

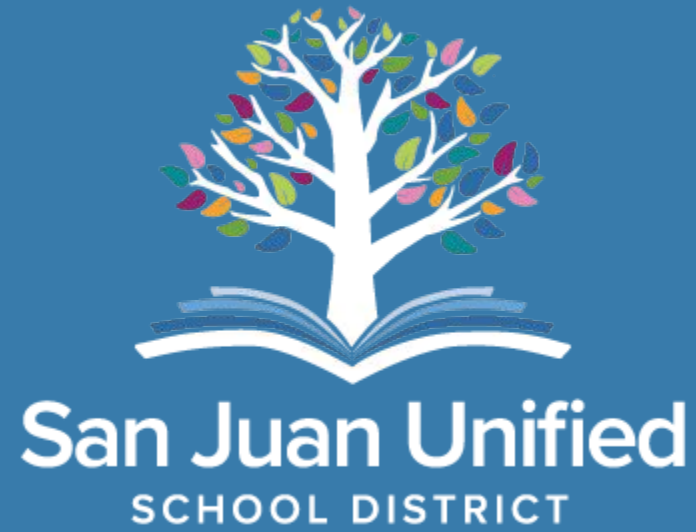


# **LCAP PAC**

## **Organizational Meeting**

**September 12, 2024**

**This meeting is open to the public**



## Agenda

The meeting is in person in the district office board room. The agenda will be posted at [Parent Advisory Committee - San Juan Unified School District](#) approximately 72 hours prior to the meeting.

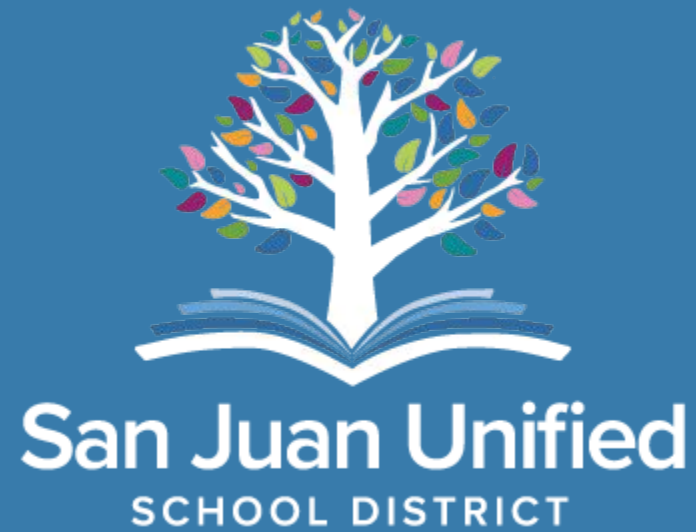
### Agenda

- 6:00 p.m. Welcome/Call to Order
- 6:05 p.m. Attendance Roll Call
- 6:10 p.m. Approval of Meeting Minutes (A)
- 6:15 p.m. Approval of 2023-24 Chairperson Board Report (A)
- 6:20 p.m. Chairperson, Asst Chairperson, Student Chairperson Election (A)
- 6:25 p.m. Board Liaison/Deputy Superintendent Update (I)
- 6:30 p.m. General Visitor Comments
- 6:35 p.m. Committee Business: (D)
  - LCAP PAC Member Training
    - LCAP and PAC Overview
    - Bylaws Review
    - Meeting Calendar
- 8:00 p.m. Adjourn

I = Information

D = Discussion

A = Action



## Visitor Comments: General

- Please submit comment/question card to LCAP PAC chair.
- 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.

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## Committee Business

# Committee Business

## LCAP PAC Member Training

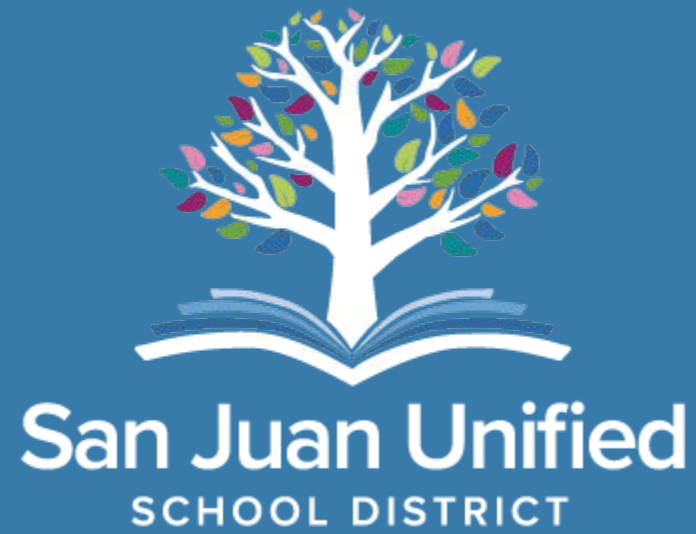
- LCAP and PAC Overview
- Bylaws Review
- Meeting Calendar



