

Local Control Accountability Plan and Annual Update



2017-18

Submitted for Hearing on June 14, 2017
Approved by the Santa Clara County Board of Education
on June 21, 2017

The Santa Clara County Office of Education's Local Control Accountability Plan (LCAP) & Annual Update provide details regarding actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code Sections 52060, 52066, 47605, 47605.5, and 47606.5.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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2017-20 Plan Summary

THE STORY

Alternative Education Program:

The Alternative Education Department (AED) for the Santa Clara County Office of Education is comprised of 8 educational programs that include Foster Youth Services, Homeless Education, Adult Dental Assistant Program, Court Schools (Blue Ridge & Osborne) and Community Schools (Odyssey, Snell & Sunol). The department has a stable daily enrollment of approximately 210 students, while servicing over twelve hundred students a year due to high transiency rates. AED serves students from 21 diverse school districts in the county, in grades 7 through 12+ who are adjudicated, expelled, or on a placement contract. There has been declining enrollment over the last five years due to fewer students being incarcerated and more effective intervention programs in the students' districts of residence. The average stay for a student in Juvenile Hall is 22 days while students in our ranch facility average 4 to 6 months. The average length of time for participation in our Community schools is two semesters.

Special Education Program:

The Santa Clara County Office of Education's Special Education Program serves students at 66 school sites in 173 classrooms. The department serves as a partner with the county's public 31 school districts and 65 Charter Schools to serve students with disabilities. The Special Education professional team includes Special Education teachers, itinerant specialists, para-educators, psychologists, nurses, other support staff and administrators. Each member of the team plays an important role in delivering quality instruction to all students. The professional team helps to meet the special education needs of students in accordance with their Individualized Educational Plan from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child's needs. The Special Education Program operates classes on public school campuses to maximize inclusion opportunities. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive instruction in the core curriculum and participate in state testing programs.

Special Education programs include:

- **Deaf/Hard of Hearing:** Provides total communication approach that allows for all forms of communication in an instructional program.
- **Orthopedic Impairments:** Provides instructional programs with instructors specializing in assistive technology and integration strategies to enhance the instructional program.
- **Autism Spectrum Disorders:** Classroom programs are based on structured teaching with the use of visual schedules, work systems and partner-assisted visually-aided systems of communication.
- **Emotional Disturbance:** Students receive individual and group Social Emotional and Mental Health services and support as well as academic instruction.
- **Severe Medical Needs and Cognitive Delays:** Provides instruction in modified curriculum based on Common Core, independent living skills and inclusion.

- **Early Start Program:** Provides support and resources to family members and caregivers to enhance children's learning and development.
- **Itinerant Services:** Specialists provide services to district and county students in the following areas: Deaf and Hard of Hearing, Visual Impairment, Orientation and Mobility, Adapted Physical Education, Orthopedic Impairments, Assistive Technology, Behavioral, Counseling and home teaching.
- **Workability Program:** Serves students 16-22 years of age providing vocational training, transition planning and self-advocacy.
- **Post-Secondary:** Designed for students 18-22 years of age with moderate-severe disabilities. The program provides an academic program and vocational skills while allowing access to community based instruction.

Foster Youth Services Coordinating Program:

Countywide

The Santa Clara County Office of Education's Foster Youth Services Coordinating Program (FYSCP) provides technical support to districts to ensure students involved in the foster care system receive direct services from their home school district. Services are designed to address their vital educational and social-emotional needs. FYSCP technical support includes providing guidance and training to schools and school districts regarding the various educational laws and practices that protect the rights of students in foster care. FYSCP also provides resources specific to the educational success of students in foster care. FYSCP works in collaboration with substitute care providers, the Juvenile Justice Department, the Department of Family and Children's Services and other agencies and organizations who work to improve the lives of students in foster care.

LEA

FYSCP provides educational services, opportunities and supports to those foster youth enrolled in SCCOE's Alternative Education and Special Education programs in accordance to the AB 854 mandate.. FYSCP works in collaboration with school districts, child welfare services, juvenile court, probation, community colleges, and substitute care providers to improve educational outcomes for foster youth. Services provided include immediate enrollment, tutoring, mentoring, counseling, gathering and reviewing school records, accessing completion of partial credit and/or credit recovery, assisting with post-secondary education preparation including identification and referral of community resources. In addition, FYSCP provides technical support and training to staff as it pertains to laws, practices and rights that protect students in foster care.

LCAP HIGHLIGHTS

The SCCOE worked with staff, parents and students to prepare the guiding goals for the 2017-18 LCAP:

- **Goal 1** - All students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement. *7 Actions/Services*
- **Goal 2** - All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum. *3 Actions/Services*
- **Goal 3** - In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe. *4 Actions/Services*
- **Goal 4** - Students in foster care will receive academic and social-emotional support through cross-system coordination and a collaboration of services with the child welfare agency, juvenile probation department, school districts and other stakeholders to improve academic outcomes. *4 Actions/Services*
- **Goal 5** - Ensure that all expelled students successfully complete their rehabilitation plan. *2 Actions/ Services*

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Alternative Education

The department graduated 45 students and successfully transferred 126 students (41.6%) back to home districts as a result of completing their rehabilitation plan in the 2016-17 school year. The remaining 49% are currently enrolled in AED and there is a 10.4% dropout rate.

Special Education:

This year, the department saw an increase in student performance through the Smarter Balance Assessment Consortium (SBAC) scores. There was an overall gain in scores in ELA of approximately 2%. Math scores in SBAC also increased with mixed positive scores. The participation rate of students taking the California Alternative Assessment (CAA) was approximately 91.6% combined (Math and ELA). The department organized and hosted a career fair for students with IEPs that had approximately 50 employers and 300 students attend.

Foster Youth Coordinating Services

FosterVision (FV) is a web-based data warehouse that includes educational data for foster youth in Santa Clara County. Data is extracted from the Child Welfare Agency, Juvenile Justice Department and school districts. Out of the 29 districts with enrolled foster youth, 17 are currently participating in this project resulting in a 58% completion rate. As of March 6, 2017, the Child Welfare Agency signed on 400 social workers with end user access to FV. Social Workers will now have educational related information that can be included in the 6-month court report.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Alternative Education:

On a bi-annual basis, AED administers the California Healthy Kids Survey (CHKS) to inform staff of the current level of students' social-emotional needs. In addition, the Northwest Evaluation Association (NWEA) is administered within the first 30 days of enrollment to accurately identify students' current levels of academic performance. Both of these tools increase staff's awareness of student learning needs and allows for refinement of programs to be tailored to student needs. The department has identified an increase of students with significant trauma, drug and alcohol, and social-emotional needs in addition to the consistent low academic skills. To address these needs, the department will be focusing on the social-emotional domains including the educational domain in efforts to provide student learning and educational gains.

Special Education:

Feedback and input from staff members via surveys, large group staff meetings, and ongoing conversations have highlighted time dedicated for professional development (review of student data, incorporating use of technology, differentiated instruction for students with IEPs and English learners) as a priority. The department is committed to investing in professional growth and development of its staff members, both certificated and classified, through coaching, professional development, and team meetings; aligned to meet the unique educational and social/emotional needs of students with IEPs.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Alternative Education

The department is targeting the attendance, graduation completion rates, completion of rehabilitation plans, and social-emotional services for student in an effort to increase positive outcomes for students. These outcomes will be measured by graduation rates, attendance rates, return transfers to home districts, credit attainment, and successful completion of classes. The department will provide professional development for staff members in the Positive Behavior Interventions and Supports, Multi-Tiered System of Supports, and explore/identify additional social-emotional professional development programs to support students' identified needs.

Special Education

The department is targeting the attendance rates for students within our ED (social/emotional therapeutic) classes. Additionally, the department will monitor the graduation completion rates for these students. The Department will provide professional development for staff members in tracking attendance and course completion toward graduation. The department is exploring offering an online curriculum platform to assist students with work completion toward graduation requirements.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Alternative Education:

Parent involvement in school decision making and support for student learning are important elements in education. In an effort to increase positive learning outcomes for low-income students, foster youth and English Language Learners, AED will support parent involvement by facilitating the Parent Project. These services will be provided to increase communication between the department/school sites and families. The Parent Project will increase positive parenting tools and partner with community-based organizations to increase positive learning outcomes for students.

The department is redeveloping the intake process to increase communication, expectations, supports, and resources and to improve alignment of resources to student needs. As an extension of this work, all AED students will be case managed by a multi-disciplinary team.

Special Education:

Parent involvement in school decision making and support for student learning are important elements in education. To promote parent involvement, services will be provided to increase communication between the department/school sites and families. The department is looking to provide communication through newsletters available in various languages and accessible in hardcopy and digital formats. Family engagement will be enhanced by offering parent events. The department and clusters will implement communication to inform parents about school activities and student progress. The department will implement parent breakfasts/coffee chats and School Site Council (SSC)/ English Learner Advisory Committee (ELAC) meetings to involve parents in decision making.

Student attendance is an area that greatly impacts student achievement. The department has identified the following practices as strategies and activities to assist in having a positive impact in encouraging students and families to regularly attend school: raise awareness of the negative impacts of chronic absence and truancy, identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion, and ensure that pupils with attendance problems are identified as early as possible to provide appropriate support services and interventions.

BUDGET SUMMARY

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$249,020,042

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$3,823,629

Other General Fund Budgeted Expenditures include:

Program	2017-18 Adopted Budget Expenditures
Support Services	50,408,694
Facilities	13,137,801
SELPA	1,413,535
Special Ed	95,716,330
Environmental Ed	4,339,835
Head Start	23,730,506
Migrant Ed	9,753,327
Federal & Stat Grants	10,026,021
Technology	10,524,397
Alternative Ed	5,794,594
OYA Charter	3,166,218
SVRDT	1,000,000
Contract Services	4,347,436
Special Ed Early Start	10,107,496
Transportation	1,730,223
Total	245,196,413

Opportunity Youth Academy charter will prepare its own LCAP.

\$32,565,655

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Goal 1

All students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills, Common Core State Standards (CCSS), English Language Development Standards, Next Generation Science Standards, and other CA adopted standards through the use of evidence-based instructional practices which eliminate barriers to student success and promote achievement

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL SCCOE Goal 1: Improve student equity and reduce access discrepancies to high quality education

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Monitor the degree to which teachers are appropriately assigned and credentialed in subject areas;
- Implementation of content and performance standards for all students including EL;
- Programs and services enable ELs to access core and ELD standards;
- Degree to which all students have access and enrollment in all required areas of study, including unduplicated pupils and students with disabilities;
- Statewide assessments;
- Sustain the % of students successfully completing A-G courses;
- Sustain or increase the % of students successfully completing CTE sequences or programs of study that align;
- EL progress toward English proficiency as demonstrated by increased progress on the English Language Proficiency tests (currently CELDT); an increased percentage of students showing progress via Title III Accountability measures (AMAO's); and an increase in the percentage of Long Term English Learners with improved outcomes on standardized testing and English Language Proficiency tests;
- EL reclassification rate;
- Monitor the % of students passing Advanced Placement exams (3+) (Due to the transient nature of our AED program participation in AP is limited);
- % of students demonstrating college preparedness (Early Assessment

ACTUAL

Alternative Education

- 100% of certificated personnel were assigned with the appropriate credential.
- Core Content standards are embedded in ELD Edge Curriculum.
- All ELL students have access to Edge ELA curriculum.
- All students have access to core academic curriculum toward completion of a high school diploma.
- Reclassification occurs in the student's home district.
- 100% of students are enrolled in appropriate courses aligned to state standards, ELD, and participated in state assessments.
- Students are not enrolled in AP courses nor are they taking the AP exams.
- 100% of students are enrolled in at least one CTE course and have access to SCVCTE for completor and capstone courses.
- 0% of students are demonstrating college preparedness on the Early Assessment Program test via CAASSP.
- 100% of students have access to core academic standards aligned instructional material.
- All facilities are maintained in good repair.

Program exam);

- Every pupil in the district has sufficient access to the standards-aligned instructional materials;
- While the degree to which school facilities are maintained in good repair is associated with State Priority #1, we are measuring it with Goal 3;
- Monitor the % of Special Education English Language Arts and Math IEP goals achieved;
- Increase the degree to which teachers are appropriately assigned and credentialed in subject areas;
- Increase the participation rate on statewide assessments;
- Academic Performance Index (Suspended for 2015-16 as per CDE direction).

- 95% of 8th and 11th grades participated in state assessments.

