



# **LCAP PAC**

## **Listening Session**

**March 20, 2025**

**This meeting is open to the public**



# Agenda



**San Juan Unified School District**  
Local Control and Accountability Plan - Parent Advisory Committee  
Thursday, March 20, 2025  
6:00 pm – 8:00 pm  
3738 Walnut Ave. Carmichael, CA 95608

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 (I)
- 6:10 p.m. Approval of Meeting Minutes (A)
- 6:15 p.m. Board Liaison/Deputy Superintendent Update (I)
- 6:25 p.m. General Visitor Comments (I)
- 6:35 p.m. Committee Business: (D)  
Review Educational Partner Key Themes
- 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.

A digital timer graphic. The numbers "2:00" are displayed in a large, bold, white font with a black outline. The background is a colorful, abstract pattern of overlapping squares and rectangles in shades of yellow, orange, red, and green, creating a mosaic effect. The timer is set against a black background at the top and bottom.

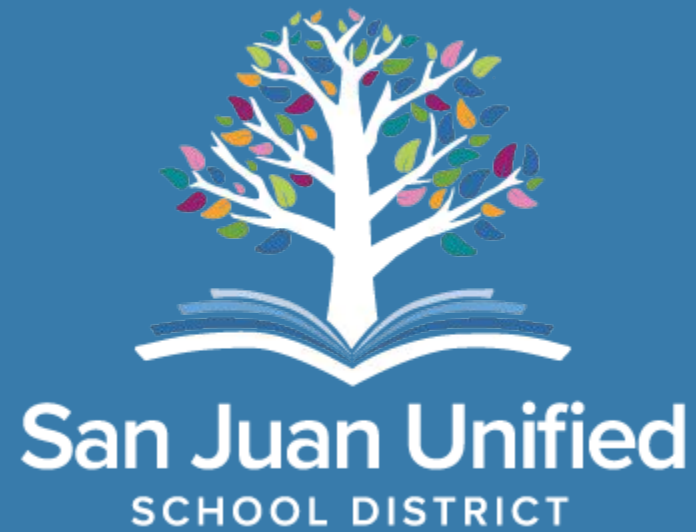


San Juan Unified  
SCHOOL DISTRICT

Committee  
Business

## Review Educational Partner Key Themes

*Review educational partner input themes to identify shared areas of interest within and across educational partner groups as they relate to services supporting English learner, low income, and foster youth students.*



## LCAP PAC Charge & Function

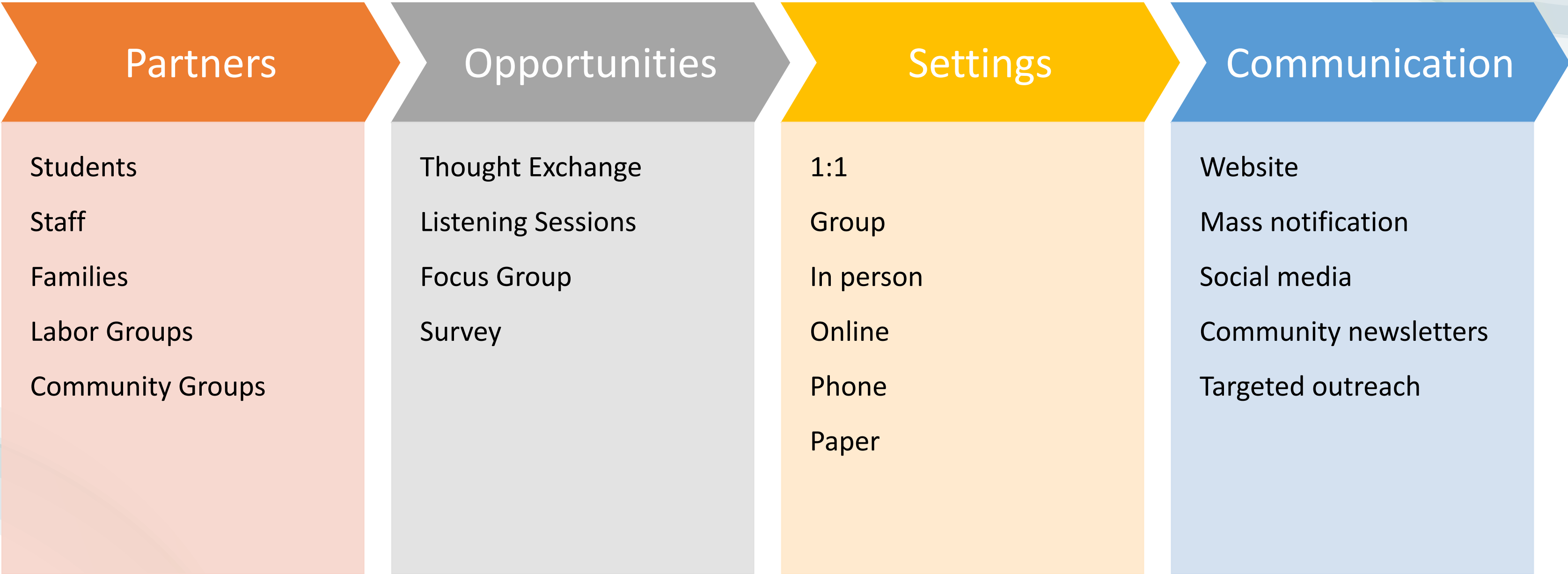
- One of multiple educational partners which the superintendent and board “consults” with and seeks “advice” from in the development and revision of the LCAP as specified in Education Code.
- “Consult” [EC 52060(g)] and “advice” [EC 52063(a)(1)] are defined as:
  - *District gathering the perspectives 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).*

