



Local Control and Accountability Plan (LCAP) Mid-Year Update

February 20, 2025

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Executive Director, LCAP

The LCAP's "Big 3" District Goals

District LCAP 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 Anti-Bias/Anti-Racist/Trauma-Informed principles and practices. (Broad)</p>
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L C A P

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

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

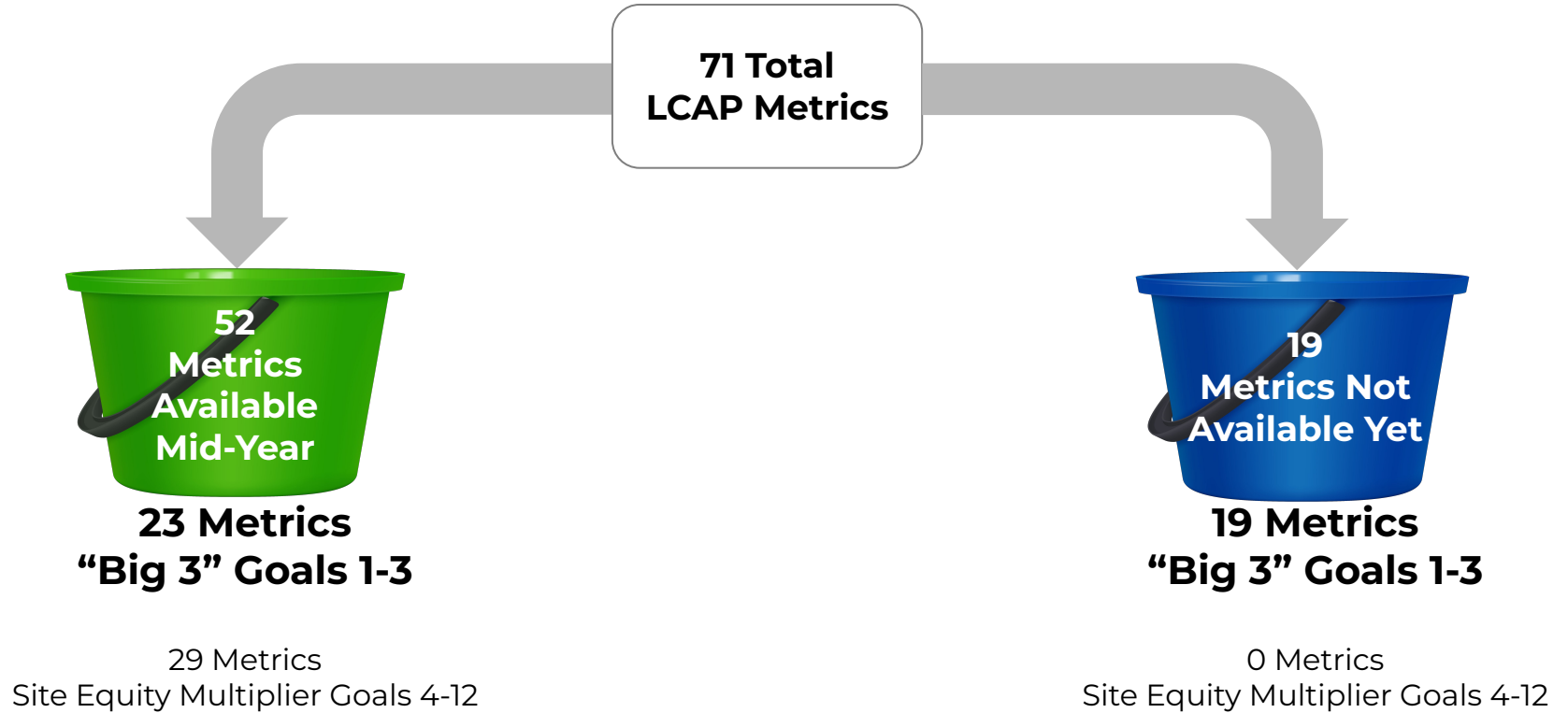
Goal 10 – Martin Luther King

Goal 11 – Success Academy

Goal 12 – Woodbine

“Big 3” Goals / Actions

Mid-Year: Metrics



Mid-Year: Expenditures & Implementation

87 Action Expenditures & Implementation



53 Actions
“Big 3” Goals 1-3

11 Actions
Site Equity Multiplier Goals 4-12



2 Actions
“Big 3” Goals 1-3

21 Actions
Site Equity Multiplier Goals 4-12

Goal 1 – Graduation Outcomes

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.

