



LCAP PAC
LCAP Draft Review and
Comments for Superintendent

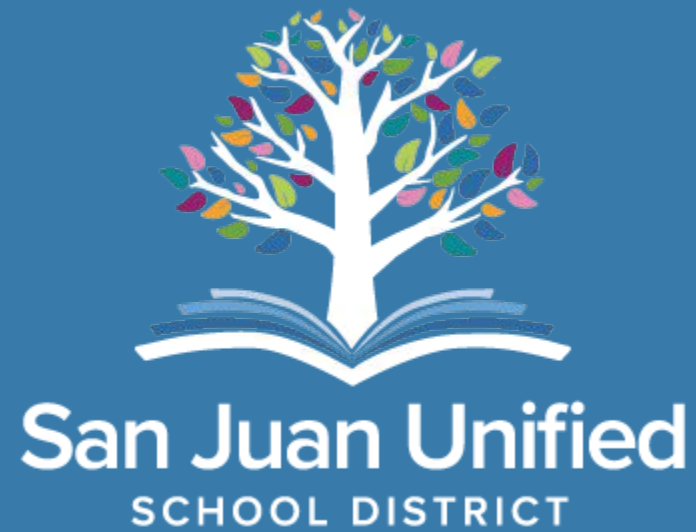
May 22, 2025

This meeting is open to the public



San Juan Unified
SCHOOL DISTRICT

Agenda



- 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.

Visitor Comments: General

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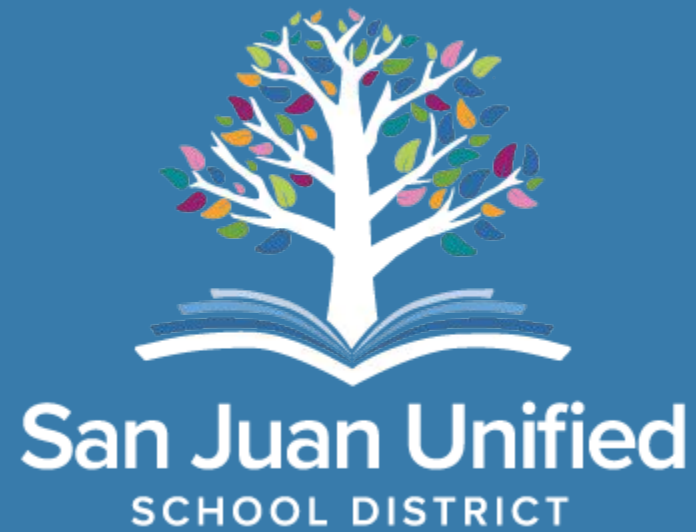
San Juan Unified
SCHOOL DISTRICT

Committee
Business

LCAP Draft

Review and Comments

Present the local control and accountability draft plan to the committee for review, comment, and develop questions for the superintendent who responds in writing [Education Code section 52062(a)]



Visitor Comments: LCAP Draft Review

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LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)



