



Sacramento County Office of Education

**2023-2024
Annual Summary Report**

Overview

The Sacramento County Office of Education (SCOE) is one of 58 county offices of education in California and serves 13 school districts: Arcohe (K-8, 491 students); Center (K-12, 4,199 students); Elk Grove (K-12, 62,957); Elverta (K-8, 212 students); Folsom Cordova (K-12, 20,550); Galt Elementary (K-8, 3,352 students); Galt High (9-12, 2,066 students); Natomas (K-12, 16,421 students); River Delta (K-12, 2,158 students); Robla (K-6, 2,485 students); Sacramento City (K-12, 43,066 students); San Juan (K-12, 49,036 students); and Twin Rivers (K-12, 37,651 students). In total, there are nearly 250,000 students in Sacramento County and districts are both rural and urban. The demographic makeup of our county consists primarily of Hispanic/Latino (32.6%) and White (26.6%) students with some Asian (17.4%) and African American (10.3%). Additionally, there are 6,857 students experiencing homelessness and 909 foster youth. English learners comprise 17.8% of the students and 13.1% have a disability. Our county has 52 charter schools serving 42,313 students.

In the 2022-23 school year, systems across the region continue to grapple with staffing shortages, increased behavior issues, even in early grades, and student absences. In fact, all of our 13 school districts were eligible for Differentiated Assistance (DA) this year, with academics, suspensions and chronic absenteeism as the primary drivers for this status. We continue to see that Students with Disabilities, Foster/Homeless and English Learners are the most common areas where districts need support. The disruption and stress on educators is unmatched, yet the commitment to students and to the profession is unwavering. We have witnessed tenacity and a community spirit where teachers and leaders are making incredible strides to ensure that schools attend to students' social-emotional learning, offer supports for mental health and wellness, and create conditions for accelerated learning. SCOE is committed to identifying, promoting, and collaborating with experts to provide educational solutions focused on improving opportunities and access in service of high academic achievement for all students to our schools and districts. Utilizing strategies from improvement science, implementation science, and compassionate systems awareness, our support of districts and schools to close achievement and opportunity gaps, advance equity, and support the social-emotional needs of students and staff in Sacramento County continue to be of utmost importance.

The following plan to support districts in implementing Local Control Accountability Plans (LCAPs) and to strive for continuous improvement adheres to the provisions/requirements of *California Education Code (EC) 52066*.

EC Section 52066, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=52066

Goal One: Approve all LCAPs.

LCAP Support: Completing the review of LCAPs submitted by school districts [EC Section 52070].

Metric	Action
<ul style="list-style-type: none">• Number of attendees at LCAP Workshop meetings facilitated by SCOE.• Technical Assistance meeting attendance.• Ratings on SCOE workshop and EOY feedback forms.	<ol style="list-style-type: none">1. Providing updated guides, resources, professional development, and technical assistance for completion of the LCAP, providing feedback and support through the development and approval process.2. Facilitating a monthly regional professional learning network for state and federal program accountability requirements, federal program monitoring, and legislative updates.3. Provide customized support for LEA leaders to ensure understanding of LCAP components and requirements, including a meeting limited to small districts and/or charters.
<ul style="list-style-type: none">• All LCAPs approved and posted on the County webpage.	<ol style="list-style-type: none">1. Review initial and board approved LCAP drafts and provide feedback between May-July 2024.2. Review LCAP drafts and provide feedback between May - June.
<ul style="list-style-type: none">• Submission of LEAs for CSI approval to CDE.	<ol style="list-style-type: none">1. Review CSI prompts in LCAPs for all LEAs with schools identified for CSI and submit a list of LEAs meeting CSI approval criteria to CDE.

EC Section 52070, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52070.&lawCode=EDC

Goal Two: Utilize the cycle of continuous improvement to provide technical assistance to schools and districts based on need. Technical assistance is provided to districts who are identified as needing assistance as well as those that volunteer for assistance.

Technical Assistance: Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of *Ed Code 52071*.