**San Juan Unified**  
SCHOOL DISTRICT

# **LCAP PAC Committee Member Training**





## Visitor Comments: Committee Training

- Please submit comment/question card to LCAP PAC chair.
- 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.

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# **Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC)**



# Education Code

- **Section 52063(a)(1)** The governing board of a school district shall establish a parent advisory committee to provide advice to the governing board of the school district and the superintendent of the school district regarding the requirements of this article.
- **Section 52060(g)** The school district shall consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a local control and accountability plan.
- **Section 52062(a)(1)** The school district shall present the local control and accountability plan or annual update to the local control and accountability plan to the parent advisory committee established pursuant to Section 52063 for review and comment. The superintendent of the school district shall respond, in writing, to comments received from the parent advisory committee.





# LCAP PAC Charge and Function

- One of multiple educational partners which the superintendent and board “consults” with and seeks “advice” from in the development and revision of the LCAP as specified in Education Code.
- “Consult” [EC 52060(g)] and “advice” [EC 52063(a)(1)] are defined as:
  - District gathering the perspectives and insights of educational partners as they relate to the LCAP through the district educational partner engagement strategy.
  - LCAP PAC reviewing and providing comment on the development of the LCAP pursuant to Section 52062(a)(1).



# Open Meeting Law

## Greene Act (*California Ed Code 35147*)

- Meetings must be open to the public
- All formal actions or decisions must take place at a public meeting
- Agenda must be posted at least 72 hours before a meeting
- The public must be given the opportunity to address the committee on topics under the jurisdiction of the committee
- Items not on agenda may not be considered (with a narrow exception for emergencies)
- No provisions or laws prohibiting communications among a majority of members outside the public meetings



# Bylaws

- Board of Education appointed committee with assigned board liaison
- Serve in an advisory capacity on matters pertaining to the LCAP as directed by the board
- Final authority for the LCAP lies with the Board of Education
- 20 members including: parents/legal guardians with students enrolled in district, students enrolled in district, emphasis on state and district identified targeted student groups
- Leadership consists of a chairperson, assistant chairperson, and student chairperson serving 1-year terms
- Consistent meeting attendance is required and tracked



# Updates to Bylaws

## Purpose:

- Align LCAP PAC bylaws to other district parent advisory committee bylaws
- More accurately reflect the work of the LCAP PAC in the bylaws.

## Notable Changes:

- Training for all committee members (not just new members)
- LCAP PAC listening session as part of educational partner engagement strategy
- Elections of chairpersons at first meeting
- Review annual report to board at last meeting to be presented before July 1st.



# Discussion

- What connections are you making between the role of the LCAP PAC as described in education code, our bylaws, and the Greene Act?
- What comments do you have regarding the proposed updates to the bylaws?



# **Local Control and Accountability Plan (LCAP) Overview**



# Local Control Funding Formula (LCFF)



## BASE GRANT

Every student generates a base grant, which funds basic educational costs such as teacher salaries, retirement costs, instructional materials, etc.



## SUPPLEMENTAL GRANT

Every student identified as low-income, English learner, or foster youth generates an additional 20% more funding above the base grant.

These funds must be spent on increasing and improving services for these priority student groups.



## CONCENTRATION GRANT

Every student identified as low-income, English learner, or foster youth above the 55% district enrollment threshold generates additional funding based on a state funding formula.

These funds must be spent on increasing and improving services for these priority student groups.