LOCAL CONTROL FUNDING FORMULA



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

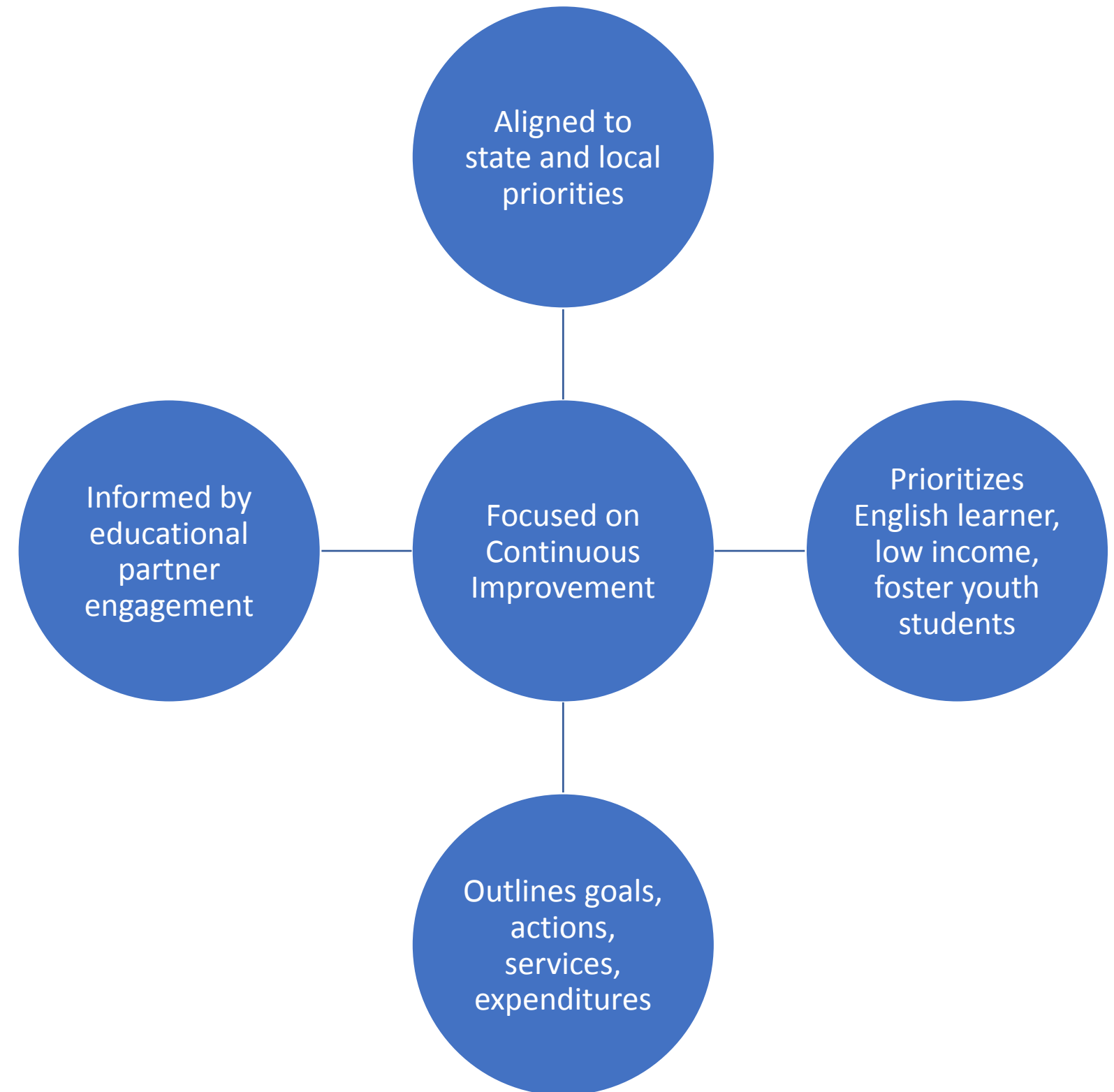
School Climate

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: Teachers, Instructional Materials, Facilities		Credentialed Staffing, Standards Access, School Facilities	
2. Implementation of State Standards		Implementation of State Academic Standards	
3. Family Involvement		Parent and Family Engagement	
4. Student Achievement	English Language Arts, Math, English Learner State Assessment		Science State Assessment, English Learner Reclassification
5. Student Engagement	Chronic Absenteeism, Graduation Rate		Attendance, Dropout Rate
6. School Climate	Suspension Rate	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 Career and Technical Education Completion, English Language Arts and Math Early Assessment, Advanced Placement and International Baccalaureate Exam Performance

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.

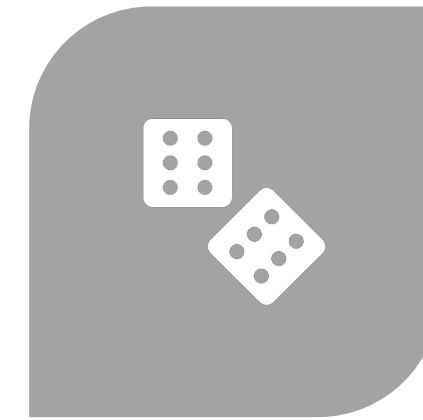
4-11. Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.



IMPROVEMENT PROCESS



BUILD ON THE WORK
WE HAVE DONE.

