Sacramento County Office of Education
LCAP Supplement to the Annual Update

Sacramento County Board of Education February 2022

LCAP Midyear Report Purpose

Section 124(e) of Assembly Bill 130 requires Local Educational Agencies (LEAs) to present an update on the annual update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP;
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP; and
- The Supplement for the Annual Update for the 2021–22 LCAP.

Baseline metrics in the LCAP include the most recent data available at the time of adoption, consistent with instructions provided in the template. Some reported metrics are lagging. For example, the graduation rate at time of LCAP adoption reports the 2020 outcome. The midyear update for the 2021-22 LCAP reports the 2021 outcome. Because some data may lag across different parts of the year, and to improve comparisons across time, the data report provides the 2020-21 end-of-year (EOY) outcomes and the semester 1 midyear outcomes (MY) for 2021-22. Metrics for which a midyear outcome are not appropriate are marked with gray cells in the table. Measures that are new, or where a baseline is not yet available contain an *n/a* in the cell. In addition, the table shows four areas under *Other Pupil Outcomes* where new metrics have been identified, but contain no data as they require further definition of measurement, population inclusion, and data. These are marked with *New metric*.

Consistent with the instructions provided by CDE for this new report, we provide all available mid-year outcome data for review and reflection. At this point in the school year, some metric outcomes are unknown, such as survey results, but will be updated prior to the adoption of the LCAP in June 2022.

LCAP Midyear Data Summary of Findings

To provide context to the report, it is important to note that, due to the pandemic, instruction in 2020-21 was primarily provided in an online setting and the outcome reflects this. Overall, the midyear measures are comparable to the end of year measures with some exceptions. The findings of the data review include:

- Suspension rates for 2020-21 were substantially smaller than the baseline measures due to the online learning environment
- Percentages of students meeting statewide assessment proficiency levels had decreased. This was due to the flexibility in test administration this spring whereby LEAs could administer a local assessment in place of the CAASPP assessment. SCOE court and community schools administered the Renaissance Learning assessment (4) and the special education programs administered the California Alternate Assessment. A small number of Special Education students took the Smarter Balanced ELA and math assessments. (4a) The local assessment data is provided in goal 1, metric 4.
- The midyear percent of students with dropout codes in CALPADS had increased from the baseline, but is not unexpected as a midyear measure. The midyear snapshot of this measure only provides the percentage of students at the end of semester 1 who had a dropout code when they exited. This data does not reflect students who enrolled subsequently in other districts and does not reflect end-of-year data across all LEAs.

Goal 1 – Student Success

State Priority Area		Desired Outcome 2023-24	Baseline	2020-21 EOY	2021-22 MY
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities					
1A	Number of misassignments	0	0	0	
1A	Number of misassignments of teachers of ELs	0	0	0	
1A	Number of teacher vacancies	0	0	0	
1A	Percent of teachers that are fully credentialed	100%	n/a	95.9%	
1C	Percent of schools receiving a good or exemplary rating on the FIT	100%	85.7%	100%	
Implementation of State Academic Standards					
2A	Percent of instructional materials that are the most recent adoption	100%	100%	100%	
2B	Percent of students with access to standards-aligned textbooks and instructional materials	100%	100%	100%	
2B	Percent of faculty receiving training on implementing curriculum	100%	100%	100%	
Pupil Achievement					
4	Percent of students meeting growth in ELA based on grade equivalent (GE) scores administered at least 40 instructional days apart	Increase 5% per year	55.1%	45%	45.7%
4	Percent of students meeting growth in Math based on grade equivalent (GE) scores administered at least 40 instructional days apart	Increase 5% per year	57.1%	46%	45.7%
4A	Percent of students meeting/exceeding standards on statewide assessments in ELA	Increase 5% per year	10.2%	8.3% (N=12)	
4A	Percent of students meeting/exceeding standards on statewide assessments in Math	Increase 5% per year	2.0%	6.3% (N=16)	
4B	Percent of eligible (enrolled for 90 days) students passing at least one a-g course with a C or better	20% 2021-22 20% 2022-23 50% 2023-24	0.0%	0.0%[1]	
4C	Percent of students enrolled for 90 days completing a CTE course (earning 5 credits with a grade of C or better)	100%	n/a	n/a	[2]
4E	Percent of ELs enrolled 90 cumulative days who progress at least one level on the ELPAC as compared to the previous year	10%	n/a	[3]	
4F	Reclassification Rate Indicator: percent of ELs who meet fluent English proficient criteria	5%	0.9%	4.2%	
Other Pupil Outcomes					
8	Percent of students earning at least 10 credits per 30 days enrolled	Increase 5% per year	35%	25.7%	25.4%
8	Percent of 11th and 12th grade students who complete a Career Assessment, Mastery of Career Readiness, and SEL skills	80%	n/a	n/a	New metric
8	Percent of students who complete a college/career tour or work-based learning experience	80%	n/a	n/a	New metric