Baseline	Update as of January 2025
<p>2022-23 Graduation Rate</p> <p>ALL: 83.8 African American (AA): 74.0 American Indian (AI): 72.2 English Learner (EL): 72.1</p> <p>Students With Disabilities (SWD): 67.0 Foster Youth (FY): 57.1 Homeless Youth (HY): 59.2 Socioeconomically Disadvantaged (SED): 81.7</p> <p>Source: California School Dashboard Released in 2023-24</p>	<p>2023-24 Graduation Rate</p> <p>ALL: 84.6 AA: 76.4 AI: No data EL: 74.6 Long-Term EL: 81.4 (new metric) SWD: 68.2 FY: 35.3 HY: 61.1 SED: 83.1</p> <p>Source: California School Dashboard Released in 2024-25</p>

Goal 1 – Graduation Outcomes (continued)

Baseline	Update as of January 2025
<p>2022-23 College/Career Prepared Rate</p> <p>ALL: 33.2 African American (AA): 12.6 American Indian (AI): 11.8 English Learner (EL): 12.3</p> <p>Students With Disabilities (SWD): 6.9 Foster Youth (FY): 0.0 Homeless Youth (HY): 9.8 Socioeconomically Disadvantaged (SED): 27.4</p> <p>Source: College/Career Indicator in California School Dashboard Released in 2023-24</p>	<p>2023-24 College/Career Prepared Rate</p> <p>ALL: 31.9 AA: 16.1 AI: No data EL: 11.6 Long-Term EL: 12.3 (new metric) SWD: 6.4 FY: 0.0 HY: 13.0 SED: 27.4</p> <p>Source: College/Career Indicator in California School Dashboard Released in 2024-25</p>

Goal 2 – Academic Outcomes

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. 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.

Baseline	Update as of January 2025
<p>2022-23 Percent of Students Improving ELA DFM</p> <p>ALL: 51.1 African American (AA): 49.0 American Indian (AI): 42.9 English Learner (EL): 55.3 Students With Disabilities (SWD): 49.7 Foster Youth (FY): 42.9 Homeless Youth (HY): 42.9 Socioeconomically Disadvantaged (SED): 50.8</p> <p>Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)</p>	<p>2023-24 Percent of Students Improving ELA DFM</p> <p>ALL: 51.5 AA: 49.3 AI: 44.9 EL: 53.6 SWD: 52.3 FY: 36.8 HY: 52.1 SED: 51.4</p> <p>Source: 20240614 2023-24 SBAC Results-May 15th (Internal Analysis)</p>

Goal 2 – Academic Outcomes (continued)

Baseline	Update as of January 2025
<p>2022-23 Percent of Students Improving Math DFM</p> <p>ALL: 47.1 African American (AA): 42.0 American Indian (AI): 52.1 English Learner (EL): 46.8 Students With Disabilities (SWD): 43.6 Foster Youth (FY): 42.9 Homeless Youth (HY): 34.1 Socioeconomically Disadvantaged (SED): 46.3</p> <p>Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)</p>	<p>2023-24 Percent of Students Improving Math DFM</p> <p>ALL: 44.3 AA: 38.7 AI: 45.6 EL: 43.1 SWD: 43.4 FY: 42.1 HY: 40.8 SED: 43.5</p> <p>Source: 20240614 2023-24 SBAC Results-May 15th (Internal Analysis)</p>

Goal 3 – Sense of Being Welcome and Safe

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. 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.

Baseline	Update as of January 2025
<p>2022-23 Suspension Rate</p> <p>ALL: 6.1 African American (AA): 15.3 American Indian (AI): 9.0 English Learner (EL): 4.3</p> <p>Students With Disabilities (SWD): 9.3 Foster Youth (FY): 17.8 Homeless Youth (HY): 13.4 Socioeconomically Disadvantaged (SED): 7.4</p> <p>Source: Suspension Indicator in California School Dashboard Released in 2023-24</p>	<p>2023-24 Suspension Rate</p> <p>ALL: 5.8 AA: 15.3 AI: 11.5 EL: 4.1 Long-Term EL: 7.7 (new metric)</p> <p>SWD: 8.7 FY: 18.8 HY: 12.7 SED: 7.1</p> <p>Source: Suspension Indicator in California School Dashboard Released in 2024-25</p>

Strategies Implemented to Improve Outcomes

Culture & Climate Monthly Resources

The image displays four educational resource cards for 'Culture & Climate' for different grade levels: TK-2, GR. 3-5, GR. 6-8, and GR. 9-12. Each card includes sections for 'Knowledge and Love of Self', 'Self-Awareness', 'Recognizing Strengths & Limitations', 'Noticing Confidence and Purpose', and 'Identifying Personal Assets'. The cards are colorful and feature various icons and text boxes to guide students through these concepts.

