Natomas Unified School District

Local Control & Accountability Plan (LCAP) Parent Advisory Committee (PAC) Minutes

Thursday, September 10, 2026, 6:00pm to 7:30pm
Location: Education Center

Committee Members in Attendance:
Aiden Frazier Salazar (PVS), Blanca Martinez (JFS), Eboni Young (ALS), Elisabeth Liles-Lourick (HAS, HAH), Jessica Buntin (ALS, NHS), Jlay Tor (PVS), Lucas Foster (HES), Marilyn Rodriguez Giron (Community-at-large), Marjannie Eloi Akintunde (PVS), Raul Huerta (NMS), Sangeeta Prasad (Community-at-large), Sudhansu Pati (HES), Vicki Lim (IHS)

Committee Members Absent:
Amber Campbell (Community-at-large), Ashley Delarosa (JFS), Ashley Snyder (TRE), Janet Ewell (BCS), Kuldeep Lally (WRE), Latanya Baker (LGMA), Mohammed Salem Nahimi (NHS), Mona Toloumu (JFS)

Pending Approval

I. Welcome & Introductions.

Meeting called to order at 6:04pm.

II. Public Comment

There were no public comments.

III. Overview of annual LCAP Development Process and Role of LCAP PAC

Steven Fong, Executive Director of Research and Data, opened the meeting with a presentation of the LCAP process and oriented new members to both the Annual and three-year cycles of the LCAP and its key components. The alignment between the seven LCAP goals and NUSD's five strategic plan goals was emphasized, particularly as we transition to a new 3-year LCAP cycle within the overall 5-year strategic plan term.

Members received the timeline and development phases of the upcoming 2027-2030 LCAP noting that this is year three of the current three-year 2024-2027 LCAP cycle. Members also learned about their roles as LCAP Parent Advisory Committee (PAC) members and opportunities available to them to share feedback on both successful LCAP actions and areas of improvement.

Universal Complaint Process

Members received a presentation from Heidi Lattuada, Director of Constituent and Customer Service (CCS), and learned about the different types of complaints received by NUSD and the resolution process. The Path to Successful Communication was highlighted and it was noted that the primary purpose of the process is to resolve issues at the lowest level. Staff noted that the majority of complaints are school-site issues and are successfully resolved at the school site.

During the presentation a question was raised and staff provided a response:
Does the district have an advocate for special education?

The district does not have an advocate. Sabrina Jackson (Family Liaison for Special Student Populations) is a liaison. She walks families through IEPs; explaining the language in these documents.

IV. Updates on and Overview of the 2026-27 LCAP

Members were informed that the State of California will release the California School Dashboard on October 15th.

A summary of Sacramento County Office of Education's (SCOE) timeline for LCAP approval was presented, and it was conveyed that NUSD anticipates the receipt of a formal letter from Sacramento County Office of Education (SCOE) in September confirming county approval of the Annual LCAP.

Following the approval, in October the LCAP will be uploaded to the California School Dashboard, and we will begin preparing the Mid-Year (LCAP) Update which will be presented to the Board of Education in early 2027. Additionally, examples of the types of annual engagement opportunities that inform the LCAP were shared.

Members took part in an activity to become more familiar with the LCAP by taking a deeper dive into the LCAP, using Goal 2 of the 2026-27 as a representative example. During the activity each group engaged in exploration and discussion of specific sections including the goal rationale, the metrics/targets, and the actions. Each member-group concluded the activity by learning about the connection between actions inside the goal and the budget.

During the activity several questions resulted in discussion and/or answers by staff during the meeting. These included:

- Are there plans to increase Arts opportunities in school? There are afterschool programs that you have to pay for. Since the bill passed last year, is there funding for schools?
  The current grant funding specific to arts is allocated to school sites and funding decisions are a school-site determination. This is a good question to ask your school site leadership and the School Site Council would be a possible place to discuss.
- Following up on that, what is the timeline to get involved with the School Site Council to discuss the budget? Is this an annual thing?
  Right as the new year rolls around is a great time. By February/March schools are making decisions about how to use their funds in the coming year.
  Principals usually announce School Site Council meetings and you can also comment at these meetings.
- Are Community Schools grants done by school sites or districts?
  The Community Schools grant is from the state and is specific to the school that applied. Some grants reside at the district level, such as those for Career Technical Education (CTE) for example.
- The Goal rationale is informative, but has a lot of text. Can this be broken down with bullet points or other strategies? And could there be something that accompanies it

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with tables/graphics?
We can create additional tools and graphics that go along with the LCAP. The template itself is created by the state and there are some limitations to the use of specific formatting such as tables. The LCAP is designed to be read speech-to-text, so there are some restrictions on the design.