Special Education

- 100% of certificated personnel were assigned with the appropriate credential.
- Program content and performance standards were aligned with Common Core State Standards and Preschool Learning Foundations for all students with IEPs.
- All students are provided with access and are enrolled in all required areas of study, as applicable, as indicated on each student's IEP.
- 9 students were reclassified as English Proficient through the use of the scores on the CELDT or SCCOE CALPS.
- The overall language proficiency for students remained constant from the 2015-2016 school year over to the 2016-2017 school year.
- 0 students are enrolled in AP courses or are taking the AP exams and 0% of students passed AP exams.
- 0% of students demonstrated college preparedness (Early Assessment Program exam).
- Students were provided instruction aligned to Common Core State Standards.
- All facilities are maintained in good repair.
- Out of 103 students eligible to participate in statewide assessments (Smarter Balanced – ELA), 67 students participated. Out of 102 students eligible to participate in statewide assessments (Smarter Balanced – Math), 66 students participated. Out of the 15% of students SPED provides services, some students are tested with their respective home districts.
- Out of 468 students eligible to participate in statewide assessments (California Alternative Assessment – ELA), 430 students participated. Out of 468 students eligible to participate in statewide assessments (California Alternative Assessment – Math), 428 students participated. A percentage of students that SPED supports are profoundly impacted by multiple disabilities and are not able to participate in testing.

ACTIONS / SERVICES

Action

1

Actions/Services	PLANNED 1.1 Teacher collaboration will occur on a bi-weekly basis to improve instructional practice (i.e. Implementation of Common Core; use of Interim and Formative assessments; English Language Development Strategies for Long Term English Learners, etc.)	ACTUAL AED Department/Teachers collaborated on a weekly basis. Early release Wednesdays were used to allow teachers to focus on CCSS, NGSS, Assessments, ELA, Special Education, CTE, and instructional strategies.
Expenditures	BUDGETED AED LCFF \$9,000 Certificated Salaries/Benefits (1000-1999/3000 -3999) AED Title I \$4,995 Certificated Salaries/Benefits (1000-1999/3000)	ESTIMATED ACTUAL AED LCFF \$9,000 <i>Salaries – Expended: \$8,411.76</i> <i>Benefits – Expended: \$5,440.26</i> AED Title I \$4,995 Certificated Salaries/Benefits (1000-1999/3000)
Actions/Services	PLANNED 1.2 Provide paid opportunities for teachers to obtain specialty credentials in specific areas of need (i.e. VPSS, Special Ed.)	ACTUAL SPED: Provided paid opportunities for teachers to obtain specialty credentials in specific areas of need (i.e. VPSS), and specialty credentials in specific areas of need (i.e. VPSS, Special Ed.)
Expenditures	BUDGETED AED LCFF \$25,760 Certificated Stipend (1000-1999) SpEd LCFF \$110,400 Certificated Stipend (1000-1999) Online Class (5800-5899) (5000)	ESTIMATED ACTUAL AED – \$25,760 SPED: LCFF \$5200.00 –BTSA.
Actions/Services	PLANNED 1.3 AED will continue to submit courses for A-G accreditation in four core subject areas.	ACTUAL AED: TOSA's/Counselors began the process to align courses to A-G. Greater reliance on Odysseyware A-G approved courses moving forward.
Expenditures	BUDGETED AED LCFF \$25,760 Certificated Stipend (1000-1999)	ESTIMATED ACTUAL \$0
Actions/Services	PLANNED 1.4 AED: Walk through generated data obtained via principal walk-throughs will be compared to baseline (2015-16) for Principal Professional Development.	ACTUAL AED: Walkthrough-generated minimal data was obtained due to interface not aligned to current needs and practice. Future development is necessary. SPED: In process – SPED is collecting, reviewing and monitoring

	<p>SpEd: Monitor the implementation and fidelity of professional development; walk through data collection, structured observation, evidenced-based practice checklists, indicators of success, 1:1 principal supervisor conferences.</p>	<p>the implementation and fidelity of professional development; walkthrough data collection, structured observation, evidenced-based practice checklists, indicators of success, and 1:1 principal supervisor conferences. SPED is anticipating the objective culminating in May of 2017 to review the data collected during the 2016-2017 school year.</p>
Expenditures	<p>BUDGETED SpEd: LCFF \$10,000 Coaching and Consultative Services: (5800)</p>	<p>ESTIMATED ACTUAL SPED utilized Calculus Roundtable to assist in achieving this action item. \$10,000.00</p>
Actions/Services	<p>PLANNED 1.5 AED will provide intersession for community school students in need of credit recovery.</p>	<p>ACTUAL AED did not provide intersession for community school students in need of credit recovery due to limited student and staff interest.</p>
Expenditures	<p>BUDGETED AED LCFF \$100,031 Certificated Salaries/ Benefits (1000-1999/3000-3999) Materials(4300-4399)</p>	<p>ESTIMATED ACTUAL \$0</p>
Actions/Services	<p>PLANNED 1.6 Teachers will share best practices through committees, online vehicles and Professional Learning Teams/Communities to improve instructional practice.</p>	<p>ACTUAL AED: Teachers collaborated on a weekly basis to share best practices through committees, online vehicles and Professional Learning Teams/Communities. SPED: Teachers have shared throughout the 2016-2017 school year best practices through committees, online vehicles and Professional Learning Teams/Communities to improve instructional practice. Results from the PLTs will be shared with the administrative team in May 2017. In total, throughout the 2016-2017 school year, 10 gatherings will have been convened.</p>
Expenditures	<p>BUDGETED SpEd Title I \$15,000 Certificated Salaries/ Benefits (1000-1999/3000) AED Title I \$6,640 Certificated Salaries/ Benefits (1000-1999/3000-3999)</p>	<p>ESTIMATED ACTUAL AED Title I \$6,640 Certificated Salaries/Benefits (1000-1999/3000-3999) SPED: As of March 6, 2017, \$10,666.83 for teacher salaries, and \$4,111.50 for professional development. (Total \$14,778.33)</p>
Actions/Services	<p>PLANNED 1.7 Standards-based English Language Development (ELD) instruction will occur on a daily basis using research-based strategies.</p>	<p>ACTUAL AED Standards-based English Language Development (ELD) instruction occurs on a daily basis using Edge Core research-based strategies. SPED: Standards-based English Language Development (ELD) instruction occurred on a daily basis using research-based strategies through professional development provided to staff.</p>

Expenditures

BUDGETED

AED Title III \$10,000
AED Title I \$57,126

SpEd Title III \$10,000 Certificated Salaries/ Benefits
(1000-1999/3000-3999)

ESTIMATED ACTUAL

AED Title III – \$700.98/month
\$4,906.86 as of February 2017
AED Title I – \$6,206.55/month \$43,445.85 as of February 2017
SPED: Title III \$3,450

[Actions/Services](#)

PLANNED

1.8 Students will have access to online curriculum and assessments and other technologies used for individualized learning (i.e. interim Smarter Balanced Assessment Consortium (SBAC) assessments, Student Annual Needs Determination Inventory (SANDI), Study Island and Odysseyware).

ACTUAL

AED: Students have access to online curriculum and assessments and other technologies used for individualized learning via Odysseyware.

SPED: Students have been provided access to online curriculum, assessments and other technologies used for individualized learning (i.e. interim Smarter Balanced Assessment Consortium (SBAC) assessments, Student Annual Needs Determination Inventory (SANDI), Study Island and Odysseyware). Teachers have been provided trainings throughout the school year for the use of the online systems.

Expenditures

BUDGETED

SpEd SANDI - Restricted Lottery \$68,400 (6300-4322)

SpEd Study Island (Edmentum) \$11,150 Unrestricted Lottery (6400-4322)

AED Title I \$85,000 Odysseyware/N WEA Contracts (5800-5899)

AED LCFF \$10,000 Odysseyware/N WEA Contracts (5800-5899)

ESTIMATED ACTUAL

AED: LCFF Budgets

Contracts

\$40,750 – Odysseyware
\$4,455 – NWEA

SPED:

SANDI Subscription – \$63,400
Edmentum - \$12,298.68 (total \$75,698.68)

[Actions/Services](#)

PLANNED

1.9 Administrators will study the classroom instructional practices linked to student engagement using a standardized walk through tool.

ACTUAL

AED: Administrators studied the classroom instructional practices linked to student engagement using a standardized walkthrough tool and came to the conclusion that more work needs to be done to improve the practice and tool.

SPED: Administrators studied the classroom instructional practices linked to student engagement using a standardized walkthrough tool.

Expenditures

BUDGETED

AED LCFF \$5,000 Walk Through Software/ Online Service (4300-4399/5800-5899)

SpEd Title 1 \$23,500 Contracts (5800-5899)

ESTIMATED ACTUAL

AED: Calculus Roundtable \$4,825

SPED: Calculus Roundtable, \$23,000

Actions/Services	PLANNED 1.10 Director of Special Education will develop a comprehensive Professional Development Plan for the 2016-17 school year such that teachers are prepared to provide rigorous, relevant and engaging instruction.	ACTUAL SPED: The department developed a comprehensive Professional Development Plan for the 2016-17 school year such that teachers are prepared to provide rigorous, relevant and engaging instruction. The department planned for "Back to School," IDEA trainers, and "Boot Camp," for the 2016-2017 school year. Also, 8 days of planned PD were provided to the special education staff members (i.e., teachers, DIS). Within these days, 80 different workshops were offered.
Expenditures	BUDGETED SpEd Title I \$50,000 Certificated Salaries/ Benefits (1000-1999/3000) Classified Salaries/ Benefits (2000-2999/3000)	ESTIMATED ACTUAL SPED: \$10,666.63 in certificated salaries, ACSA Academies and Conference \$25,500.00, IDEA Trainers \$11,500.00 (total \$47,666.63)
Actions/Services	PLANNED 1.11 Provide transition planning and/or emancipation services through: <ul style="list-style-type: none"> College & Career Fair events/Transition Fair Individual Learning Plans 	ACTUAL AED: The AED department took students on field trips, college fairs, and job fairs on a regular basis. All students in the community schools had access to these services while court school students used online resources to gain access to these services. All students AED wide participated in ILP, MAP, and or wrap around services.
Expenditures	BUDGETED FYS grant and Title I \$ 30,00 Contract/ Agreement (5800-5899)	ESTIMATED ACTUAL AB 854 mandates that LEAs are responsible to provide direct services to students. No FYS funds were expended for this action/service.
Actions/Services	PLANNED 1.12 Provide tutorial services, and counseling to foster youth enrolled in LEA.	ACTUAL After school tutoring was provided for Foster Youth students.
Expenditures	BUDGETED FYS grant and Title I \$ 30,00 Contracts (5800-5899)	ESTIMATED ACTUAL \$12,540
Actions/Services	PLANNED 1.13 SpEd teachers will incorporate technology into daily instruction effectively demonstrating best practices using technology in the classroom.	ACTUAL SPED: Teachers have been provided with technology to incorporate into daily instruction, effectively demonstrating best practices using technology in the classroom.
Expenditures	BUDGETED SpEd Title I - \$50,000 (5830) - Online curriculum courses and materials)	ESTIMATED ACTUAL SPED: Title I \$49,967.70

Goal 2

All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL SCCOE Goal 1: Improve student equity and reduce access discrepancies to high quality education

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Decrease Chronic Absenteeism; Improve School Attendance Rates;

Decrease Middle School Dropout Rate;

Sustain or Increase High School Graduation Rate; Decrease High School

Dropout Rate;

Share of AED students that are college and career ready will be monitored through the SCCOE Student Information System;

Save Rate instead of dropout rate \pm AED \pm credits based on transitions, etc.

Participation in Dual Enrollment/Credit

Employment as shown on Workability/Work Experience follow up surveys

Career Pathways certification

ACTUAL

AED

- The average attendance rate for the 2016-17 school year (to date)
Court School = 99.8 %
Community School = 70.2%
- The current level of Chronic Absenteeism is 24.8% in the community schools and 0% in the court schools.
- The 8th grade dropout rate in the community schools is 12.5 % and 0% for the court schools.
- The graduation rate is difficult to quantify accurately due to the nature of our program and the length of enrollment in our schools. This year we have graduated 45 students.
- Currently have 3 students dual enrolled in Silicon Valley CTE (CTE).
- Currently 38% of court school students are enrolled in a CTE course.
- Currently 75% of community school students are enrolled in a CTE course.

