Summary

The Covid-19 pandemic continues to present our schools, districts, and charters across the region with new and developing challenges. In the 2021-22 school year, systems across the region grappled with staffing shortages and increased student absences due to Covid surges and the need for quarantine to mitigate spread. In many of our Local Educational Agencies (LEAs) in Sacramento, administrators and district staff have regularly stepped in to teach classes for days and weeks on end. The disruption and stress on educators is unmatched in recent history, 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, create conditions for accelerated learning, and keep schools open despite challenging circumstances.

During this unprecedented time, SCOE leadership continues to identify support for LEA leaders, teachers, and staff as our top priority. The pandemic crisis has profoundly exacerbated existing inequities and underscored the need for responsive and intensive technical assistance and professional development to meet the ongoing demands placed on LEAs throughout the county. 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.

To offer such comprehensive support, SCOE has created services based on topic areas and Local Control Funding Formula (LCFF) priorities. A wide variety of services are available in virtual (synchronous and asynchronous) formats and in-person formats. In response to COVID-19, support for districts during the 2021-2022 school year pivoted as needed to meet the short- and long-term needs of LEAs within Sacramento County. SCOE provided supports for all LEAs within Sacramento County in the following areas:

Accountability
- Providing professional development, resources and technical assistance for completion of the Elementary and Secondary School Emergency Relief (ESSER III) Expenditure Plan .
- Providing updated guides, resources, professional development, and technical assistance for completion of the LCAP, including the Supplement to the Annual Update and the Budget Overview for Parents.
- Providing both ESSER III and LCAP feedback and support through

the development and approval process.

- Facilitating a monthly regional professional learning network for state and federal program accountability requirements.
- Providing Every Student Succeeds Act (ESSA) support and technical assistance with school site support to schools meeting the criteria for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI).
- Provide Single Plan for Student Achievement (SPSA) trainings, including how to conduct a needs assessment and program evaluation and developing evidence-based actions.
- Providing training support in the analysis and implementation of strategies to meet the needs of student groups that have been identified within the California School Dashboard and other valid and reliable state and local data sources.
- Providing Williams monitoring and support and adhering to the legislative guidelines.

Professional Development, Services and Supports
- Hosting nationally renowned guest speakers such as Dr. Lorea Martinez who facilitated a 5-part series entitled *Creating a Wave of Educator Well-Being* focused on creating a place for educators (teachers and leaders) to connect with themselves, explore tools to support personal health and emotional well-being, and build personal resilience in a supportive and safe environment. In the spring, Dr. Nancy Dome trained educators on using Compassionate Dialogue - a method which provides individuals and organizational workgroups with the space and community to explore issues of implicit bias, learn the RIR (Recognize, Interrupt, Repair) Protocol™ for meaningful conversations, and nurture an equity lens throughout one's interactions with people, policies, procedures, climate, and culture.
- Partnering with leading experts from Turnaround for Children in the field of social-emotional and trauma-informed practice, to provide strategies, tools, and coaching based on the science of learning and development in alignment with whole child education principles.
- Launching 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 a regional community of practice focused on student attendance and engagement.
- Providing curriculum framework and adoption toolkit training.
- Delivering professional learning in the continuous improvement process.
- Facilitating the Multilingual Education Leadership Network (MELN) and the Secondary English Learner Collaborative.

- Facilitating professional learning on the Universal Design for Learning (UDL) framework.
- Instructional Rounds training for teams to gather, analyze, and evaluate observation data, and make an instructional plan to improve on a problem of practice.
- Facilitating Student Mental Health and Wellness Collaborative with topics including suicide prevention training, trauma awareness, bullying prevention, and LGBTQ issues.
- Facilitating Attendance Supervisor Training and Certification, technical assistance and attendance systems support.
- Facilitating workshops for LEA staff providing services to Foster Youth and Homeless (college/career readiness, educational rights, etc.)
- Facilitating the Family and Community Engagement Network
- Facilitating workshops and networks in Culture, Climate, and Equity
- Embedding continuous improvement processes and activities into countywide learning networks.