- How do baselines work? Does 'where we end up' become the baseline?
  In general, yes. Whatever the latest state/final result is as we are writing the next LCAP becomes the baseline.
- What is HY?
  HY stands for Homeless Youth, which is the official State abbreviation.
- Can you sort out African Americans by country or continent, like students from Africa or the U.S.?
  Not precisely. The data we receive from families is how we are able monitor and display information and it does not include that specificity. The collection of data on race/ethnicity is complex and reflects some bigger challenges. For instance, many students are designated as 2+ for race/ethnicity. In other cases students are from very areas such as Asia or the Middle East, and state/federal classifications are not always as nuanced as they could be.
- What is the difference between suspension outcomes and suspension rate?
  Suspension rate is a specific rate that measures the percentage of students who have been suspended one or more times. Suspension outcomes can be more general and include total suspensions and the year over year trends at the same point in time.
- Is this information being tracked because of state funding? What is the purpose of tracking suspensions?
  Suspension rate is one of the state required indicators on the California School Dashboard.
- What happens to unspent funds?
  This depends on the 'flavor' of the funding. Some state or federal grants are time-bound and unspent funds must be returned if they are not expended by the specified deadline. Unspent dollars from the General Fund can 'drop to the bottom' and become part of the district's ongoing resources for future years.

Additional questions and input raised during the whole-group discussion included:

- What are the forums, channels, and opportunities by which NUSD communicates with the state? (Interest in participating in any interactive dialogue opportunities)
- How can we be more explicit about what is working at some schools and how to scale that success?
- The Goal 2 rationale doesn't address social media, Artificial intelligence (AI), cell phones, and other technology concerns that are becoming increasingly important for our students. Is there training for students other than what's available through Parent University?
- How can our rationale be clearer about which data points were reviewed and how they informed the goal and/or drove action decisions (e.g. distribution of school psychologists)? How, if at all, were data points weighted in determinations?

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- The Goal 2 rationale says we want resources and support for our students. What are those resources and supports?
- Is there an equitable distribution of school psychologists across school sites?
- Are there places in the LCAP where we should share school-specific data to show where things are working and where they are not? Are we looking at schools that have a great school culture, strong leadership model, and what's working for them?
- What is working in some schools leading to an increase in positive school culture? Social-emotional well-being depends on conditions they are encountering on a daily basis, so there should be an emphasis of extracting the information from students via surveys in addition to a compare and contrast across the district. Is the quality of student surveys adequate when collecting responses online. Are they able to express adequately?
- Within the Goal 2 rationale there is a reference to 'intentional curriculum.' Where and by whom was this developed?

V. Connection between the LCAP and the overall NUSD budget

Members were provided an overview about NUSD's major funding sources and their connection to the LCAP. The flow of revenue and expenditures were also shared. It was noted that:

- The LCAP is always keyed to Actions. Each goal includes the specific actions we are taking to try to reach that goal. The dollars must follow the actions.
- The LCAP is a significant part, but not a majority of the budget. It is a significant percentage of the specific actions we are implementing. The expenditure table in the LCAP provides budgetary details for each action.

Following a request made by a community member last year, seeking a more clear delineation of how the LCAP connects to the overall NUSD budget, a document was developed to illustrate where roughly $200 million dollars live. Using this document, members were provided a more detailed look at the breakdown by funding stream (e.g. Local Control Funding Formula (LCFF) funds), and other state funds such as grants for Career Technical Education (CTE), Expanded Learning Opportunity Program (ELOP), etc.

VI. Action: Election of Chairperson and Co-Chairperson

Members elected Marilyn Rodriguez Giron to serve as Chairperson.
Members elected Jlay Tor to serve as Co-Chairperson.

VII. Future Meeting Dates for 2026-27

Members received a schedule of the next three LCAP PAC meetings (January, March, and May). It was noted that there will be communication to share resources in between meetings, especially when there are key pieces of information such as survey results and data releases. Members were encouraged to continue to share any input following the meeting.

Marilyn adjourned the meeting at 7:34 pm

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