise and support a successful child? If "culturally responsive" competence is expected of teachers and staff, why can't we have "culturally responsive" training for parents and families about how to respond to school culture? Goal 1 assumes that teachers are racists without looking at the cultural norms of Blacks and Pacific Islanders that may contrast with what is expected at school. And how do we know that Restorative Practices a) work in a district like ours, and b) even work at all? Nowhere have I seen any data that shows the success of CASEL (other than their own studies) or RJ practices.

*There is strong evidence that historical school exclusionary discipline measures (e.g., suspension) are ineffective and often worsen student outcomes. Studies show it is associated with lower achievement, higher dropout rates, and increased disengagement, and it disproportionately impacts students of color. In other words, relying primarily on suspension has not improved student behavior or long-term success. The research on restorative practices is mixed, but very promising when implemented well. For example, a large California study from the Learning Policy Institute found that increased use of restorative approaches was associated with reduced suspensions, improved school climate, and higher academic outcomes, with particularly strong benefits for Black students.*

*The district's implementation of restorative practices is not intended to replace consequences or accountability, nor is it the district's only strategy. Effective systems combine clear and concise expectations, appropriate consequences, relationship-building, social-emotional learning and education, and academic and behavioral supports. Additionally, the district collaborates with Parent Venture to support the Parent Education series, bringing parents education on various topics and issues throughout the school year.*

*The district knows that student success requires alignment between school and home. The District's approach to "culturally responsive" practice is not about labeling blame, but about improving communication and partnership. Expanding family education, engagement, and shared understanding of school expectations is an important part of that work and should continue to grow alongside school-based strategies.*

*Additional resources, including research, can be found at the National Center on Restorative Justice at [ncorj.org](http://ncorj.org).*

The reason why we have higher rates of suspension for the aforementioned groups is because they are the primary groups that engage in behaviors in which the Ed. Code requires a suspension, fighting being the #1 reason (at least at M-A).

*The district has set this goal to reduce suspension rates for all subgroups showing higher rates of suspension. Implementing restorative practices as alternatives to school exclusionary discipline measures (e.g., suspension) over the previous five years has proven effective in lowering suspension rates within the district. The subgroups showing higher rates of suspension will receive intentional, focused interventions and alternatives in the coming school years.*

4. Goal 1 doesn't seem to be specific or actionable. Specifically, what methods are going to be used to encourage students to come to campus? At least at our school we already have counselors reach out to parents of chronically absent students but parents seem allowed to continually call out sick and have excused absences when the student is just avoiding school. Are we going to have a district wide policy on maximum excused absences or how to filter out students who are avoidant to get them extra support? I worry about enabling students avoidant behaviors by allowing them to miss months of school at a time.

*The slides contain only abbreviated information to support the implementation of associated actions under Goal 1. As included in the full version of the LCAP, the District will continue to build the Attendance Intervention Program, staffing six full-time bilingual Community Liaisons and one Mental Health Services Caseworker to support all District schools while expanding tier 2 and tier 3 research-based attendance interventions. The Mental Health Services Caseworker focuses on tier 3 for students with school-avoidance issues/concerns. Students with excessive excused absences receive written communications and interventions to address absenteeism. For more information, refer to the District's Attendance Handbook at [www.seq.org](http://www.seq.org).*

5. Nayeli from Woodside suggests hiring more staff to assist with attendance. Improvements are needed because the phone calling system is not working properly; many parents do not leave messages correctly. (This comment is from a DELAC member)

*Thank you for taking the time to share your feedback regarding the District's Local Control and Accountability Plan. Your suggestion will be added to our notes for consideration as we update metrics and actions to better serve students in our District towards improved performance on the California State Dashboard.*

6. William from Woodside recommends that the Latino community receive clearer guidance on how to justify attendance, and that the district explore more effective strategies. (This comment is from a DELAC member)

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7. Cecilia, please also ensure that parent leaders are included in interviews for new employees in leadership roles, so community members can provide input—for example, by inviting ELAC members to serve on the interview panel. (This comment is from a DELAC member)

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8. Provide parents with more detailed information about graduation requirements. Organize more school meetings to inform parents so they can better support their children. (This comment is from a DELAC member)

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