Sacramento City Unified School District: Suspensions (All)

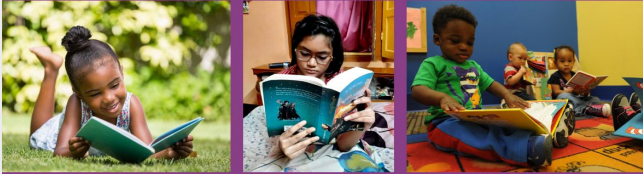
Year	# of Students	Tier 1/2	Tier 3	Tier 1: 0 Suspensions
2025	40,276	99.1%	0.9%	96.7%
2024	41,846	97.9%	2.1%	94.3%
2023	42,163	97.8%	2.2%	94.0%
2022	42,809	98.5%	1.5%	95.4%
2021	42,888	100.0%	0%	100.0%

Black or African American

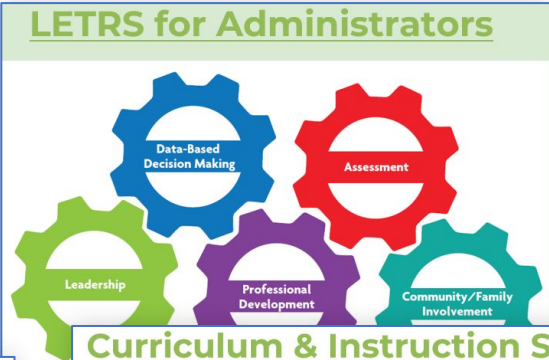
	2021	2022	2023	2024	2025
% in Tier 1	100.0%	88.5%	85.2%	85.2%	90.6%
# of Students	5584	4884	4516	4325	4134
n	5586	5519	5300	5076	4565
District	100.0%	88.5%	85.2%	85.2%	90.6%

Strategies Implemented to Improve Outcomes

Structured Literacy



Reading is the Epicenter of Equity work! - Zaretta Hammond

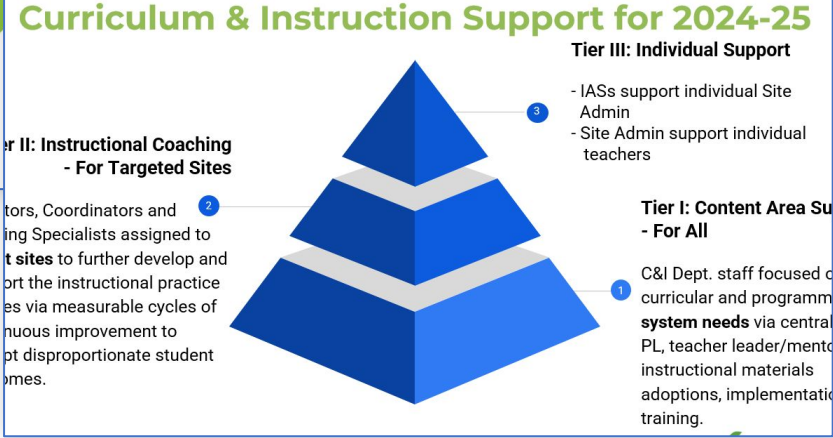


2.16 Multi-Year Professional Learning Plan

Literacy Development	
Elementary	Secondary
Evidence-Based Instruction of Foundational Literacy Skills	ELD and Literacy Across Disciplines
Culture & Climate	
Culturally & Linguistically Responsive Teaching & Learning Environments	

2024-25 Actions thus far...

- Certificated Preservice: Keynote Kick-Off, Literacy Professional Learning
- Certificated Professional Learning: SCUSD/SCTA/Sac State Survey
- Site Leader Professional Learning: Culture & Climate and Literacy



Strategies Implemented to Improve Outcomes

Sac City A-G Incentive Grant

Improvement Aim:

Increase the percent of 9th grade students who complete their freshman year “on track” for A-G completion.

