This meeting is open to the public and is being recorded for posting on our district LCAP website for public viewing.
6:00 p.m. Welcome/Call to Order (I)
6:10 p.m. Attendance Roll Call (I)
6:15 p.m. Approval of Meeting Minutes (A)
6:20 p.m. Board Liaison Update/Superintendent Update (I)
6:30 p.m. General Visitor Comments (I)
6:35 p.m. LCAP Listening Session
7:45 p.m. Committee Business (I)
7:55 p.m. General Visitor Comments (I)
8:00 p.m. Adjourn
General Visitor Comments

- Please click the raise hand icon to speak. Host will call on you in hand raise order to speak.

- Please limit comments/questions to two minutes per individual. Time will be extended for any speaker who uses an interpreter.

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LCAP Listening Session
Local Control and Accountability Plan (LCAP) Educational Partner Input
# Educational Partners

- **65 Educational Partners**
- **2,500+ Participants**

<table>
<thead>
<tr>
<th>Students</th>
<th>Families</th>
<th>Staff/Labor Groups</th>
<th>Community Partners</th>
</tr>
</thead>
</table>
| • All districtwide  
• African American  
• Black Student Unions  
• Elementary, Middle, and High School  
• Brown Student Union  
• English learner  
• English Learner Student Leadership  
• Foster Youth  
• LGBTQ+  
• Long-term English Language Learners  
• McKinney Vento (homeless)  
• Prevention Services  
• Refugee/Newcomer Students  
• San Juan Youth Voice Advocates  
• Students with disabilities  
• Students with a Voice  
• Superintendent’s Student Advisory Council | • All districtwide  
• African American  
• American Indian Education Program Parent Advisory Committee  
• Curriculum and Standards  
• District English Language Advisory Committee  
• Dual Identity Special Education/English Learner  
• English Language Advisory Committee  
• Facilities Committee  
• Foster Youth  
• Local Control and Accountability Plan Parent Advisory Committee  
• McKinney Vento (homeless)  
• Refugee/Newcomer Parents  
• School Site Council  
• Special Education  
• Superintendent’s Parent Advisory Committee  
• Talleres Familiares | • All districtwide  
• African American  
• California School Employees Association  
• Confidential  
• Division of Teaching and Learning  
• Extended Cabinet  
• Foster Youth  
• McKinney Vento (homeless)  
• Prevention Services  
• San Juan Administrators Association  
• San Juan Supervisors Association  
• San Juan Professional Educators Coalition  
• San Juan Teachers Association  
• Special Education Local Plan Area  
• Teamsters | Equity Community Collaborative:  
• Black Youth Leadership Project  
• Improve Your Tomorrow  
• Jewish Community Relations Council  
• National Association for the Advancement of Colored People  
• Project Optimism  
• Sacramento Area Youth Speaks  
• Sacramento Racial and Social Justice Professional Development Team  
• Special Team of Role Models  
• TRIO  
• United College Action Network  
• Youth Development Network  

**English Learner:**  
• Refugee Enrichment and Development Association  
• Sacramento Public Library - Arden  
• Sacramento Youth Center

**Foster Youth:**  
• Aging Up  
• Court Appointed Student Advocates

**McKinney-Vento:**  
• Carmichael Homeless Assistance Resource Team  
• Sacramento Kindness Campaign
Educational Partner Strategy

Partners
- Students
- Staff
- Families
- Labor Groups
- Community Groups

Opportunities
- Thought Exchange
- Listening Sessions
- Focus Group

Settings
- 1:1
- Small group
- Large group
- Online
- Phone
- In person
- Paper

Communication
- Website
- Mass notification
- Social media
- Community newsletters
- Targeted outreach
### What clarifying questions do you have about what is being shown in the data display?