The Sacramento County Office of Education supports districts identified for Level 2 Differentiated Assistance (DA) by:
- Implementing cross-departmental differentiated assistance teams.
- Facilitating local data analysis.
- Facilitating root cause analysis for one or two focus areas.
- Facilitating development of change ideas.
- Supporting implementation of change ideas with content specific coaching support.
- Supporting integration of the differentiated assistance process with the LCAP Goals, Actions and Services, and measures of progress.
- Supporting strategic planning and scaling of efforts.
- Providing progress monitoring and follow up support.
- Providing site support to schools meeting the criteria for Comprehensive Support and Improvement and Additional Targeted Support and Improvement.
- Building district capacity for continuous improvement through training, ongoing coaching and professional development.

The Sacramento County Office of Education supports one district (Sacramento City USD) identified for Intensive Intervention by completing all of the above support for Level 2 DA as well as:
- Working collaboratively with the various state agencies (CDE, CCEE, SBE) supporting SCUSD to align assistance and other services.

- Providing customized feedback and thought-partnership leading up to and throughout the phases of the Systemic Instructional Review (SIR) process.
- Supporting the district's identification of action steps and plan development based on findings identified in the Systemic Instructional Review.
- Collaborating with key district personnel to plan and facilitate meetings with stakeholders, consultants, and others to coordinate efforts and ensure coherence across various improvement efforts.
- Reviewing and analyzing student group performance data with district staff.

The following plan supports districts in implementing LCAPs and adheres to the provisions/requirements of *Ed Code 52066.*

GOAL ONE: Support the development and approval of LCAPs.

Component	Objective	Metrics/ Indicators	Action
LCAP and Annual Update Support *Completing the review of LCAPs submitted by school districts [Ed Code 52070].*	Provide all districts with technical support and feedback on initial drafts prior to their LCAP public hearing.	1. Attendance at LCAP workshop meetings.	A. Facilitate LCAP workshops B. Provide customized support for LEA leaders to ensure understanding of LCAP components and requirements, including a meeting limited to small districts. C. Review LCAP drafts and provide feedback between May - June 2022.

	Provide ongoing informational updates and training to superintendents and other school/district leaders.	1. Ratings on SCOE workshop feedback forms.	A. Agendized LCAP items/updates for a variety of meetings throughout the year. B. Provide professional learning opportunities focused on State and Local Indicators, LCAP statute revisions, and LCAP template components (i.e., Budget Overview, Supplement to the Annual Update, etc.).
	Complete review and approval of all LCAPs.	1. All LCAPs approved and posted on the county webpage.	A. Review Board-adopted LCAPs and communicate with LEA leaders if clarification is needed prior to the final approval of LCAPs.
	Complete review and approval of CSI prompts for all LEAs with schools identified for Comprehensive Support and Improvement.	1. Submission of LEAs for CSI approval to CDE.	A. Review CSI prompts in LCAPs for all LEAs with schools identified for CSI and submit list of LEAs meeting CSI approval criteria to CDE.
LCAP Required Goals Training	Provide training for four districts required to develop specific goals for identified groups of students (homeless, foster youth, students with disabilities)	1. Specific goals written in 2022 LCAPs.	A. Provide training on developing specific goals and metrics for identified groups. B. Provide expert staff in the areas of SWD, FY, and HL as a resource for developing specific goals C. Provide data for the four districts to review related to the identified groups D. Provide collaboration with experts and other districts developing specific goals for the same identified groups

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.

