



Sacramento County Office of Education

2024-2025

Annual Summary Report

Local Context (Optional)

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, 501 students); Center (K-12, 4,439 students); Elk Grove (K-12, 62,317); Elverta (K-8, 223 students); Folsom Cordova (K-12, 20,828); Galt Elementary (K-8, 3,382 students); Galt High (9-12, 1,978 students); Natomas (K-12, 11,208 students); River Delta (K-12, 1,753 students); Robla (K-6, 1,919 students); Sacramento City (K-12, 36,762 students); San Juan (K-12, 38,211 students); and Twin Rivers (K-12, 22,102 students). Additionally, our county has 52 charter schools serving 46,776 students. In total, there are over 250,000 students in Sacramento County and LEAs are both rural and urban. The demographic makeup of our county consists primarily of Hispanic/Latino (32.2%) and White (26.7%) students with also some Asian (17.9%) and African American (9.9%). Additionally there are 9,365 homeless students and 797 foster youth. English learners comprise 17.9% of the students and 13.6% have some sort of disability.

In the 2023-24 school year, systems across the region continue to grapple with staffing shortages, increased behavior issues, even in early grades, and student absences. In fact, 7 of our 13 school districts were eligible for Differentiated Assistance (DA) this year, with academics and suspensions as the primary drivers for this status. Charter Schools were also eligible for DA for the first time this year, with 15 of the 52 Charters identified. We continue to see that Students with Disabilities, Foster/Homeless and English Learners are the most common areas where LEAs need support. The post-pandemic disruption and stress on educators is unprecedented, yet the commitment to students and to the profession is unwavering. We have witnessed tenacity and a community spirit that hasn't been seen before 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 will continue to be of utmost importance in 2024-25.

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 charter schools and districts based on need. Technical assistance is provided to LEAs 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 LEA 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 and charter schools 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 districts utilizing a data sharing agreement. b. Utilize data protocols that lead to deep cycles of inquiry around variation in the the data and identification of potential root causes 3. Customized facilitated sessions allow for LEA self-identification of a priority focus area based on an in-depth guided data analysis of state and other local data. 4. Work with LEA leaders to identify aim statements and primary and secondary drivers to address identified root causes. 5. Provide LEA leaders with research-based strategies to identify change ideas and create actions and services in their LCAPs to address root causes. 6. Support LEA leaders in the implementation, monitoring and evaluating of their change ideas. 7. Build LEA capacity for continuous improvement through training, ongoing coaching and professional development. 8. Provide customized support (e.g., Networks, Communities of Practice, Professional Development and Coaching) in the area(s) that LEAs have identified as a need, based on root cause analysis and/or Differentiated Assistance indicators. Individualized support will be scheduled based upon LEA need and capacity. 9. Meet regularly with LEA Differentiated Assistance teams to share successes and challenges with implementation, review data, monitor progress and determine next steps. 10. Develop additional networks and add COE capacity to provide support to LEAs 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.

SCOE will guide and coach the district/charter through the continuous improvement process and identify resources to support them in identified areas of need. The LEA will have additional responsibilities: gather, organize and display data related to their area(s) of focus; gather feedback from educational partners on root causes; gather input and prioritize change ideas; integrate change ideas into a coherent system that aligns to LEA priorities; monitor and evaluate the effectiveness of their change ideas; and integrate actions and funding into their LCAP and/or SPSAs.

For COEs who have Local Educational Agencies who meet the eligibility criteria under *Ed Code 52072(a)* [*“Direct Technical Assistance” (DTA) supports*]

OPTIONAL: Prompt for COEs with districts who meet criteria: For districts who meet eligibility criteria under *Ed Code 52072 (a)*, describe how the COE is prioritizing and adjusting their support and continuous improvement actions in the areas of intensity and frequency:

- When a district fails to improve student achievement across more than one state priority for three or more student groups for three out of four consecutive years or more.

Prompt	Narrative
Optional Prompt for COEs with districts who meet criteria [EC Section 52072 (f)]	SCOE collaborates with CCEE and other technical assistance providers quarterly to ensure aligned and strategic support is provided. Support varies by need but is also targeted to areas identified for DTA. Varied support examples include coaching for increased usage of data, improved instructional focus in literacy development, LCAP technical assistance and improved systems and procedures for supporting students with disabilities.

EC Section 52072, https://leginfo.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"> 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. 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"> Attendance and Engagement Social-Emotional Learning (CalHope) Foster Youth Youth Experiencing Homelessness Family and Community Engagement Multilingual Education Leadership Network Sacramento County Reads Science, Technology, Engineering and Math (STEM) Network Charter School Community of Practice Inclusion Academy: Intentional Design of System-wide, Inclusive Cultures, Policies, and Practices Increasing Data Use Community of Practice Delivering professional learning in the continuous improvement process. Embedding continuous improvement processes and activities into countywide learning networks. Facilitating a collaborative regional community of practice focused on supporting the needs of charter schools and small school districts. Facilitating professional learning and technical assistance to support family and community engagement and Community Schools. Offering professional learning to address and improve academic, behavioral and social-emotional outcomes, with a focus in the area of literacy development.

EC Sections 52059.5–52077,

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

Collaboration

The Sacramento County Office of education 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
Continue to serve as a co-lead with Placer COE for the Geographic Lead area for 14 counties (Capital Central Foothill Area Consortium)	Y	Y	Y	Y	Y
Co-lead with Santa Clara COE to support the Statewide implementation of the Children and Youth Behavioral Health Initiative (CYBHI) Fee Schedule through the Geographic Lead structure	Y		Y	Y	
Lead the implementation of the CalHope Social Emotional Learning Initiative			Y		
Coordinate support for DA/DTA Eligible LEAs	Y	Y	-	-	Y
Build capacity for continuous improvement support	-	-	Y	Y	-
Build capacity for content support (e.g. SWD, EL, Literacy, UDL, etc)	-	-	-	Y	Y
Build capacity for LCAP support	-	Y	y	-	-
Through RAN (State) and CRAN (regional) build capacity of LEAs and COE leaders to appropriately administer and utilize assessments to understand student progress and needs	-	-	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 2025-26** LCAP Cycle per EC Section 52064.3*

Related Expenditures-COE

Funding sources included:	SOS, General Support, CalHope SEL Community Schools
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Please provide a description of the estimated costs related to the actions outlined in the plan above.

2024-25 Goal	20xx-20xx Estimated Costs
Goal 1 - LCAP	\$525,130
Goal 2 - Technical Assistance	\$1,571,892
Goal 3 - Tier I Continuous Improvement	\$2,955,640
Goal 4 (not applicable until the 2025-2026 LCAP Cycle per EC Section 52064.3)	[N/A]
Total Estimated Cost	\$5,052,662