



# 2024-25 Local Control and Accountability Plan (LCAP) Public Hearing

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Ed Eldridge, EdD, MPA  
Executive Director, LCAP

# Overview of Presentation

- Purpose of the LCAP
- Legislative Background and Equity Multiplier Program Guidance
- LCAP Changes
- The Importance of the LCAP's Three-Year Cycle
- Overview of Educational Partner Engagement
- Focus on Most Underserved Students
- The “Big 3” District LCAP Goals

# Purpose of the LCAP

The LCAP is a three-year plan that describes the **goals, actions, services,** and **expenditures** to support positive **student outcomes** that address state and local priorities (California Department of Education).

<b>State Priorities (California School Dashboard)</b>	
Priority 1 - Basic Conditions	Priority 5 - Pupil Engagement
Priority 2 - Common Core State Standards Implementation	Priority 6 - School Climate
Priority 3 - Parent Engagement	Priority 7 - Course Access
Priority 4 - Pupil Achievement	Priority 8 - Pupil Outcomes

# Legislative Background

## **What is the Local Control and Accountability Plan (LCAP)?**

The LCAP is intended as a comprehensive planning tool to support student outcomes and is an important component of the Local Control Funding Formula (LCFF). Under the LCFF, all school districts and charter schools are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified.



# LCAP Changes

Education Code 52064 (e) (1), July 2023 Changes

The process of developing and annually updating the local control and accountability plan shall support school districts, county offices of education, and charter schools in comprehensive strategic planning, accountability, and improvement across the state priorities, **particularly to address and reduce disparities in opportunities and outcomes between pupil groups indicated by the California School Dashboard**, and any locally identified priorities through meaningful engagement with local stakeholders.

52064 (e) (6) ... beginning with local control and accountability plans for the 2024–25 school year, school districts, ... and charter schools shall include specific actions in the local control and accountability plan to address all instances where a school or pupil group within a local educational agency, or a pupil group within a school, receives the lowest performance level on one or more state indicators on the California School Dashboard ...

# LCAP Changes, Equity Multiplier (EM)

## Legislative Determination

SB 114 added \$300 million to the state budget in 2023-24 for the purpose of improving outcomes for the lowest-performing student groups. Statewide, Equity Multiplier (EM) funding was allocated to school sites that, in the prior year (2022-23), had a non-stability rate greater than 25% AND a socioeconomically disadvantaged student rate greater than 70%.

## How the EM Program Works

Under the EM program, use of funds is determined by the 9 EM schools identified by the California Department of Education and their site-based educational partners. The LCAP and IAS Office worked in collaboration with site leaders to develop focus goals related to the impact of these funds on the most underserved students at their sites. EM one-time funds will become available to school sites once the related EM goals (Goals 4 through 12) are approved as part of the district's 2024-25 LCAP.

<b>Schools Receiving One-Time Equity Multiplier Funds &amp; Related LCAP Goals</b>					
American Legion HS	Goal 4	Caroline Wenzel Elementary	Goal 7	Martin Luther King Jr Elementary	Goal 10
Bret Harte Elementary	Goal 5	Isador Cohen Elementary	Goal 8	Success Academy K-8	Goal 11
Capital City School	Goal 6	John Morse Therapeutic Center	Goal 9	Woodbine Elementary	Goal 12

# LCAP Other Changes

- LCAP metrics need to be those indicating “impact” as opposed to “implementation”
- New LCAP goals must be one of the following types:
  - Focus - Specific Measurable Attainable Realistic **Timebound**
  - Broad - Specific Measurable Attainable Realistic
  - Maintenance of Progress

# The Importance of the LCAP's Three-Year Cycle

With an implementation team, it takes 3 years to implement an education intervention.

Comparison of Intervention Effect With and Without an Implementation Team

		IMPLEMENTATION	
		Impl. Team	NO Impl. Team
INTERVENTION	Effective	80%, 3 Yrs	14%, 17 Yrs
		Effective use of Implementation Science & Practice	Letting it Happen Helping it Happen

Fixsen, Blase, Timbers, & Wolf, 2001      Balas & Boren, 2000

**Substantial Return on Investment**

## Initial Implementation

*Initial Implementation* is the time when the innovation is being used for the first time.

During this Stage, practitioners and staff are attempting to use newly learned skills (e.g., the evidence-based program) in the context of a provider organization that is just learning how to change to accommodate and support the new ways of work. This is the most fragile Stage where the awkwardness associated with trying new things and the difficulties associated with changing old ways of work are strong motivations for giving up and going back to comfortable routines (business as usual).

## Full Implementation

*Full Implementation* is reached when 50% or more of the intended practitioners, staff, or team members are using an effective innovation with fidelity and good outcomes. For example, if there are 10 practitioners who are attempting to use an innovative approach for Dialectical Behavior Therapy, 5 of the therapists would need to be using the innovation as intended as measured by a performance assessment. Full Implementation is difficult to achieve and sustain without the necessary implementation supports described herein (Fixsen, Blase, Timbers, & Wolf, 2001; U.S. Department of Education, 2011).