SPED

- The average attendance rate for the 2016-2017 school year (to date) is 88.70%.
- Assisting 200 students working at job sites.
- 31 job clubs with 291 students attending job clubs

- 5 students have transitioned to gainful employment.
- 13 students moved to locations unknown.
- The graduation rate is 83.6%.
- The Middle school dropout rate was not recorded.
- The chronic absenteeism rate is 31.1% for the 16-17 school year (majority of absenteeism comes from medically fragile classrooms as students are in and out of the hospitals).
- In SPED, 0% of students met A-G.
- In SPED, 0% of students completed CTE sequences.

ACTIONS / SERVICES

Action

2

Actions/Services

PLANNED

2.1 Expand mentoring/internship programs from prior year in job training and student employment.

ACTUAL

AED: The job developer & San Jose State University intern provided direct service to students by taking them to job fairs, internships, and helped them secure employment.

Expenditures

BUDGETED

AED LCFF \$2,000 Materials/ Supplies (4300-4399)

ESTIMATED ACTUAL

AED: San Jose State University Intern - \$2,000 per intern. Budget amount was transferred to 5200 budget to cover cost.

Actions/Services

PLANNED

2.2 AED will continue to offer professional development opportunities/conferences for teachers regarding best practices/strategies in relation to CTE.

ACTUAL

AED continued to offer professional development opportunities/ conferences for teachers regarding best practices/strategies in relation to CTE.

Staff will develop transition plans in SpEd to identify post-secondary career options in conjunction with workability.

SPED: Staff members, through the IEP process, develop individualized transition plans to identify post-secondary career options in conjunction with workability.

Expenditures

BUDGETED

AED LCFF \$10,000 Certificated Salaries/ Benefits (1000-1999/3000-3999) Travel/ Conference (5200-5299)

ESTIMATED ACTUAL

AED: LCFF \$10,000 Certificated Salaries/ Benefits (1000-1999/3000-3999) Travel/ Conference (5200-5299)

SpEd Workability Certificated Salaries/ Benefits \$5,000 (1000-1999/3000-3999)

SPED: SpEd Workability Certificated Salaries/ Benefits \$5,000 (1000-1999/3000-3999)

Actions/Services

PLANNED

2.3 Teacher training, data collection and data use on SANDI, Unique, Study Island and SBAC Interim Assessments to formulate goals and guide instruction. New staff will be trained.

ACTUAL

SPED: Teachers were offered and provided training on data collection and data use on SANDI, Unique, Study Island and SBAC Interim Assessments to assist them in formulating goals for IEPs and to guide instruction.

Expenditures	BUDGETED SpEd LCFF \$20,000 Online curriculum courses and materials (5830)	ESTIMATED ACTUAL SPED: Edmentum (Study Island) training - \$3,000.00, Unique training - \$2,500.00, (total \$5,500.00)
Actions/Services	PLANNED 2.4 Teachers will fully implement SANDI assessments to track student progress.	ACTUAL SPED: Teachers have been provided with access to training and are implementing SANDI assessments to track student progress.
Expenditures	BUDGETED SpEd Restricted Lottery SANDI \$5,412 Materials and Supplies (4322)	ESTIMATED ACTUAL SPED: SANDI Training and materials - \$4,000.00
Actions/Services	PLANNED 2.5 English Language (EL) students will be assessed with SCCOE Comprehensive Alternate Language Proficiency Survey (CALPS) to measure readiness for reclassification of English Language Learners, monitor progress and inform instruction.	ACTUAL SPED: English Language (EL) students have been and are being assessed with SCCOE Comprehensive Alternate Language Proficiency Survey (CALPS) to measure readiness for reclassification of English Language Learners, monitor progress and inform instruction.
Expenditures	BUDGETED SpEd Title I \$5,000 Certificated Salaries/ Benefits (1000-1999/3000)	ESTIMATED ACTUAL SPED: EL Training - \$3,200.00
Actions/Services	PLANNED 2.6 Staff will implement Making Action Plan (MAP) in AED.	ACTUAL AED: Staff implement My Action Plan (MAP) with little success due to online version and access issues. The team is currently working with technology services to improve the online tool
Expenditures	BUDGETED AED LCFF \$2,000 Direct Transfer-Print Shop (5710)	ESTIMATED ACTUAL AED: MAP Booklets \$633.40
Actions/Services	PLANNED 2.7 SpEd Teachers will have ongoing opportunities to receive training and mentoring on developing and implementing IEP goals aligned to Common Core (task analysis and scaffolding).	ACTUAL SPED: Teachers were provided with ongoing opportunities to receive training and mentoring in the development and implementation of IEP goals aligned to Common Core (task analysis and scaffolding).
Expenditures	BUDGETED SpEd Title 1 \$2,000 Certificated salaries/benefits (1000-1999/3000)	ESTIMATED ACTUAL SPED: \$5,200 – mentoring and coaching.

Goal 3

All students will increase achievement levels by engaging in core curriculum delivered in a safe, welcoming and culturally/linguistically responsive learning environment, and enhanced by working in partnership with parents, families and community members.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL SCCOE Goal 1: Improve student equity and reduce access discrepancies to high quality education

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Average School Attendance Rates at 80% or Higher

Monitor Middle School Dropout Rates;

Sustain or Increase High School Graduation Rates;

Decrease High School Dropout Rates;

Student Suspension Rates - Incident Reports;

Chronic Absenteeism Rates - Number of students referred to SARB;

Student Expulsion Rates - Due to the nature of our program, we do not expel;

Degree to which facilities are in Good Repair - Safety and agreements - 100% Williams Compliance -- FIT - Facility Inspection;

Efforts to Seek Parent Input - Number of parents participating - variety of events;

Promotion of Parent Participation - Customer Satisfaction Survey;

CHKS - California Healthy Kids Survey

ACTUAL

Alternative Education

- The average attendance rate for the 2016-17 school year (to date)
Court School = 99.8 %
Community School = 70.2%
- The middle school dropout rate was 12.5%
- True graduation rates are difficult to fully identify as many students transfer back to the home district. Current graduation rates are 33% for community schools and 36% for court schools.
- Dropout rates for community school is 10.24% and 0% for court schools.
- The current level of suspension in the community school is 189 and 19 for court schools.
- AED doesn't expel students. Therefore, 0% expulsions.
- All facilities are maintained in good repair.
- The graduation rate is difficult to quatify accurately due to the nature of our program and the length of enrollment in our schools. This year we have graduated 45 students
- The California Healthy Kids Survey (CHKS) was not administered for the 2016-17 school year.
- There have been 6 ELAC and 6 School Site Council meetings with an average attendance of 8 members.

	<p>Special Education</p> <ul style="list-style-type: none"> • The average attendance rate for the 2016-17 school year (to date) is 88.70%. • All facilities are maintained in good repair. • 13 students moved to locations unknown. • The graduation rate is 83.6%. • The California Healthy Kids Survey (CHKS) was not administered for the 2016-2017 school year. • There have been 6 ELAC and 6 School Site Council meetings with an average attendance of 8 members. • There have been 4 Parent Institutes (seminars/workshops) with an average attendance of 14 parents. • There have been 9 Podd (communication device) trainings for parents with an average attendance of 9 parents. • The suspension rate is 1.6%. • The expulsion rate is 0.0% • The chronic absenteeism rate is 31.1% for the 16-17 school year.
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ACTIONS / SERVICES

Action **3**

Actions/Services

<p>PLANNED</p> <p>3.1 Continue action from year one - Provide meaningful activities such as physical education, art, field trips and life skills development, which support global citizenship to increase student engagement and promote student attendance.</p>	<p>ACTUAL</p> <p>AED continues to provide meaningful activities such as physical education, art, field trips and life skills development, which support global citizenship to increase student engagement and promote student attendance.</p> <p>SPED: Provided meaningful activities such as physical education, art, field trips and life skills development, which support global citizenship to increase student engagement and promote student attendance.</p>
<p>BUDGETED</p> <p>AED LCFF \$5,000 Contracts (5800-5899) AED Title I \$20,000 Contracts (5800-5899)</p> <p>SpEd Title I \$23,000 Contracts (5880)</p>	<p>ESTIMATED ACTUAL</p> <p>AED: SV Creates Contract \$21,000</p> <p>SPED: Title I School Site Council has allocated \$23,000.00 for use on field trips.</p>

Expenditures

[Actions/Services](#)

PLANNED

3.2 Provide classes/activities for students that promote leadership, a sense of belonging and self-advocacy through:

- Expanding sports/clubs programs
- Field trips
- After-school programs
- Workshops & conferences
- Extended school programs
- Counseling groups and drug & alcohol programs

ACTUAL

AED: Provides classes/activities for students that promote leadership, a sense of belonging and self-advocacy. These courses include but not limited to music, student leadership opportunities, counseling groups, field trips, and job development.

[Expenditures](#)

BUDGETED

AED LCFF \$350,000 Contracts (5800-5899)

AED Title I \$10,000 Contracts (5800-5899)

ESTIMATED ACTUAL

AED: Silicon Valley Creates contract \$21,000.00

Field Trips \$1,075

Fresh Lifelines for Youth (FLY) \$30,000

Uplift Family Services \$120,000

San Jose State University – interns \$16,000

[Actions/Services](#)

PLANNED

3.3 Parent Engagement

Involve and educate parents to become effective partners in their child's education and transition through:

- Common Core training and College & Career readiness information distribution and presentations
- School Site Council & English Language Advisory Committee
- Transition Planning - Transition Center
- College & Career Fair days
- Parent Project
- Award Nights (site & district)
- Student Orientations
- Increase community partners that provide resources for parents and students

SpEd: Parent engagement, beyond IEP participation will be supported by the use of online courses, providing customize training close to parent homes and rewarding parents for completing training.

ACTUAL

AED has been engaging with parents and the community, beyond enrollment, via SSC, counseling groups, field trips, parent meetings, and college and career fairs.

SPED has been engaging with parents and the community, beyond IEP participation and will be supported by the use of online courses, providing customized trainings offered throughout the county as close to parent homes as possible. The department, in partnership with School Site Council and ELAC, are exploring opportunities to have parents attend seminars/conferences locally.

Throughout the 2016-2017 school year, SPED will have engaged in 6 ELAC meetings and 6 school site council meetings. SPED will also have hosted 4 parent institute presentations providing parents with information on Special Ed law, practices, and how to partner with LEAs in supporting their children through the IEP process.

Expenditures	BUDGETED AED Title I \$23,534 Classified Salaries/ Benefits (2000-2999/3000-3999) Books/ Materials (4200/4300) Contracts (5800-5899) AED LCFF \$10,000 Classified Salaries/ Benefits (2000-2999/3000-3999) Books/ Materials (4200/4300) Contracts (5800-5899) SpEd Title I \$20,000 Contracts (5800-5899)	ESTIMATED ACTUAL AED Title I \$23,534 AED LCFF \$10,000 (Classified Salaries/Benefits & Books/Materials) SPED: Title I School Site Council has budgeted \$20,000 for Contracts.
	PLANNED 3.4 Parent communication will be supported through the use of information on the SpEd Evidence-Based Practices website.	ACTUAL SPED: The engagement of this action item was placed on hold following the introduction of the parent engagement series SCCOE is beginning to provide to the parent community.
	BUDGETED SpEd – LCFF \$30,000 Certificated Salaries (1000-1999) Classified Salaries (2000-2999) Staff Benefits (3000- 3999) Professional/Consulting Services (5800)	ESTIMATED ACTUAL N/A
Expenditures	PLANNED 3.5 Engage parents, teachers, and students to provide welcoming learning environment that promotes the vision & mission, social/emotional well-being and is culturally responsive through art activities and/or campus beautification projects to create engaging common space. <ul style="list-style-type: none"> • Student art • Posters • Bulletin boards • Murals • Use of community partners 	ACTUAL AED engaged students with Silicon Valley Creates to promote the vision & mission, social/emotional well-being and is cultural responsibility. This was achieved through art activities and/or campus beautification projects.
	BUDGETED AED LCFF \$50,000 Contracts (5800-5899)	ESTIMATED ACTUAL Silicon Valley Creates \$21,000 LCFF (5800-5899) Santa Clara County District Attorney's Office (parent project) \$13,507
	PLANNED 3.6 SpEd: Maximize student learning opportunities by providing classroom environments with integration of technology, including increased specified spaces and work spaces.	ACTUAL SPED is maximizing student learning opportunities by providing classroom environments with integration of technology, including increased specified spaces and work spaces.
Expenditures	BUDGETED SpEd – Title I: \$50,000 Equipment Costing Under \$500 (4368) Non-Capitalized Equipment (4400)	ESTIMATED ACTUAL SPED: Title I School Site Council has approved a budget to include \$88,819 for technology equipment.