Change Idea:

Create “Freshman Houses” at all comprehensive high schools by:

- Leveraging the master schedule to schedule 9th grade students in a minimum of three-course cohorts
- Providing a system of wrap-around services
- Providing 9th grade teachers and support staff with additional Professional Learning and Collaborative Time
- Calibrating curriculum, instruction and assessment practices across all 9th grade classrooms
- Adding an additional FTE at each site to serve as a 9th Grade Lead to coordinate and lead teacher teams and monitor progress

Questions

Appendix

Site Equity Multiplier Goals / Action



EM Goal 4 American Legion

Actions Completed or In-Progress: 2 / 2

- The Student Resource Center, staffed by the American Legion Resource Specialist, has been established successfully this school year. As of December 4, 2024 115 students have visited the Student Resource Center over 400 times for academic assistance. During the first semester of the 2024-2025 school year, 14 American Legion students completed their graduation requirements. This is a 100% increase when compared to the 2023-2024 school year when 7 students completed their graduation requirements in the first semester.
- An additional English section was added to the American Legion master schedule for the 2024-2025 school year. The addition of this section allowed more access to English courses to American Legion students. It also lowered the average number of students in other English sections offered on the American Legion campus. During the first semester of the 2024-2025 school year, students earned a total of 450.5 credits in English courses at American Legion. This is a 30.7% increase when compared to the 2023-2024 school year when students earned 344.5 credits during the first semester.

EM Goal 5 Bret Harte

Actions Completed or In-Progress: 4 / 7

- Extend Clerks hours by 2.5 (0.4375 FTE) to cover a 6 hour day. We were able to extend the hours for our Clerk.
- Purchase Academic Coaching Support Services from the CORE in support of ELA and Math. We were able to secure a contact with SCOE for Math. There was no availability for ELA. We have met with our SCOE coach twice this year for PDSA planning and implantation walkthroughs on instructional practices. We still have two more days with our coach to continue our work on best practices.
- Provide Teacher Release Time for three academic conference and teacher collaboration meetings to analyze student data and create academic goals for student achievement. We held our first Academic Conference on Nov. 4 &5 . We used student data to create 2nd trimester goals and student target grouping. Our second conference will be in March.
- Purchase Whiteboards and Novel Studies to Support Instruction. We decided that we would concentrate on finishing last year's book before starting the next book. We are in the process of finding a vendor who has the whiteboards to purchase.

EM Goal 5 Bret Harte

Actions Completed or In-Progress: 4 / 7

- Secure a contract with Study Smart Tutors to provide Intervention and Extended Day opportunity to students. We have not been able to secure the tutors. They are waiting for approval.
- Hire a Noon Duty to reduce Suspension rate. We were able to hire for Noon Duty person that started in November.
- Provide Field Trips and Reverse Field Trips. We have planned a field trip for all 3-4 graders to MOSAC.

EM Goal 6 Capital City

Actions Completed or In-Progress: 2 / 4

- Purchase and Implement Schools PLP, an Independent Learning Technology-based K-12 curriculum uniquely designed for independent study. Cap City has successfully purchased and implemented Schools PLP.
- Purchase Response to Interventions (RtI) materials, inclusive of SIPPS and planners/bullet journals. Cap City was successful in purchasing SIPPS to support our students in grades 1-12th grade. We have been able to create SIPPS groups in K-6. We are in the process of creating small SIPPS groups at the 7-12 grade level with the projected plan to begin intervention groups in January 2025.
- Hire a 1.0 FTE ELA Resource Specialist. Cap City has posted the ELA Resource Specialist vacancy twice. The first set of interviews we chose a candidate. Unfortunately, when offered the position by HR, the candidate declined. The vacancy was posted again and closed on December 6, 2024; we are waiting for the list of eligible candidates.
- Hire a 1.0 FTE Math Resource Specialist. Cap City has posted the Math Resource Specialist vacancy twice. The first set of interviews we chose a candidate. Unfortunately, when contacted by HR, the candidate did not respond. The vacancy was posted again and closed on December 10, 2024; we are waiting for the list of eligible candidates.

EM Goal 7 Caroline Wenzel

Actions Completed or In-Progress: 2 / 3

- Hire a 1.0 FTE Resource Specialist (Intervention Support) who will support a targeted school-wide intervention program coach for the 2024-25 school year. We were not able to fill this position during the 2024-2025 school year. Our goal is that with continued recruitment efforts, this position will be filled for the 2025-2026 school year. This position is currently unfilled.
- Hire a 0.2 FTE Resource Specialist (Intervention Support) who will support a targeted school-wide intervention program coach for the 2024-25 school year. We successfully hired a 0.2 FTE Resource Specialist and have implemented a year-long intervention schedule that supports student's academic needs in Math in collaboration with classroom teachers. We would like to continue this position next year, if funds are available.
- Hire three 0.375 FTE Instructional Aides to Support Primary Classes with academic content and target students who need additional support. We have hired two of the three 0.375 FTE Instructional Aides to support primary classes. We continue to look for recruitment opportunities to fill the third position. This last position is still vacant. We would like to continue these positions next year if funds are available.

