San Juan Unified
SCHOOL DISTRICT

Superintendent Parent Advisory Committee
January 22, 2026

Superintendent's Parent Advisory Committee

Local Control and Accountability Plan

Presented by the Office of Student Learning Assistance

Dr. FJ "Harvey" Oaxaca, Assistant Superintendent
Gwyn Dellinger, Director

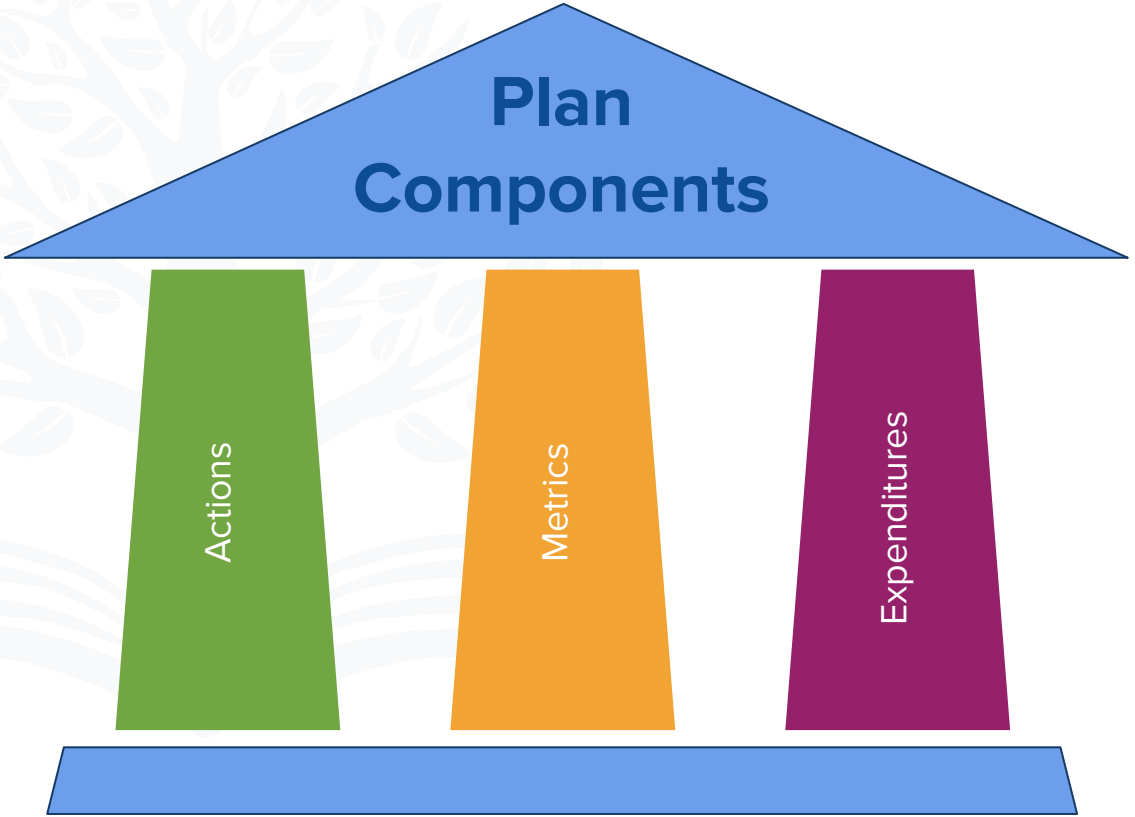
Learning and Listening

Local Control Accountability Plan Overview

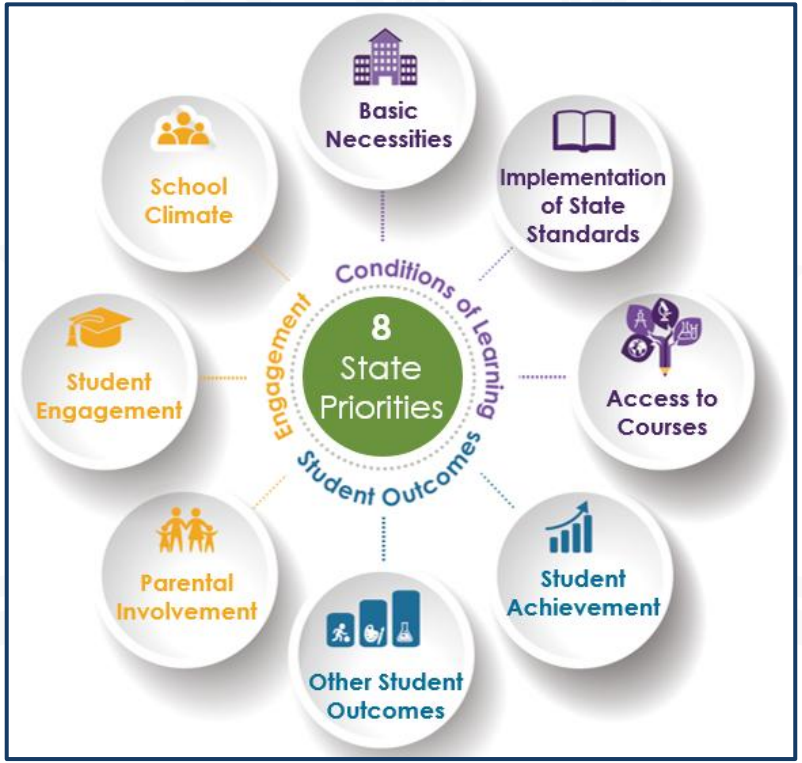
The Local Control and Accountability Plan (LCAP) is a 3-year roadmap districts create to show how they will improve outcomes for all learners.

