



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

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Ed Eldridge, EdD, MPA
Executive Director, LCAP



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, Equity Multiplier (EM)

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



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:

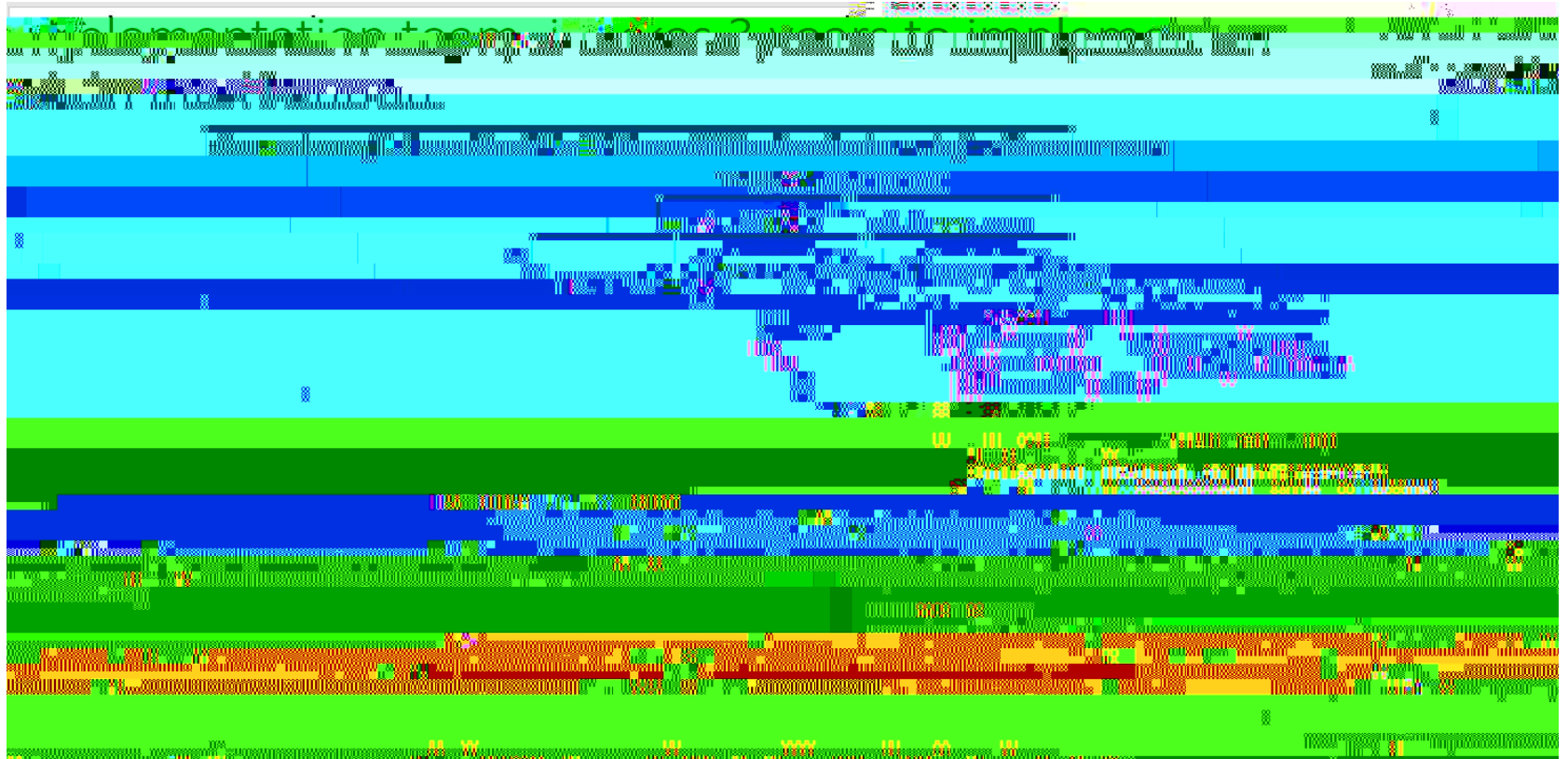
Focus - Specific Measurable Attainable Realistic **Timebound**

Broad - Specific Measurable Attainable Realistic

Maintenance of Progress



The Importance of the LCAP's Three-Year Cycle



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)

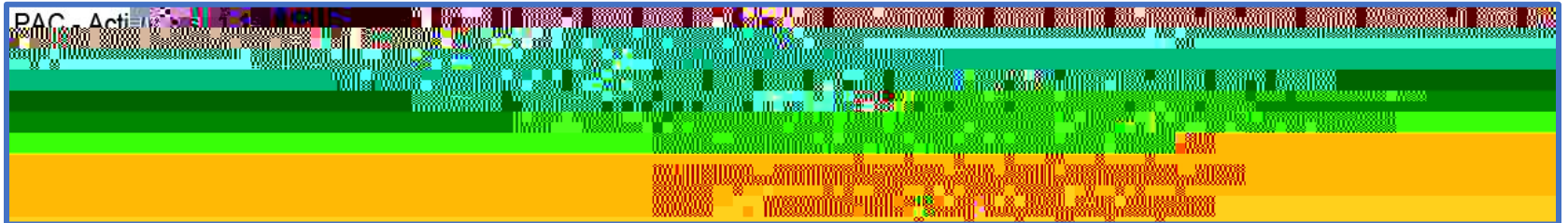
Black /African American Advisory Board (BAAAB)

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)



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 –



The background image shows a large crowd of people, likely students and staff, gathered for an event. The crowd is dense and fills the frame, with many people wearing blue and white clothing. The scene is brightly lit, suggesting an outdoor setting. A blue rounded rectangle is overlaid in the center of the image, containing the text "Full List of Schools Included in 2024-25 LCAP Reflections:". The text is white and centered within the rectangle. The overall image has a vibrant, celebratory feel.

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

The LCAP's "Big 3" District Goals

	<p>Goal 1 is about graduation outcomes.</p> <p>By 2027, the following cohort outcomes will be achieved:</p> <ul style="list-style-type: none">• Graduation rate increased by 5% and• College/Career Indicator (CCI) indicator increased by 1 Status Level from the 2023-24 Dashboard. (Focus)	<p>Goal 2 is about improving academic outcomes as students move through the district.</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>Goal 3 is about creating the same sense of being welcomed and safe for all students and families within the district.</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</p>
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The LCAP's "Big 3" District Goals – Goal 2

Goal 2 - Academic Outcomes	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>Goal 3 – Welcoming / Safety Outcomes</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 style="text-align: center;"> 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 style="text-align: center;"> 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 </p>

Thank You and
Questions