

San Juan Unified School District

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

Minutes – September 17, 2026

6:00 pm – 8:00 pm

Members Present:	Abdul Qayoom Nezami, April Green, Brenda Gonzalez, Claire Goodman, Jabari Durbrow, Janet Pacheco, Joela Russell, Lindsey McDermid, Marjan Ahmadi, Nalini Shenoy, Raina Carson, Sam Swenson
Members Absent:	Kameron Edwards, Katie Reid, Malalai Safi, Ziaulhaq Rashidi
Staff Present:	Melissa Tachiera, Gwyn Dellinger, Harvey Oaxaca, Myrna Ralston (translation)
Board Member Present:	Manuel Perez
Call to Order:	6:00 pm
Guest(s) Present:	

6:00 – Warm Welcome

Chairperson Nalini Shenoy called the meeting to order at 6:04pm with ten members present and quorum was established. She shared that the theme for this year is From Parent Voice to Student Impact: Listening, Acting, Connecting. She welcomed and acknowledged the student members of the committee and thanked all members for attending the meeting. Clarie Goodman arrived during the welcome activity.

6:10 – Introduction Activity: Getting to Know Each Other

- The committee was instructed to state their name, the site they represent, and why they are part of the LCAP PAC. All present members, staff members, and Mr. Perez participated (with translation where appropriate). Lindsey McDermid arrived during the introduction activity.

6:20 – Required Actions

- Approve 05/21/2026 minutes (A)
The committee was offered time to review the minutes, and Lindsey McDermid made a formatting suggestion for future minutes. A motion was made to approve.
Motion to approve: Lindsey McDermid Second motion: Morri Elliott
 - Approval of May 21, 2026, Meeting Minutes
11 Ayes 0 Nays 1 Abstains
- Elect Student Chairperson (A)
A motion was made to delay the election of Student Chairperson because all students are new to the committee this year.
Motion to postpone: Raina Carson Second motion: Nalini Shenoy
 - Move election to the October agenda
12 Ayes 0 Nays 0 Abstains
- Board Liaison Update (I)
Mr. Perez was asked if he had any Board updates he would like to share. He did not.
- Visitor Comments (I)
No visitor comments

6:45 – LCAP Overview (D)

- What is the Local Control Accountability Plan (LCAP)?
 - Purpose
 - 8 State Priorities
 - Format
 - Funding
 - Implementation and Monitoring

- A video was shared outlining the Local Control Funding Formula (LCFF) and how it ties to the Local Control and Accountability Plan (LCAP). The video highlighted priority student groups and explained what “unduplicated” means. The video explained how money is allocated for these groups.
- Gwyn Dellinger offered additional information explaining the difference between state and federal funding. She explained that categorical funding was revised to allow for local control to address the specific needs of each district. She described the system of accountability and how it includes input from educational partners and metrics to monitor effectiveness. The plan must address the eight state priorities under specific goals.
- Gwyn Dellinger then introduced the Summary of Goals and Actions document provided as an introduction to the document that will be reviewed at the May meeting. The goals were read aloud:
 - Mr. Perez read the first goal
 - Gwyn Dellinger highlighted the first action under goal one to demonstrate an example action: World Language Validation. She noted that the budget for the action is included.
 - Marjan Ahmadi read the second goal
 - April Green read the third goal
 - Gwyn Dellinger asked the committee why goal 3.1 (Foster Youth Advocacy) would fall under goal three. April Green explained that foster youth students live in uncertain home environments and that advocacy can help them access resources, like mental health.
 - The committee was asked if they have questions regarding the document.
 - Marjan Ahmadi asked how we ensure that school updates are reaching families that do not speak English. Gwyn Dellinger explained that when we hear feedback that they are not receiving this information, we are able to allocate resources to make sure that families know resources are available.

* Role of the Parent Advisory Committee

Gwyn Dellinger discussed the role and purpose of the LCAP PAC. She noted the unique opportunity (outlined in statute) to provide comments to the Superintendent.

7:00– Affinity Mapping: 3 LCAP Goals (D)

- Questions/Comments
- What would you like to know more about?
- Areas of interest
- Chairperson Nalini Shenoy explained affinity mapping to the group and gave instructions for members to write one word for each of the eight state priorities. Posters were placed around the room for sticky notes to be placed on the appropriate poster. She asked for one word for each poster from each member of the committee. She explained that the next step will be to create cluster themes from the provided words. Examples were given by Gwyn Dellinger to get the committee started.