It outlines goals, services, and spending priorities aligned to state requirements, with a focus on supporting English learners, foster and homeless youth, and low-income students.

San Juan Unified is currently in Year 2 of implementing the 2024-2027 LCAP.



State Priorities



Metrics


DISTRICT PERFORMANCE OVERVIEW
San Juan Unified
Explore the performance of San Juan Unified under California's Accountability System.
Generate PDF Report
View All Schools
View Additional Reports
2025
Chronic Absenteeism
Orange
Suspension Rate
Yellow
English Learner Progress
Yellow
Graduation Rate
Green
College/Career
Orange
English Language Arts
Orange
Mathematics
Orange
Basics: Teachers, Instructional Materials, Facilities
STANDARD MET
Implementation of Academic Standards
STANDARD MET
Parent and Family Engagement
STANDARD MET
Local Climate Survey
STANDARD MET
Access to a Broad Course of Study
STANDARD MET

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 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.

Feedback and Reflection

Reflecting on the purpose of the LCAP

- What questions do you have?
- What is San Juan Unified doing well to serve students and families?
- What can we do better to serve students and families?

DISCUSSION AND QUESTIONS

San Juan Unified
SCHOOL DISTRICT

Student Attendance Overview

F.J. "Harvey" Oaxaca, Ed.D. Assistant Superintendent, Educational Services
Dominic Covello, Director, Student Support Services
Katie Knifton Foley, Administrator on Special Assignment

San Juan Unified
SCHOOL DISTRICT

District Chronic Absenteeism Goal 2025-26

Goal: By May 2026, the chronic absenteeism rate will decrease by 2%

Indicators:

- All schools will develop an attendance support plan with targeted interventions for chronic absenteeism and submit to the AIP team.
- Provide attendance academy professional development and updated resources for schools participating in attendance academy intervention.
- Launch and engage sites in utilizing Attendance Recovery programs (before or after school) specific to their site.
- Conduct a monthly analysis of absenteeism rates at each school with systems of support to improve attendance in collaboration with school supervisors and support services teams.
- Prepare for the expansion of before- and after-school opportunities for students through such means as Extended Learning Opportunities Programs (ELO-P) to participate in a variety of learning and enrichment opportunities, clubs, organizations and activities.

Student Absenteeism

Attendance Fast Facts

• Absenteeism in the first month of school can predict poor attendance throughout the school year. More than 50% of the students who miss 2-4 days in August will go on to miss nearly a month of school.

• By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.

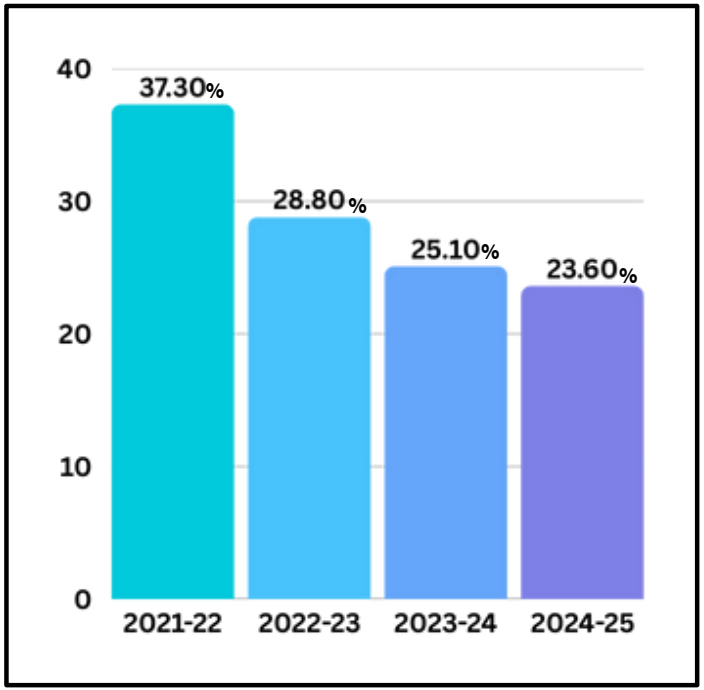
• Students who live in communities with high levels of poverty are four times more likely to be chronically absent than other students for reasons beyond their control.

• When students improve their attendance rates, they improve their academic prospects and chances for graduating.

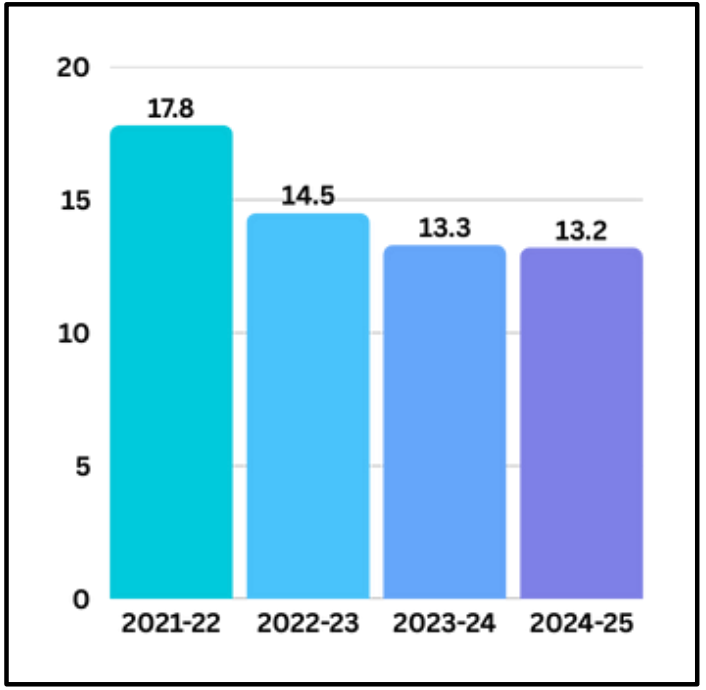
• Attendance improves when schools engage students and parents in positive ways.