# Educational Partners

**Red** = Groups added in 2024-25 as part our LCAP educational partner expansion engagement strategy.

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>• Foster Youth</li> <li>• LGBTQ+</li> <li>• Long-term English Language learners</li> <li>• McKinney Vento (homeless)</li> <li>• Prevention Services</li> <li>• Refugee/Newcomer Students</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 Parent Advisory Committee</li> <li>• <b>Career Technical Education Advisory Committee</b></li> <li>• <b>Community Advisory Committee</b></li> <li>• Curriculum and Standards</li> <li>• District English Language Advisory Committee</li> <li>• <b>E. Claire Riley Transitional Housing Program</b></li> <li>• English Language Advisory Committee</li> <li>• Facilities Committee</li> <li>• Foster Youth</li> <li>• Local Control and Accountability Plan Parent Advisory Committee</li> <li>• McKinney Vento (homeless)</li> <li>• Refugee/Newcomer Parents</li> <li>• School Site Council</li> <li>• Special Education</li> <li>• Superintendent's Parent Advisory Committee</li> <li>• <b>Whole School, Whole Community, Whole Child Committee</b></li> </ul>	<ul style="list-style-type: none"> <li>• All districtwide</li> <li>• African American</li> <li>• <b>Attendance Improvement Program</b></li> <li>• Bilingual Instructional Assistants</li> <li>• California School Employees Association</li> <li>• Confidential</li> <li>• <b>District Bilingual Translators</b></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>• <b>School Community Resource Assistants and Specialists</b></li> <li>• <b>Special Education Certificated Staff</b></li> <li>• Special Education Instructional Assistants</li> <li>• Teamsters</li> <li>• <b>White House Counseling Center</b></li> </ul>	<ul style="list-style-type: none"> <li>• Assistance League of Sacramento</li> <li>• <b>Black Child Legacy Campaign</b></li> <li>• <b>Black Youth Leadership Project (BYLP)</b></li> <li>• <b>California Civil Rights Department</b></li> <li>• Carmichael HART</li> <li>• <b>Carmichael Recreation &amp; Parks District</b></li> <li>• Court Appointed Special Advocates (CASA) Sacramento</li> <li>• <b>Early Academic Outreach Program, UC Davis (EAOP)</b></li> <li>• <b>Foster Hope Sacramento</b></li> <li>• <b>Health Education Council</b></li> <li>• Improve Your Tomorrow</li> <li>• Jewish Community Relations Council</li> <li>• Junior Achievement of Sacramento</li> <li>• <b>Justice to Jobs</b></li> <li>• Kiwanis</li> <li>• Lao Family Community Development</li> <li>• <b>Lego Education</b></li> <li>• <b>Mutual Assistance Network</b></li> <li>• National Association for the Advancement of Colored People</li> <li>• Pride Industries</li> <li>• Project Optimism</li> <li>• PRO Youth and Families</li> <li>• Refugee Enrichment and Development Association (REDA)</li> <li>• Sacramento ACT</li> <li>• Sacramento Area Youth Speaks</li> <li>• <b>Sacramento Food Bank &amp; Family Services</b></li> <li>• Sacramento Kindness Campaign</li> <li>• Sacramento Public Library</li> <li>• <b>Sacramento Racial Equity Alliance</b></li> <li>• Sacramento State Professors Team</li> <li>• Sacramento Youth Center</li> <li>• San Juan Education Foundation</li> <li>• Schools First Credit Union</li> <li>• <b>Shingle Sprints Tribal TANF</b></li> <li>• Superior Sports</li> <li>• The Cove: A Family Community Center</li> <li>• TRiO</li> <li>• United College Action Network</li> <li>• <b>WeEMBRACE</b></li> <li>• <b>World Relief Sacramento</b></li> <li>• Youth Development Network</li> <li>• Underground Clothing Connection</li> <li>• <b>United Way</b></li> </ul>

# Engagement Strategy



# Discussion Groups

- Get into groups of 4-5.
- Bring your notes and copy of educational partner key themes.