Component	Objective	Metrics/ Indicators	Action
subdivisions (a) and (b) of Ed Code 52071.	Support districts with initial data analysis and identification of strengths and weaknesses.	1. Review and coach completion of the LCAP Plan Summary Reflections: Successes and Identified Needs. 2. District progress on the CA Dashboard and DataQuest, as applicable.	A. Work with district leaders to review verifiable state data and recent local data to determine greatest progress, greatest needs, and performance gaps. B. C-SAPA will compile and provide reports on district data and lead data training for school and district teams. The Continuous Improvement Team will analyze data. C. 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.
	Support districts in Differentiated Assistance with systems analysis and identification of systems level strengths and weaknesses.	1. Attendance at meetings to review local data. 2. LEA self-assessment results.	A. Work with district leaders to review and analyze local data. B. 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.

	Assist districts with a synthesis of findings and action planning aligned to Differentiated Assistance indicators and/or LCAP actions based on needs assessment and problem of practice.	1. Alignment of LCAP actions and services to an identified problem of practice. 2. On-going conversations with Differentiated Assistance districts measuring their satisfaction and effectiveness of the process.	A. Work with district leaders to identify aim statements and primary and secondary drivers to address identified root causes. B. Provide district leaders with tools to identify change ideas and create actions and services in their LCAPs to address root causes. C. Provide professional development on reframing the discussions that lead to decisions on the Demonstration of Increased or Improved Services for Unduplicated Pupils section of the LCAP. D. 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. Support will be scheduled based on district need, staff with expertise and availability. E. Meet regularly with district Differentiated Assistance teams to share successes and challenges with implementation, review data, monitor progress and determine next steps.

The source funding for these activities will be base-level and Differentiated Assistance LCFF funds to COEs.

GOAL THREE: Provide support to all LEAs in implementing their LCAP.

Component	Objective	Metrics/ Indicators	Action
Other Support *Providing any other support to school districts and schools within the county in implementing the provisions of Ed Code 52071.*	Refine and align professional development offerings and LEA needs around academic, behavioral and social emotional student outcomes.	1. Attendance at professional development 2. SCOE feedback forms will be provided following each professional development.	A. Professional development provided related to identified district needs. B. Prevention and Early Intervention and SELPA staff provide professional development related to behavioral and social-emotional outcomes. C. Educational Services, Prevention and Early Intervention (PEI) and SELPA staff collaborate to provide integrated professional development opportunities.
	Provide opportunities for school and LEA leaders to network and learn together.	1. Attendance at Curriculum Breakfast Meetings. 2. Attendance at a variety of SCOE Community of Practices, networks, and workshops.	A. Provide opportunities for district Curriculum and Instruction (C&I) leaders to come together for state and local updates related to curriculum, instruction, accountability, and assessment, as well as structured opportunities to share best practices and learn from each other. B. Utilize Community of Practices and Network meetings as a hub for LEA leaders and their teams in a variety of areas to network, learn and action plan.
	Provide LEA leaders with opportunities to understand and apply the continuous improvement framework and tools.	1. Feedback forms post professional development. 2. Continuous improvement evidence and artifacts.	A. Model and practice the use of continuous improvement resources and tools with DA district teams. B. Provide opportunities for LEA leaders to share continuous improvement practices and processes utilized in their districts at C&I Meetings and PLN meetings.

	Assist districts in implementing and monitoring impact of actions identified in LCAP.	1. Recommend district completion of mid-year updates before due date. 2. District progress on identified metrics.	A. The LCAP Review Team will encourage submission of district mid-year updates for review on a voluntary basis. B. Review and support analysis of district progress on the CA Dashboard , DataQuest, and other state and local metrics.

Collaboration

The Sacramento County Office of Education (SCOE) collaborates with other state and county educational agencies to implement the LCAP. These agencies include: the California Department of Education (CDE), other county superintendents (CCSESA), Geographic Lead Agencies, System of Support (SOS) Lead Agencies, as well as California Collaborative for Educational Excellence (CCEE). Additionally, SCOE and Placer County Office of Education serve as co-leads for the Geographic Area serving the fourteen county offices of the Capital Central Foothill Area Consortium (CCFAC).