[1] Approved UC/CSU a-g course list is under development for SCOE schools.
[2] Data not shown to protect privacy - less than 11 students were enrolled for 90 days
[3] Data not shown to protect privacy - less than 11 students shown

Goal 2 – Partnerships

State Priority Area		Desired Outcome 2023-24	Baseline	2020-21 EOY	2021-22 MY
Parent and Family Engagement					
3	Percent of parent respondents that respond positively to questions assessing parent satisfaction with SCOE programs	Increase 10% per year	70%	70%	
3	Percent of parents in attendance at SSC and ELAC meetings as per sign-in sheets	Expand participation by 10% per year	n/a	n/a	
Pupil Achievement					
4D	Percent of high school students (enrolled at least 45 days) enrolled in a CTE and UC a-g course	100%	0.0%	0.0%[4]	See footnote 4
Pupil Engagement					
5	Percent of days attended through Semester 1 (enrolled at least 30 days)	Increase by 2% per year	79.6%	73.4%	73.7%
5A	Percent of students with attendance rates at or below 90% (enrolled at least 30 days)	Decrease by 2% per year	39.4%	43.0%	51.1%
5C	Percent of students in grades 6-8 who have a dropout exit code in CALPADS	Attempt to reach 0% and maintain at <1%	< 1%	<1%	0%
5D	Percent of students in grades 9-12 who have a dropout exit code in CALPADS	Decrease by 0.5% per year	2.5%	5%	9.3%
5E	Percent of graduates as calculated by the DASS Grade 12 graduation rate	Increase by 5% per year	68.8%	68.1%	
School Climate					
6A	Percent of students suspended	Decrease by 1.5% per year	7.2% 2019-20 11.1% 2018-19	0.3%	
6B	Percent of students expelled	0%	0.0%	0.0%	
6C	Percent of students that answer positively to question of perception of safety at school when in-person	Increase 5% per year	78.0%	78.0%	
6C	Percent of students responding positively to one or more statements measuring connectedness and engagement	Increase 5% per year	76.0%	76.0%	
6C	Percent of staff that answer positively to question of perception of safety at school	Increase 2% per year	94.0%	94.0%	
6C	Percent of staff that respond positively to questions measuring connectedness	Increase 2% per year	90.0%	90.0%	
6C	Percent of parent respondents that respond positively to the question on perception of student safety at school when in person	Increase 7% per year	71.0%	71.0%	
6C	Percent of parent respondents that respond positively to one or more questions measuring connectedness	Increase 10% per year	65.0%	65.0%	

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[4] Approved UC/CSU a-g course list is under development for SCOE schools.

	Other Pupil Outcomes				
8	Percent of students who engage in a civic activity	80%	n/a	n/a	New metric
8	Percent of students who participate in programs provided by CBOs	80%	n/a	n/a	New metric
	Conditions of Learning - Expelled Pupils				
9	Percent of students who exit a SCOE school with a successful transition, such as passing a high school equivalency test, earning a high school diploma, or re-enrolling at another traditional or alternative school	100%	96.9%	90.6%	89.1%
	Conditions of Learning -Foster Youth				
10	Percent of **foster youth** who exit a SCOE school with a successful transition, such as passing a high school equivalency test, earning a high school diploma, or re-enrolling at another traditional or alternative school	100%	97.3%	97.3%	95.7%

SCOE Mid-year LCAP Expenditure and Implementation Data Update
February, 2022

Goal 1 Student Success Goal: Guarantee that all students will successfully transition from our programs prepared for post-secondary, career, and community engagement as demonstrated by a Successful Transition Rate of 100% each year.