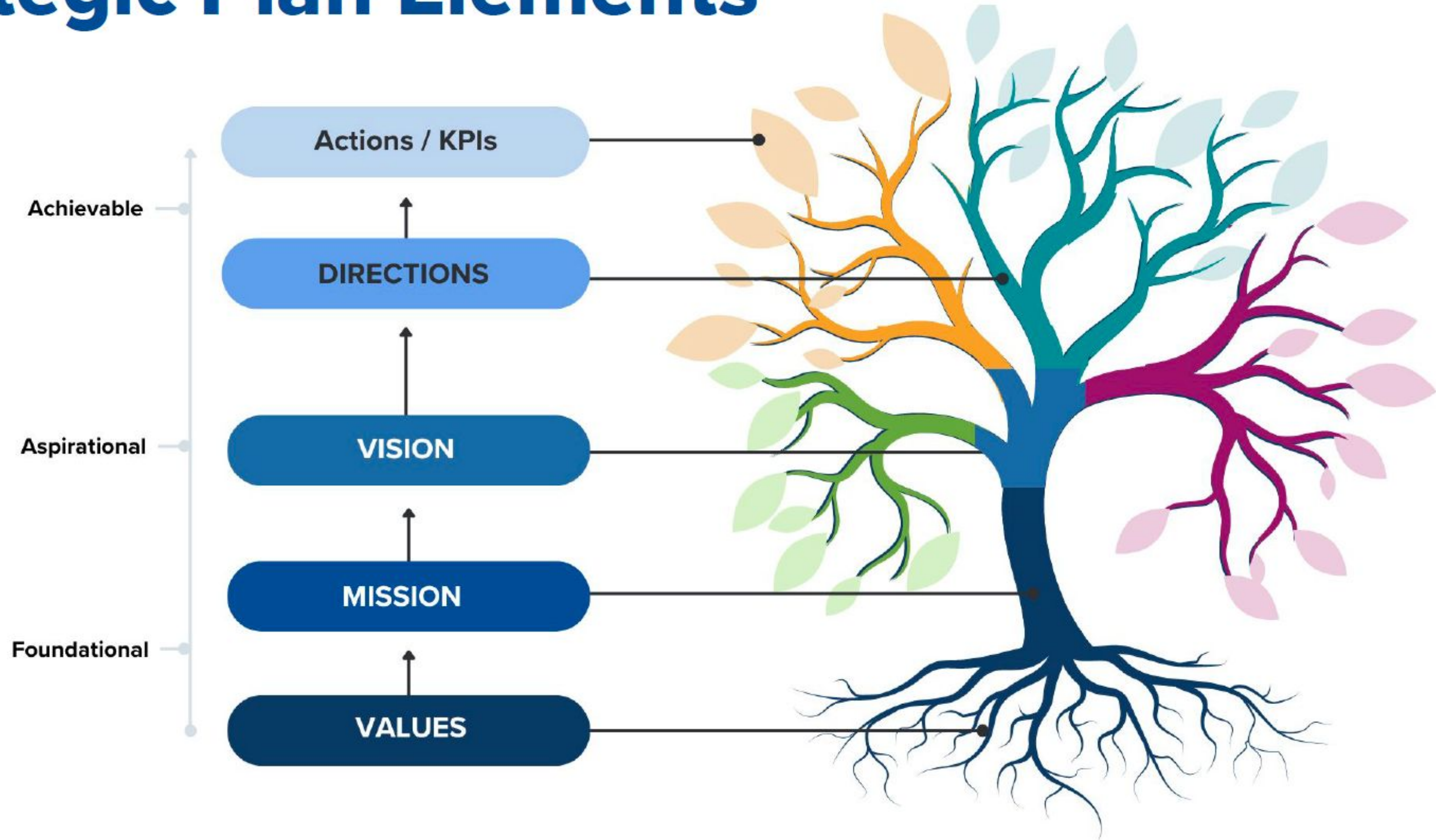


ANALYZE MULTIPLE
SOURCES OF DATA.



REFINE ACTIONS BASED
ON WHAT WE LEARN.