# Eight State Priority Areas



## Conditions for Learning

Basic Services

Implementation of  
State Standards

Course Access

## Engagement

Parent  
Engagement


Pupil Engagement

School Climate

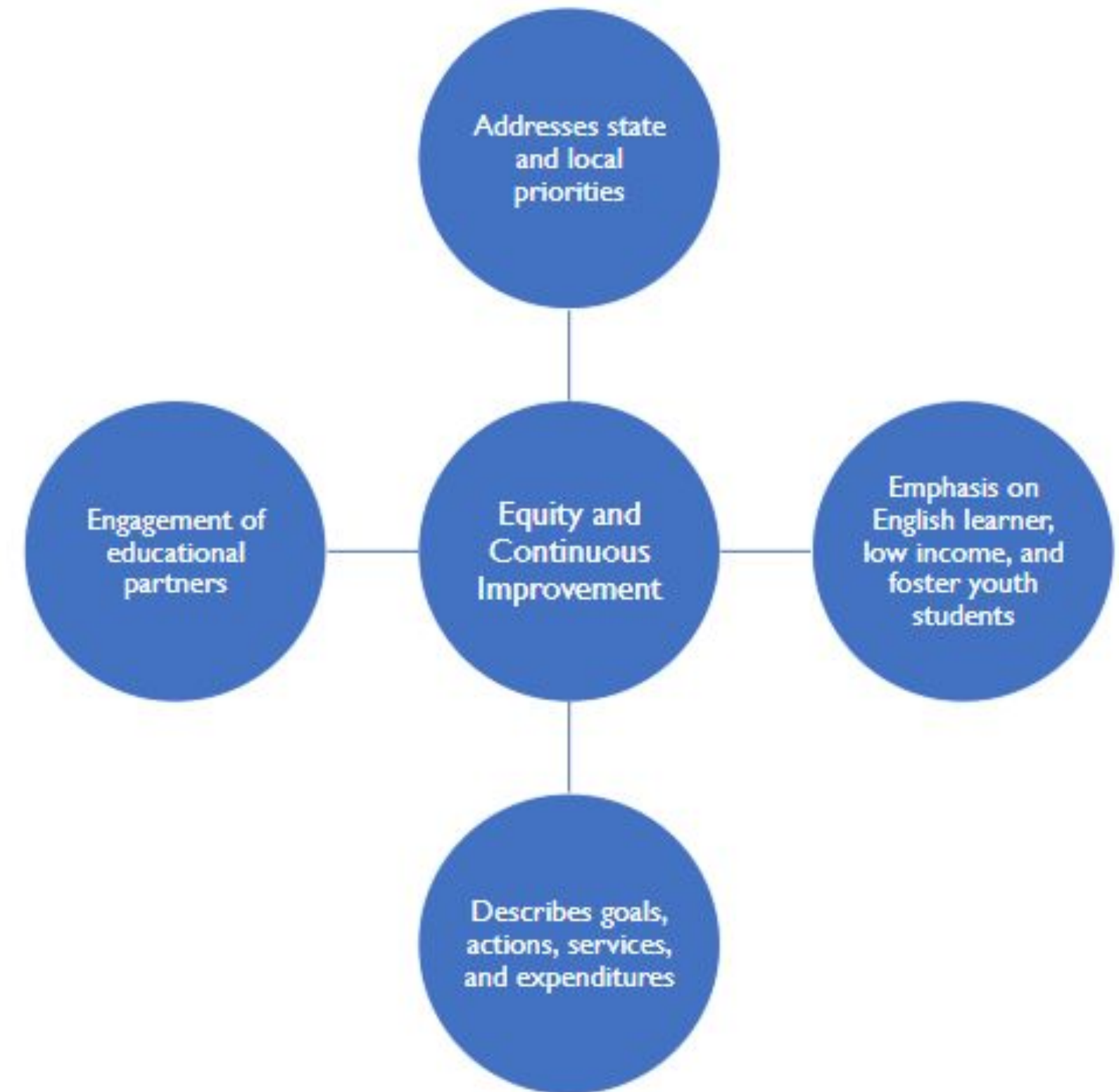
## Pupil Outcomes

Pupil Achievement

Other Pupil  
Outcomes



# Local Control and Accountability Plan (LCAP)





# LCAP Metrics

State Priority Areas	CA School Dashboard Indicators		Additional Metrics
	State Indicator	Local Indicator	
1. Basic Services		School Facilities, Standards Access, Credentialed Staffing	
2. Implementation of State Standards		Implementation of State Academic Standards	
3. Family Involvement		Parent and Family Engagement	
4. Student Achievement	ELA, Math, English Learner State Assessment		Science State Assessment, EL Reclassification
5. Student Engagement	Chronic Absenteeism, Graduation		Attendance, Dropout
6. School Climate	Suspension	Local Climate Survey	Expulsion, Connectedness, Safety
7. Course Access		Access to a Broad Course of Study	
8. Other Student Outcomes	College and Career		A-G and CTE Completion, ELA and Math Early Assessment, AP and IB Exam Performance

## California School Dashboard

Explore information about your local school and district.