Student Absenteeism Data

District Chronic Absenteeism
(% of students absent 10%+ days for any reason)

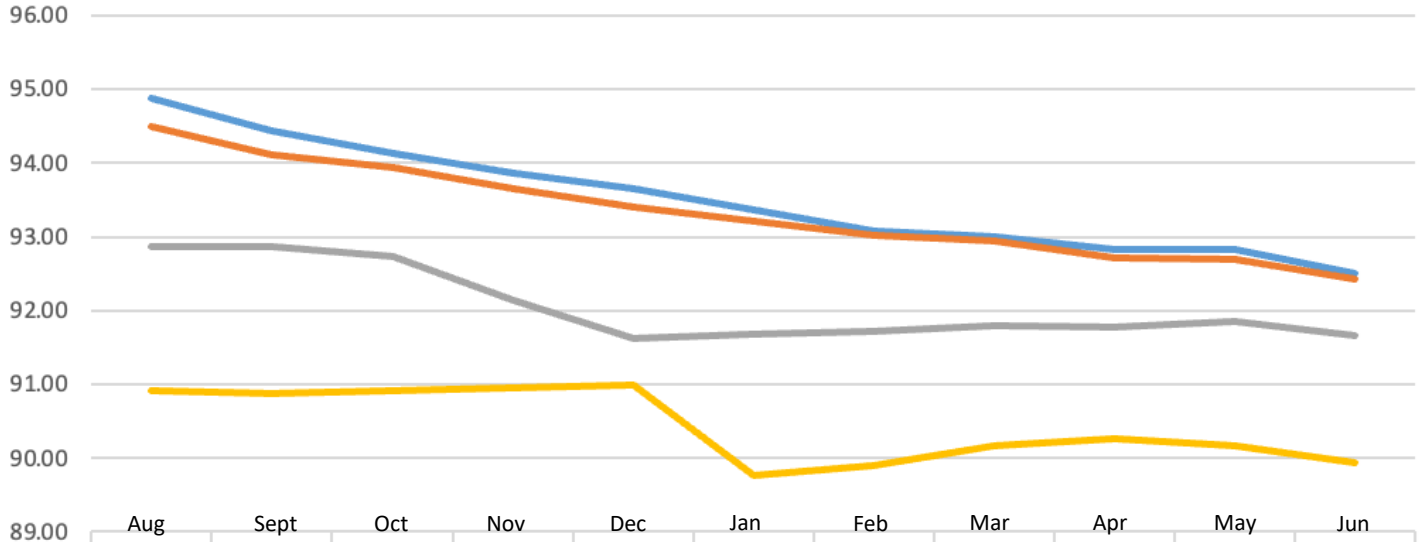


Average School Days Missed
(for students with 1+ absences)



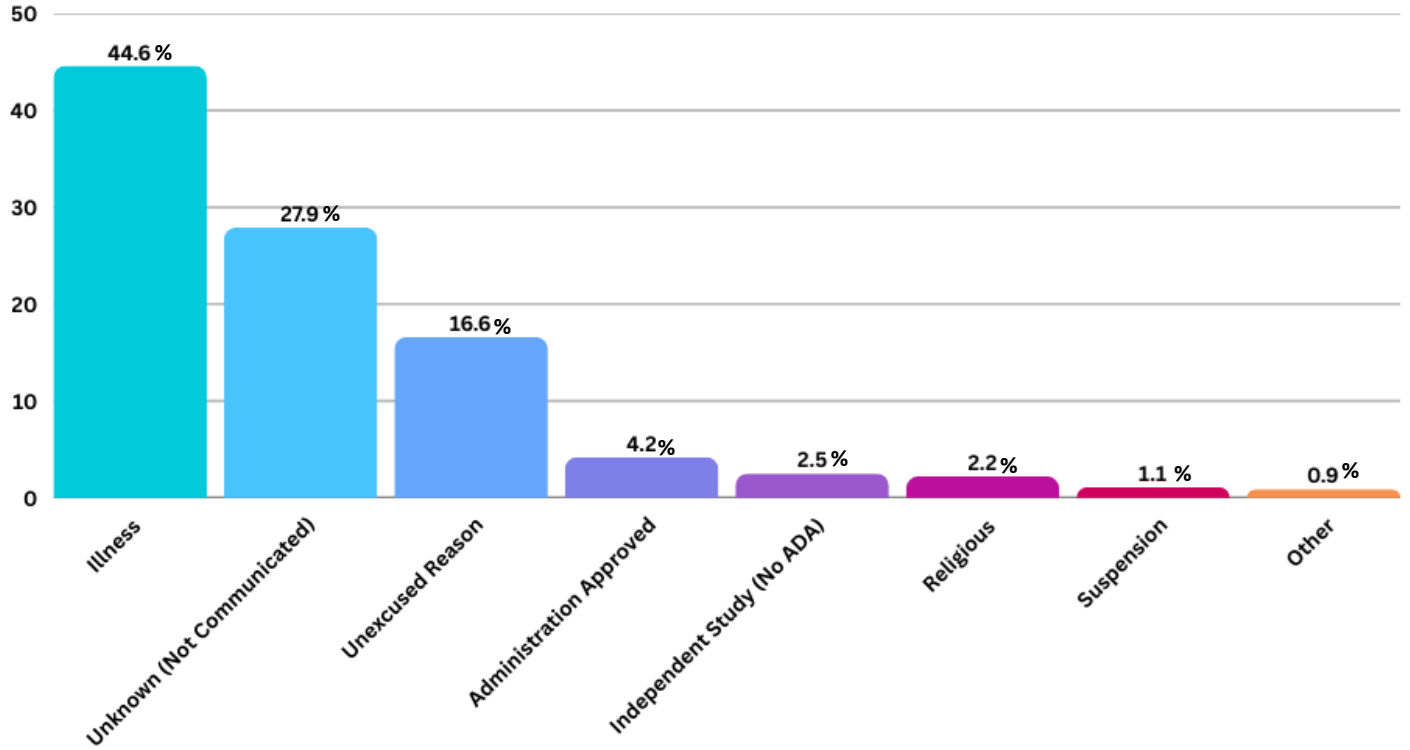
Data: California Department of Education (2024-25 data is estimated from Q-Student Information System)