Strategic Plan Elements



LCAP ADOPTION REQUIREMENTS

Education Code	Requirements	Date
52060 (g)	Consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and pupils.	9/2024-1/2025
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.	5/9/2025
52062 (a) (1) (2)	Present the plan to the LCAP parent advisory committee (PAC) and English learner PAC for review and comment.	5/22/2025 5/28/2025
52062 (a) (3)	Notify members of the public of the opportunity to submit written comments regarding actions and expenditures.	5/22/2025
52062 (a) (1) (2)	Superintendent responds, in writing, to comments received from the LCAP PAC and English learner PAC.	6/6/2025
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.	6/24/2025
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.	6/6/2025
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.	6/10/2025
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.	6/24/2025

ENGAGEMENT STRATEGY

Partners

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

Opportunities

- Thought Exchange
- Listening Session
- Focus Group
- Survey

Settings

- 1:1
- Group
- In person
- Online
- Phone
- Paper

Communication

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

EDUCATIONAL PARTNERS

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

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

BY THE NUMBERS

LCAP Year	Number of Groups	Number of Participants
2025-26	105	~3615
2024-25	88	~3340
2023-24	65	~2500
2022-23	44	~1480
2021-22	26	Unknown

KEY THEMES

Language and Cultural Connections

- Promote inclusive practices in physical spaces, food options, curriculum, and professional learning.
- Provide additional bilingual instructional support, language programs, and translation services.
- Adapt communication styles and scheduling to be culturally responsive.
- Offer clubs, student organizations, and cultural events to foster belonging and connectedness.

Academic Support Including College/Career Readiness

- Expand tutoring, credit recovery, and specialized support, especially for English learners and students with disabilities.
- Increase communication about available academic resources and services.
- Upgrade technology, classroom furniture, and reduce student-teacher ratios.
- Provide earlier, consistent guidance on college and vocational pathways

Safety and Behavior Support

- Increase supervision and implement clear behavior protocols with restorative practices.
- Maintain restrooms and monitor to reduce vaping and address substance use.
- Enhance student safety before and after school, especially in parking lots.

Mental and Physical Health

- Expand access to mental health services by hiring more practitioners.
- Provide additional support for English learners, low-income students, foster youth, and homeless youth with unique challenges.
- Create wellness spaces and offer support services for families.
- Offer healthier cafeteria options and improve physical spaces to promote a healthy school environment.

Engagement Opportunities

- Use multilingual, accessible communication channels for families.
- Provide clear information on expectations, events, and resources.
- Host more resource fairs, workshops, and parent education events.
- Increase student and family voice in decision-making and extracurricular activities.

CONNECTIONS TO KEY THEMES

Key Themes	Example Actions
Language and Cultural Connections	Bilingual Instructional Assistants (BIAs) Cultural Communication Specialists Translation and Interpretation Support for Newcomers and Cultural Relevant Engagement
Academic Support including College/Career Readiness	College Career Readiness Counseling Advanced Via Individual Determination (AVID) Career Technical Education (CTE) TK-12 Core Subject Area Intervention
Safety and Behavior Support	Campus Supervision Behavior and Systems Support Substance Abuse Prevention Support Behavior Support Assistants Safety Positions
Mental and Physical Health	Mental Health Support Staff Student Support Center Mentoring and Support Programs Site-Based Counselor Ratio
Engagement Opportunities	FACE Mobile and Family Services FACE Parent/Family Support Ambassadors School Community and Family Partnerships San Juan Youth Voice Advocates (SJYVA) Student Voice

NOTABLE CHANGES

Focus	Examples of Programs and Services in Actions	Funding Increase
English Language Arts and Math Intervention	<ul style="list-style-type: none"> • Provide Instructional Assistant (IA) support in Transitional Kindergarten through 2nd grade classrooms to support academic growth and provide individual student and group intervention opportunities • Increase teachers available for tutoring foster youth students to accelerate learning in primary grades and provide credit recovery in high school grades • Expand the availability of personalized credit recovery programs integrated into the school day • Provide additional support for homeless and foster youth, and qualified English learners to increase school attendance 	\$7,810,628
English Language Development	<ul style="list-style-type: none"> • Expand English Language Development (ELD) staffing to meet the growing enrollment of multilingual learners and provide additional funding to support language acquisition • Provide additional staff time to support English learner (EL) awareness and communication • Enhance communication tools to connect staff and families with advanced auto-translation to support family engagement with the multilingual community 	\$3,349,219
College and Career	<ul style="list-style-type: none"> • Provide additional College and Career Technicians to support access to college resources and career opportunities • Expand the Career Technical Education (CTE) program to provide hands-on training, career guidance, and mentorship to participating students • Increase site-based counselors to provide additional guidance at K-8 sites and increase awareness of available programs as students approach high school 	\$629,492