Visit <https://www.caschooldashboard.org/> to explore information about your local school and district

# San Juan Unified LCAP Goals

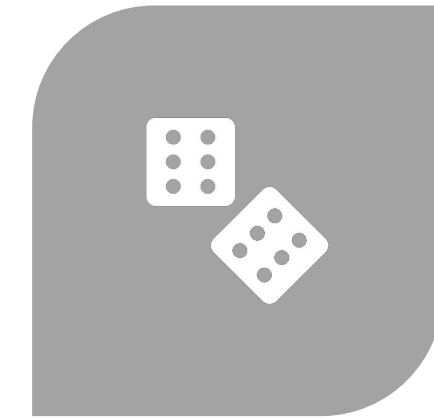


- 1. Student Achievement and Implementation of State Standards** - Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.
- 2. Student Engagement and Course Access** - Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.
- 3. School Conditions, Climate, and Family Engagement** - Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.
- 4-14. Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70%** - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.

# IMPROVEMENT PROCESS



**BUILD** ON THE  
WORK WE HAVE  
DONE.



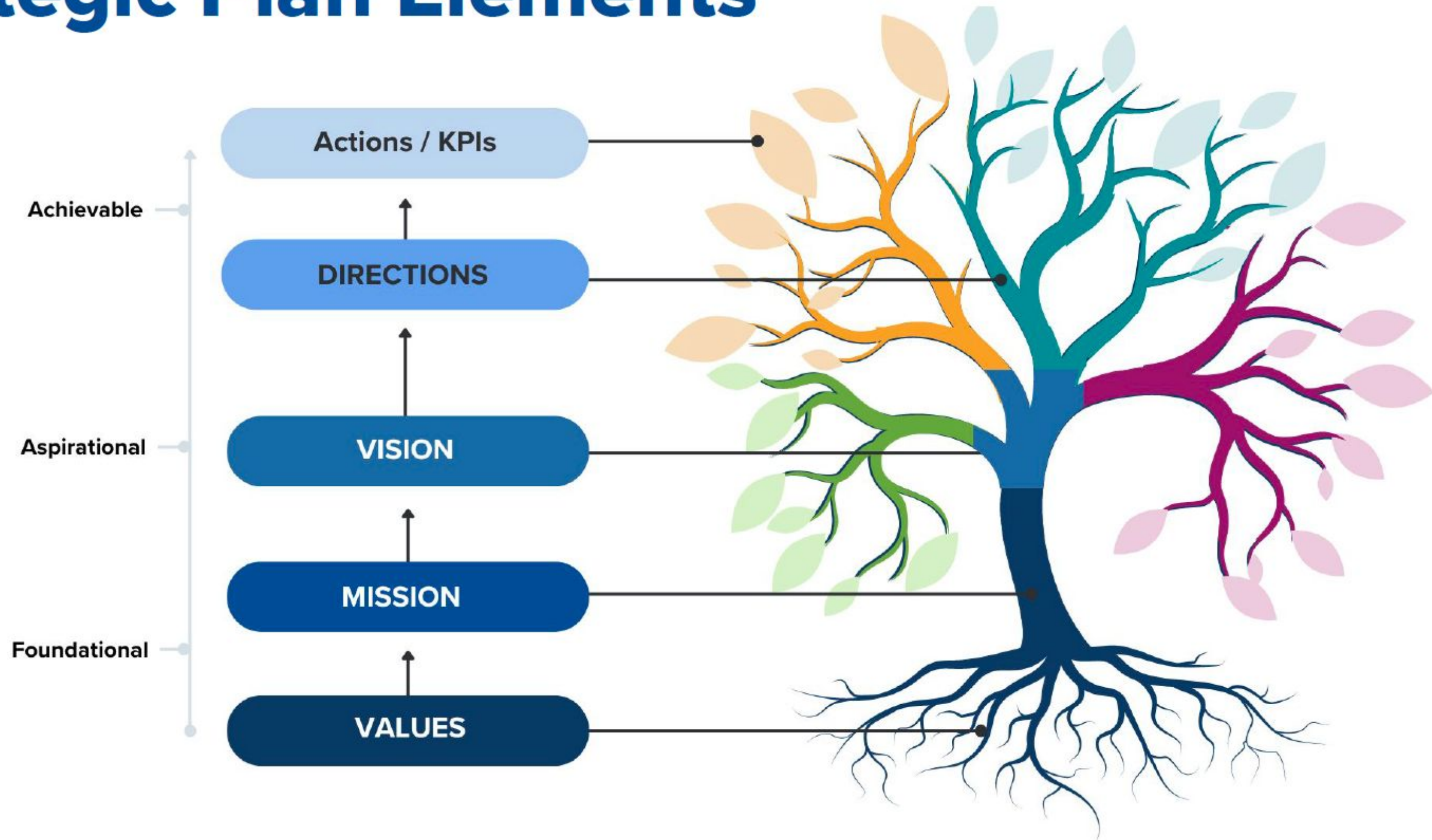
**ANALYZE** MULTIPLE  
SOURCES OF DATA.



