Sacramento County Office of Education
LCAP Midyear Outcomes Report February 2024

LCAP Midyear Report Purpose

Local educational agencies (LEAs) must present the information required in the mid-year update to their local governing board or body on or before February 28, 2024, and must include all available mid-year outcome data related to metrics identified in the 2023–24 LCAP, and all available mid-year expenditure and implementation data on all actions identified in the 2023–24 LCAP. The mid-year update provides time for the LEA to reflect on the entirety of the previous three-year cycle, not just the single previous LCAP year, as it evaluates and considers progress for the development of the new 2024-27 LCAP. The midyear and annual LCAP updates are used to continuously refine the goals throughout all LCAP cycles.

This report provides a table with the initial LCAP metrics, baseline measurements, subsequent mid-year (where available and applicable) and end-of-year measurements, and revisions to metrics (noted in yellow) due to changes in federal accountability calculations or the cessation of metrics. Because some data may lag across parts of the year, the report provides multi-year data to foster analyses. Measures that are new, or where a baseline is not yet available contain an *n/a* in the cell. Where new metrics have been identified, but contain no data as they require further definition of measurement, population inclusion, and data are marked with *New Metric*. At this point in the school year, some metric outcomes are unknown, such as mid-year local accountability data and survey results, but will be updated prior to the adoption of the LCAP in June 2024. Mid-year local accountability data will be presented to the Board in April.

LCAP Midyear Data Summary of Findings

This report includes an analysis of the multi-year data across priority areas and metrics. It is important to note that data for the 2020-21 year were atypical as much of the learning occurred online due to the pandemic and the data reflects this. Subsequent measures also reflect the learning loss that occurred during the pandemic. The overall findings of the multi-year data review include:

- Measures reflecting teacher assignments and implementation of state standards remained consistent.
- Pupil achievement showed some areas of growth and some areas of decline.
    - As compared to the baselines, CAASPP scores improved in ELA and math for the Smarter Balanced exams and declined in ELA and math for the alternate assessment.
    - Local accountability measures for ELA and math also showed a slight drop as compared to the pre-pandemic baseline year.

- o Multilingual learners (English learners) showed progress in English language development
- o UC/CSU a-g courses and CTE courses have been put into place and local data are now available
- Parent and family engagement showed an increase in the number of parents responding to the LCAP survey and an increase in perceptions of safety and connectedness.
- Analysis of pupil engagement metrics showed slight decreases among several metrics, most notably the graduation rate as calculated by the four to five-year cohort rate. Although SCOE graduates a substantial number of students each year, most do so in their 6th year and are counted as non-graduates in the CA Schools Dashboard Rate.
- School climate showed improvements in suspension rates over time and a slight decrease in staff perceptions of safety and connectedness.
- Foster Youth continue to demonstrate high successful transition rates and also a higher graduation rate than other student groups.
- Literacy is a new focus area and data specific to this measure is not yet available.

Goal 1 – Student Success

State Priority Area		Desired Outcome 2023-24	Baseline	2018-19 EOY	2019-20 MY	2019-20 EOY	2020-21 MY	2020-21 EOY	2021-22 MY	2021-22 EOY	2022-23 MY	2022-23 EOY
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities												
1A	Number of misassignments - Locally reported	0	0	n/a		0		0		0		Not available
1A*	Number of ineffective misassignments - Federally defined	0	2.0	n/a		n/a		2.0		1.0		Not available
1A*	Number of out of field misassignments - Federally defined	0	13.7	n/a		n/a		13.7		18.9		Not available
1A	Number of teacher vacancies - Locally reported	0	0	n/a		0		0		2		Not available
1A	Percent of teachers that are fully credentialed (Clear) Local	100%	n/a	n/a		n/a		95.9%		91.5%		Not available
1A*	Percent of teachers that are fully credentialed - Federally defined	100%	63.1%	n/a		n/a		63.1%		56.8%		Not available
1B	Percent of students with access to standards-aligned textbooks and instructional materials	100%	100%	n/a		100%		100%		100%		Not available
1C	Percent of schools receiving a good or exemplary rating on the FIT	100%	85.7%	n/a		85.7%		100%		100%		Not available

* New federal definitions were provided for teacher misassignments and credentialing that must be reported by LEAs.