Educational Partner Group	What are some things our schools are doing well to support students and families?	What are some things our schools should do differently to improve support for students and families?
Foster Youth Participants: 14 Survey: 12/1-12/20	<ul style="list-style-type: none"> <li>• Academic support through strong tutoring programs helping students catch up academically and the Bridges program providing additional learning and engagement</li> <li>• Support for foster youth families by assisting with essentials like backpacks, jackets, food boxes, counseling support, and school supplies as well as holiday events and engagement opportunities for foster youth</li> <li>• Dedicated teachers and staff provide strong communication about school events and resource opportunities</li> <li>• Transportation assistance for foster youth students who are not always attending a school near their current residence</li> <li>• Strong crisis collaboration shown through effective teamwork between Foster Youth Services (FYS) staff, school staff, and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Expand school accessibility by opening more schools closer to where foster youth students are located and increasing school options, including vocational programs, alternative schools, and Special Education programs</li> <li>• Improve communication with foster parents about available events, services, and support especially clearer and more informative guidance during the school enrollment process.</li> <li>• Speed up the Individualized Education Plan (IEP) assessment process to ensure timely accommodations and transportation options for students needing specialized services</li> <li>• Ensure students can access tutoring support and address the high demand for math tutors in addition to making sure 504 plans are consistently followed</li> <li>• Improve yard duty staff attentiveness at recess to prevent student violence and ensure a safe environment with support groups at more schools</li> </ul>
Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) Participants: 13 Listening Session: 10/17	<ul style="list-style-type: none"> <li>• Access to educational opportunities like Career Technical Education (CTE) programs and free tutoring in all subjects</li> <li>• Supportive school environments that include student wellness centers where students can take time to regulate their emotions, mindfulness training for staff led by specialists, and proactive approaches to behavioral issues that are rooted in positive discipline, not lost recess</li> <li>• Family engagement as seen in principals connecting with parents over issues like tardiness and the celebration of student cultures through family attended events to foster a sense of belonging and strengthen community</li> <li>• A focus on social-emotional learning (SEL) with counselors supporting students with issues like time management while programs such as the "House" system used at some schools are building team spirit while acknowledging positive student contributions to the community</li> <li>• Flexibility for students such as offering zero-period classes providing students more opportunities to explore their interests through electives or building flex periods into the school day for extra academic support or advancement in a class</li> </ul>	<ul style="list-style-type: none"> <li>• Improve access to enrichment opportunities by promoting Dual Enrollment to more students, funding programs like band, choir and visual arts for middle school students in K-8 schools, and providing opportunities for high school students to earn credits linked to career pathways</li> <li>• Increase parent engagement by removing limitations to parent support for on-campus projects via donated time and resources, allowing parking spot fundraisers to generate revenue for key student activities, and allowing parents to step up as volunteer crossing guards</li> <li>• Promote safety by providing a plan to address concerns about school shootings, providing staff with emergency buttons in case of a school crisis, regulating high school bathrooms to eliminate vaping and frequent fire alarm interruptions, providing more substance abuse programs for students, and funding supervisory positions like crossing guards</li> <li>• Provide support for at-risk students by creating a task force to offer targeted support for foster youth, implementing a districtwide cell phone policy to combat screen addiction and foster focused learning environments, and stop funding specialists who support English learners with outdated student numbers since funding gaps created by current year enrollment are being filled by School Site Councils</li> <li>• Address staffing issues such as understaffed janitorial services so class time is instructional and not used for cleaning, a lack of quality classroom basics like Kleenex which affects staff well-being, and transparency in the hiring of leadership positions to build trust with the community</li> </ul>
McKinney Vento (E.Claire Riley Transitional Housing Program) Participants: 10 Listening Session: 12/2	<ul style="list-style-type: none"> <li>• Transportation support with gas cards, regional transit (SacRT) passes plus dedicated transportation assistance for McKinney-Vento (MKV) students help students overcome transportation barriers</li> <li>• McKinney-Vento (MKV) staff are helpful and supportive while providing guidance and advocacy for students as well as referrals for housing assistance through programs like Salvation Army and collaboration with outside organizations for support outside of school</li> <li>• Distribution of back-to-school supplies including backpacks, books, and pencils in addition to food from the San Juan Food Closet to help ensure families have access to nutritious meals</li> </ul>	<ul style="list-style-type: none"> <li>• Increase academic support through tutoring opportunities, Individualized Education Plan (IEP) support, priority on waitlists in district programs, and add additional staff to offer specialized resources to homeless students</li> <li>• Improve access to services by increasing communication about available resources, increasing food programs for families without transportation, providing summer and holiday programs for children of working parents, and hosting resource fairs at transitional housing centers</li> <li>• Promote student engagement through mentorship programs, support for extracurricular activities, guidance with work permits, resume workshops, and programs that promote real-world skill development</li> </ul>