[Actions/Services](#)

PLANNED

3.7 SpEd: Parents will give input on a school experience survey in the Fall and Spring.

ACTUAL

SPED: Utilizing parent engagement opportunities, Special Ed collected feedback from parents through School Site Council/ELAC meetings, parent institutes and student related assemblies. The department has been able to engage in conversations with parents during the different engagement opportunities. The department plans to sent out a survey to parents in the fall of 2017.

Expenditures

BUDGETED

N/A

ESTIMATED ACTUAL

N/A

[Actions/Services](#)

PLANNED

3.8 Special Education Facilities will be in good repair.

ACTUAL

Special Education Facilities are in good repair.

Expenditures

BUDGETED

SpEd – LCFF \$150,000 Buildings & Facilities (6200)

ESTIMATED ACTUAL

SPED: LCFF \$88,300 classroom maintenance.

Goal 4

Coordinate and provide Foster Youth support services including technical support, training and professional development to schools and school districts via indirect services or through collaborations with identified community partners

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☒ 10

LOCAL: SCCOE Goal 2: Provide support to districts, communities, schools and students

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Work with Department of Family & Children's Services (DFCS) to minimize changes in school placement
2. Provide education-related information to DFCS via FosterVision database to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports.
3. Respond to request from the SCCOE court and community schools to ensure the delivery and coordination of necessary educational services for students in out-of-home placement.
4. Support school districts and DFCS to expedite the transfer of health and education records and the health and education passport.
5. Work with school districts as they transition to the new mandate (AB 854) to improve educational services to students in foster care.

ACTUAL

1. Foster Youth Services Coordinating Program (FYSCP) staff was involved in 93 (baseline) school placement changes.
2. Effective March 6, 2017, 400 Social Workers were trained and provided access to the FosterVision (FV) Database. This is an increase of 408. Originally, 12 social workers were provided access during the Beta test phase. A total of 420 social workers have end user access.
3. The FYSC program's LEA District Liaison assisted AED staff and group home staff through AB 167 qualifications, student enrollment, SSTs, IEP meetings, and college and career workshops resulting in serving 52 (baseline) students.
4. Of the 29 districts of enrolled foster youth, 17 have access to education records through the FosterVision database. School districts are participating at a rate of 58%.
5. FYSCP staff have consistently provided technical assistance and guidance through the transition of AB 854. Of the 31 school districts; 2 had no foster youth enrolled and 29 confirmed regular enrollment of students in foster care. This is a completion rate of 100%.

ACTIONS / SERVICES

Action

4

Actions/Services

PLANNED

4.1 Work closely with the Department of Family and Children's Services (DFCS) and Juvenile Justice Department under AB490 / AB854 provisions.

ACTUAL

FYSCP co-located staff assisted DFCS with 70 students under the AB 490 and AB 854 provisions.

FYSCP LEA District Liaison assisted Juvenile Probation and group home providers with 93 school placement changes.

Expenditures

BUDGETED

CDE FYS grant \$50,000 for Classified Salaries and Benefits (2000-2999/3000-3999)

ESTIMATED ACTUAL

CDE FYSCP grant allocation \$62,454 (salaries and benefits)

Actions/Services

PLANNED

4.2 Work with schools and school districts as they transition toward providing direct services under AB 854 to students in foster care that include tutoring, mentoring and counseling services.

ACTUAL

A survey was conducted to determine the tutoring services provided by school districts; 22 of out of 29 school districts with enrolled foster youth completed their survey resulting in a response rate of 75%. Of those school districts that responded, none offered 1:1 tutoring to foster youth.

As of October 2017, four school districts have implemented 1:1 tutoring in their schools serving students in foster care resulting in a 13.7% service rate.

Expenditures

BUDGETED

CDE FYS grant \$50,000 for Classified Salaries and Benefits (2000-2999/3000-3999)

ESTIMATED ACTUAL

CDE FYSCP grant allocation \$62,454 (salaries and benefits)

Actions/Services

PLANNED

4.3 Work in collaboration with school districts, community partners and institutions of higher education to ensure foster youth meet admission requirements and have access to programs that support their matriculation needs.

ACTUAL

The StepUp program served 19 students; 90 % are expected to graduate and matriculate to 2-year Community Colleges.

Expenditures

BUDGETED

CDE Grant funds for Foster Youth Programs for classified salaries and benefits (2000-2999/3000-3999) \$46,641

ESTIMATED ACTUAL

CDE FYSCP grant allocation \$62,454 (salaries and benefits)

Actions/Services

PLANNED

4.4 Facilitate collaboration among community partners and local agencies to ensure the most appropriate services are provided to foster youth by conducting ongoing Executive Advisory Council meetings.

ACTUAL

FYSCP conducted two Executive Advisory Council (EAC) meetings. The members of the EAC also participated in the development of the 2017-20 Summary Plan. Two school districts have consistently participated as members.

Expenditures

BUDGETED

CDE Grant funds for Foster Youth Programs for classified salaries and benefits (2000-2999/3000-3999) \$46,641

ESTIMATED ACTUAL

CDE FYSCP grant allocation \$62,454 (salaries and benefits)

Goal 5

Expand services to local districts to provide technical support, training and professional development to schools and school districts in the areas of Restorative Justice, Positive Behavior Intervention systems, and Trauma Informed Care and increase the number of district expelled students who successfully complete expulsion orders within a two semester period at their SCCOE-provided program.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☒ 9 ☐ 10

LOCAL SCCOE Goal 2: Provide support to districts, communities, schools and students

ANNUAL MEASURABLE OUTCOMES

EXPECTED

The County Superintendent of Schools coordinates instruction of expelled students as evidenced by the Countywide Expelled Youth Plan:

High School Completion Rates

100% of students will have a completed MAP (My Action Plan), an individualized learning plan for students.

ACTUAL

COMMUNITY SCHOOLS

SITE	TOTAL ENROLLMENT	COMPLETED PROGRAM/ GRADUATED	STILL ENROLLED
EDGE	66	10 of 34 - 29%	32
Ind. Study	33	7 of 19 - 34%	14
Odyssey	43	13 of 23 - 57%	20
Snell	114	13 of 47 - 28%	67
Sunol	48	6 of 10 - 60%	38

TOTALS	304	Average - 41.6%	171
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COURT SCHOOLS

	TOTAL ENROLLMENT	GRADUATED	STILL ENROLLED
Blue Ridge	69	10 of 37 - 27%	32
Osborne	541	14 of 456 - 3%	85

TOTALS	610	Average - 15%	117
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There was no data collected on completion of the MAP due to several factors that include, but not limited to: tech issues preventing use of the tool, unclear roles and responsibilities of implementation of tool, and no data collection system was established.

ACTIONS / SERVICES

Action

5

Actions/Services	PLANNED 5.1 Expand the number of services available to expelled youth through community partnerships.	ACTUAL AED strengthened relationships and collaboration with Community-based partners, probation, juvenile courts, and agencies to increase the success of our students.
Expenditures	BUDGETED AED LCFF \$100,000 Contracts (5800-5899)	ESTIMATED ACTUAL Uplift Family Counseling Services Contract \$120,000.00 AED LCFF
<u>Actions/Services</u>	PLANNED 5.2 MAP (My Action Plan), an Individual Learning Plan for students, will accompany all youth who are returning to their District of Residence.	ACTUAL Staff implemented My Action Plan (MAP) with little success due to online version and access issues. The team is currently working with technology services to improve the online tool.
Expenditures	BUDGETED N/A	ESTIMATED ACTUAL N/A
<u>Actions/Services</u>	PLANNED 5.3 Student recidivism rates will be monitored including data points specific to program participation, student demographic profiles and services provided.	ACTUAL Initiated a new collaboration with Santa Clara County Probation to develop a research project to explore the relationship between the length of juvenile justice involvement and educational outcomes. To date, there has been no cost to this work, just allocated time.
Expenditures	BUDGETED N/A	ESTIMATED ACTUAL N/A
<u>Actions/Services</u>	PLANNED 5.4 Implement Biannual Parent/Guardian/Student conferences to monitor progress toward the completion of expulsion orders.	ACTUAL Student conferences were held at the end of each term to review student progress toward expulsion orders. When students met their requirements they were returned to home district.
Expenditures	BUDGETED AED LCFF 200 classified hours @ \$25/hour = \$5,000 Classified Salaries/ Benefits (1000-1999/3000-3999) AED ± 111 teacher hours @ \$45/hour = \$4,995 Certificated Salaries/Benefits (2000-2999/3000-3999)	ESTIMATED ACTUAL N/A

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/ services to achieve the articulated goal.

Goal 1. AED: The combined actions and services of this goal, as implemented, provided a learning environment and culture for students to access curriculum to promote their skills and achievement. In addressing Goal 1, the Alternative Education Department addressed teacher credentialing, professional development, and proper alignment of staff. Over the last three years, teachers have accessed the additional funds to become certified in additional content areas via VPSS. It is important to note that the within the Alternative Education Department, the Opportunity Youth Academy (OYA) program moved into a new Charter School status and became its own department. As a result, the Alternative Education Department lost a significant amount of highly qualified staff. Through declining enrollment and reassigning of staff, the Alternative Education Department has been able to fully staff the school sites with appropriate teachers.

In support of the ongoing need for professional development, the staff engaged in release days by department. During these professional development days, the Teachers on Special Assignment facilitated Professional Learning Communities and refined the core content and department's priorities. In addition, in the Fall of 2016 all certificated and the majority of classified staff participated in Trauma Informed Care practices to increase the quality of the social emotional support for our At-Risk students. In the Spring of 2017, staff participated in focused department professional development, a Juvenile Judge presentation, and targeted Odysseyware training to help align the NWEA assessment to our core academic program and to increase access to A-G courses.

Goal 1. SPED: Combined, the actions and services of this goal, as implemented, provided a learning environment and culture for students to access curriculum to promote their skills and achievement. To achieve Goal 1, the Special Education Department created pathways to build the capacity and increase the requisite knowledge of its staff to support the diverse learning needs of the students attending programs in SCCOE, as well as partnering with SELPAs in meeting the educational and social/emotional needs of its students. This was done by offering credentialed staff members with planned professional development provided at marked periods throughout the school year, dedicated and reoccurring time for professional learning team meetings and access for added credential authorizations. Special Education also continued with its roll out of technology (both devices/equipment and online platforms) to assist with data collection to help drive and monitor effective teaching classrooms/environments and student learning based on student need.

Goal 2. AED: To assist students with obtaining and achieving a successful transition from their home district to the Alternative Education's Court and Community Schools, all students received the NWEA assessment to identify current levels of performance. Thereafter, the staff facilitated the MAP tool to develop the plan for each individual student. Counselors reviewed graduation requirements and developed a scope and sequence set of courses for students. In addition, the job developer provided critical support, access to job fairs, and help placing students in jobs. Thereafter, they monitored their performance and coached students when necessary. Students gained valuable work experience and earned additional elective work experience credit. The Alternative Education Department provides Career Technical Education Courses. Students were provided the option to co-enroll in the Silicon Valley Career Technical Education (SVCTE) program to further their career readiness. To support students' college planning, the Alternative Education Department also provided field trips to local universities, colleges, and community colleges.

Goal 2. SPED: To assist students with obtaining and achieving a successful transition, Special Education engaged in various activities as outlined in Goal 2. To achieve Goal 2 to prepare students for a successful transition, the Special Education Department provided opportunities for students through their TPP, Workability, and the CalPromise grant program. The WorkAbility I (WAI) grant program provides comprehensive training in work, employment placement and follow-up for students in special education who are making the transition from school to work, independent living and adult life. WAI allows students to stay in school while developing pre-employment work skills. The Transition Partnership Program (TPP) builds partnerships between local education agencies and the Department of Rehabilitation (DOR) for the purposes of successfully transitioning high school students with disabilities into meaningful employment and/or post-secondary education. The local education agency provides exclusive training and enhanced vocational programming to enable students to achieve employment utilizing community-based instruction, vocational and work-site training, job placement, and follow-up services upon graduation or exiting their program. **Work Permits:** The SCCOE can provide work permits to minors requesting one. It is the SCCOE's responsibility to ensure that all laws and rules are followed when issuing a work permit.

Goal 3. AED: To achieve Goal 3, the Alternative Education Department engaged and provided various opportunities for students and families of Santa Clara County to access information, education, and community engagements relating to Alternative Education enrollment, academic programs, and successful completion of their expulsion terms. This was achieved through individualized enrollment, family meetings, SSC, and ELAC. During these meetings, the staff provided support to students & families to increase their self-awareness and individual advocacy. In support of this work, additional activities, not limited to occur regularly: Field trips, ELAC meetings, School Site Council meetings, parent trainings in the form of Parent Institutes, graduation ceremonies, student recognition awards, transition planning, and career fairs.