Goal 1 – Student Success (Continued)

Implementation of State Academic Standards		Desired Outcome 2023-24	Baseline	2018-19 EOY	2019-20 MY	2019-20 EOY	2020-21 MY	2020-21 EOY	2021-22 MY	2021-22 EOY	2022-23 MY	2022-23 EOY
2A	Percent of instructional materials that are the most recent adoption	100%	100%	n/a		100%		100%		100%		Not available
2B	Percent of faculty receiving training on implementing curriculum	100%	100%	n/a		100%		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%	n/a	55.1%	55.1%	COVID - no data	45.0%	45.7%	44.4%	55.0%	46.1%
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%	n/a	57.1%	57.1%	COVID - no data	46.0%	45.7%	51.5%	56.8%	41.2%
4A	Percent of students meeting/exceeding standards on statewide assessments in ELA (Smarter)	Increase 5% per year	10.2%	10.2%		COVID - no data		8.3%		8.9%		11.8%
4A	Percent of students meeting standards on statewide assessments in ELA (CAA)	Increase 5% per year	2.9%	2.9%		COVID - no data		0.0%		2.4%		0.0%
4A	Percent of students meeting/exceeding standards on statewide assessments in Math (Smarter)	Increase 5% per year	2.0%	2.0%		COVID - no data		6.3%	_	4.6%	_	4.4%
4A	Percent of students meeting standards on statewide assessments in Math (CAA)	Increase 5% per year	4.4%	4.4%		COVID - no data		0.0%		2.4%		0.0%
4B	Percent of student enrolled for 45 days completing at least one a-g course (5 credits with a C or better)	50%	Begins 22-23	n/a		n/a		n/a		n/a	23.6%	36.9%
4C	Percent of students enrolled for 45 days completing a CTE course (earning 5 credits with a grade of C or better)	100%	Begins 22-23	n/a		n/a		n/a		n/a	0.6%	1.4%
4D	Percent of students enrolled for 45 days completing both an a-g course and a CTE course (5 credits with a C or better)	100%	Begins 22-23	n/a		n/a		n/a		n/a	0.1%	1.4%
4E	Percent of ELs who progress at least one level on the Regular ELPAC as compared to the previous year	10%	36.4%	n/a		COVID - no data		COVID - Limited data		36.4%		64.7%
4E**	Percent of ELs who progress at least one level on the ELPAC (Regular or Alt) as compared to the prior year	New in 2023	29.3%	n/a		n/a		n/a		n/a		29.3%
4F**	Reclassification Rate Indicator: percent of ELs who meet fluent English proficient criteria on the ELPAC	5%	0.9%	0.9%		COVID - no data		4.23%		6.3%		10.7%
4F**	Reclassification Rate Indicator: percent of ELs who meet fluent English proficient criteria on the Alternate ELPAC	5%	7.7%	n/a		n/a		n/a		7.7%		12.2%

** Measures of progress on the English Language Proficiency Assessments for California (ELPAC) and criteria for reclassification now include the alternate assessment.

Other Pupil Outcomes

8	Percent of students earning at least 10 credits per 30 days enrolled	Increase 5% per year	31.7%	31.7%	31.2%	21.2%	67.50%	25.7%	25.4%	28.4%	24.7%	28.5%

Goal 2 – Partnerships

State Priority Area		Desired Outcome 2023-24	Baseline	2018-19 EOY	2019-20 MY	2019-20 EOY	2020-21 MY	2020-21 EOY	2021-22 MY	2021-22 EOY	2022-23 MY	2022-23 EOY
Parent and Family Engagement												
3	Percent of parent respondents that respond positively to questions assessing parent satisfaction with SCOE programs	Increase 10% per year	70.0%	n/a		70.0%		70.0%		80.0%		85.7%
3	Number of parents that respond to the LCAP survey	Expand participation by 10% per year	n/a	n/a		n/a		n/a		69		78
Pupil Engagement												
5	Percent of days attended (enrolled at least 30 days)	Increase by 2% per year	79.6%	n/a	n/a	n/a	n/a	73.4%	73.7%	72.7%	78.4%	77.4%
5A	Percent of students with attendance rates at or below 90% (enrolled at least 30 days)	Decrease by 2% per year	39.4%	n/a	n/a	n/a	n/a	43.0%	51.1%	55.1%	49.1%	47.5%
5E	Percent of graduates as calculated by the DASS Grade 12 graduation rate	Increase by 5% per year	68.8%	n/a		68.8%		68.1%		No Longer Reported		No Longer Reported
5E***	Four/five-year combined cohort graduation rate from the CA Schools Dashboard		45.7%	n/a		n/a		n/a		45.7%		39.4%
5D	Percent of students in grades 9-12 who have a dropout exit code in CALPADS	Decrease by 0.5% per year	2.5%	n/a	n/a	2.5%	18.30%	5%	9.3%	5.9%	6.4%	5.7%
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%	n/a	n/a	< 1%	24.10%	0.7%	0.0%	0.0%	1.3%	0.0%