**REFINE** ACTIONS  
BASED ON WHAT WE  
LEARN.



# Strategic Plan Elements



# LCAP Adoption Requirements

Education Code	Requirements
52060 (g)	Consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and pupils.
52062 (a) (5)	Consult with the SELPA to determine that specific actions for SWD are included in the plan, and that they are consistent with the annual assurances support plan.
52062 (a) (1) (2)	Present the plan to the LCAP parent advisory committee (PAC) and English learner PAC for review and comment.
52062 (a) (3)	Notify members of the public of the opportunity to submit written comments regarding actions and expenditures.
52062 (a) (1) (2)	Superintendent responds, in writing, to comments received from the LCAP PAC and English learner PAC.
52062 (a) (4)	Review school plans (e.g. the SPSA) to ensure that specific actions in the LCAP are consistent with the strategies submitted in the school plans.
52062 (b) (1)	Post the agenda 72 hours in advance of the public hearing of the governing board and include the location where the plan may be inspected.
52062 (b) (1)	Present plan at a public hearing of the governing board to solicit recommendations and comments from the public regarding actions and expenditures included in the plan.
52062 (b) (2) 52064.5 (e) (2)	Present Local Indicator data and adopt LCAP in a public meeting at least one day after the public hearing.



# Educational Partners

Students	Families	Staff/Labor Groups	Community Partners	
<ul style="list-style-type: none"> <li>• All districtwide</li> <li>• African American</li> <li>• American Indian Education</li> <li>• Black Student Unions</li> <li>• Elementary, Middle, and High School</li> <li>• Brown Student Union</li> <li>• English Learner Student Leadership</li> <li>• Foster Youth</li> <li>• LGBTQ+</li> <li>• Long-term English Language learners</li> <li>• McKinney Vento (homeless)</li> <li>• Prevention Services</li> <li>• Refugee/NewcomerStudents</li> <li>• San Juan Youth Voice Advocates</li> <li>• Students for Change</li> <li>• Students with disabilities</li> <li>• Students with a Voice</li> <li>• Superintendent's Student Advisory Council</li> </ul>	<ul style="list-style-type: none"> <li>• All districtwide</li> <li>• African American</li> <li>• American Indian Education Program</li> <li>• Parent Advisory Committee</li> <li>• Curriculum and Standards</li> <li>• District English Language Advisory Committee</li> <li>• English Language Advisory Committee</li> <li>• Facilities Committee</li> <li>• Foster Youth</li> <li>• Local Control and Accountability Plan</li> <li>• Parent Advisory Committee</li> <li>• McKinney Vento (homeless)</li> <li>• Refugee/NewcomerParents</li> <li>• School Site Council</li> <li>• Special Education</li> <li>• Superintendent's Parent Advisory Committee</li> <li>• Talleres Familiares</li> </ul>	<ul style="list-style-type: none"> <li>• All districtwide</li> <li>• African American</li> <li>• Bilingual Instructional Assistants</li> <li>• California School Employees Association</li> <li>• Confidential</li> <li>• Division of Teaching and Learning</li> <li>• English Language Development</li> <li>• Extended Cabinet</li> <li>• Family and Community Engagement</li> <li>• Foster Youth</li> <li>• McKinney Vento (homeless)</li> <li>• Multi-Tiered System of Supports</li> <li>• Neighborhood/Parent Liaisons</li> <li>• Prevention Services</li> <li>• Safe Schools</li> <li>• San Juan Administrators Association</li> <li>• San Juan Supervisors Association</li> <li>• San Juan Professional Educators Coalition</li> <li>• San Juan Teachers Association</li> <li>• Special Education Instructional Assistants</li> <li>• Special Education Local Plan Area</li> <li>• Teamsters</li> </ul>	<ul style="list-style-type: none"> <li>• Aging Up</li> <li>• Assistance League of Sacramento</li> <li>• Black Girls Support Network</li> <li>• Carmichael HART</li> <li>• Council of American Islamic Relations</li> <li>• Court Appointed Student Advocates</li> <li>• Girls Empowerment Mentoring and Support</li> <li>• Improve Your Tomorrow</li> <li>• International Christian Adoptions</li> <li>• International Rescue Committee</li> <li>• Jewish Community Relations Council</li> <li>• Lao Family Community Development</li> <li>• National Association for the Advancement of Colored People</li> <li>• Orangevale-Fair Oaks Foundation</li> <li>• Pride Industries</li> <li>• Project Optimism</li> <li>• PRO Youth and Families</li> <li>• Refugee Enrichment and Development Center</li> <li>• Sacramento ACT</li> <li>• Sacramento Area Youth Speaks</li> <li>• Sacramento Kindness Campaign</li> <li>• Sacramento Public Library - Arden</li> </ul>	<ul style="list-style-type: none"> <li>• Sacramento State Professors Team</li> <li>• Sacramento Youth Center</li> <li>• San Juan Foundation</li> <li>• Schools First Credit Union</li> <li>• Sierra Nevada Journeys</li> <li>• Specialized Team of Role Models</li> <li>• The Cove: A Family Community Center</li> <li>• TRiO</li> <li>• United College Action Network</li> <li>• Youth Development Network</li> <li>• Underground Clothing Connection</li> </ul>