Goal 3. SPED: To achieve Goal 3, the Special Education Department engaged and provided various opportunities for students and families of Santa Clara County to access information, education, and community engagements relating to special education processes and procedures, fostering school and county culture, and student & family self-awareness and advocacy. This was done through various activities, not limited to: a) Field trips, b) ELAC meetings, c) School Site Council meetings, d) parent trainings in the form of Parent institutes, PDD trainings, e) graduation ceremonies, f) student recognition awards, g) transition planning, and h) career fairs.

Goal 1. AED: Progress towards Goal 1 was made. Qualitative data obtained as part of the activities conducted for Goal 1 indicated that there was positive growth toward the goal, however continued work and scope of the goal is evident. Data (qualitative and quantitative) obtained has informed the department of areas of growth needed to continue the work and efforts as identified by this goal. The feedback received has assisted the department to highlight processes and procedures that are to be developed and provided to all staff. During the first year of roll out of online programs, staff members received training for the use of online curriculum. The Assessment Techs and Paraprofessionals were trained with the certificated staff to increase use of online resources. The department also adopted the use of an online walkthrough tool. This tool was not widely used and provided little insight into classroom realities due to limited access to instrument, design of tool, and minimal identified instructional strategies linked to resources tool. There was discussion around redeveloping the tool to better meet AED needs. As a result, the staff returned to traditional walkthrough protocols to inform instruction.

Students engaged and participated in the appropriate state assessments and there was no marked difference for achievements based on scores due to the transiency of our students. Therefore, the Alternative Education Department relies on local assessments (NWEA) to accurately measure student progress. Additionally, the reclassification of EL students in AED programs did not see a change in growth. This partially relates to the demographic profile of students in AED programs.

Goal 1. SPED: Progress towards Goal 1 was made. Qualitative data obtained as part of the activities conducted for Goal 1 indicated that there was positive growth toward the goal, however continued work and scope of the goal is evident. Data (qualitative and quantitative) obtained has informed the department of areas of growth needed to continue the work and efforts as identified by this goal. The department provided monthly Professional Learning Team meetings throughout the school year culminating in a PLT showcase highlighting the various projects the team addressed to support student learning. The variety of professional development offered to the staff allowed for courses to be aligned with staff member's credentials. Students in the SPED department participated in statewide assessments showing overall positive growth. Statewide assessments for SPED included a new version designed for students impacted by their special education needs. The feedback received has assisted the department to highlight processes and procedures that are to be developed and provided to all staff. During the first year of roll out of online programs, staff members received training on the use of 3 online curriculum sites. Additionally, the department facilitated the roll out of 2 online programs to assist staff members with the development, storage, and maintenance of IEPs; as well as referrals that come to the district from the 31 districts and 7 (county) charter schools in Santa Clara County. The use of technology to support the facilitation of walkthroughs produced a limited amount of data for the leadership team to be able to review. Feedback from stakeholders revealed that the platform/interface was difficult to use. It is highly recommended that future use of this

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

platform be reviewed to determine if continued use is needed. While student participation in statewide assessments occurred, there was no marked difference for achievements based on scores. Additionally, the reclassification of EL students in SCCOE programs remained constant from previous year's growth. This partially relates to the demographic profile of students in SCCOE programs as well as the mechanism needed to capture the data from alternative assessments used for students impacted with high language needs.

Goal 2. AED: In reviewing the progress toward this goal, the department noted making positive progress. The AED program provides support for expelled and/or incarcerated youth from 31 school districts throughout the county. Within these programs, there are 5 school sites (Edge/Peak/Sunol, Snell, Odyssey, Blue Ridge and Osborne) supporting students with sensitive and traumatic conditions, a high level of identified Special Education students, conduct disorder, and at-risk lifestyles. Given the preexisting conditions of some of the students who are attending programs in AED, it can be very challenging to meet this goal due to the extreme prior conditions.

Goal 2. SPED: Upon review, the department has made positive progress toward the goal. SCCOE Special Education provides support across 174 classes throughout the county. Within the department, there are 13 specialized classes supporting medically fragile students with sensitive medical conditions. Given the preexisting conditions of some of the students who are attending programs in SCCOE, this goal may be impacted by specialized programs that SCCOE provides in supporting students who are medically fragile. For students within our Workability and TPP, SCCOE was able to assist 200 students working at job sites. There are 31 job clubs within SCCOE, with 291 students attending the job clubs. Through the efforts of these programs, 5 students have transitioned to gainful employment. Monitoring the compliance of IEPs and ITPs continues to be a need for the department. Professional development in this area will be highlighted for the staff by the department. Additionally, this is an area the department is seeking to engage with parents on how IEPs and ITPs can facilitate transferable skills into the workforce. This will facilitate the growth for the staff regarding the development of compliant and meaningful IEPs and ITPs.

Goal 3. AED: Progress was made toward Goal 3. All students within the Community Schools had access to career fairs while students in the Court Schools were ineligible due to court mandates. To augment their situation, the job developer provided 1:1 support and setup opportunities for post release. Approximately 120 students had access to job development and placement over the course of the school year. Future plans are to partner with the Mayor's Gang Prevention Task Force and the City of San Jose to link all Community School students to jobs during enrollment. This will provide our students with concrete job skills and future career options. In addition, students will earn elective credit which will increase their graduation attainment. With the progress that was made toward this action item in Goal 3, the department is exploring different avenues to increase parent participation and engagement in activities for staff members, students and families, given the geographic size of the county. With the progress made, the department has marked this area for continued growth.

Goal 3. SPED: Progress was made toward Goal 3. SCCOE hosted a career fair with approximately 300 student attendees and 50 employers at the career fair. The Special Education Department offered a spectrum of opportunities to engage with families outside of IEP meetings. The department has been successful in its charge in providing students with a variety of options to increase student learning beyond the classroom. The department is also in the process of holding presentations with a student focus on equipping the students and their families with information on how to prepare, and what steps are needed to ensure a successful transition. Partial progress was made with respect to the attendance of certain parent engagement opportunities. With the progress that was made toward this action item in Goal 3, the department is exploring different avenues to increase parent participation and engagement in activities for staff members, students and families, given the geographic size of the county. With the progress made, the department has marked this area for continued growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1 AED: No material difference between Budgeted Expenditures and Actual Expenditures was present. Each of the action items aligned to support Goal 1 were within their respective estimated targets to achieve student success.

Goal 1 SPED: No material difference between Budgeted Expenditures and Actual Expenditures was present. There was a difference of 5.42%. Each of the action items aligned to support Goal 1 were within their respective estimated targets to achieve student success.

Goal 2 AED: A difference between Budgeted Expenditures and Actual Expenditures was slightly present due to implementation of practices. The staff met this need with existing staff hours and there was no need to expend all funds planned.

Goal 2 SPED: A difference between Budgeted Expenditures and Actual Expenditures was slightly present. There was a difference of 8.3%. The action items aligned to support Goal 2 were within relative estimated targets.

Goal 3 AED: A significant difference between Budgeted Expenditures and Actual Expenditures was present due to the greater cost of salaries and benefits. The Alternative Education Department did appropriately utilize the funds as evident in contracts, providers, and staff salaries to achieve progress in Goal 3.

Goal 3 SPED: A material difference of 17.87% between Budgeted Expenditures and Actual Expenditures was present. While each of the action items aligned to support Goal 3 were within the estimated targets to achieve student success; one action item in Goal 3 driven by special education was not addressed during the 2016-17 school year. This would account for the material difference in expenditures. The action item 3.4 was not addressed secondary to allowing the department to roll out parent engagement opportunities and to receive feedback on the parent engagement events to assist in the creation of the platform(s) to support action item 3.4. The Special Education Department is looking to implement action item 3.4 for the upcoming school year (2017-18).

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 1 AED: The Alternative Education Department is reviewing and analyzing its continued efforts in facilitating the goals for 2017-2018 school year. The staff implemented action items with success and made recommendations for the 2017-18 school year goal to be improved. These suggestions and alteration planned were developed with all stakeholders and shared at all community meetings, SSC, and leadership meetings. In the area of the MAP and the walkthrough tool it was evident that more work needed to occur to improve the tool, practice, and the learning.

Goal 1. SPED: Based upon the progress toward Goal 1 and the feedback associated and collected for Goal 1, the Special Education Department is reviewing and analyzing its continued efforts in shaping the goals for 2017-2018 school year and the action items to help drive and document the progress towards the respective goal. Efforts to support the collection and analysis of data to drive teaching and student learning will continue. The Special Education Department will be seeking input from stakeholders regarding the technology identified toward the completion of this goal and how it can be supported throughout the student day. The department will also be seeking out methods to assist all staff with utilizing technology to maximize efforts supporting all of the students. The department is dedicated to facilitating the development of skills of its staff to ensure that students have access to educational opportunities with emphasis on the incorporation of technology to be successful in lifelong learning. The use of technology to support the facilitation of walkthroughs produced a limited amount of data for the leadership team to be able to review. Feedback from stakeholders revealed that the platform/interface was difficult to use. It is highly recommended that future use of this platform be reviewed to determine if continued use is needed.

Goal 2. AED: An analysis of Goal 2 has shown some positive growth. However, through the analysis, there are areas of need that have been highlighted and will be addressed in the 17-18 school year. AED will continue to review and address the supports needed to provide smooth and successful transitions between the school district, AED, and transitions back to their home districts. AED will explore procedures and evidence-based practices for the collection and analysis of data relating to the language skills growth for English Learners.

AED will continue to explore and develop appropriate blended learning opportunities that are linked to post-secondary preparation. This will include blending Odysseyware A-G, and AVID strategies to work toward graduation requirements and post-secondary options.

Approximately 40% of the student population qualifies for Special Education services and the remaining 60% have exceptional learning needs due to their At-Risk historical experiences such as behavior, remediation, and school transience.

Goal 2. SPED: An analysis of Goal 2 has shown some positive growth. However, through the analysis, there are areas of need that have been highlighted and will be addressed in the 17-18 school year. SCCOE will continue to review and address the supports needed to provide smooth and successful transitions for students entering into the workforce. The department will explore procedures and evidenced-based practices for the collection and analysis of data relating to the language skills growth for English Learners. Monthly communications will be provided to the school cluster leaders assisting the programs in dispensing information. Approximately 85% of the student population the Special Education Department supports through its programs are impacted with complex needs from their respective disabilities to the degree that they are not able to communicate verbally. SCCOE can monitor the growth through alternative measures, which incorporate student work, teacher and staff observation, in combination with parent input. The department supports the students through the use of Alternative and Augmentative Communication systems and devices to facilitate communication. The department will incorporate teacher planning time in the form of professional learning teams to assist with increasing staff capacity to assist with the language development of the students SCCOE supports. In addition, the department has begun its roll out of parent institutes to assist parents in learning the various components to special education including the continuum of services. SCCOE hosted a successful job/career fair with over 300 student attendees to meet with approximately 50 different employers.

Goal 3. AED The AED Department is reviewing steps to increase its efforts of outreach and collaboration with families and community members. Throughout the 2016-17 school year, the department held 4 ELAC committee meetings and 6 School Site Council meetings. There was limited parent participation in the community schools and high parent attendance at the court school due to the nature of the circumstances (in the court school parents participate more often to have access to their incarcerated child). The department is reflecting upon the pathways it can engage to assist with fostering an increase in parent attendance and participation to obtain the input from these stakeholders to support the school/county culture.

Goal 3. SPED: After reviewing the progress made toward Goal 3, the Special Education Department is examining steps to increase its efforts of outreach and visibility to partner with families and community members. Throughout the 2016-17 school year, the department will have had 6 ELAC committee meetings and 6 School Site Council meetings; both of which have had an average attendance of 3-4 parents. Additionally, there have been an average of 9 parents attending the monthly communication device trainings (PODD) hosted at various school sites in Santa Clara County. During the school year, there have been 3 parent trainings with attendance averaging 14 parents. Further monitoring of the attendance from parents will become a priority. The department is reflecting upon the pathways it can engage to assist with fostering an increase in parent attendance and participation to obtain the input from these stakeholders to support the school/county culture. The department will seek methods to capture and provide access to information for stakeholders who are not able to be in attendance through the use of technology. The department is seeking the use of student workers to assist with sending informational flyers out to the parents of students in SCCOE programs to increase attendance and engagement opportunities.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Introduction: As part of SCCOE's vision and mission, seeking and providing opportunities from stakeholders to engage and provide feedback was essential in order to draft and create a strategic plan to support all of its students. As a mechanism to assist in the collection of data, SCCOE engaged stakeholders through a variety of meetings with activities to encourage and capture discussions about progress on goals, proposed new goals, action items, and services.