Student Average Daily Attendance % (Cumulative by Month)

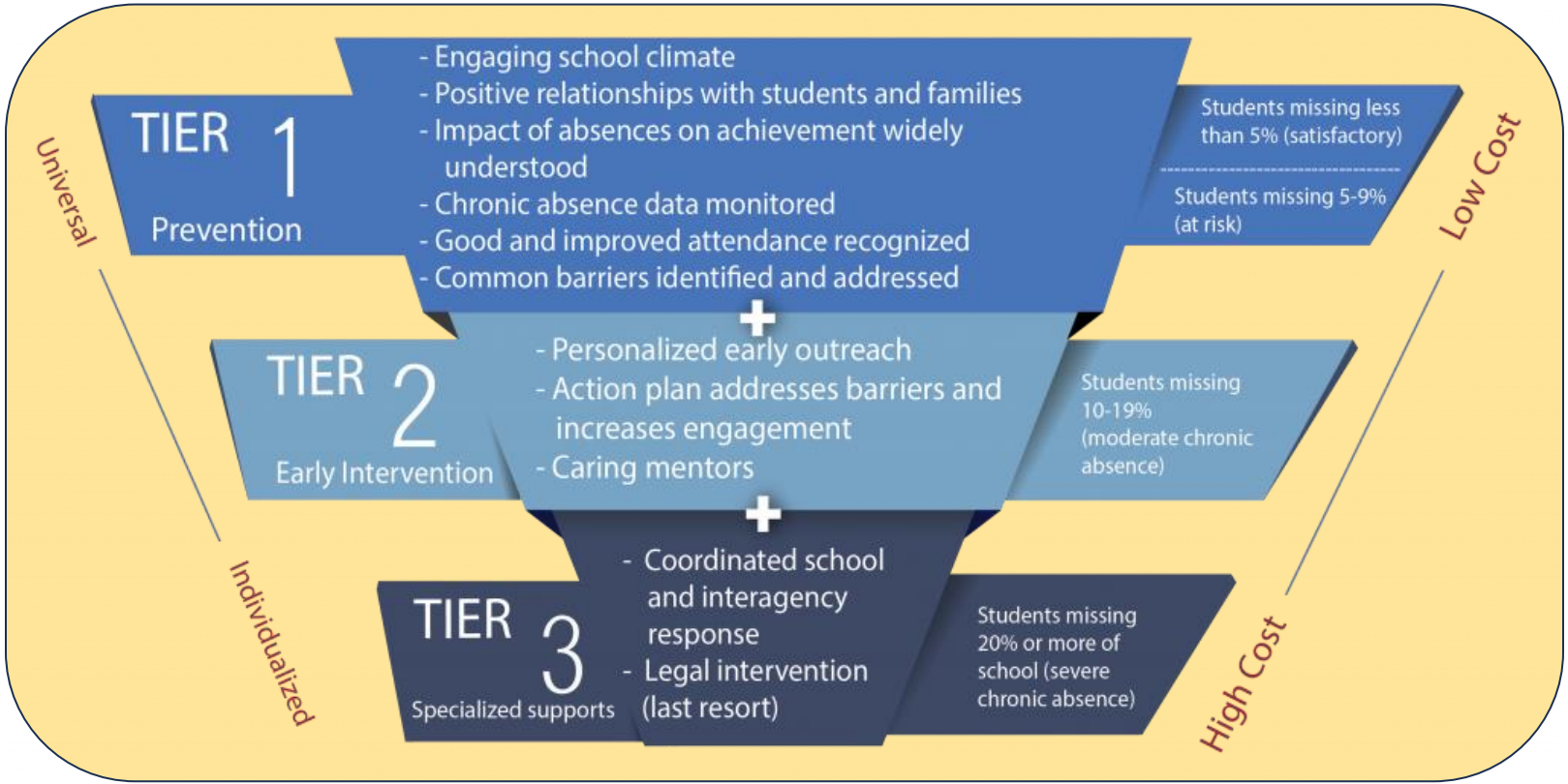


	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	1	2	3	4	5	6	7	8	9	10	11
24/25	94.87	94.44	94.14	93.86	93.65	93.36	93.08	93.01	92.83	92.83	92.50
23/24	94.49	94.12	93.93	93.66	93.40	93.21	93.02	92.95	92.71	92.69	92.43
22/23	92.86	92.86	92.73	92.14	91.62	91.68	91.71	91.8	91.78	91.85	91.66
21/22	90.92	90.88	90.91	90.96	90.98	89.76	89.9	90.16	90.26	90.17	89.93