*** The Dashboard Alternative School Status (DASS) graduation rate has been discontinued at the LEA level. This metric has been replaced with the CA Schools Dashboard combined 4/5-year graduation rate.

Goal 2 – Partnerships (Continued)

School Climate		Desired Outcome 2023-24	Baseline	2018-19 EOY	2019-20 MY	2019-20 EOY	2020-21 MY	2020-21 EOY	2021-22 MY	2021-22 EOY	2022-23 MY	2022-23 EOY
6A	Percent of students suspended	Decrease by 1.5% per year	11.1%	11.1%		7.2%		0.3%		3.0%		3.1%
6B	Percent of students expelled	0%	0.0%	n/a		0.0%		0.0%		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%	n/a		78.0%		78.0%		88.0%		77.1%
6C	Percent of students responding positively to one or more statements measuring connectedness and engagement	Increase 5% per year	76.0%	n/a		76.0%		76.0%		79.0%		76.7%
6C	Percent of staff that answer positively to the question of perception of safety at school	Increase 2% per year	94.0%	n/a		94.0%		94.0%		94.0%		86.6%
6C	Percent of staff that respond positively to questions measuring connectedness	Increase 2% per year	90.0%	n/a		90.0%		90.0%		85.0%		85.2%
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%	n/a		71.0%		71.0%		82.0%		88.7%
6C	Percent of parent respondents that respond positively to one or more questions measuring connectedness and engagement	Increase 10% per year	65.0%	n/a		65.0%		65.0%		81.0%		92.1%
Other Pupil Outcomes												
8	Percent of students who participate in programs provided by CBOs	80%	12.7%	n/a	n/a	n/a	n/a	n/a	New metric	12.7%	8.8%	10.0%
8	Percent of grade 11 and 12 students who complete either a career assessment, or the FAFSA, or a college or vocational school application, or a college course.	80%	n/a	n/a	n/a	n/a	n/a	n/a	New metric	26.5%	17.6%	19.5%
8	Percent of grade 11 and 12 students who report completing a college/career tour or work-based learning experience.	80%	42.3%	n/a	n/a	n/a	n/a	n/a	New metric	n/a	n/a	42.3%
8	Percent of grade 11 and 12 students who engage in a civic activity	80%	Beginning 23-24	n/a	n/a	n/a	n/a	n/a	New metric	New metric	New metric	Begins in 2023-24

	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%				89.5%	90.6%	89.1%	97.4%	94.2%	93.0%	

Goal 3 – Foster Youth

State Priority Area	Desired Outcome 2023-24	Baseline	2018-19 EOY	2019-20 MY	2019-20 EOY	2020-21 MY	2020-21 EOY	2021-22 MY	2021-22 EOY	2022-23 MY	2022-23 EOY
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%				96.3%	97.3%	95.7%	97.2%	97.2%	97.2%
10 Percent of **foster youth** who graduate with a regular high school diploma in either four or five years.	100%	46.7%				COVID - no data			46.7%		49.0%

Goal 4 – Literacy

State Priority Area	Desired Outcome 2023-24	Baseline	2018-19 EOY	2019-20 MY	2019-20 EOY	2020-21 MY	2020-21 EOY	2021-22 MY	2021-22 EOY	2022-23 MY	2022-23 EOY
Pupil Achievement											
4G Percent of students enrolled 45 days or more who demonstrate overall growth in literacy skills.	100%	New Measure									Begins in 2023-24
4G Percent of students enrolled 45 days or more who demonstrate overall growth in Lexile score.	100%	New measure									Begins in 2023-24