Community Engagement: the following (denoted in **BOLD** type) were actively involved in the LCAP development process describe below.

LCAP Leadership Committee: SCCOE formed an LCAP Leadership Committee. This group met four times during the 2016-17 school year to review the LCAP (December 5, 2016; February 13, 2017; March 20, 2017; and May 1, 2017). On May 1, 2017, the final draft of the LCAP was presented to the LCAP Leadership Committee and allowed for any written comments to stakeholder questions (if and as applicable) prior to the June 14, 2017 Public Hearing on the LCAP, LCFF and Budget Review. The committee was composed of parents, certificated staff, community members, principals, central office administrators, and other staff members.

LCAP Advisory Team: SCCOE formed an LCAP Advisory Team and this group met 18 times throughout the 2016-17 school year to assist with providing input and framing discussions on the LCAP for the Parent and Community LCAP Leadership Committee (September 19, 2016; September 26, 2016; November 10, 2016; December 1, 2016; December 7, 2016; January 17, 2017; January 26, 2017; February 8, 2017; February 15, 2017; March 1, 2017; March 9, 2017; March 15, 2017; March 23, 2017; April 17, 2017; April 24, 2017; May 17, 2017; May 31, 2017; and June 15, 2017).

Certificated Staff in Special Education: In the department of Special Education, the 174 classes supporting the students are organized within 10 administrative clusters. Each month, the cluster principals hold staff meetings for their respective clusters. Cluster meetings were held for certificated staff during which the LCFF and LCAP were reviewed. More specifically, the respective clusters provided input and feedback regarding the development of the LCAP goals and action/service items and how these items were budgeted. Cluster meetings held in January, February, March, and April of 2017 had items seeking feedback from staff members in each cluster.

Special Education District English Language Learners Advisory Committee (SPED DELAC): Met 5 times throughout the 2016-17 school year (December 4, 2016; January 25, 2017; February 22, 2017; March 29, 2017; and April 26, 2017). During the meetings, a portion of each meeting was dedicated to the group providing input regarding the implementation of LCAP; more specifically, toward the development of the goals and action/services to drive the goals.

Foster Youth Services Coordinating Program: In March 2017, the FYSC program team provided written feedback to the LCAP development process. In February 2017, the FYSC program's Executive Advisory Council (EAC) members received information to provide input for LCAP recommendations. This request was provided both directly at the February 9, 2017 EAC meeting and was forwarded electronically to all members. EAC members are comprised of staff from school districts, child welfare, Juvenile Justice, Juvenile Court, Legal Advocates for Children and Youth, group home providers, state and community colleges and other community based organizations.

Alternative Education: On the first Wednesday of each month, the Director of Alternative Education facilitated a department wide meeting. During these meetings starting in November the LCAP overview and context of the work was present monthly to ensure transparency and provided opportunities for staff to participate. On a monthly basis, principals shared LCAP goals, objectives, actions, and provided opportunities to dialogue with staff to gather their input. To ensure that students and staff were involved principals shared LCAP during the SSC and ELAC meetings that occurred monthly between September 2016-June 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The analysis of data for the LCAP involved a variety of stakeholders including certificated and classified staff members, administrators, and parents within meetings held at SCCOE and throughout Santa Clara County from December of 2016 through April of 2017. The stakeholders reviewed data which included, but was not limited to, graduation rates, attendance rates, and suspension data, Annual Measurable Achievement Outcomes (AMAO) results for English Learners, and staff recruitment and retention rates. Stakeholders also provided and reviewed qualitative data that included surveys, written feedback at meetings and staff development days, and responses from staff cluster meetings.

Principals and central office administrators reviewed the LCAP during monthly LCAP leadership meetings from December 2016 through May 2017. During the meetings, the administrators incorporated the quantitative and qualitative data to assist in prioritizing the action items based on the data and budget expenditures. Through the engagement of the cycle of inquiry, the leadership team was able to refine and select goals for the 2017-2018 LCAP cycle.

Parents were provided different opportunities to engage with SCCOE to provide feedback and toward the development of the LCAP. Parents were engaged in the development through surveys and discusses at various forums that included School Site Council Meetings, English Learner Advisory Committee (ELAC) meetings, and parent training opportunities.

Discussions held during LCAP Leadership Team and LCAP Advisory Team meetings emphasized goals for the Student Services Department to implement in the upcoming school year. Three main pillars were discussed and incorporated within the 2017-2018 LCAP. The themes captured during the discussions pertained to ongoing staff development on evidence-based practices, increasing student achievement, and increasing parent engagement.

Discussions held during School Site Council and DELAC meetings highlighted a focus area for the Special Education Department to address in the upcoming school year. During the meetings, the following themes were discussed: promoting active parental engagement opportunities and increasing parent communication. The feedback gathered from the meetings to address these themes have ensured a focus within the 2017-18 LCAP. The Special Education Department will offer a parent conference, parent trainings and parent informational nights (institutes).

From the stakeholder meetings throughout the school year, SCCOE was able to identify and define the following priorities for the 2017-2018 LCAP:

- Increase professional development for the incorporation and use of technology for students, staff and administrators for evidence-based practices
- Continue with staff development on Common Core and the incorporation into the curriculum tailored for each student and their unique learning needs
- Increase awareness of engagement activities
- Increase parent attendance at parent engagement activities
- Provide staff development for Para-educators
- Continue with experiential learning trips

Goals, Actions, & Services

Strategic Planning Details and Accountability

☐ New ☒ Modified ☐ Unchanged

Goal 1

All students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL _____

Identified Need

The Alternative Education Department (AED) provides educational programs for students under court supervision, who are expelled or who are credit deficient, having experienced matriculation challenges in traditional school settings. The mission of AED is to have students learn in a personalized environment that fosters human dignity and promotes academic, social, emotional and personal success.

The Santa Clara County Office of Education’s (SCCOE) Special Education Department (SPED) serves as a partner with the county’s districts to serve students (birth through 22) with disabilities. The student population that SPED supports has a wide range of unique educational and social/emotional needs. Approximately 85% of the students that SPED supports have complex learning profiles and are non-verbal. SPED operates classes on public school campuses throughout Santa Clara County to serve students with special needs aligned to California Content Standards and the Preschool Learning Foundations. The mission of SPED is to support student’s learning and growth to become meaningful partners in their respective communities.

The Student Services Leadership Team (central office administrators, site principals, counselors, psychologists, and teacher leaders) analyzed student academic data, student-family-staff surveys, progress toward graduation requirements, progress toward IEP goals, and graduation rates in order to prioritize actions items for Goal 1. Based on the data, teachers need the professional development ongoingly in the areas of Common Core State Standards, Next Generation Science Standards, Positive Behavioral Interventions and Supports (PBIS), and Multi-Tiered System of Supports (MTSS). It is recommended that the Professional Development be embedded into the regular cycle of the calendar year and include but not limited to the 5 days of professional development, early releases PLC, and release days for departments.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Accountability Report Card	<p>100% of AED teachers are fully credentialed</p> <p>100% of SPED teachers are fully credentialed.</p> <p>100% of our materials are from the most recent adoption with the exception of the NGSS materials.</p> <p>Textbook sufficiency will be maintained in 2017-18.</p> <p>100% of facilitates are reported as "Good" with an overall rating of "Good".</p>	<p>100% of AED teachers are fully credentialed</p> <p>100% of SPED teachers are fully credentialed.</p> <p>100% of our materials are from the most recent adoption with the exception of the NGSS materials.</p> <p>Textbook sufficiency will be maintained in 2017-18.</p> <p>100% of facilitates are reported as "Good" with an overall rating of "Good".</p>		
Academic Performance Index.	Determine the Academic Performance Index (API) when the California Department of Education (CDE) sets targets in 2017-18 and or further clarification is provided.	Determine the Academic Performance Index (API) when the California Department of Education (CDE) sets targets in 2017-18 and or further clarification is provided.		
English Language Learners Progress Due to the nature of our student populations in Alternative Education, the majority of our students enroll into our programs for either one or two semesters. Our program will not be able to have year over year data to show individual student progress.	For Special Education students, EL progress toward English Proficiency will be evidenced by scores increasing on English Language Proficiency tests (CELDT/ SCCOE CALPS).	For Special education students, EL progress toward English Proficiency will be evidenced by scores increasing on English Language Proficiency tests (CELDT/ SCCOE CALPS). New EL assessment from CDE to roll out, further clarification will be needed.		

<p>English Language Learner Reclassification</p>	<p>EL reclassification rate via CELDT or SCCOE CALPS. In 2016-17, 0 students reclassified.</p>	<p>EL reclassification rate via CELDT or SCCOE CALPS. In 2017-18, Increase reclassification rate by redeveloping reclassification tool, criteria, and the use of local measures as student needs are more acute than traditional ELL students in traditional school settings.</p> <p>Planned increase of 3%.</p>		
<p>Statewide assessments</p>	<p>Participation Rates in California Alternative Assessment (CAA): overall participation rates for Math: 91.4% and ELA: 91.8% SBAC –ELA scores for SPED to increase overall by 2%; Math for SPED to increase overall by 2%. AED- 95% of the 8th and 11th graders took the ELA and Math SBAC assessments. 100% below proficiency in both content areas.</p>	<p>Participation rates in California Alternative Assessment (CAA) to increase by 2%. Overall participation rate was 91.6% SBAC –ELA scores for SPED to increase overall by 2%; Math for SPED to increase overall by 2%. 96% of AED students enrolled in 8th and 11th grade will take the ELA and Math SBAC assessments. Below proficiency in both content areas will reduce by 5%</p>		
<p>Local Measures</p>	<p>Due to the nature of the Alternative Education, Students in AED will increase the use of the NWEA assessment and establish a baseline of data for the 2017-18 school years. Thereafter, new goals will be developed to further increase student achievement. These local measures will also be part of the ELL reclassification process.</p>	<p>Establish Baseline Data using the NWEA and establish academic goals appropriately.</p>		

Local Measures	Due to the complexity of students in Special Education, Students in SpEd will increase the use of the SANDI assessment and establish a baseline of data for the 2017-18 school years. Thereafter, new goals will be developed to further increase student achievement. These local measures will also be part of the ELL reclassification process.	Establish Baseline Data using the SANDI and establish academic goals appropriately.		
Local Measures	Most Alternative Education Students enter into our schools credit deficient. Their peers usually earn 30 credits per semester. Baseline data will be captured and establish an average credit earned per semester. Thereafter, target increase will be projected.	We will track the percentage of our students earning 30 credits per semester or more and work to increase the student percentage.		
Exit/Reflection survey	No survey currently.	AED will develop an Exit/Reflection Survey that will illustrate the degree students and parents self report that they have achieved the LCAP Goals 1-3.		

PLANNED ACTIONS / SERVICES

Action **1.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide Student Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated

Location(s)

☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.1

Teacher collaboration and sharing of evidence-based practices will occur on a monthly basis through committees, online platform and Professional Learning Teams/Communities to improve instructional practice (may include but not be limited to implementation of Common Core, use of interim and formative assessments, ELD strategies for Long Term English Learners, develop appropriate course of study, etc.).

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

AED

- a) \$294,843
- b) \$31,000
- c) \$150,667

SPED

- d) \$592,358
- e) \$144,523

Amount

Amount

Source

- a) LCFF/Base
- b) LCFF/ Base
- c) LCFF/ Base
- d) SPED Block Grant
- e) SPED Block Grant

Source

Source

Budget Reference

- a) Object Code 1000
- b) Object Code 1000
- c) Object Code 2000
- d) Object Code 3000
- e) Object Code 1000
- f) Object Code 3000

Budget
Reference

Budget
Reference

Action

1.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☒ English Learners

☒ Foster Youth

☒ Low Income

[Scope of Services](#)

☒ LEA-wide

☐ Schoolwide

OR

☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☒ All schools spans:_____

☐ Specific Schools:_____

☐ Specific Grade

[ACTIONS/SERVICES](#)

2017-18

☐ New ☒ Modified ☐ Unchanged

1.2

Continue to offer Professional Development and teacher training on data collection and analysis to improve student outcomes.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Amount

AED:

a) \$31,000

SPED:

b) \$150,000

Source

a) LCFF/General Fund

b) SPED Block Grant

Budget Reference

a) Object Code 1000

b) Object code 1000

c) Object Code 1330

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action

1.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____[Location\(s\)](#)☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)☒ English Learners ☒ Foster Youth ☒ Low Income[Scope of Services](#)☒ LEA-wide ☐ Schoolwide **OR**
☐ Limited to Unduplicated Student Group(s)[Location\(s\)](#)☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____[ACTIONS/SERVICES](#)

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

1.3

ELL students will be accurately assessed and appropriate curriculum will be provided to meet individual student needs.