Most Common Student Absences (2024-25 School Year)



Tiered Model for Attendance Improvement



Attendance Recovery (AR) Program

- New for the 2025-26 School Year: The California Department of Education (CDE) has introduced the Attendance Recovery (AR) Program, offering districts an opportunity to provide additional instructional minutes to students and reclaim lost funding due to student absences.
- AR Program Requirements:
  - **Supervision:** Must be supervised by certificated/credentialed staff
  - **Hours:** Must be outside of the traditional school day for a minimum of 1 hour per session
  - **Consent:** Parents/guardians must be informed that the program is happening; verbal or written consent is not required; participation is voluntary
  - **Instruction:** Grade-level aligned instruction equivalent to a regular school day
  - **Ratios:** Grades 1–12 (20:1); TK/K (10:1)
  - **Funding:** May use Expanding Learning Opportunities Program (ELO-P) funding if expanded learning programs exist on site.

Attendance Academy

PURPOSE:

Build relationships and connections with students and families

Address any barriers to support students being on time and consistently attending school

Review and track attendance weekly

Set goals and foster accountability

Monitor progress and educate students on the value of attendance

ATTENDANCE ACADEMY

2024-25

- **660 students participated across 47 schools**
- **Average student attendance improvement of 10.5% when staff met weekly with student**

Questions/Comments

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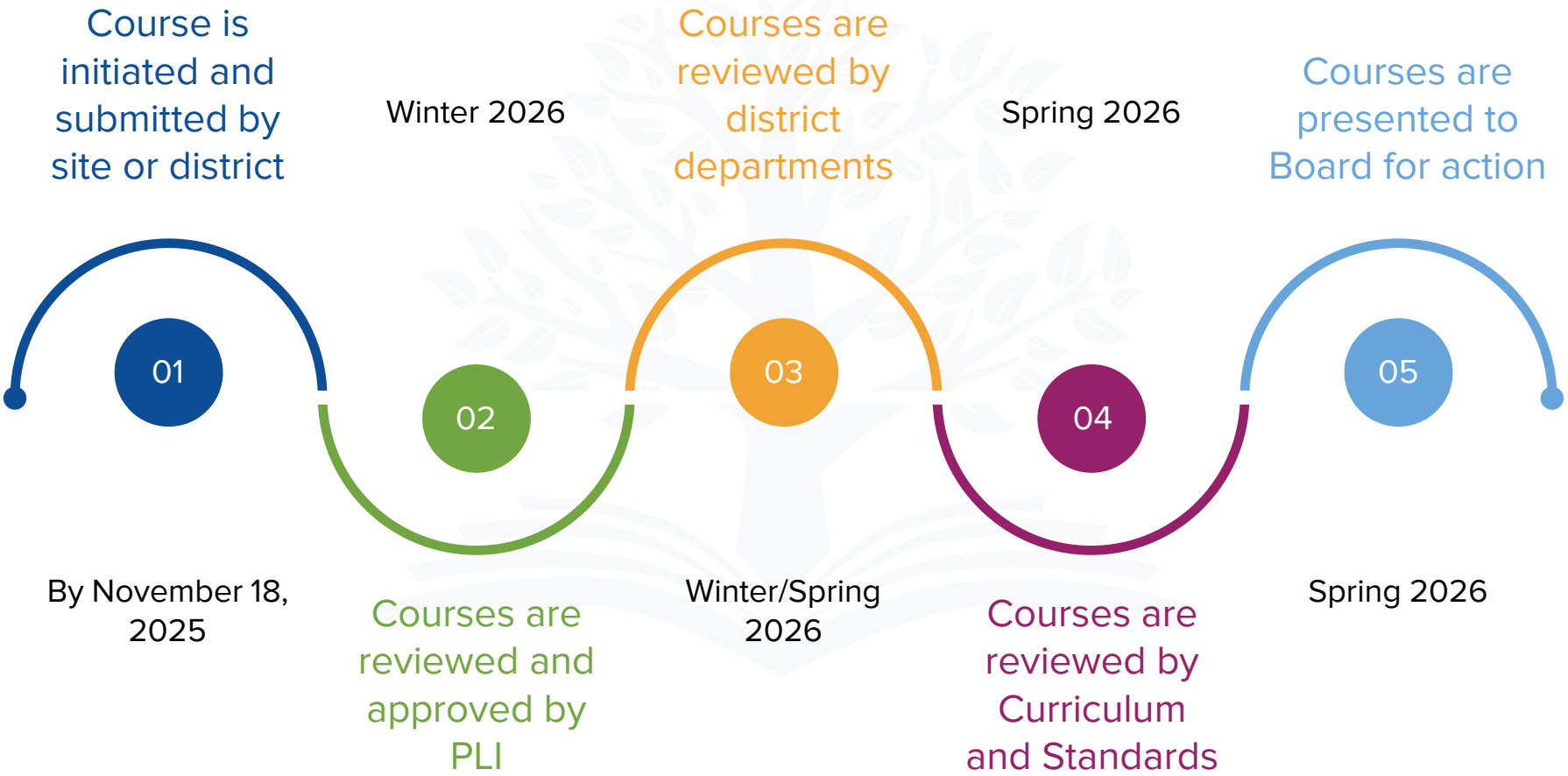
New High School Courses

New Course Approvals



Proposed New Courses for 2025-26

These are proposed and will go to the Board in Spring 2026

Arts

- Commercial Music/Modern Band
- Jazz Choir
- Mariachi Ensemble
- Musical Theater
- Percussion Ensemble

General Electives

- Philosophy
- Project Management

Personal Finance*

- Personal Finance

*Personal Finance is a new graduation requirement, effective for the class of 2030-31, and must be offered by 2027-28.