#	Action Title	Planned Expenditures	Estimated Actuals
1	Implementation of the Student Success Plan	$3,182,846	$3,810,635
2	Career and Post-secondary Exploration	$377,858	$426,432
3	Early College Programming	$75,000	$75,000
4	21st Century Learning Center	$82,071	$83,088
5	Professional Development (Academic)	$92,192	$79,392
6	Virtual Learning	$49,297	$49,315
7	Technology Refresh Plan	$100,000	$100,000
8	Summer School	$75,000	$75,000
9	Credit Completion	$211,961	$196,817
10	Data to Inform Instruction	$1,517	$1,526
11	Community partnerships	$622,469	$623,969
12	Support staff	$2,406,930	$2,755,736

SCOE's implementation of the actions are in progress. Data will be gathered for a comprehensive evaluation plan. A detailed summary and analysis of the LCAP actions in each goal area will be forthcoming.

Observations:
- Estimated actuals derive from the First Interim report
- A variance of +/- 10% is typical
- Estimated actuals for staffing reflect increased costs for health care and incentives provided due to COVID

Goal 2 Partnership Goal: Ensure a safe and supportive school environment and increase engagement with families and students by partnering with families and community-based organizations to guarantee students are prepared to successfully transition to post-secondary, career, and life.

#	Action Title	Planned Expenditures	Estimated Actuals
1	Mental health services	$61,240	$61,240
2	Attendance intervention	$203,757	$197,227
3	School safety	$158,820	$133,654
4	Home-School Partnership	$169,618	$169,191
5	Expanded learning	$113,879	$113,879
6	Professional Development (Culture-Climate)	$158,820	$133,654
7	Foster Youth Services	$211,961	$196,817
8	Student engagement	$63,000	$52,500
9	Mentors	$70,000	$70,000
10	Student Wellness	$458,752	$326,286

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento County Office of Education (SCOE)	Jacqueline White, Assistant Superintendent Court and Community Schools	jwhite@scoe.net (916) 228-2507

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Sacramento County Office of Education (SCOE) integrated two years of community engagement with educational partners on the LCAP and Expanded Learning Opportunities Grant in decision-making about funds received through the 2021 Budget Act. The additional funds that are anticipated that were not included in the 2021-22 LCAP are the Expanded Learning Opportunities Program, Educator Effectiveness Block Grant, and A-G Completion Improvement Grant Program.

In support of an informed plan for the Educator Effectiveness Block Grant and the Expanded Learning Opportunities Program, SCOE has considered relevant feedback collected in the LCAP development process, and pursued extensive engagement during fall 2021 that included input from students, families, staff, post-secondary and community-based partners as well as public agencies that support student wellness, civic engagement, and employment. SCOE's engagement intentionally included adults and groups that support English learners, foster youth, and students experiencing homelessness.

At the start of the 2021-22 school year, SCOE provided an electronic survey that could be completed on a laptop or phone to all community members. Administrators engaged in direct dialogue with the groups mentioned above. Students and families were provided opportunities to comment via surveys or in-person after direct outreach from site administrators. Parents and guardians, including School Site Council, and English Learner Advisory Committee (ELAC) members responded via the electronic survey. School and district administrators, including special education administrators, teachers and all school staff were provided opportunities to comment via electronic surveys or during weekly staff meetings. SCOE Directors and Coordinators within the English Learner, Foster Youth, Homeless and Expanded Learning departments commented via the electronic survey.

SCOE will survey educational partners in the spring of 2022 to affirm priorities for use of the A-G Completion Improvement Grant funds.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Sacramento County Office of Education did not receive any concentration grant add-on funding through the 2021 California Budget Act. As such, this prompt is not applicable.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Sacramento County Office of Education (SCOE) received the following one-time funds through the federal government to help us respond to the COVID-19 pandemic and address the effects of distance learning on our students:
- Learning Loss Mitigation Funds
- ESSER I and GEER I
- ESSER II and GEER II
- In-Person Instruction Grant funds
- Expanded Learning Opportunities Grant funds.