[BUDGETED EXPENDITURES](#)

2017-18

Amount

AED

\$19,266

Source

LCFF Supplemental and Concentration

Budget Reference

Object code 4300

Object code 4200

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget
Reference

Action

1.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR**
☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

1.4

Students will have access to online curriculum and assessments and other technologies used for individualized learning (may include but not be limited to SBAC assessments, Student Annual Needs Determination Inventory (SANDI), Study Island and Odysseyware, NWEA, etc.).

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Action **1.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All schools spans: ☐ Specific Schools: ☐ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR**
☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools spans: ☐ Specific Schools: ☐ Specific Grade

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.5

A comprehensive Professional Development plan will be developed to provide evidence-based effective practices to promote fidelity and efficacy. Teachers, staff, and administration will collaborate on Professional Development activities including but not limited to:

- a) EdLeader21
- b) Odysseyware
- c) AVID
- d) PBIS
- e) Trauma Informed Care

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

AED: \$200,000
SPED: a) \$218,073 (Classified Salaries)
b) \$62,761 (Classified Benefits)

Source

LCFF Base/Supplemental and Concentration
SPED Block Grant

Budget Reference

Object Code 5200, 5800
a) Object Code 2000
b) Object Code 3000

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget
Reference

Action

1.6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____Location(s)☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☒ English Learners ☒ Foster Youth ☒ Low IncomeScope of Services☒ LEA-wide ☐ Schoolwide **OR**
☐ Limited to Unduplicated Student Group(s)Location(s)☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____ACTIONS/SERVICES**2017-18**☐ New ☒ Modified ☐ Unchanged**2018-19**☐ New ☐ Modified ☒ Unchanged**2019-20**☐ New ☐ Modified ☒ Unchanged

1.6

Provide tutorial services and counseling to Foster Youth enrolled in LEA.

BUDGETED EXPENDITURES**2017-18**

Amount

AED \$26,000

Source

LCFF Supplemental and Concentration

Budget Reference

Object Codes 5200, 5800

2018-19

Amount

Source

Budget
Reference**2019-20**

Amount

Source

Budget
Reference

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All Group(s)] ☐ Students with Disabilities ☐ [Specific Student

Location(s)

☐ All schools spans: ☐ Specific Schools: ☐ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR**
☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools spans: ☐ Specific Schools: ☐ Specific Grade

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

1.7

Maximize student learning by providing a rich learning environment that integrates technology through collaboration.

BUDGETED EXPENDITURES

2017-18

Amount

\$31,000

Source

LCFF

Budget Reference

Object Code 1000

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget
Reference

Goal 2

All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

The Alternative Education Department (AED) provides educational programs for students under court supervision and who are expelled or who are credit deficient having experienced matriculation challenges in traditional school settings. The mission of AED is to have students learn in a personalized environment that fosters human dignity and promotes academic, social, emotional and personal success. Students who engage in a MAP program that helps develop their post secondary educational plan. These "MAP"s include local assessments, state assessments, career planning, rehabilitation planning, and post secondary educational linkages and pathways.

The Special Education Department (SPED) serves as a partner with the county's districts to serve students (birth through 22) with disabilities. The student population that SPED supports has a wide range of unique educational and social/emotional needs. SCCOE SPED supports students with IEPs ages 16 and older to develop Individualized Transition Plans to identify post-secondary goals in: training/education, employment, and independent living. The mission of SPED is to support student's learning and growth to become meaningful partners in their respective communities.

The Student Services Leadership Team (central office administrators, site principals, counselors, psychologist, and teacher leaders) analyzed student academic data, student-family-staff surveys, progress toward graduation requirements, and graduation rates in order to prioritize actions items for Goal 2. Based on the data and our students' current level of academic progress, AED needs to develop greater access to student work experience, CTE courses and pathways linked to Metro Ed, A-G courses via Odysseyware, and current instructional technology to ensure that the learning environment is 21st Century appropriate. In addition, professional development aligned to our CTE/A-G/Career planning has been identified as an additional need.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of A-G	<p>AED students are eligible to enroll and take Odysseyware courses. Current percentage of data is unable to access due to AERIES data collection issues. Future plans are in development to accurately link Odysseyware to AERIES.</p> <p>AED provides Odysseyware for A-G courses.</p> <p>In SPED, 0% of students met A-G.</p>	<p>SPED: Increase the number of students meeting A-G by 4.</p> <p>AED: Increase enrollment and completion of Odysseyware courses by 5% annually.</p>		
% of CTE	<p>AED: All high school students are enrolled in at least one CTE course. Currently 3 students are enrolled in SCVCTE and taking course 2 in a pathway sequence.</p>	<p>AED: Increase student enrollment and completion of CTE course by 5%</p>		
% passing AP Due to the extreme nature of our student populations, the majority of our students enter into our programs credit deficient or have limiting disabilities that prevent them from enrolling in AP courses. When appropriate, students have access to enroll in their home districts.	<p>AED: 0% of our students are taking AP classes or exams.</p> <p>SPED: 0% of students passed AP classes or exams..</p>	<p>When appropriate, students will co-enroll in home district AP course and be encouraged to take AP courses. Baseline Data will continue to be gathered for both departments.</p>		
% EAP	<p>AED: 0% of students took the EAP.</p> <p>SPED, 0% of students demonstrated college preparedness (EAP).</p>	<p>SPED, increase the number of students demonstrated college preparedness (EAP) by 1.</p>		

# of students enrolled in Metro Ed	AED: 3 students are currently enrolled in Metro Ed (SVCTE)	AED: Increase student enrollment and completion of CTE course at Metro Ed by 3 students annually		
# of Students enrolled and completing Odysseyware courses	AED students are eligible to enroll and take Odysseyware courses. Currently, percentage of data is unable to access due to AERIES data collection issues. Future plans are in development to accurately link Odysseyware to AERIES. 0 students in SPED enrolled and completing Odysseyware	AED: Increase enrollment and completion of Odysseyware courses by 5% annually. SPED: Provide access to Odysseyware to all high school students in ED programs (20 students)		
# of Students using MAP/ITP	In AED, 33% of students enrolled in the community schools engage in the My Action Plan (MAP) at time of intake. Long term students in the court schools have access to the MAP. In SPED, 100% of student have ITP per IEP.	In AED, Increase the usage of MAP up to 100% of all students. In SPED, maintain 100% per IEP and compliance.		
School Attendance rates.	AED attendance is currently at 71% in community schools and 99.6 % in the court schools. In SPED, attendance rate for 2016-2017 was 88.7%	Increase attendance rate in AED's community schools by 5%. Increase attendance rate in SPED by 3%.		
# of students engaged in work experience or workability programs	In AED, approximately 33% of our students enrolled in work experience classes. In SPED, currently 200 students are actively in work experience, 291 are in job clubs, and 5 have transitioned to employment.	In AED, increase by 10% In SpEd, increase by 5%.		

# of students have a post-secondary plan	<p>In AED, we will develop an exit interview/survey to illustrate all student have a post- secondary education plan.</p> <p>In SpEd, all students have an ITP that illustrates post-secondary education planning</p>	<p>In AED, 100% students graduating will have an exit survey illustrating their post-secondary education plan.</p> <p>In SpEd, maintain ITP @ current 100% level.</p>		
Exit/Reflection survey	No survey currently	AED will develop an Exit/Reflection Survey that will illustrate the degree students and parents self report that they have achieved the LCAP Goals 1-3.		

PLANNED ACTIONS / SERVICES

Action **2.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2.1

Expand mentoring/internships, programs, and develop CTE pathways to promote job training, college transition and student employment.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

AED: \$100,000
SPED - a) \$44,058 (Salaries)
b) \$21,057 (benefits)

Source

LCFF/General Fund
SPED Workability Grant

2018-19

Amount

Source

2019-20

Amount

Source

Budget
Reference

4300
5200
6295

- a) Object Code 1000
- b) Object code 3000

Budget
Reference

Budget
Reference

Action **2.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

2.2

All students will have an individualized transition plan to identify career options - College and Career Planning and Workability.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
AED: \$15,000 SPED - a) \$44,058 (Salaries) b) \$21,057 (benefits)		
Source	Source	Source
LCFF SPED Workability Grant		
Budget Reference	Budget Reference	Budget Reference
4300 5200 a) Object Code 1000 b) Object code 3000		

Action **2.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2.3 Continue to offer Professional Development and teacher training to include but not be limited to, Career Technical Education (CTE), vocational training, job shadowing, Advancement Via Individual Determination (AVID), service learning, etc.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount AED: \$20,000 SPED - a) \$44,058 (Salaries) b) \$21,057 (benefits)	Amount	Amount
Source LCFF Base SPED Workability Grant	Source	Source
Budget Reference 1000 5200 5800 a) Object Code 1000 b) Object code 3000	Budget Reference	Budget Reference

Goal 3

In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

The Alternative Education Department (AED) provides educational programs for students under court supervision, who are expelled or who are credit deficient having experienced matriculation challenges in traditional school settings. The mission of AED is to have students learn in a personalized environment that fosters human dignity and promotes academic, social, emotional and personal success. The AED staff partners with community members, family members, and county partnerships to increase the quality of the educational program to ensure that students have rigorous curriculum that is culturally responsive. On a bi-annual basis, the Healthy Kid Survey is administered in collaboration with ongoing academic assessments to ascertain the current levels of student need.

The Santa Clara County Office of Education's (SCCOE) Special Education Department (SPED) serves as a partner with the county's districts to serve students (birth through 22) with disabilities. The student population that SPED supports have a wide range of unique educational and social/emotional needs. To assist the department in meeting the needs of the students, the department aims to engage with the parent community and community members relating to the diverse needs of the students SCCOE supports.

The Student Services Leadership Team (central office administrators, site principals, counselors, psychologists, and teacher leaders) analyzed student academic data, student-family-staff surveys, progress toward graduation requirements, and graduation rates in order to prioritize actions items for Goal 3. Based on students' current level of social and emotional behaviors, it has been identified to increase direct behavioral and mental health support. 100% of students who are enrolled into AED schools self-report that they have tried and/or are currently using drugs or alcohol.

Students and parents report minimal exposure or understanding of local resources that include parks, community-based organizations, museums, universities, colleges, and community colleges. In addition, the school staff identify a greater need for pro-social activities, groups, mentors, and field trips.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Attendance Rates	<p>AED attendance is currently at 71% in community schools and 99.6 % in the court schools.</p> <p>In SPED, attendance rate for 2016-2017 was 88.7%.</p>	<p>Increase attendance rate in AED's community schools by 5%.</p> <p>Increase attendance rate in SPED by 3%.</p>		
<p>Chronic Absentee Rates</p> <p>Students can become labeled as a chronic truant prior to enrolling into the AED and SPED schools. Therefore, this designation illustrates the high level need that many of our students have. In addition, high need special education students might have a medical condition that prevents them from coming to school and can inaccurately be marked as chronic truant.</p>	<p>In AED the chronic absent rate for community schools were 49.8% and the court schools attendance was 0%</p> <p>In SPED, the chronic absenteeism rate was 31.1% for the 16-17 school year.</p>	<p>Decrease absenteeism rate in AED by 5%.</p> <p>Decrease absenteeism rate by 5%.</p>		
Middle School Dropout Rates	<p>In AED the middle school dropout rate for community schools were 12% and the court schools were 0%</p> <p>SPED: Not recorded.</p>	<p>Decrease middle school dropout rate in AED by 5%.</p> <p>In SPED: have the dropout rate less than 1%.</p>		
High School Dropout Rates	<p>In AED the high school dropout rate for community schools were 10.24% and the court schools drop our rate was 0%.</p> <p>In SPED, high school dropout rate was 1.6 % for the 2015-2016 school year.</p>	<p>AED, Decrease the dropout rate by 3%.</p> <p>SPED, Decrease the dropout rate by 0.5%.</p>		