National Implementation Research Network. Retrieved July 8, 2018 from <https://nirn.fpg.unc.edu/learn-implementation/implementation-stages>.



# Overview of Educational Partner Engagement

**The district consulted with a wide-range of educational partners in development of the LCAP, including the:**

- Parent Advisory Committee (PAC)
- District English Learner Advisory Committee (DELAC)
- Black / African American Advisory Board (BAAAB)
- Community Advisory Committee (CAC)
- American Indian Education Program Parent Committee (AIEPPC)
- Student Advisory Committee (SAC)
- Bargaining Partners (i.e. Sacramento City Teachers' Association & United Professional Educators)

PAC - Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18, 2.22, 3.1, 3.3, 3.6, 3.7, 3.8, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.17, 3.18, 3.20, 3.21

DELAC - Actions 1.2, 1.3, 2.3, 2.5, 2.7, 2.12, 2.22, 3.6, 3.10, 3.12, 3.14, 3.17, 3.18

BAAAB - Actions 1.1, 1.4, 1.5, 2.2, 2.9, 2.10, 2.22, 3.11, 3.23, 3.24

CAC - Actions 1.2, 1.3, 1.4, 2.7, 2.8, 3.2, 3.5, 3.12

AIEPPC - Actions 2.7, 3.2, 3.5, 3.10, 3.17, 3.24, 3.25

SAC - Actions 1.1, 1.2, 1.5, 2.3, 2.5, 2.9, 3.8

# The LCAP's Focus On Underserved Students

In collaboration with its educational partners, the district has focused this educational plan on improving the outcomes of those who have historically been underserved. In our community, these groups are those that comprise the Local Control Funding Formula's Unduplicated Pupil Count – **English Learner, Foster Youth, and Socioeconomically Disadvantaged (low income) students** – and students in one of the following groups because of their very low performance as indicated on the 2023 California School Dashboard: **African American students, American Indian students, Homeless Youth students, and Students With Disabilities.**

The district and its educational partners believe the LCAP needs to emphasize the importance of intentionally focusing the primary actions and metrics of our LCAP on its historically underserved students. The theory of action is that as the district improves its services to and the outcomes for students in these groups, it will also improve services and outcomes for all district students.

Legend	All - All Students, A - Asian, AA - African American, AI - American Indian, EL - English Learner, FY - Foster Youth, H/L - Hispanic, HY - Homeless Youth, SED - Socio. Econ. Disadvantaged, SWD - Students With Disabilities, W - White, TOM - Two or More										
	California Dashboard State Priorities							District Actions Where Related Red Area(s) Addressed			
Site	College / Career	Graduation Rate	English Language Arts	Mathematics	English Learner Progress	Chronic Absenteeism	Suspension Rate	College / Career & Graduation	English Language Arts, Mathematics, & English Learner Progress	Chronic Absenteeism & Suspension	
Sacramento City Unified School District	FY, HY, SWD	AA, FY, HY, SWD	EL, FY	EL, FY			AA, AI/AN, HY, SWD	1.1, 1.2, 1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23	
A M Winn Elementary K-8 Waldorf			All, H, SED, SWD	All, H, SED			All, AA, SED, SWD, W		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23	
Abraham Lincoln EI			All, AA, EL, SED, SWD	AA, EL, H, SED					2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23	
Albert Einstein MS			AA, SWD						2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23	
Alice Birney Waldorf-Inspired K6											
American Legion HS	All, H, SED	All, H, SED	All, SED					1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23	
Arthur A. Benjamin Health Profes							All, AA, SED, SWD			3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23	
Bowling Green			AA, H, SED, SWD								
Bret Harte Elementary			All, SED, SWD	All, SED, SWD			All, AA, H, SED, SWD, W		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23	
C K McClatchy HS			AA, H, SED, SWD	All, AA, EL, H, SED, SWD					2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18		

Full List of Schools Included in 2024-25 LCAP Reflections: Annual Performance Section

# The LCAP's "Big 3" District Goals

<b>District LCAP Goals</b>	<p><b>Goal 1 is about graduation outcomes.</b></p> <p>By 2027, the following cohort outcomes will be achieved:</p> <ul style="list-style-type: none"><li>· Graduation rate increased by 5% and</li><li>· College/Career Indicator (CCI) indicator increased by 1 Status Level from the 2023-24 Dashboard. (Focus)</li></ul>	<p><b>Goal 2 is about improving academic outcomes as students move through the district.</b></p> <p>At least 80% of all students in grades 4-8 will demonstrate growth towards mastering standards in English Language Arts (Arts) and Mathematics as demonstrated by the Smarter Balanced Assessment (SBAC) Distance From Met (DFM) by 2026-27. (Broad)</p>	<p><b>Goal 3 is about creating the same sense of being welcomed and safe for all students and families within the district.</b></p> <p>All students and families will feel safe and connected in their school community as measured by the annual LCAP School Climate and Culture survey and behavior data as a result of engaging all staff in professional learning on Anti-Bias/Anti-Racist/Trauma-Informed principles and practices. (Broad)</p>
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# The LCAP's "Big 3" District Goals – Goal 1