EM Goal 8 Isador Cohen

Actions Completed or In-Progress: 1 / 2

- Site was able to hire general education resource teacher before school started. All students in grades 1-6 were given the SIPPS placement test by mid-September. Students were placed in SIPPS groups by teacher and intervention began on or about October 1st.
- A challenge with Equity Multiplier funds for the 2024-2025 school year is the increased cost of general education resource teacher resulting in not having enough funding for a general education aide.

EM Goal 9 John Morse

Actions Completed or In-Progress: 1 / 2

- Provide teacher per diems for School-wide Behavior Management Plan development, PBIS training, and Restorative Justice / Trauma Informed Practices training. Partial implementation – 1x/month sub to cover teacher/principal meetings. (Since beginning of year). Partial implementation – beginning December 2024 – Subs to cover restorative justice program through Collaborative Learning Solutions. This will continue through mid-June 2025.
- Provide teacher per diems for curriculum and development and start-up implementation. Current services are being met via other on-site resources. Not implemented due to time constraints of rebuilding the program and the need to include a clinical team which has only just been approved.

EM Goal 10 Martin Luther King

Actions Completed or In-Progress: 4 / 5

- Hire 1.0 ELA Resource Specialist. We hired a SCUSD teacher for the position. The resource teacher oversees our primary and intermediate all school intervention programs as well as does push-in and small group pull-out.
- Provide Teacher Release Time and substitutes to assist teachers and the Resource Specialist with ELA assessments and small group instruction. Fully implemented.
- Purchase i-Ready for ELA and Math to monitor student progress and assist in targeted intervention. We purchased the program and teachers are using in their classes and students can utilize the program at home.
- Provide Positive Behavior and Intervention Support (PBIS) Professional Learning at the annual three-day PBIS conference. We, unfortunately, were not able to attend. The conference is open until it is full. We were not able to register due to the conference being full. Positive: MLK received Gold PBIS implementation this year. Suspensions and office referrals are down by a large number from December of last year. The PBIS team meets monthly.
- Attend California Association for Bilingual Education (CABE) Professional Learning for site instructional leadership and Bilingual Aide/Family Liaison staff. Bilingual instructional aide and site leader are attending.

EM Goal 11 Success Academy

Actions Completed or In-Progress: 2 / 5

- Hire 0.14 FTE Instructional Aide to Support Data Literacy. We were able to implement this action since the beginning of the school year. Our instructional aide has been key in helping us to take baseline data in order to develop a more robust data collection process.
- Provide additional teacher pay (per diem) for additional time worked for 30 extra minutes of teacher collaboration every 3rd Thursday. We have not been able to implement this action. We are currently in the beginning stages of working with SCOE to provide the support we are hoping for related to restorative practices and trauma-informed practices.
- Implement five (5) student and family engagement assemblies. We have not yet been able to implement action. Our leadership team opted to start the assemblies in January, which will still allow us to hold 5 monthly assemblies before the end of the school year.
- Provide 5 substitution days for staff to use for collaboration or for visiting other community day school programs. We have partially been able to implement this action. We did not have a need to schedule a pre-service as originally intended because we were able to utilize one of the district provided pre-service dates to achieve our goals.
- Purchase books/materials for staff professional development and Purchase positive behavior intervention and support (PBIS) incentives. We have not been able to purchase books/materials yet.

EM Goal 12 Woodbine

Actions Completed or In-Progress: 2 / 2

- Hire a Resource Specialist. We started with a resource specialist at the beginning of the school year. ELA resource specialist median growth for the 2024-2025 school year in ELA is to gain 84% and go up to no less than 89%-95%. The expected achievement these goals by the end of the 2024-2025 school year as represented by iReady diagnostic data, student Words read per minute, and comprehension scores.
- Purchase SiPPs materials. Students were able to access existing SiPPs materials and additional materials were ordered. Using programs like SiPPS and collaborative classroom we have been able to effectively structure small group lessons using the whole to part/part to whole lesson plans, SiPPS extension/challenge curriculum and Raz-Plus sound/symbol relationship books and curriculum supports.