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**REVISED for High School Districts REVISED for High School Districts**

**The State Board of Education expects that all LCAPs address all metrics defined in Ed Code (whether they are applicable to them or not).  The language can be inserted at the beginning of the LCAP as a part of an introduction or in section 2 as the district/charter wishes.**

For TK-8 districts:

*As a kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California , or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.*

For HS districts:

*As a high school district, we do not receive a California Department of Education (CDE) calculation for middle school dropout rates. Therefore, these metrics will not be used in our plan.*

**As per our discussion at our Santa Clara County Supt Meetings and Business Official Meetings, the SCCOE is providing a special education program description to be included in each district’s LCAP. The purpose of this description is to address the option provided in the CDE guidance for LCAP development. It should be placed in Section 2 right after the guiding questions. That guidance states:**

**“For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.”**

Special Education Program description for County Special Education Programs

*The Santa Clara County Office of Education’s Special Education Program serves as a partner with the county’s public school districts to serve students with disabilities. The County Special Education professional team includes teachers, itinerant specialists, paraeducators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students 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 County Special Education Program operates classes on public school campuses to serve students with special needs. 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 County programs include:*

***Deaf/Hard of Hearing****: Total communication approach that allows for all forms of communication in an instructional program.*

***Orthopedic Impairments****: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.*

***Autism Spectrum Disorders:*** *Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.*

***Emotional Disturbance:*** *Students receive individual and group mental health services as well as academic instruction.*

***Severe Medical Needs and Cognitive delays****: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.*

***Early Start Program:*** *Provides support and resources to family members and care givers 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 and home teaching.*

***WorkAbility Program:*** *Serves students ages 16-22 years of age providing vocational training, transition planning and self advocacy.*

***Inclusion Collaborative:*** *This collaborative group leads the effort to provide every Santa Clara County child with a quality learning environment. Its focus is the successful inclusion of children with special needs in child care, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources county wide.*

*In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children’s Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.*

*Parents are involved in the education of their student through Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) process. As an IEP or IFSP team member parents/guardians participate in forming annual academic, communication, behavioral, developmental and social goals for the student. Parents receive quarterly communications regarding the student’s goal progress. Individual Transition Plans (ITPs) are written with graduating students and their families to facilitate appropriate adult life post-school options.*

*Programs are funded by a disability block formula charged to districts referring students. Supplemental funding is received from Title I, II and III for addition materials such as technology, English learner supplemental curriculum and other program needs. Funding is also received for Medi-Cal eligible services and through WorkAbility and Early Learning grants.*

*Programs are reviewed annually for compliance with all state and federal requirements. Special Education accountability data is compiled and reported in the School Accountability Report Card, (SARC), LEA Plan, Tittle III EL Plan and the LCAP. Data is also posted on the California Department of Education website.*