1. When the County Superintendent does not approve a LCAP.
2. When a district requests support.

Metric	Action
<ul style="list-style-type: none"> • Successful completion of the LCAP Plan Summary Reflections: Successes and Identified Needs. • Metrics in the LCAP are appropriate for monitoring implementation of key actions and improvement. • Attendance at CRAN and applicable trainings. • Data dashboards and reports available to county and district level leaders. 	<ol style="list-style-type: none"> 1. Work with district leaders to review verifiable state data and recent local data to determine greatest progress, greatest needs, and performance gaps. 2. Work with district leaders to ensure actions are appropriate in the Increased and Improved categories and that fiscal allocations match. 3. Provide training for districts on how to best understand needs and monitor effectiveness of actions, linking quantitative and qualitative data. 4. Compile and provide reports on district data and lead data training for school and district teams. The Continuous Improvement Team will analyze data to determine greatest areas of need in our County. 5. Through the Capitol Regional Area Assessment Network (CRAN), provide district leaders with key updates regarding statewide assessments and encourage participants to share best practices regarding monitoring the progress of high-needs students and the evaluation of program effectiveness in ensuring equitable outcomes for students.

EC Section 52071, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

Providing Differentiated Assistance: Providing technical assistance to school districts pursuant to subdivision (c) of *EC Section 52071*.

Actions	Source of Funding
<ol style="list-style-type: none"> 1. Implement cross-departmental differentiated assistance teams. 2. Work with district leaders to review and analyze local data. <ol style="list-style-type: none"> a. Provide direct support for small districts utilizing a data sharing agreement. b. Utilize data protocols that lead to deep cycles of inquiry around variation in the data and identification of potential root causes 3. Customized facilitated sessions allow for district self-identification of a priority focus area based on an in-depth guided data analysis of state and other local data. 4. Work with district leaders to identify aim statements and primary and secondary drivers to address identified root causes. 5. Provide district leaders with tools to identify change ideas and create actions and services in their LCAPs to address root causes. 6. Support district leaders in the implementation of monitoring of their change ideas. 7. Build district capacity for continuous improvement through training, ongoing coaching and professional development. 8. Provide customized support in the area(s) that the district has identified as a need, based on root cause analysis or based on Differentiated Assistance indicators. Individualized support will be scheduled based upon district need and capacity. 9. Meet regularly with district Differentiated Assistance teams to share successes and challenges with implementation, review data, monitor progress and determine next steps. 10. Develop additional networks to provide support to districts with common challenges (e.g., SWD, Foster/Homeless). 	<p>System of Support General Support</p>

EC Section 52071, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

Actions the school district(s) will take independent of the COE

Please provide a description of the actions the school district(s) will take independent of the COE to improve student outcomes.

N/A SCOE works with all districts who are eligible for Differentiated Assistance.

For COEs who have Local Educational Agencies who meet the eligibility criteria under *Ed Code 52072(b)(1)*

Prompt	Narrative	
Optional Prompt for COEs with districts who meet criteria [EC Section 52072 (b)(1)]	Districts identified under Ed Code 52072 (b) (1) will implement a rigorous cycle of continuous improvement, beginning with root cause analysis, identification of change ideas, and implementation of new strategies for improvement. In addition, SCOE is supporting these districts to analyze data at the school level and identify needs based upon DA eligibility criteria. SCOE is working with these districts to provide more training and support at the school level with the goal of ensuring continuous improvement frameworks are implemented.	

EC Section 52072(b)(1), https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52072&lawCode=EDC

Goal Three: Provide support for continuous improvement to all districts.

Other Support: Providing any other support to school districts and schools within the county in implementing the provisions of *EC Sections 52059.5-52077*.