# Observations/Noticings

**Key:**

EL: English Learner

LI: Low Income

- FY: Foster Youth
- MKV: McKinney-Vento/Homeless

\*Student groups that generate LCFF Supplemental funds: EL, LI, FY, HM

What are the specific and unique needs of our <b>EL, FY, MKV*</b> students that you <u>see in the data</u> ?	What common themes do you <u>see in the data</u> across <b>All</b> students, staff, families, and community partners?
<div data-bbox="849 900 1332 1078"><p><b>EL</b> Food Options</p></div> <div data-bbox="1406 900 1889 1078"><p><b>MKV</b> Transportation</p></div> <div data-bbox="849 1125 1332 1303"><p><b>FY</b> Program Communication</p></div>	<div data-bbox="2065 909 2548 1088"><p><b>All</b> Safety</p></div> <div data-bbox="2622 909 3105 1088"><p><b>All</b> Life Skills</p></div> <div data-bbox="2065 1116 2548 1294"><p><b>All</b> Facilities</p></div>

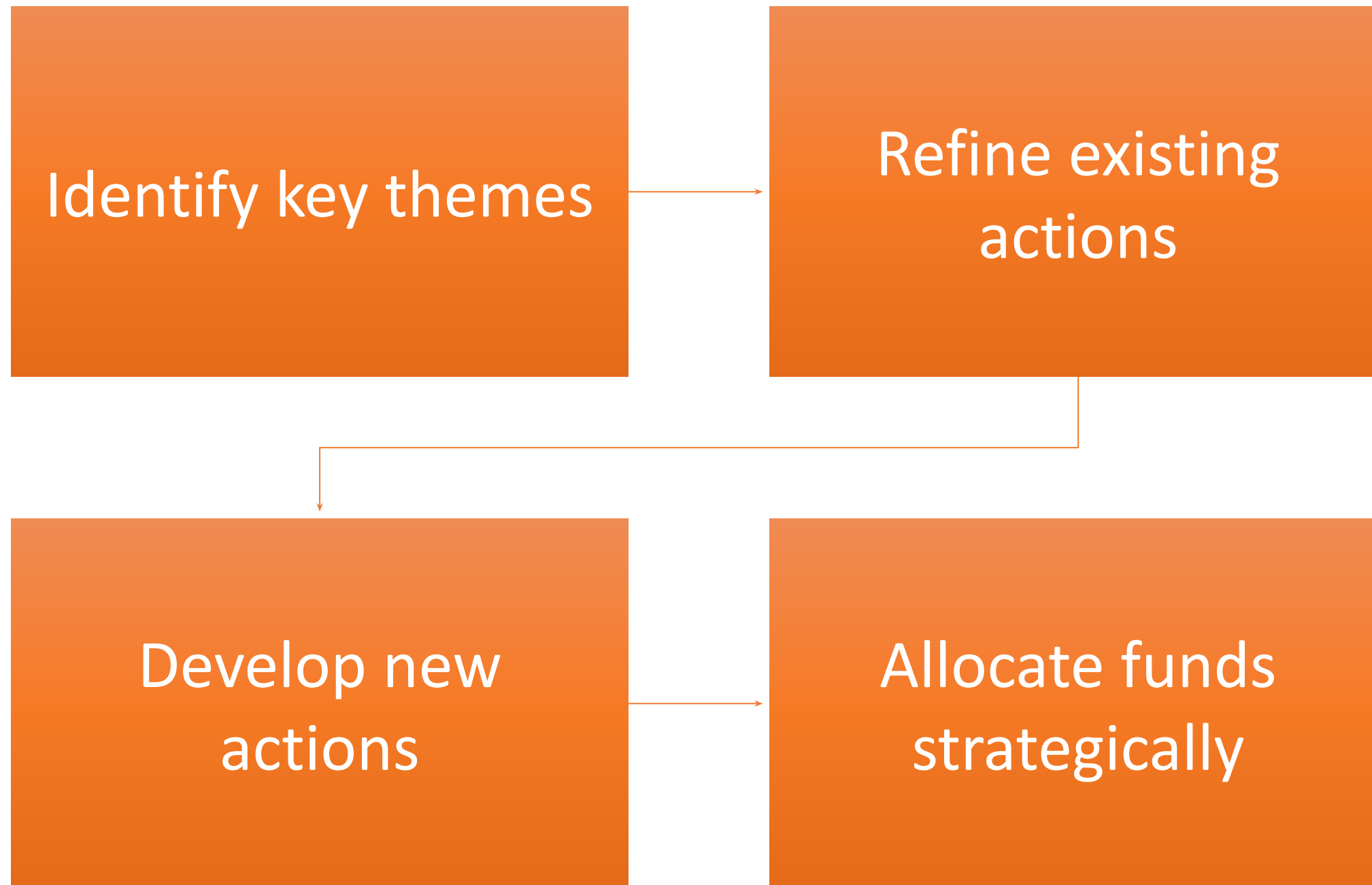
# Group Share

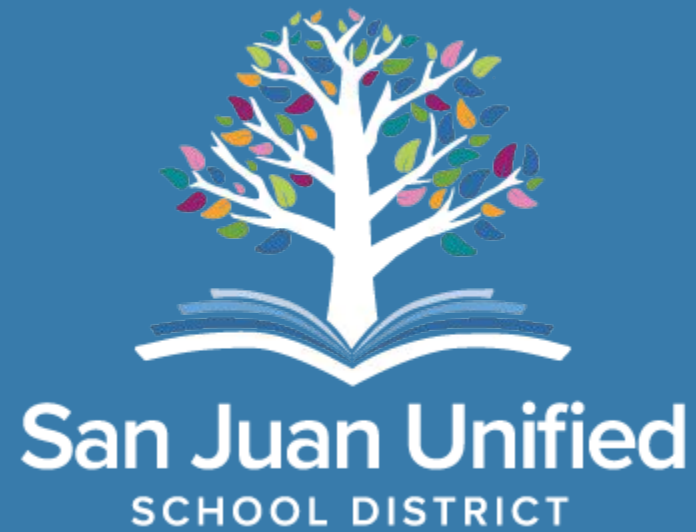
Select one person from your group to briefly share...

- Two key themes from your discussion (one for EL, FY, MKV and one for All)
- One thing you observed in the data that you did not expect to see
- One thing you observed in the data that you expected to see

# Next Steps

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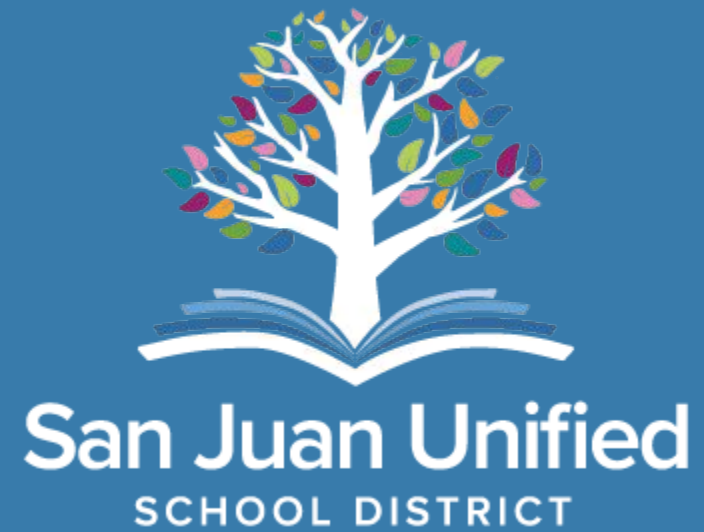




## Next Steps

# Next Steps

**5/22/25:** LCAP Review, Comment, and Superintendent Questions - Present the local control and accountability draft plan to the committee for review, comment, and questions for the superintendent



**Meeting Adjourned.  
Thank you for attending!**

**Next Meeting Date: Thursday, May 22, 2025  
Topic: LCAP Review, Comment, Questions**