*Red = Groups added in 2023-24 as part our LCAP educational partner engagement strategy.*





# Engagement Strategy

## Partners

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

## Opportunities

- Thought Exchange
- Listening Session
- Focus Group
- Survey

## Settings

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

## Communication

- Website
- Mass notification
- Social media
- Community newsletters
- Targeted outreach

# KEY THEMES (2023-24)



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**Diversity and Inclusion:** Hire diverse staff, implement inclusive practices, provide staff cultural inclusivity professional development, and promote cultural awareness and sensitivity within the school environment. This includes addressing bias, racism, and discrimination, as well as providing support for historically underserved groups and communities. Programs including Where We Belong (WEB) and Project Optimism are impactful.

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**Academic Support and College/Career Readiness:** Enhance academic support for students, including English learners and those receiving special education services. Promote hands-on, collaborative, interactive, and project-based learning during class time. Increase college/career preparation programs both in the classroom and as extracurricular activities. Provide increased opportunities for Improve Your Tomorrow (IYT), Advancement Via Individual Determination (AVID), Career Technical Education (CTE), Advanced Placement (AP) and International Baccalaureate (IB) courses, college classes, and financial literacy classes.

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**Safety and Discipline:** Address safety concerns, improve discipline policies and campus safety measures, enforce stricter consequences for bullying and misbehavior, provide staff training on how to address disruptive behaviors, address issues such as vaping and substance abuse, promote positive behavior, and create a safe school environment.

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**Health and Well-Being:** Address mental health issues and promote overall well-being among students. This includes increasing access to counselors, therapists, staff, mental health supports, information, social-emotional professional development, healthier and culturally-sensitive food options and physical activity.

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**Communication and Engagement:** Improve communication and engagement with parents, families, and the community. Provide language support for non-English speaking families, transportation for foster and homeless youth, offer workshops and informational sessions, promote opportunities early and repeatedly using various outreach strategies, and increase transparency and accessibility of information regarding school programs, resources, and student progress.



# LCAP and SPSA Alignment

## EXAMPLE

**LCAP Goal 3 School Conditions, Climate, and Family Engagement:** Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

**SPSA Goal 3 School Conditions, Climate, and Family Engagement:** Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

**LCAP Goal 3.3 – Campus Supervision:** Campus recreation aides support students with peer conflict resolution and provide safety and supervision for students during non-instructional times during the school day.

**SPSA Action 3.2 – Recreation Aide:** Provides for and assures a safe, clean, and secure environment for students during lunch and playground programs. Organizes and oversees recreational and playground activities.

**LCAP Goal 3 Metric – Connectedness and Safety:** Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district Local Climate Survey.

**SPSA Action 3.2 Metric: Connectedness and Safety:** Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district Local Climate Survey.