High School Graduation Rates	<p>AED graduation rates in community school is 33.07% and court school graduation rate is 36.45%. Graduation rate only reflects students who were enrolled in AED at the time of graduation attainment was possible. Students are only enrolled in AED community schools for the length of their expulsion. This can be for the remainder of a semester and following semester. Therefore, students are most often returned back to their home district to complete their education.</p> <p>SPED: (15% of the student population participate on diploma track). Of these students, the graduation rate is 83.6%</p>	<p>In AED, increase graduation rates by 5%.</p> <p>In SPED, increase graduation rates by 5%.</p>		
Student Suspension Rates	<p>In AED the suspension rate for community schools is 16% and the court school is 0%.</p> <p>SPED, the suspension rate was 1.6%.</p>	<p>In AED, decrease the suspension rate to 3%.</p> <p>In SPED, decrease the suspension rate to 1%.</p>		
Student Expulsion Rates	<p>In AED, the expulsion rate was 0.0%.</p> <p>In SPED, the expulsion rate was 0.0%</p>	<p>In AED, have expulsion rate remain constant at 0.0%.</p> <p>In SPED, have expulsion rate remain constant at 0.0%.</p>		
California Healthy Kid Survey	<p>The CHKS is taken every other year. The next administration is planned for 2018.</p>	<p>95% participation in the CHKS.</p>		

Student and Parent (LCAP) Survey	The Student Services Branch's last completed survey achieved a combined (AED and SPED) response rate of 43% in 15-16. A survey was not implemented for the 16-17 year.	The Student Services Branch will administer a student and parent survey to obtain an increase during the 17-18 school year to yield a combined (AED and SPED) response rate of 55%.		
Increase parent participation in school events such as ELAC, SSC, and Parent Project meetings	<p>In AED and SPED, Current level of participation is 3 to 4 parents attending for SSC and ELAC meetings.</p> <p>Parent Project just started in AED while SPED is currently averaging 14 parents attending.</p>	Increase participation by 50%		
Exit/Reflection Survey	No survey currently	AED will develop an Exit/Reflection Survey that will illustrate the degree students and parents self report that they have achieved the LCAP Goals 1-3.		

PLANNED ACTIONS / SERVICES

Action **3.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

3.1

Provide meaningful activities/classes that promote leadership, self-advocacy, a sense of belonging and life skills development. May include but not be limited to:

- Field trips – culturally responsive
- Sports programs – Bawsi, Rollers, Special Games
- Counseling – Mentors

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

AED \$50,000
SPED a) \$147,906 (Certificated Salaries)
b) \$36,327 (Certificated

2018-19

Amount

2019-20

Amount

Source	Benefits c) \$145,382 (Classified Salaries) d) \$41,840 (Classified Benefits)	Source		Source	
	LCFF Base/Supplemental and Concentration SPED Block Grant				
Budget Reference	1000 4400 5200 5800 a) Object Code 1000 b) Object Code 3000 c) Object Code 2000 d) Object Code 3000	Budget Reference		Budget Reference	

Action 3.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☒ English Learners ☒ Foster Youth ☒ Low Income

[Scope of Services](#)

☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3.2 Involve and engage parents through activities to become effective partners in their child's education.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$15,000	Amount	Amount
Source LCFF Base/ Supplemental and Concentration	Source	Source
Budget Reference Object Code 5200 Object Code 5800	Budget Reference	Budget Reference

Action **3.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3.3 Engage community partners to provide resources for parents, students and staff.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount AED \$15,000	Amount	Amount
Source LCFF Base/ Supplemental and Concentration	Source	Source
Budget Reference Object Code 1000 Object Code 2000 Object Code 3000 Object Code 5800	Budget Reference	Budget Reference

Action **3.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3.4 Maintain safe campuses through well maintained, staffed and regularly monitored facilities.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$200,000	Amount	Amount
Source LCFF Base	Source	Source
Budget Reference Object Code 5710	Budget Reference	Budget Reference

Goal 4

Students in foster care will receive academic and social-emotional support through cross-system coordination and a collaboration of services with the child welfare agency, juvenile probation department, school districts and other stakeholders to improve academic outcomes.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☒ 10
LOCAL _____

Identified Need

Students in foster placement have a critical need for academic support to succeed in school. National and statewide statistics show that 75% of students in foster care are working significantly below grade level and have higher rates of special education needs. Foster youth have low levels of engagement in school and are rarely involved in extracurricular activities. They are twice as likely as students not in foster care to drop out of school before graduation and only 58% percent of students in foster care have graduated from high school, compared with 84% of students statewide. Also, foster youth are subject to disproportionate levels of disciplinary measures, including suspension and expulsion. They generally are under-represented in college and drastically under perform in college in comparison to their peers; 20% of those who graduate high school will attend college and approximately 3-5% of former foster youth in California will complete a bachelor's degree.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Provide educational status and progress information to child welfare agency.	100% of requests resolved.	100% of requests will be resolved.		
Increase school districts' access to education records via FosterVision.	Increase school district participation from 58% to 86%.	Increase by 3 school districts.		
Increase the number of school districts providing one on one tutoring programs that address the academic needs of students in foster care in accordance with AB 854.	Increase from 4 school districts to 10 school districts.	Increase by 2 school districts.		

PLANNED ACTIONS / SERVICES

Action **4.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] Foster Youth_____

Location(s)

☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☒ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide Group(s) ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

4.1

DFCS and Juvenile Justice: SCCOE-FYSCP co-located staff will provide support to DFCS and school districts.

LEA: SCCOE-FYSCP District Liaison will provide support to students in the Alternative Education Department which includes students in Juvenile Justice, out-of-home placement, Short-term Residential Therapeutic Centers (STRTC), and school districts.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

\$164,926		
CDE Foster Youth Services Grant		CDE Foster Youth Services Grant
Object Code 1000 Object Code 2000 Object Code 3000 Object Code 4000 Object Code 5000		

Action 4.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] Foster Youth_____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:_____	<input type="checkbox"/> Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:_____	<input type="checkbox"/> Specific Grade spans:_____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

4.2

Support to Districts: a) Create an 8th grade transition services model, b) Provide technical assistance to improve the effectiveness of district LCAP plans in meeting the educational needs of foster youth; including but not limited to, formal recommendations to districts on how to ensure LCAPs are meeting the special needs of students in foster care, c) Provide Professional Development to district staff to ensure understanding of the challenges of students in foster care, d) Secure signed MOUs from remaining school districts to access the FosterVision Database.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

\$164,926

Source

CDE Foster Youth Services Grant

Budget
Reference

Object Code 1000
Object Code 2000
Object Code 3000
Object Code 4000
Object Code 5000

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

Action 4.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] Foster Youth _____

Location(s)

☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☒ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

4.3

Higher Education

LEA: Provide college/career workshops by introducing the financial aid process and its potential implication for college-bound foster youth in collaboration with local colleges and vocational education programs within the SCCOE Alternative Education Department.

Countywide: Develop resources, systems and processes to support students' transition to post-secondary services or institutions through the FYSI/FYSCP Collaborative.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Action **4.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] Foster Youth_____

Location(s)

☐ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☒ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide Student Group(s) ☒ Schoolwide **OR** ☐ Limited to Unduplicated

Location(s)

☒ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
4.4 Collaborate with Community Partners: Provide financial support and work in collaboration to serve all students through the SVCF's Emerging Scholars and StepUp programs in providing mentoring/coaching services to students grades 9-12.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$91,560	Amount	Amount
Source CDE Foster Youth Services Grant	Source	Source
Budget Reference Object Code 4000 Object Code 5000	Budget Reference	Budget Reference

☐ New ☒ Modified ☐ Unchanged

Goal 5

Ensure that all expelled students successfully complete their rehabilitation plan.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☒ 9 ☐ 10
LOCAL _____

Identified Need

Expelled students county wide need an alternative placement to allow them to have access to a free and appropriate education while completing their rehabilitation plan. When students complete the terms of their rehabilitation plan then they would be eligible to return to their home district. The County office of Education facilitates a county wide plan for expelled youth to ensure that there is a continuum of services.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils	SCCOE AED provided services to 135 expelled students in the 2016-17 school year. Of these students, 41% completed the terms of their expulsion rehabilitation plan, 49% are currently enrolled, and %10 have dropped out.	Increase the number of students completing their rehabilitation plan by 5%.		
High School graduation rates	AED graduation rates in community school is 33.07% and court school graduation rate is 36.45%. Graduation rate only reflects students who were enrolled in AED at the time of graduation attainment was possible. Students are only enrolled in AED community schools for the length of their expulsion. This can be for the remainder of a semester and following semester. Therefore, students are most often returned back to their home district to complete their education.	Increase graduation rates by 5%		

MOU with 27 Santa Clara County Schools providing seats/allotments for student placement with a total number of 146 slots.	Baseline data 27 districts and 146 slots.	Increase the number of districts by 1 and increase the slots by 20		
Monthly meetings with district partners to facilitate services for expelled students	Baseline 9 meetings per year. 27 District's invited and 10 regularly participate.	Increase district participation by 15% or 4 districts.		

PLANNED ACTIONS / SERVICES

Action **5.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

5.1

Provide personalized transition services and link educational, social-emotional supports, and post-secondary education planning to ensure student success. This includes but is not limited to:

Provide School Therapist/MSW to facilitate services via multi-disciplinary team to:

- Provide social and emotional support for trauma impacted youth to fulfill terms of their expulsion
- Family collaboration and transition planning
- Coordination of community-based organizations, mental health providers, and healthcare options to support students during and post enrollment in AED
- Provide crisis response as necessary.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$150,000	Amount
Source	LCFF Base/Supplemental and Concentration	Source
Budget Reference	Object Code 1000 Object Code 2000 Object Code 3000	Budget Reference

Action **5.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☐ All schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
5.2 Work with Districts to produce the Triennial Report: SCCOE supports districts' efforts to reduce suspensions and expulsions through collaboration, coordination, and identified professional development services that are provided through SCCOE Educational Services Branch.		

These services include but not limited to MTSS, PBIS, Trauma Informed Care, Restorative Justice, TUPE, and Truancy Abatement (SARB).

In addition, the Alternative Education Department is an active member of county community partnerships that include probation, courts, mental health, community-based organizations, and non-profits to ensure linked services for expelled youth.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$100,000	Amount		Amount	
Source	LCFF Base/Concentration and Supplemental	Source		Source	
Budget Reference	Object Code 1000 Object Code 2000 Object Code 3000 Object Code 4300 Object Code 5200	Budget Reference		Budget Reference	

Action 5.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
5.3 Engage students in their rehabilitation and individual learning plans to ensure student ownership and success. Provide Transitional services for expelled youth and provide educational services to meet their rehabilitation plans. These services include monthly meetings for district leadership, enrollment and intake procedures for students and families, facilitation of rehabilitation plans, and return transition planning.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
\$25,000		
LCFF Base/Supplemental and Concentration		
Object Code 1000 Object Code 2000 Object Code 3000 Object Code 4400 Object Code 5200 Object Code 5800		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ \$1,118,166

Percentage to Increase or Improve
Services:

3.67 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Based upon stakeholder input, discussions, student data, and feedback, Santa Clara County Office of Education will be implementing 19 actions/services to increase or improve services for low income (LI) English Learner (EL), and Foster Youth (FY). Targeted support for the EL, LI, and FY student groups' academic, planning, social-emotional and behavioral needs is provided as part of each of our LCAP Goals.

Alternative Education:

Parent involvement in school decision making and support for student learning are important elements in education. In an effort to increase positive learning outcomes for low-income students, foster youth and English Language Learners, AED will support parent involvement by facilitating the Parent Project. These services will be provided to increase communication between the department/school sites and families. The Parent Project will increase positive parenting tools and partner with community-based organizations to increase positive learning outcomes for students.

The department is redeveloping the intake process to increase communication, expectations, supports, and resources and to improve alignment of resources to student needs. As an extension of this work, all AED students will be case managed by a multi-disciplinary team.

Special Education:

Parent involvement in school decision making and support for student learning are important elements in education. To promote parent involvement, services will be provided to increase communication between the department/school sites and families. The department is looking to provide communication through newsletters available in various languages and accessible in hardcopy and digital formats. Family engagement will be enhanced by offering parent events. The department and clusters will implement communication to inform parents about school activities and student progress. The department will implement parent breakfasts/coffee chats and School Site Council (SSC)/ English Learner Advisory Committee (ELAC) meetings to involve parents in decision making.

Student attendance is an area that greatly impacts student achievement. The department has identified the following practices as strategies and activities to assist in having a positive impact in encouraging students and families to regularly attend school: raise awareness of the negative impacts of chronic absence and truancy, identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion, and ensure that pupils with attendance problems are identified as early as possible to provide appropriate support services and interventions.