<b>Goal 1 - Graduation Outcomes</b>	2022-23 CA Dashboard Graduation Rate	2022-23 CA Dashboard College/Career Prepared Rate
<p>By 2027, the following cohort outcomes will be achieved:</p> <ul style="list-style-type: none"> <li>• Graduation rate increased by 5% and</li> <li>• College/Career Indicator (CCI) indicator increased by 1 Status Level from the 2023-24 Dashboard. (Focus)</li> </ul>	<p>ALL: 83.8            African American: 74.0            American Indian: 72.2            English Learner: 72.1            Students With Disabilities: 67.0            Foster Youth: 57.1            Homeless Youth: 59.2            Socioeconomically Disadvantaged: 81.7</p>	<p>ALL: 33.2            African American: 12.6            American Indian: 11.8            English Learner: 12.3            Students With Disabilities: 6.9            Foster Youth: 0.0            Homeless Youth: 9.8            Socioeconomically Disadvantaged: 27.4</p>
<p>There are 8 integrated actions included in this goal under the collaborative leadership provided by our Counseling, College, and Career Readiness, Curriculum and Instruction, and Instructional Assistant Superintendents' teams, including:            improving Career and Technical Education pathways, providing academic and career counseling and supplemental / enrichment college and career supports, and credit recovery support.</p>		
<p>Nine (9) impact data points are embedded in this goal, including leading indicators such as On-Track Graduation Status and On-Track A-G Status that are updated after each grading period.</p>		

# The LCAP's "Big 3" District Goals – Goal 2

<b>Goal 2 - Academic Outcomes</b>	2022-23 Percent of Students Showing Improvement on SBAC ELA DFM	2022-23 Percent of Students Showing Improvement on SBAC Math DFM
<p>At least 80% of all students in grades 4-8 will demonstrate growth towards mastering standards in English Language Arts (Arts) and Mathematics as demonstrated by the Smarter Balanced Assessment (SBAC) Distance From Met (DFM) by 2026-27. (Broad)</p>	<p>ALL: 51.1            African American: 49.0            American Indian: 42.9            English Learner: 55.3            Students With Disabilities: 49.7            Foster Youth: 42.9            Homeless Youth: 42.9            Socioeconomically Disadvantaged: 50.8</p>	<p>ALL: 47.1            African American: 42.0            American Indian: 52.1            English Learner: 46.8            Students With Disabilities: 43.6            Foster Youth: 42.9            Homeless Youth: 34.1            Socioeconomically Disadvantaged: 46.3</p>
<p>There are 22 integrated actions included in this goal under the collaborative leadership provided by nearly every department in our Academic and Human Resources Offices.</p> <p>These actions include: designing and implementing a multi-tiered system of support framework in partnership with our bargaining partners, implementing a multi-year professional learning plan for literacy and numeracy, engagement and training for parents of English Learners, and implementing the English Learner Master Plan.</p>		
<p>Nineteen (19) impact data points are embedded in this goal, including leading indicators such as i-Ready ELA and Math interim assessment results, TK/K trimester ELA and Math grades, and Gr 7-12 semester ELA and Math grades.</p>		

# The LCAP's "Big 3" District Goals – Goal 3

<p><b>Goal 3 – Welcoming / Safety Outcomes</b></p>	<p>2022-23 CA Dashboard Suspension Rate</p>
<p>All students and families will feel safe and connected in their school community as measured by the annual LCAP School Climate and Culture survey and behavior data as a result of engaging all staff in professional learning on Anti-Bias/Anti-Racist/Trauma-Informed principles and practices. (Broad)</p>	<p style="text-align: center;">             ALL: 6.1              African American: 15.3              American Indian: 9.0              English Learner: 4.3              Students With Disabilities: 9.3              Foster Youth: 17.8              Homeless Youth: 13.4              Socioeconomically Disadvantaged: 7.4         </p> <p>There are 25 integrated actions included in this goal under the collaborative leadership provided by our Student Supports and Health Services, Youth Development and Support Services, Curriculum and Instruction, and Enrollment Offices.</p> <p>These actions include: providing anti-bias/anti-racist professional learning, attendance and engagement services, integrated student support and health services, expanded learning services, mentoring services through the Men's and Women's Leadership Academy, summer learning opportunities, family and community empowerment, parent teacher home visits, and centralized enrollment and translation services.</p> <p>Thirteen (13) impact data points are embedded in this goal, including leading indicators such as Kelvin student voice pulses, school climate survey results, and attendance rate data.</p>

**Thank You and  
Questions**