**LCAP Action 3.3 LCFF Supplemental:** Personnel - \$378,900

**LCFF Supplemental:** Classified Personnel Salaries and Employee Benefits - \$14,151





# Discussion

What connections are you making between how the LCAP is developed and how educational partner engagement is reflected in the plan?

- What became more clear?
- What is still foggy?



# **Local Control and Accountability Plan (LCAP)**



# LCAP PAC Parent Advisory Handbook

1. Meeting calendar
2. Strategic Plan Summary
3. Education Code and Open Meeting Law
4. LCAP PAC Contact Information
5. LCAP Overview
6. Educational Partner Key Themes
7. LCAP Infographic
8. Glossary of Terms
9. Bylaws
10. Recommended Resources
11. Board Adopted 2024-25 LCAP  
*(pending approval by the Sacramento County Office of Education)*



# 2024-25 Local Control and Accountability Plan (LCAP) Overview

## San Juan Unified School District

### State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

### Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.

### Local Control Accountability and Plan

The Local Control Accountability and Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.

### Student Enrollment

Ethnicity	Percent of Enrollment
African American	6.4%
American Indian	0.5%
Asian	11.1%
Filipino	0.8%
Hispanic/Latino	25.7%
Pacific Islander	0.7%
White	46.8%
Two or More Races	8.0%
Student Group	Percent of Enrollment
English Learners	19.3%
Low Income	59%
Foster Youth	0.03%

### Our Community



Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River, and Orangevale  
Communities Served



38,488

Students



65

Schools



5,515

Staff

### 2024-25 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$75,925,567.00
Other State Funds	\$9,470,437.00
Local Funds	\$320,366.00
Federal Funds	\$4,665,641.00
Total Funds	\$90,382,011.00
Type	Totals
Personnel	\$72,893,015.00
Non-Personnel	\$17,488,996.00





## 2024-25 LCAP Goals and Services

### GOAL

1

**Student Achievement and Implementation of State Standards - Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.**



1.1	<b>Co-Teachers at Dyer Kelly</b> Co-teachers to provide students more individualized learning and support, reduce ratio in classes, tailored instruction and feedback.  Student Group Focus: EL	\$237,577.00	 English Learners
1.2	<b>Elementary K-8 Director</b> School directors to: <ul style="list-style-type: none"><li>Oversee educational programs, policies, and resources, ensure curriculum standards are met, and promote equity and inclusivity</li><li>Collaborate with school principals, teachers, and staff to implement district initiatives and professional development</li></ul> Student Group Focus: EL, LI	\$300,789.00	 English Learners Low Income
1.3	<b>College Career Readiness Counseling</b> College and career readiness counseling to provide: <ul style="list-style-type: none"><li>Tailored guidance on post-secondary options, financial aid, and language support</li><li>Socio-emotional support that addresses barriers to academic success and fosters holistic development</li></ul> Student Group Focus: EL, LI	\$291,887.00	 English Learners Low Income
1.4	<b>Advance Placement/International Baccalaureate Test Fees</b> Pay for test fees for low-income students.  Student Group Focus: LI	\$70,000.00	 Low Income



## 2024-25 Notable Changes

### **ENGLISH LANGUAGE ARTS: \$679,200 increase**

- Strengthen literacy programs that include explicit phonics instruction and intervention (Based on the successful model at Dyer Kelly for the Early Literacy Support Block grant)
- ELD strategies and Universal Design for Learning in planning lessons.
- Promote literacy with families.
- Language Essentials for Teachers of Reading and Spelling (LETRS) training

### **MATH: \$599,350 increase**

- Professional learning opportunities focused on intervention strategies and resources, implementation of new curriculum, differentiated instructional strategies, equitable grading practices, and network collaboration.
- Tiered system of support for teachers to implement early intervention and assessment guided instruction.
- Support based on diagnostic data for students below grade level in math and reading.
- Extended learning opportunities during summer for targeted student groups to accelerate growth towards math standards.

### **ENGLISH LEARNER PROGRESS AND ATTENDANCE: \$3,028,294 increase**

- Establish process and provide transportation to newcomer students as needed due to overload situations that occur throughout the year.
- Translators to provide information and communicate to students and families in home language
- Instructional technology supports and resources for EL and students receiving special education services to ensure inclusion and access to the same academic content
- Engage and provide information regarding ELD to students, families, and staff (i.e. process, purpose, pathway, options, meaning).