Metric	Action
<ul style="list-style-type: none">• Attendance at COP sessions and training• Artifacts of improvement frameworks (driver diagrams, process maps, etc.)• Feedback on EOY survey regarding LCAP and CI supports• Alignment of LCAP goals/actions and CI work• Data dashboard and progress on local metrics	<ol style="list-style-type: none">1. Continuing the Diversity, Equity and Inclusion Community of Practice designed to create a sense of community, sharing, and space for collective impact amongst Sacramento county's equity leaders.2. Facilitating regional communities of practice to support LEA leaders' knowledge and implementation of continuous improvement practices down to the school level. Additional communities of practice to support districts and schools include:<ol style="list-style-type: none">a. Attendance and Engagementb. Social-Emotional Learningc. Foster Youthd. Youth Experiencing Homelessness3. Delivering professional learning in the continuous improvement process.4. Embedding continuous improvement processes and activities into countywide learning networks.5. Facilitating a collaborative regional community of practice focused on supporting the needs of charter schools and small school districts.6. Facilitating professional learning and technical assistance to support family and community engagement.7. Offering professional learning to address and improve academic, behavioral and social-emotional outcomes.

EC Sections 52059.5–52077,

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?division=4.&chapter=6.1.&part=28.&lawCode=EDC&title=2.&article=4.5.

Collaboration

The Sacramento County Superintendent of Schools will collaborate with the California Collaborative for Educational Excellence (CCEE), the CDE, other county superintendents, Geographic Lead Agencies (Geo Leads), as well as System of Support (SOS) Lead Agencies to support school districts within the county in the following ways:

Actions	CCEE	CDE	County Superintendents	Geo Leads	SOS Leads
SCOE participates in quarterly California County Superintendents meetings.			Y		
The Deputy Superintendent, Assistant Superintendent, and Executive Director of District & School Supports meet monthly with Region 3 Educational Services leaders.			Y	Y	
SCOE serves as co-lead for one of the seven geographic lead agencies (Geo Lead) and meets quarterly with other geo leads and quarterly with the Statewide System of Support group.	Y	Y	Y	Y	Y
The Deputy Superintendent, Assistant Superintendent, and Executive Director of District & School Supports, and Director of Continuous Improvement meet quarterly with the Capital Central Foothills Area Consortium (CCFAC) Geographic Lead.			Y	Y	Y
The Deputy Superintendent and Assistant Superintendent serve as Advisory Members and meet monthly with the CCFAC Advisory			Y	Y	

Group.					
The Deputy Superintendent, Assistant Superintendent, and Executive Director of District & School Supports, meet bi-monthly with Curriculum and Instruction leaders across the state at Curricular and Improvement Support Committee (CISC) meetings.	Y	Y	Y		
The Deputy Superintendent is a member of the CISC Assessment and Accountability Subcommittee.		Y	Y		
The Deputy Superintendent is a member of the CISC Executive Committee.		Y	Y		
The Deputy Superintendent serves as the Chair of the Early Learning Subcommittee of CISC.			Y		
The Director of Continuous Improvement and program staff attend State and Federal Program Meetings.		Y	Y		
SCOE's C&I Department lead two large statewide support grants to promote literacy improvement (ESLB and Dyslexia).	Y	Y	Y		Y
SCOE's School of Education Department leads CSLA for our region.	Y	Y	Y	Y	Y
SCOE's SEL department leads CalHOPE work statewide.	Y		Y	Y	

Instructions: Insert "Y" to indicate a collaborator or use "-" to signify N/A.

Goal Four: Supports for Special Education

Not Applicable until the 2025–2026 LCAP Cycle per EC Section 52064.3

Budget - COE

Please provide a description of the estimated costs related to the actions outlined in the plan above.

2023–2024 Goal	2023-2024 Estimated Costs
Goal 1 SCOE staff time to attend and provide trainings for LCAP, provide customized support for each district	\$227,421
Goal 2 Cross-departmental PD and time to work with districts to facilitate the continuous improvement cycles and to provide some direct support (e.g., data analysis)	\$1,469,873
Goal 3 Staff and materials to provide PD and Communities of Practice	\$1,425,231
Goal 4 (not applicable until the 2025-2026 LCAP Cycle per EC Section 52064.3)	[N/A]
Total Estimated Cost	\$3,122,525