Sacramento City
UNIFIED SCHOOL DISTRICT

2025-26 Local Control and Accountability Plan (LCAP) Public Hearing

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Overview of Presentation

- Purpose of the LCAP

- Overview of Big "3" LCAP Goals and Equity Multiplier Schools

- Highlights of Year 1 Results of the Current LCAP Cycle

- LCAP Changes: Accounting for Use of LREBG Funds

- Focus on Most Underserved Students

- Overview of Educational Partner and PAC Engagement

- Next Steps

Purpose of the 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.

Purpose of the LCAP

Each LCAP cycle covers three years, with the current cycle covering the 2024-25, 2025-26, and 2026-27 school years. Within the plan, the district describes the actions, services, and related expenditures to achieve the goals of the plan in accordance with the state and local priorities included on the California School Dashboard.

State Priorities (California School Dashboard)	
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

Sacramento City UNIFIED SCHOOL DISTRICT

LCAP Unpacked!

WHAT'S THE LCAP?

Every federally funded local educational agency (LEA), must develop a Local Control and Accountability Plan (LCAP) to set goals, plan actions, and leverage resources to help improve student outcomes. It is a 3-year plan that is updated annually.

Our LCAP is developed in collaboration with District staff and educational partners. We value the voices of our students, staff and educational partners all of whom weigh in on developing our LCAP.

There are also opportunities for parents/guardians to join the LCAP Parent Advisory Committee (PAC). Applicants are appointed by the Board of Education and Superintendent. Throughout the year, there will be regular updates on the progress of our LCAP goals.

WHAT ARE SAC CITY UNIFIED'S 2024-25 LCAP GOALS?

You can read about these goals and action items in much more detail at scusd. edu/lcap in multiple languages.

Goal 1 is About Enhancing Graduation Outcomes

Goal 2 is About Improving Student Academic Outcomes

Goal 3 is About Making All Students and Families Feel Safe & Welcome

Goals 4 – 12 are Specific to the 9 District Schools Who Received One-Time Equity Multiplier Funding

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Equity Multiplier School State Eligibility
Enrollment prior to year of award consisted of:
- >70% socioeconomically disadvantaged students AND
- student non-stability / mobility rate > 25%

Site-Based Equity Multiplier Goals
Goal 4 – American Legion
Goal 5 – Bret Harte
Goal 6 – Capital City
Goal 7 – Caroline Wenzel
Goal 8 – Isador Cohen
Goal 9 – John Morse
Goal 10 – Martin Luther King
Goal 11 – Success Academy
Goal 12 – Woodbine
Goal 13 – Fr Keith B Kenny **(New 2025-26)**
Goal 14 – Nicholas **(New 2025-26)**
Goal 15 – Pacific **(New 2025-26)**

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.

Year 1 Highlights - Goal 1 Graduation Outcomes

The percentage of high school students on track to graduate improved by 2.4 percentage points to 61%.

- Homeless Youth (10.3), Foster Youth (8.3), African American (7.9), Students With Disabilities (6.2), English Learners (3.7), and Socioeconomically Disadvantaged (2.4) increased several percentage points in the percent of students on track to graduate.

Additionally, the percentage of high school students on track to meet A-G requirements improved by 4 percentage points to 59%.

- Homeless Youth (5.2), Socioeconomically Disadvantaged (3.3), Students With Disabilities (3.1), African American (3.0), American Indian (2.3), and English Learner (2.1) increased several percentage points in the percent of students on track to meet A-G requirements.

Year 1 Highlights - Goal 2 Academic Outcomes

The percentage of K-6 Trimester 2 ELA grades earned by ALL students that were a 3 or higher improved by 0.6 points to 55.7%. Foster Youth (7.5), Homeless Youth (5.6), African American (1.2), and Students With Disabilities (1.1) all demonstrated improvement in this metric.

The percentage of K-6 Trimester 2 Math grades earned by ALL students that were a 3 or higher improved by 0.7 points to 55.3%. Homeless Youth (6.9), Foster Youth (6.6), Students With Disabilities (1.0), English Learner (0.5), and African American (0.2) all demonstrated improvement in this metric.

The percentage of 7-12 Semester 1 ELA grades earned by ALL students that were a C or higher improved by 0.4 points to 81.4%. Foster Youth (4.1), Homeless Youth (3.9), Students With Disabilities (1.1), and African American (0.6) demonstrated improvement in this metric.

The percentage of 7-12 Semester 1 Math grades earned that were a C or higher improved for Homeless Youth (8.7), American Indian (6.1), Foster Youth (5.1), and Students With Disabilities (0.8).

The percentage of students achieving their annual typical growth in iReady Reading and Math increased for Students With Disabilities (7.0) and English Learners (3.0).

Year 1 Highlights - Goal 3 Welcoming & Safety Outcomes

Approximately 45% of ALL students are attending school 96% of the time based on the internal ABC Attendance Report. Several student groups have demonstrated a percentage point increase in the percentage of students attending school 96% of the time, including Foster Youth (4.0), Homeless Youth (2.0), and English Learner (1.0).