### **BEHAVIOR AND MENTAL HEALTH: \$1,517,000 increase**

- Screener to identify students who are at-risk in the areas of academics, behavior, and emotional well being.
- Greater access to individualized supports for students who are struggling with regulation and behavior.
- Individualized skill support to students and teach appropriate behavioral strategies.
- "Concierge" service that assists students and families in navigating the mental health system to get access to care.

### **COLLEGE AND CAREER: \$932,586 increase**

- College and career readiness counseling to provide tailored guidance on post-secondary options, financial aid, and language support.
- Culturally responsive mentorship and school counseling to provide socio-emotional support that addresses barriers to academic success and fosters holistic development.
- College preparation assistance, outreach, support and resource information, student/parent consultation and workshops, course selection and career development assistance, and access to financial aid and scholarships.

### **CLASS SIZE REDUCTION: \$4,100,000 increase**

- Class size reduction pilot with six highest-density schools in secondary and K-8: Encina Preparatory High, San Juan High, Arcade Fundamental Middle, Katherine Johnson Middle, Starr King K-8, and Kingswood K-8.
- Reduce class sizes and practitioner-to-student ratios.
- Improve working conditions for staff and learning conditions for students.
- Stabilize staffing at highest-need schools to maintain continuity of learning.
- Increase opportunities for differentiated instruction.



## Educational Partner Engagement

San Juan Unified School District (SJUSD) is committed to lifting the voices of students, staff, families, and community partners into the planning, implementation, and reflection process for how our approximately 38,488 TK-12 students are engaged in learning.

Following is a summary of the educational partner groups and how the groups were engaged:

### **Educational Partners**

- Students
- Families
- Staff
- Labor Groups
- Community Partner Groups

### **Outreach and Participation**

- Approximately 3,340 participants
- Approximately 88 educational partner groups

### **Engagement Strategy**

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



## LCAP PAC and Related Board of Education 2024-2025 Meetings

Meeting Topic	Date	Time	Location
LCAP PAC 1: Organizational Meeting	9/12/24	6:00pm – 8:00pm	District Office Board Room
LCAP PAC 2: LCAP Listening Session	10/17/24	6:00pm – 8:00pm	District Office Board Room
LCAP PAC 3: Review Educational Partner Key Themes	3/20/25	6:00pm – 8:00pm	District Office Board Room
LCAP PAC 4: LCAP Draft Review, Superintendent Comment/Questions	5/22/25	6:00pm – 8:00pm	District Office Board Room
BOE Meeting: LCAP DRAFT Public Hearing	6/10/25	6:30pm – 9:00pm	District Office Board Room
BOE Meeting: LCAP Adoption and Local Indicators Presentation	6/24/25	6:30pm – 9:00pm	District Office Board Room

\*Meeting dates and topics subject to change



*What are some of your key takeaways?*

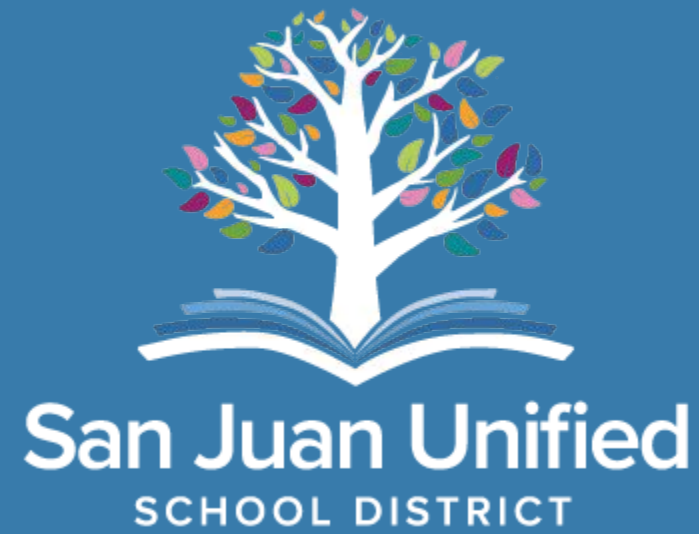


## Next Steps

# Next Steps

**10/08/24:** Updated bylaws presented to the SJUSD Board of Education

**10/17/24:** LCAP PAC listening session to gather perspectives and insights from the committee related to the LCAP



# Meeting Adjourned. Thank you for attending!

Next Meeting Date: Thursday, October 17, 2024  
Topic: LCAP PAC Listening Session