

LCAP PAC Organizational Meeting

This meeting is open to the public and is being recorded for posting on our district LCAP website for public viewing.

Agenda

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| 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.
- LCAP PAC bylaws allow the public to address the committee for items on the agenda and items that are not on the agenda, but the law prohibits action by the committee on non-agenda items. Issues raised by the public may be referred to a future meeting agenda for LCAP PAC discussion.



LCAP Listening Session

A hand is shown placing a white puzzle piece with a blue silhouette of a person in a suit into a larger puzzle. The background puzzle consists of many grey pieces, each with a grey silhouette of a person in a suit. The text is overlaid on the center of the image.

Local Control and Accountability Plan (LCAP) Educational Partner Input

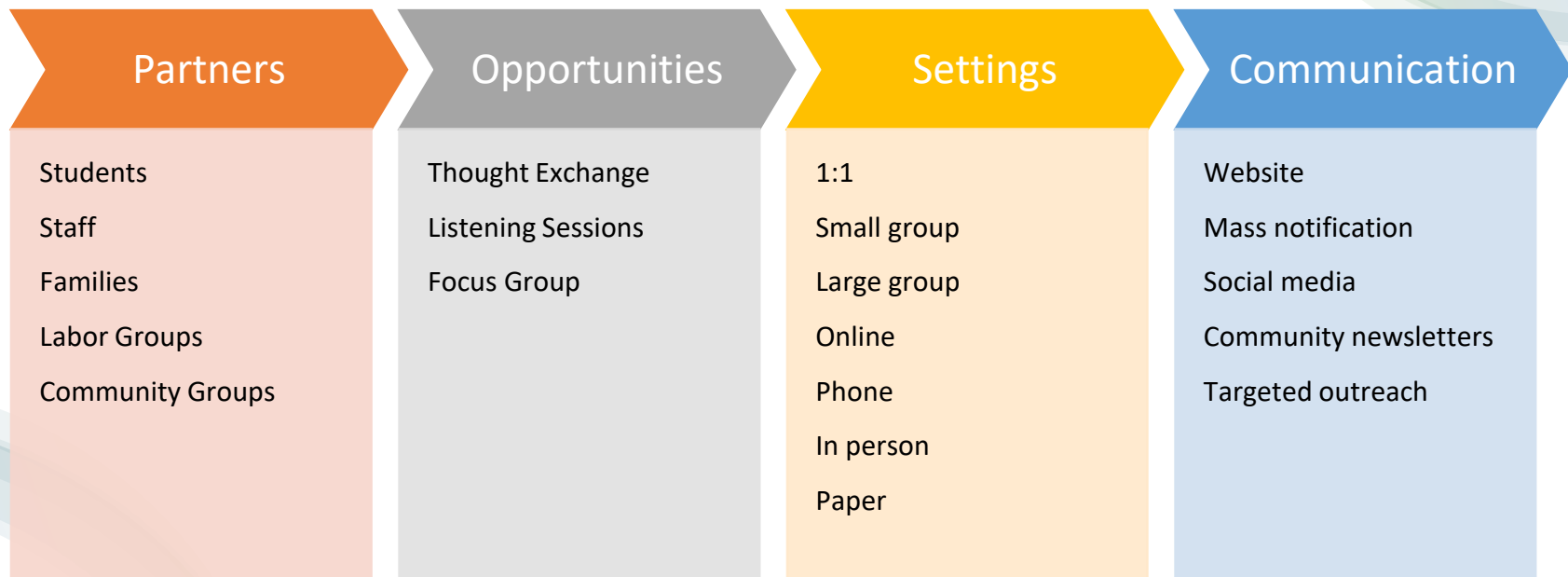
Educational Partners

•65 Educational Partners

•2,500+ Participants

Students	Families	Staff/Labor Groups	Community Partners
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p><u>Equity Community Collaborative:</u></p> <ul style="list-style-type: none"> • 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 <p><u>English Learner:</u></p> <ul style="list-style-type: none"> • Refugee Enrichment and Development Association • Sacramento Public Library - Arden • Sacramento Youth Center <p><u>Foster Youth:</u></p> <ul style="list-style-type: none"> • Aging Up • Court Appointed Student Advocates <p><u>McKinney-Vento:</u></p> <ul style="list-style-type: none"> • Carmichael Homeless Assistance Resource Team • Sacramento Kindness Campaign

Educational Partner Strategy



What clarifying questions do you have about what is being shown in the data display?