7:20 – Group Work - Revising Goals

- The group was broken into three groups based on table seating. Each group was instructed to take the sticky notes from poster assigned to them and cluster them into themes within those state priorities.
- Once completed, the groups shared their findings and asked for clarification if necessary.
 - Marjan Ahmadi shared the words on the sticky notes in each cluster for the first group.
 - The first group asked for clarification for a note that said “roles”. Sam Swenson shared that he wrote “roles” because he wants students to feel supported in their role as a student, including not being responsible for outcome data. They also asked for clarification for a note that said “alternative assessments”. April Green shared that in her experience, there are things that are not measurable but impact student performance. These things are missing in the data and include things like how we are meeting student needs, hunger, rest, and family dynamics. She wondered what we are missing because the data is so formalized. Marjan Ahmadi suggested more student survey opportunities around these issues to check in for alternative measures. She also shared the work of the San Juan Youth Voice Advocates and how it may help with this data.
 - Claire Goodman shared for the second group and discussed the themes that emerged with clustering. She highlighted standards of teaching and inaccurate data. Joela Russell clarified that many students do not put effort into standardized testing.
 - The second group asked for clarification for a note that said “bias”. Brenda Gonzalez clarified that she was referring to Bilingual Instructional Assistants. Harvey Oaxaca

asked for clarification for a note that said “Alt College”. April Green shared that it referred to alternatives to college. She mentioned other avenues to getting high quality jobs and having a good life. College as the sole focus is not helping the mental wellbeing of all students. Mr. Perez shared that he agrees and shared that he and his son are a great example of success without college and student loans. April Green noted that we focus on Career Technical Education (CTE) but noted that real life skills are missing for our students, like cooking, making phone calls, and other skills to manage life. Raina Carson provided the term “adulthood”. Marjan Ahmadi suggested introducing life skills to existing programs, like ASSETS which covers finance and resumes.

- Morri Elliott shared for the third group and noted the large number of sticky notes around the communication theme for all groups: students, families, and staff. He noted that communication has to be the foundation of everything we do. He noted other clusters for youth voice, opportunity, and collaboration. Safety emerged as a theme as well as respect and belonging.
 - No clarification was needed, and April Green added the word “transparency” to tie the themes shared together. Morri Elliott added the word to the poster. Morri Elliott shared issues of access using the Del Campo CTE program for Fire Fighters as an example because his son could not access it as a Rio student. Marjan Ahmadi shared that transportation is additionally a problem because of attendance and tardy policies to stay in the program. April Green wondered if that is a hard rule, especially with a focus on LCFF priority students who may have more barriers to school attendance. Claire Goodman shared that she has a friend with chronic migraines that struggled to stay at school with her medical needs. Sam Swenson shared that there is an inequity to applying standard rules to all situations. He mentioned that accommodations may be part of the solution to creating positive school climate. April Green shared that attendance policies are state laws and noted change needs support at the legislative level. She noted that districts are required to follow these laws.
- Marjan Ahmadi shared on behalf of Abdul Qayoom Nezami that he wondered how we can connect these ideas with more parents to see where their feedback aligns. Gwyn Dellinger shared that we gather input in many more spaces to collect parent voice.
- Nalini Shenoy gave instructions for each group to work collectively to write a line or two to begin refining goals for 2027-30. She noted that these are an early draft which she then asked each group to share with the larger group.
 - Jabari Durbrow shared for his group which had state priorities aligned to “access” that he felt like transportation, communication and career pathways are the largest themes. Lindsey McDermid added that our offerings need to be modern and up to date. April Green shared the group’s draft:
Student Engagement & Course Access – Provide students with engaging programs, coursework, and opportunities that prepare them for future careers through modern, informed academics and real life experiences.
 - Myrna Ralston shared on behalf of committee members in the group which had state priorities aligned to “academic achievement” that accommodations and extra supports need to be provided. She noted that it is important to measure wellness with alternative measures. She suggested inquiring about outside activities like sports and healthy food access. She noted that they are still working on a draft for this goal.
 - Morrie Elliott shared a draft goal for the group with state priorities aligned to “climate”:
Build a culture of safety, student success and parent participation through effective communication, proactive collaboration, and community connectedness.

7:45 – Next Steps & Closing (I)

Melissa Tachiera shared that next steps include continuing to draft goals, layering metrics into the information shared at this meeting (the Dashboard will be released on our next meeting date, October 15), and continuing to build capacity around the larger document throughout the year.

8:00 - Adjourn

Marjan Ahmadi led the group in a closing activity asking for one word to describe how everyone was feeling at the end of this meeting. She asked all present to stand in a circle to share around. Nalini Shenoy adjourned the meeting at 7:53 PM.