How You Can Help

We have two key requests:

- Please provide feedback and/or share your questions today on the proposed courses; you have the course descriptions to review

- Please share your suggestions for ways we might be able to get community feedback

FACE Framework

Standards, Assessment Tool & Resources

San Juan Unified
SCHOOL DISTRICT
Family and Community Engagement

Why Develop a Framework?

- How can we increase engagement of underrepresented families?
- How can we become more skilled and comfortable working with all families?
- What kind of family engagement activities are likely to make the biggest impact for students?
- How can we know if our family engagement efforts are having the desired effect?

Developing the Framework

Strategic Plan

Local Control & Accountability Plan

LCAP

8-Point Commitment to Educational Justice

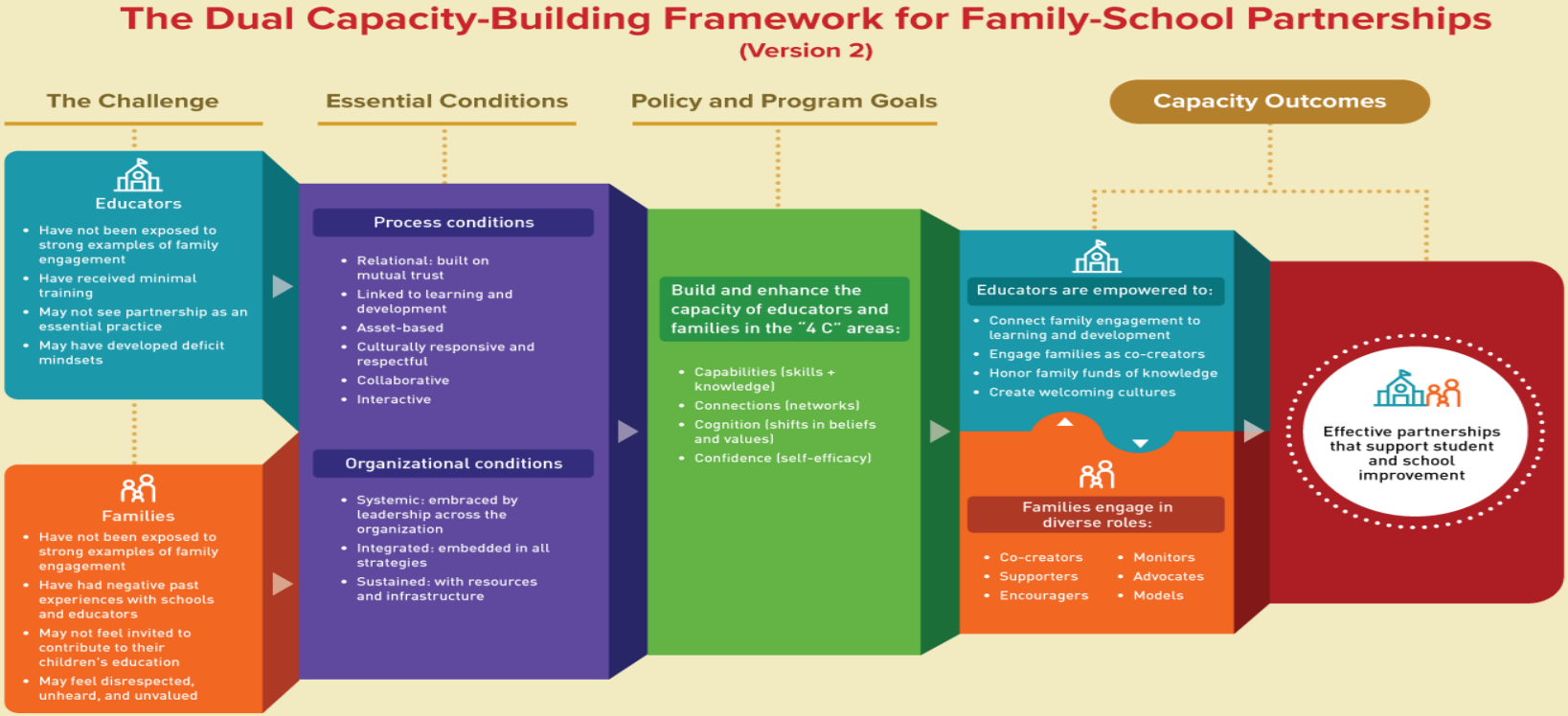
The Family and Community Engagement (FACE) Framework is designed for school sites, departments, and district staff to utilize as a guide in order to assess current family and community engagement practices and expand meaningful engagement opportunities with students, families and community members. Implementation of this tool supports the important work of amplifying all voices, ensuring equitable access and creating safe, welcoming environments that foster authentic educational partnerships throughout our district.