<table>
<thead>
<tr>
<th>Educational Partner Group</th>
<th>What are our schools doing well to support students and families?</th>
<th>What can our schools do differently and focus on to improve?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>• Bridges, Power Hour, English language development (ELD),</td>
<td>• Chromebooks for home use, tutoring, primary language</td>
</tr>
<tr>
<td>Participants: 71</td>
<td>Improve Your Tomorrow (IYT), Where We Belong (WEB), Girls Life</td>
<td>materials, subscriptions to English learning resources</td>
</tr>
<tr>
<td>Listening Sessions: 11/2022-1/2023</td>
<td>• Counselors, A-G requirements, goal development</td>
<td>• More effective choices, slower pace learning, interesting</td>
</tr>
<tr>
<td></td>
<td>• Teachers who explain clearly, quiet classrooms</td>
<td>lessons, fun learning activities during lunch</td>
</tr>
<tr>
<td></td>
<td>• Friends, school staff, sports, clubs</td>
<td>• Sports, after school clubs, cultural awareness and cultural</td>
</tr>
<tr>
<td></td>
<td></td>
<td>clubs</td>
</tr>
<tr>
<td>English learner Student</td>
<td>• Respectful and supportive teachers, flags in cafeteria,</td>
<td>• Transportation to clubs and sports</td>
</tr>
<tr>
<td>Leadership Council</td>
<td>friends</td>
<td>• Consequences for fighting, bullying, disrespectful behavior</td>
</tr>
<tr>
<td>Participants: 14</td>
<td>• Clubs, activities, sports</td>
<td>• Respectful teachers, quiet classrooms, safe spaces</td>
</tr>
<tr>
<td>Listening Session: 11/17/22</td>
<td>• English language development, hands-on learning, team</td>
<td>• Explore strengths, interests, and goals from K-12</td>
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<tr>
<td></td>
<td>projects, teachers who explain things</td>
<td></td>
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<tr>
<td>Foster Youth</td>
<td>• Supportive and knowledgeable teachers, LGBTQ+ supportive</td>
<td>• After school clubs, programs, leadership opportunities, and</td>
</tr>
<tr>
<td>Participants: 14</td>
<td>staff and clubs, friends</td>
<td>sports</td>
</tr>
<tr>
<td>Listening Session: 11/10/22</td>
<td>• Counselors, therapists, social workers, campus monitors</td>
<td>• English learner specific opportunities, classroom</td>
</tr>
<tr>
<td></td>
<td>• Resources - Clothes Closet, food, books</td>
<td>translation support in all languages, bilingual staff</td>
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<tr>
<td></td>
<td>• Music, drawing, sports, after school programs (Assets)</td>
<td>• Field trips, homework, team projects, individual group</td>
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<tr>
<td></td>
<td>• Safe places where teachers believe and listen to you and not</td>
<td>project grades</td>
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<tr>
<td></td>
<td>being forced to be social</td>
<td>• Opportunities to voice opinions</td>
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<tr>
<td></td>
<td>• American Sign Language (ASL) teachers, instructional</td>
<td>• Inclusive groups and activities, respectful teachers</td>
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<tr>
<td></td>
<td>assistants</td>
<td>• Discipline enforcement for racism, fights, and bullying</td>
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<td></td>
<td>• Exposure to colleges, universities, trades,</td>
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<td></td>
<td>• Career exploration using the library and Google research</td>
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<tr>
<td></td>
<td>• Campus racism, homophobia, sexism, double standards, drug</td>
<td>• Provide Naviance support for students with disabilities</td>
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<tr>
<td></td>
<td>use</td>
<td></td>
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<td></td>
<td>• More supportive teachers - Less strict, biased, and</td>
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<td></td>
<td>judicial</td>
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<td></td>
<td>• Provide easier homework and more classwork</td>
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<td></td>
<td>• Less processed food, culturally reflective food, snacks</td>
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<td></td>
<td>outside of lunch period, off campus lunch</td>
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<td></td>
<td>• Longer - Passing periods, lunch, bathroom breaks, school day</td>
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<td></td>
<td>for electives</td>
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<td></td>
<td>• Access to transportation and technology for home use, cleaner</td>
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<tr>
<td></td>
<td>campuses</td>
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<td></td>
<td>• Less detention, more incentives, less restrictive dress code</td>
<td></td>
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<tr>
<td></td>
<td>• Allow students to chew gum, listen to music, and use fidget</td>
<td></td>
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<td></td>
<td>spinners</td>
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</table>

Describe

• What are the specific needs of our **EL, LI, FY, HM student groups** that you see in the data?

  **Example**
  HM – Transportation to and from school.

• What themes, patterns, and trends do you see across **all groups**?

  **Example**
  All – Campus security (i.e., fencing, supervision, cameras, drills).
Gallery Walk

• What questions or wonderings does this raise for you?
• What assumptions or beliefs are surfacing?
What are your key takeaways and "ahas"?
Next Steps

- Consolidate educational partner key themes by goal
- Develop new actions
- Refine existing actions
- Target funds strategically
Visitor Comments - LCAP Listening Session

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Committee Business

- Future Agenda Items
General Visitor Comments

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Thank you for attending