NOTABLE CHANGES

Focus	Examples of Programs and Services in Actions	Funding Increase
Behavior, Mental, and Physical Health	<ul style="list-style-type: none"> • Strengthen Multi-Tiered System of Supports through behavioral and mental health teams to coordinate direct support and assist students and families in navigating resources • Expand programs that connect students with mentors to support personal growth and promote positive behavior • Provide nurses to administer immunizations in the district clinic to support school enrollment 	\$8,519,159
Pre-Kindergarten Readiness	<ul style="list-style-type: none"> • Increase access to Camp Kinder to increase school readiness for students without previous classroom experience • Expand the Early Head Start home-based program serving families from pregnancy through three years old with support systems and assistance with preschool enrollment at eligible age 	\$337,692
Summer Enrichment	<ul style="list-style-type: none"> • Expand the Camp Invention program to increase student awareness of academic language, as well as exposure to science, technology, engineering, and math concepts • Increase support for high school summer school programs to aid in recovering learning opportunities and credit recovery • Provide extended learning opportunities during summer for students in 6th through 9th grades to accelerate growth towards math standards 	\$755,170
Student-Teacher Ratios	<ul style="list-style-type: none"> • Expand teachers to add middle and high school math sections to reduce student to teacher ratios, as well as address learning needs in core courses • Provide additional high school math teachers to reduce class sizes in IM 1 and credit recovery courses • Expand the co-teaching model at Dyer-Kelly to provide more individualized learning and reduce student to teacher ratios for tailored instruction 	\$9,790,686

School
Year
2025-
2026



Draft 2024-2027 Local Control Accountability Plan

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A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Suspension Rate: Between 2022-23 and 2023-24, the overall rate increased and the disparity rate decreased. Foster youth and two or more races student groups had the largest decrease. African American and Filipino student groups had the largest increase. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 3.04, 3.11, 3.12, 3.13, 3.15, 3.16, 3.18, 3.19, 3.27, 3.33, 3.40, 3.41, and 3.63.

Expulsion Rate: Between 2022-23 and 2023-24, the overall rate decreased and the disparity rate decreased. African American, foster youth, and students with disabilities student groups had the largest decrease. American Indian/Alaskan Native and homeless student groups had the largest increase. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 3.15 and 3.33.

Connectedness: Between 2022-23 and 2023-24, the overall rate maintained. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 3.02, 3.03, 3.04, 3.06, 3.07, 3.08, 3.09, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27, 3.28, 3.29, 3.30, 3.31, 3.32, 3.34, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, 3.42, 3.44, 3.48, 3.54, 3.55, 3.56, 3.57, 3.58, 3.59, 3.60, and 3.61.

Safety: Between 2022-23 and 2023-24, the overall rate decreased. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 3.02, 3.03, 3.04, 3.06, 3.13, 3.15, 3.17, 3.20, 3.21, 3.22, 3.23, 3.24, 3.26, 3.28, 3.29, 3.40, 3.41, 3.42, 3.44, 3.47, 3.54, 3.55, 3.57, and 3.58.

Parent and Family Engagement: Between 2022-23 and 2023-24, the overall rate increased. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 3.01, 3.05, 3.07, 3.08, 3.09, 3.10, 3.27, 3.35, 3.36, 3.37, 3.38, 3.39, 3.43, 3.45, 3.46, 3.48, 3.59, and 3.60.

LCAP SUMMARY

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	5.8%
American Indian	0.4%
Asian	12.9%
Filipino	0.8%
Hispanic/Latino	26.0%
Pacific Islander	0.7%
White	45.2%
Two or More Races	8.1%

Student Group	Percent of Enrollment
English Learners	22.6%
Low Income	58.4%
Foster Youth	0.3%


Our Community




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



39,376
Students



65
Schools



5,500
Staff

2025-26 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$106,577,990.00
Other State Funds	\$9,233,840.00
Local Funds	\$1,852,066.00
Federal Funds	\$5,304,772.00
Total Funds	\$122,968,668.00

Type	Totals
Personnel	\$101,026,186.00
Non-Personnel	\$21,942,482.00

LCAP
PARENT ADVISORY
COMMITTEE
(LCAP PAC)



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).