Growing together, we can build on initiatives already underway and set a path forward:

- using existing strengths and opportunities within our organization;
- overcoming impeding perceptions, beliefs, assumptions and habits, as well as outmoded patterns, structures, policies and;
- catalyzing movement in the direction of our district's vision.

Rooting Our Work in the Research & Goal of Dual Capacity-Building

San Juan Unified SCHOOL DISTRICT



How Can Sites and Departments Use This Tool?

- Plan, implement and evaluate family engagement practices to improve student achievement
- Strengthen practices and partnerships with families and communities leading to improved outcomes for all
- Set data-driven goals
- Implement collaborative and continuous improvement processes
- Better help ALL staff see their important role in family engagement

Welcoming Families

We cultivate welcoming and inclusive environments where families feel safe, heard, and valued partners in their child's education.

Guiding questions:
Are we building authentic relationships with families from all diverse backgrounds?
Do families feel connected to our school community?

Indicators:

- Learn about families and foster respectful attitudes
- Dedicate time, training and resources for relationship-building
- Facilitate opportunities for connection, especially with marginalized families
- Use culturally and linguistically responsive engagement practices
- Invite families to contribute to the school community
- Encourage school staff to see engaging all families as part of their responsibilities
- Create an accessible, family friendly school campus
- Track family engagement data to reflect and refine practices
- Identify and remove barriers for families to be engaged

SAMPLE GOALS FOR WELCOMING FAMILIES:

- [x%] of families report that they feel welcomed by their child's teacher(s)
- **[x%] of families report that their school has a climate that is caring**

Each standard begins with a "We" statement and includes guiding questions, indicators and sample goals. Bolded goals are aligned with the district climate survey.

Exploring the Framework- Standard 2: Effective Communication

Effective Communication Reflect/Respond

We value proactive, two-way communication so all families can understand and contribute to their child's educational experience.

Directions - Review the rubric and use this tool to reflect on strengths, opportunities for growth, and your next steps to improve your practice within the Effective Communication standard.

Strengths	Opportunities for Growth	Next Steps

Each standard includes a Reflect/Respond chart for teams to reflect on strengths, opportunities for growth and next steps within each standard and indicator on rubric.

Standard 3: Student Success

We build capacity for families and educators to collaborate in supporting students' academic, social and emotional learning.

Indicator	Emerging	Growing	Thriving
Partner with families to set social, emotional and academic goals for their students	Learn about goal-setting conversations with families. Understand that families know their child best and are responsive to hopes, dreams and goals for their child's education.	Explore templates and resources to co-create social, emotional and academic goals with students and families.	Implement collaborative goal-setting with students families. Allocate time during professional development days to build capabilities and confidence in goal setting with families.

Each standard includes a rubric with indicators and stages of growth from emerging to thriving, providing an opportunity for teams to reflect on current practice and set goals to progress.

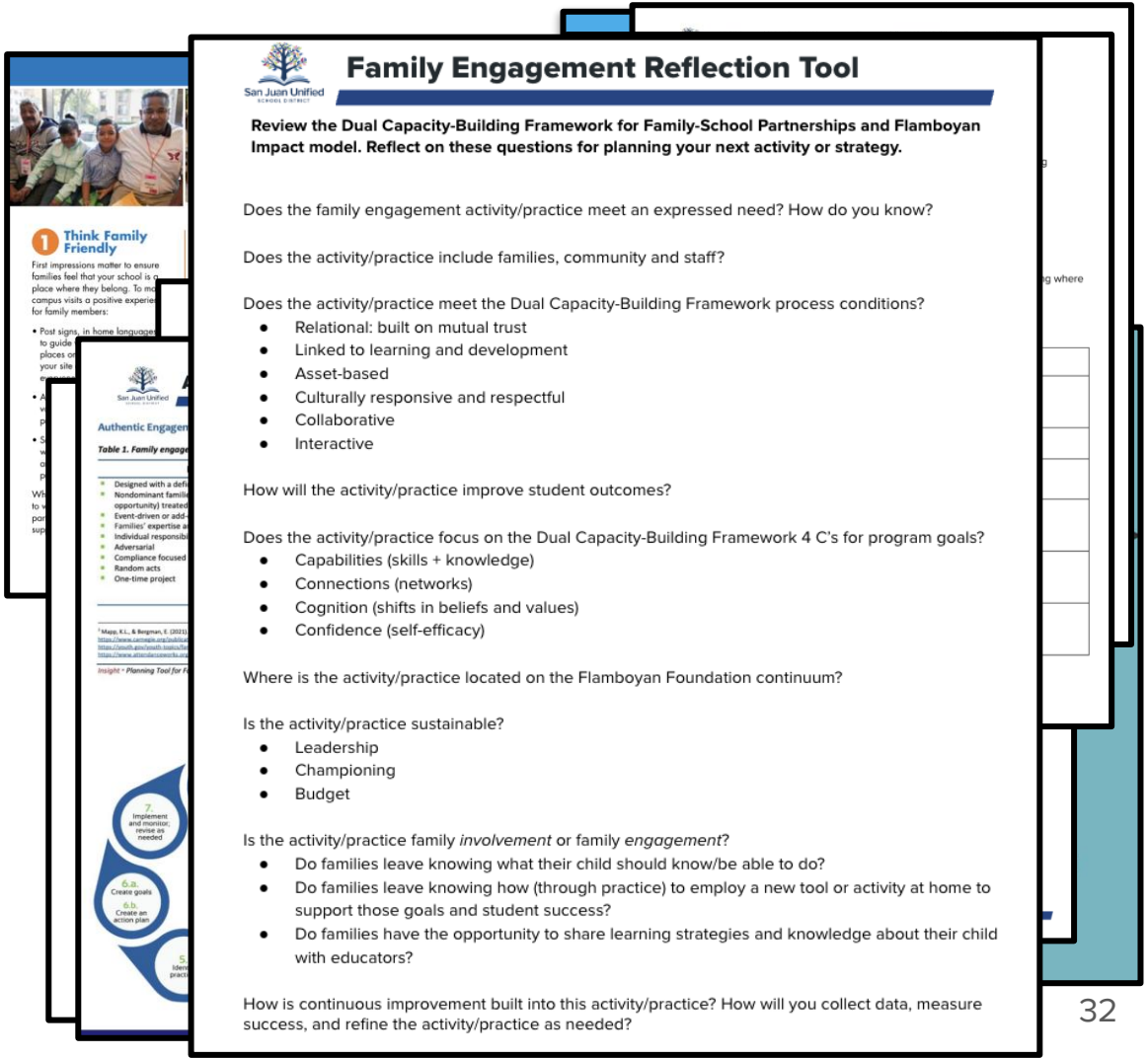
Standard 4: Community Partnership Leadership Considerations