SCOE utilized a variety of engagement strategies throughout the 2020-21 school year to gather input on student, family, and educator needs in order to make informed decisions about the use of one-time federal funds, while being mindful of the allowable uses for each funding stream. Over the year, a range of educational partners were consulted: students, parents and guardians, faculty, site principals, administrators, teachers, Probation staff, community partners, and the SCOE Board of Trustees and management.

Students at each site responded to online surveys and provided input through their school leadership programs. Due to the unique nature of El Centro Jr./Sr.High School within the Youth Detention Facility, SCOE collaborated with Probation to secure input from students, families, faculty and probation staff via online surveys. SCOE staff also administered paper surveys that were distributed by Probation staff.

Parents and guardians were engaged over the phone by the EL Parent Liaison and other staff. They were queried through in-person check ins and online survey processes. The initial technology / device delivery provided another opportunity to solicit feedback from parents and guardians on SCOE programs and services. When traditional meeting sites were prohibited due to health and safety protocols, SCOE staff often met with parents and guardians virtually using iPads. Staff also participated in "across the porch" home check-ins which yielded information about student and family needs to inform use of one-time federal funds.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Sacramento County Office of Education (SCOE) will receive over $11 million dollars through the American Rescue Plan Act in federal ESSER III funds. The use of these federal funds is delineated in SCOE's ESSER III Expenditure Plan approved by SCOE's governing board on October 19, 2021.

As of this midyear report, SCOE has begun to implement many aspects of the ESSER III Expenditure Plan, with an initial focus on ensuring that staff is in place. The ESSER III plan includes staff to support student learning recovery, provide health and wellness support, and initiate robust program evaluation. New positions have been created to support implementation of new actions in the ESSER III Expenditure Plan, such as a Curriculum Specialist for English Language Development (ELD) and an administrator for Family and Community Engagement. The hiring process for those positions is underway.

The most significant challenge to implementing the ESSER III Expenditure plan is the uncertain state of the pandemic. As of February 2022, SCOE has been unable to implement planned in-person student activities such as transportation to CTE information sessions or college tours due to health and safety protocols.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The COVID-19 pandemic necessitated many plans, and the Sacramento County Office of Education (SCOE) has worked with intentionality to ensure that all plans show alignment and coherence. As noted throughout this document, our county office has received one-time state and federal funds that are geared toward keeping our schools safely open while providing appropriate supports to our high-need students, preventing the spread of COVID-19, and accelerating student learning recovery after a year spent in distance learning.

To that end, we have worked to align our fiscal resources in the following plans to our 2021-22 LCAP and Annual Update in these ways:

Safe Return to In-Person Instruction and Continuity of Services Plan:
This plan outlines safety measures that apply to all student settings within SCOE, such as use of masks, physical distancing, and school ventilation. The Safe Return to In-Person Instruction Plan also identifies SCOE's responsibility for testing, contact tracing, and quarantine protocols. The plan supports strategies in the Local Control and Accountability Plan (LCAP) to ensure consistent attendance, student engagement, effective instructional strategies, and student interaction with community-based organizations. Keeping schools safe and mitigating the spread of COVID facilitates the implementation of all LCAP actions and services.

Expanded Learning Opportunities Grant and LCAP:

SCOE's adopted ESSER III Expenditure Plan supplements the actions and services included in the Expanded Learning Opportunities Grant (ELOG) plan and the LCAP with additional funding that allows programs to expand over the years. Students participating in Career/Technical Education will be afforded a broader range of experiences in the culinary arts with the funding provided by ESSER III. Mentors provided by community-based organizations are included in the ELOG and the LCAP. The ESSER III Expenditure Plan funds facilitates an expansion of the mentoring support provided to SCOE students. A regional plan for mentors will be executed, and the additional funding provided through ESSER III enables more students to have contact with a supportive mentor. Finally, all students and staff have the opportunity to access improved digital technology that integrates with existing infrastructure to provide innovative and effective learning and intervention strategies.