2022-23 EDUCATIONAL PARTNER KEY THEMES BY GROUP		
Educational Partner Group	What are our schools doing well to support students and families? +	What can our schools do differently and focus on to improve? △
STUDENTS		
English Learners Participants: 71 Listening Sessions: 11/2022-1/2023	<ul style="list-style-type: none"> Bridges, Power Hour, English language development (ELD), Improve Your Tomorrow (IYT), Where We Belong (WEB), Girls Life Counselors, A-G requirements, goal development Teachers who explain clearly, quiet classrooms Friends, school staff, sports, clubs 	<ul style="list-style-type: none"> Chromebooks for home use, tutoring, primary language materials, subscriptions to English learning resources More elective choices, slower pace learning, interesting lessons, fun learning activities during lunch Sports, after school clubs, cultural awareness and cultural clubs Transportation to clubs and sports Consequences for fighting, bullying, disrespectful behavior Respectful teachers, quiet classrooms, safe spaces Explore strengths, interests, and goals from K-12
English learner Student Leadership Council Participants: 14 Listening Session: 11/17/22	<ul style="list-style-type: none"> Respectful and supportive teachers, flags in cafeteria, friends Clubs, activities, sports English language development, hands-on learning, team projects, teachers who explain things 	<ul style="list-style-type: none"> After school clubs, programs, leadership opportunities, and sports English learner specific opportunities, classroom translation support in all languages, bilingual staff Field trips, homework, team projects, individual group project grades Opportunities to voice opinions Inclusive groups and activities, respectful teachers Discipline enforcement for racism, fights, and bullying
Foster Youth Participants: 14 Listening Session: 11/10/22	<ul style="list-style-type: none"> Supportive and knowledgeable teachers, LGBTQ+ supportive staff and clubs, friends Counselors, therapists, social workers, campus monitors Resources - Clothes Closet, food, books Music, drawing, sports, after school programs (Assets) Safe places where teachers believe and listen to you and not being forced to be social American Sign Language (ASL) teachers, instructional assistants Exposure to colleges, universities, trades, Career exploration using the library and Google research 	<ul style="list-style-type: none"> Campus racism, homophobia, sexism, double standards, drug use More supportive teachers - Less strict, biased, and judgmental Provide easier homework and more classwork Less processed food, culturally reflective food, snacks outside of lunch period, off campus lunch Longer - Passing periods, lunch, bathroom breaks, school day for electives Access to transportation and technology for home use, cleaner campuses Less detention, more incentives, less restrictive dress code Allow students to chew gum, listen to music, and use fidget spinners Provide Naviance support for students with disabilities

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

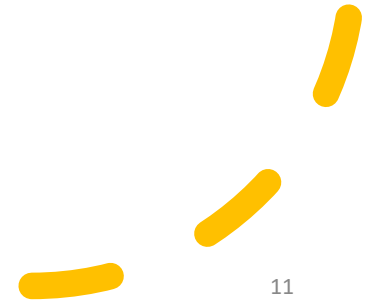
All – Campus security (i.e., fencing, supervision, cameras, drills).

Gallery Walk

- What questions or wonderings does this raise for you?
- What assumptions or beliefs are surfacing?

Summarize Learning

What are your key takeaways and "ahas"?



Next Steps



Visitor Comments - LCAP Listening Session

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Committee Business

- Future Agenda Items

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Thank you for attending