LCAP PAC MEETING DATES AND AGENDA ITEMS

Date	Topic
9/12/24	Organizational Meeting: Training for new and returning committee members.
10/17/24	Committee Listening Session: Share input and perspectives to inform the LCAP.
3/20/25	Review Educational Partner Themes: Identify shared priorities within and across groups related to supporting English learner, low income, and foster youth students.
5/22/25	Review Draft LCAP: Review draft LCAP and provide comments for the superintendent.



San Juan Unified
SCHOOL DISTRICT

Comments for the
Superintendent

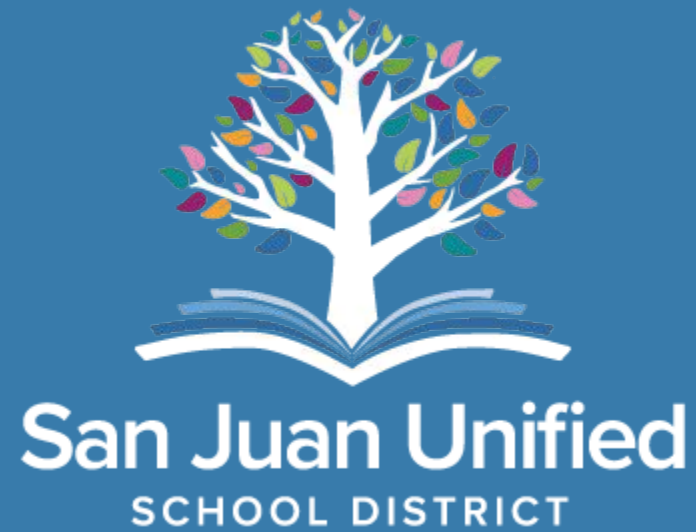
*What comments does the LCAP PAC have for
the superintendent regarding the LCAP?*



San Juan Unified
SCHOOL DISTRICT

Committee
Business

Annual Chairperson Board Report

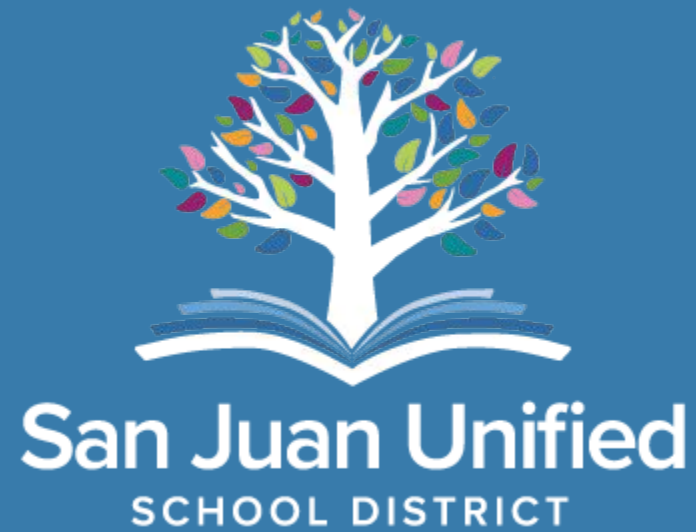


Next Steps

Next Steps

6/10/25: Present plan to the SJUSD Board at public hearing for discussion and public comment

6/24/25: Board LCAP adoption meeting



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

Next Meeting Date: 9/18/25

Topic: Organizational Meeting - Training for new and returning committee members.

CONNECTING THE DOTS

Example 1

LCAP COMPONENT	TITLE	PAGE
Metric: 1.10	College and Career Indicators (AP Exam Performance)	21
Goal Analysis: Effectiveness	College and Career Indicators (AP Exam Performance)	25
Action: 1.16	Equal Opportunity Schools (EOS)	29
Action: 1.38	Advance Placement and Counselor Summer Training	34

Example 2

LCAP COMPONENT	TITLE	PAGE
Metric: 1.8	CTE Completion	20
Goal Analysis: Effectiveness	CTE Completion	25
Action: 1.08	Career Technical Education (CTE)	28