Indicator	Emerging	Growing	Thriving
Align partnerships to school improvement planning	Identify community partners that support family and school priorities for improved academic and socio-emotional well-being of students. Communicate a clear “why” and a vision for what can be achieved through community partnerships.	Identify staff to take the lead to reach out to community assets and initiate partnership development. Incorporate specific actions to build community partnerships in you School Plan for Student Achievement (SPSA) and/or Comprehensive School Safety Plans (CSSP) and align these actions to goals and intended outcomes for improved academic and socio-emotional well-being of students.	Build partnerships with community organizations that will support priorities for improved academic and socio-emotional well-being of students. Engage in continuous feedback cycles with families, staff and community leaders to evaluate the impact of strategic community partnership actions and address shifting priorities.

Each standard includes a Leadership Considerations section of the rubric geared specifically to site and department leaders with additional leadership moves to consider.

Resources & Tools:

- Family Engagement Tools
- Parent Resources
- Reflection and Planning



This Month's Focus: Standard 5- Family Voice

We honor and affirm all voices of our school community by fostering an environment where all voices can share their needs, wants, and lived experiences to build authentic relationships and promote change to better serve our students.

Guiding questions:

How do we create opportunities for open, collaborative dialogue where families feel heard and valued?
What are ways to help families understand schools and district policies, practices, and decision making processes while also building awareness on how families can be involved or navigate these processes?

Indicators:

- Improve skills for building trust and resolving problems with students and families
- Help families understand how the school and district operate
- Learn about families' rights under federal and state laws
- Support families to navigate school and district services
- Share processes for resolving problems and apply them fairly
- Recognize and work to eliminate bias in family engagement practices and policies
- Share understandable, disaggregated data on school progress and practices
- Encourage community and family leadership among historically under-represented groups

SAMPLE GOALS FOR FAMILY VOICE:

- **[x%] of families report that the school offers families opportunities to be involved in school and classroom activities**
- [x%] of families report satisfaction with how concerns or issues are handled at the site
- **[x%] of families report that staff listens to family concerns about issues**
- **[x%] of families report that important school decisions reflect diverse input**
- **[x%] of families report that the school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.**
- **[x%] of families report feeling safe about sharing different viewpoints and perspectives at their school**
- All teachers and staff participate in a training on equitable family engagement and anti-bias practices and demonstrate improved confidence in skills through pre/post self-assessment surveys.

(*sample goals in bold are items measured on our annual district climate survey)

Next Month's Focus: Standard 6- Shared Decision Making

We partner with families to help improve and shape our practices, foster transparent decision making, and actively seek diverse input.

Guiding questions:

Do we explain how decisions are made and how families can take part in that process in a way that is easy for families to understand?
Do our site and district level committees and decision making spaces reflect and capture the perspectives of of the full diversity of our community?

Indicators:

- Identify and remedy power imbalances
- Foster student and family leadership and civic engagement
- Support the development of effective family/parent organizations that represents all families
- Provide transparent, accessible communication about decision-making processes
- Give families and students voice in decisions that affect children
- Track data and encourage representative input from marginalized groups in decisions

SAMPLE GOALS FOR SHARED DECISION MAKING:

- **[x%] of families report that their school seeks input when making important decisions.**
- **[x%] of families report that important school decisions reflect diverse input.**
- **[x%] of families report that the school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.**
- **[x%] of families report that there are students and staff on campus who listen to students when they have something to say.**
- **[x%] of staff report that staff voice matters in decision making.**
- Teams/Departments track event participation data and disaggregate participation by key demographics (language, race/ethnicity, socioeconomic status, special education, etc) to use results to refine outreach strategies.

(*sample goals in bold are items measured on our annual district climate survey)

FACE Framework Goals & Next Steps

- **Share your reflections as a SPAC member**
  - Using the FACE Framework copies at your table, review each of the six standards.
  - Scan the QR code on the screen to access the SPAC Reflection Survey (Paper copies are available for those who would prefer them).
  - Reflect on your school site and each of the six standards. From your perspective, what are your school site's strengths, growth areas of opportunity, and any next steps you'd suggest within each of the six standards?
- **This information will help us as we continue supporting schools and as we finalize the FACE Framework Family Resources section, rolling out next year!**

Questions?

San Juan Unified
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Family and Community Engagement

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Open Forum