Additionally, internal preliminary suspension data are showing a reduction in the suspension rate for ALL students by 1.6 percentage points on internal DBDM Dashboard. American Indian (4.1), African American (3.8), Homeless Youth (3.7), Foster Youth (2.3), Students With Disabilities (2.2), Socioeconomically Disadvantaged (1.7), and English Learners (1.1) are all showing improvement in the district's internal preliminary data. We anticipate these preliminary results will be reflected in the Dashboard released in November 2025 for the 2024-25 school year.

School Climate Survey data indicated increases in the percentage of positive responses around safety for staff (9.6), parents (2.8), Foster Youth (2.1), English Learners (1.7), Socioeconomically Disadvantaged (0.9), and Students With Disabilities (0.6).

School Climate Survey data also indicated increases in the percentage of positive responses around connectedness/belongingness for parents (4.3), Foster Youth (4.4), English Learners (4.4), Socioeconomically Disadvantaged (2.8), Students With Disabilities (2.2), African American (1.3), and ALL students (1.6).

LCAP Changes: Accounting for Use of Learning Recovery Emergency Block Grant (LREBG) Funds

- Per SB 153, codified in Education Code section, if a school district still has carryover LREBG funds planned to be used during the 2025-26 school year, use of these funds will need to be identified in the LCAP based on an allowable use type.

- In accordance with the waiver obtained from the California Department of Education, the district has committed to use its remaining allocation (approximately $5,078,000) of LREBG funds to extend the 2025-26 school years by 8 days (Action 2.23).

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 El			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 K8											
American Legion HS	All, H, SED	All, H, SED	All, SED						.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
2025-26 LCAP Reflections:
Annual Performance Section

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.

Overview of Educational Partner Engagement

The district consulted with a wide-range of educational partners in development of the 2025-26 LCAP, including the:

- Parent Advisory Committee (PAC)

- District English Learner Advisory Committee (DELAC)

- Community Advisory Committee (CAC)

- American Indian Education Program Parent Committee (AIEPPC)

- Student Advisory Committee (SAC)

- Bargaining Partners (i.e. Sacramento City Teachers' Association, SEIU, Teamsters & United Professional Educators)

Overview of PAC Engagement

October 7, 2024

- Goal 1: Graduation Outcomes Update: 2023-24 9th Grade On-Track Status Graduation / A-G Results and Related Strategies by College and Career Readiness and Strategy and Continuous Improvement
- Goal 2: Academic Outcomes Update: Preliminary 2023-24 SBAC Results and Related Strategies by Curriculum & Instruction and Strategy and Continuous Improvement
- Goal 3: Sense of Welcome and Safety Update: Efforts to Improve Connectedness/Belonging of Families and Students by Family and Community Empowerment and Parent Teacher Home Visits

November 4, 2024

- Goal 2: Review of Beginning of Year i-Ready Diagnostic Results and Related Strategies by Curriculum & Instruction and Strategy & Continuous Improvement
- Goal 3: Review Cumulative Suspension and Attendance DBDM Dashboard Results and Related Strategies by C&I - Social & Emotional Learning/School Climate, Attendance & Engagement and Strategy & Continuous Improvement
- Goal 3: Demonstrate Use of Early Identification and Intervention System (EIIS) to Provide Early Student Behavior and Attendance Interventions by Student Support and Health Services

Overview of PAC Engagement

December 9, 2024

- Goals 1, 2, and 3: Review of California School Dashboard Results and PAC Member Discussion by Strategy & Continuous Improvement and Deputy Chief of Academics
- Goal 2: Review of Gr 7-12 ELA and Math Grade Distribution DBDM Dashboard for Q1 by Curriculum and Instruction

January 6, 2025

- Goal 2: Review of Gr K-6 ELA and Math Grade Distribution DBDM Dashboard for T1 and Related Strategies to Improve Outcomes by Curriculum and Instruction
- Goal 3: Review Cumulative Suspension DBDM Dashboard Results and Related Strategies by C&I – Social & Emotional Learning/School Climate and Strategy & Continuous Improvement
- Goal 3: Review Cumulative Attendance DBDM Dashboard Results and Related Strategies by Attendance & Engagement and Strategy & Continuous Improvement

February 3, 2025

- All Goals: Preview LCAP Mid-Year Update by LCAP Office and Mid-Year Financial Data as of First Interim Reporting Provided
- Goal 2: Science of Reading and Structured Literacy Introduction by Curriculum & Instruction)

Overview of PAC Engagement

March 10, 2025

- All Goals: The Role of Business Services and Budget and Relation to the LCAP by Business Services

- Goal 1: 2024-25 Gr 9-12 On-Track Status Graduation / A-G Based on S1 and Related Strategies by College and Career Readiness

- Goal 2: Introduction to Literacy Professional Learning for EL Students by Multilingual Education

April 7

- Review Draft of 2025-26 LCAP

May 5

- Review Draft of 2025-26 LCAP

Next Steps

Receive and respond in writing to LCAP draft comments from the LCAP Parent Advisory Committee and the District English Learner Advisory Committee.

Bring Final draft of LCAP to the Board of Education on June 26, 2025

Thank You and Questions