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Message from the Superintendent

July 15, 2019

Dear School District and Community Stakeholders,

It is my pleasure to share with you the Santa Clara County Office of Education’s 2018/19 School District and Community Stakeholder Annual Report.

This report summarizes feedback from nearly 400 school district and community stakeholders collected through the administration of this year’s satisfaction survey. This feedback helps to identify our organization’s areas of strength and improvement, and is essential to informing the work that we perform day-in and day-out in fulfillment of our strategic goals.

In an effort to be a premier service organization, one that is efficient in the provision of quality supports and services to districts, schools, students, and the community, the SCCOE has embarked on a new strategic vision, created new divisions, and restructured its departments. These changes are described in greater detail in the body of this report, which concludes with a review of current and future strategic actions aimed at improving the delivery of SCCOE supports and services to maximize our impact using limited resources.

I want to acknowledge all SCCOE staff, members of our County Board of Education, and countless partner agencies for their continued commitment to serving, inspiring, and promoting student and public school success. Together, #WeAreSCCOE and we are #InvestingForImpact.

With gratitude,

Dr. Mary Ann Dewan
County Superintendent of Schools
Year in Review

Strategic Vision

The SCCOE has a strategic plan for transforming education through leadership, service, and advocacy. This plan, coined “Investing for Impact,” is guided by principles of equity, diversity, inclusion, and partnership. Each principle is embraced by over 1,500 SCCOE staff in their provision of supports and services, including 46 distinct programs, to school district and community stakeholders.

As part of this strategic plan, the SCCOE established ten (10) targeted areas of focus or Strategic Actions, each of which support the SCCOE’s three goals: (1) Improve access to inclusive, equitable, high-quality education; (2) Provide quality supports to districts, schools, students, and communities; and (3) Be a premier service organization. Strategic Actions include:

1. Implement a strategic education campaign that raises awareness of the benefits of Early Care, Health, and Education.

2. Reengage youth who have not yet earned a high school diploma through the Opportunity Youth Academy (OYA).

3. Expand the effective and ethical use of education and related data among varied stakeholders by expanding our data governance initiative.

4. Develop a plan to improve outcomes for foster youth.

5. Implement office wide protocols and expand the communications, marketing, and evaluation of services, programs, and professional development.

6. Implement a study of the continuum of Special Education Services in Santa Clara County.

7. Expand, strengthen, and leverage partnerships with community based organizations, funders, agencies, and other partners.

8. Design and deliver professional development opportunities in coaching, supervision, and evaluation processes which contribute to improved trust and accountability.

9. Provide learning and professional development for all staff designed to increase trust and accountability, expand skill sets, improve performance, retain employees, and position staff for future promotional opportunities.

10. Foster respectful, supportive, and inclusive work environments within and across branches, departments, clusters, and sites.

More information on the SCCOE’s strategic plan, vision, mission, goals, and values can be found in the 2018-2019 Strategic Plan.¹

¹ [https://www.sccoe.org/supoffice/Documents/Strategic_Plan.pdf](https://www.sccoe.org/supoffice/Documents/Strategic_Plan.pdf)
Organizational Structure and Leadership

The SCCOE recognizes that organizational efficiency and effectiveness are two of the primary drivers of being a premier service organization – an organization with departments that function seamlessly and with the capacity to conduct all work that is expected of county offices of education in 2019. These attributes are vital to securing the expanded resources that are needed to provide quality supports and services to each of the county’s 31 school districts. This is why, in 2018/19, the SCCOE underwent a series of structural and leadership changes, resulting in the overhaul and renaming of two divisions, the designation of Executive Services as a mutually exclusive division, and the reassignment of multiple, existing departments.

The SCCOE operates through seven divisions, six of which are managed by Assistant Superintendents. The seventh division (Executive Services) is supervised by the County Superintendent of Schools who directly oversees the Office of the Superintendent, Charter Schools Department, Local Early Education Planning Council, Special Education Local Plan Area (SELPA), and Strong Start in addition to expulsion and student transfer appeals and policy and procedure development.

SCCOE Divisions and Leadership

![Diagram of SCCOE Divisions and Leadership]

More information on SCCOE Divisions, departments, and leadership can be found on the SCCOE Divisions webpage. Divisions that underwent extensive reorganization include the newly named Equity and Educational Progress Division and the Professional Learning and Instructional Support Division. These divisions and their makeup are described in greater detail below.

Equity and Educational Progress Division

The Equity and Educational Progress Division provides direct oversight of supports, services, and programs that promote equity in education and are aimed at assisting Local Education Agencies (LEAs) in Santa Clara County with efforts to narrow achievement gaps through work aligned with state school accountability and improvement system efforts. To do this effectively,
the SCCOE introduced two new departments ((1) Local Control Accountability Plan (LCAP) Advisory Services, and (2) Differentiated Assistance (DA) and District Support) and reassigned four existing departments ((1) State and Federal Programs, (2) Assessment and Accountability, (3) Multi-Tiered System of Supports (MTSS), and (4) Inclusion Collaborative) to a division that includes Public Affairs. The Public Affairs Department includes the Conference Center, Media & Communications, and Print Services.

The Equity and Educational Progress Division is led by Assistant Superintendent Dr. Gary Waddell. Dr. Waddell has dedicated his career to providing students with rigorous learning opportunities, working with teams to ensure equity and access for all students, and positively impacting school communities in the interest of effectively serving all children and youth. He comes to the SCCOE from the San Mateo County Office of Education where he served as Associate Superintendent of Instruction and Curriculum Administrator. He is the current Chair of California’s Visual and Performing Arts Committee and former Chair of California’s Curriculum and Instruction Steering Committee (CISC).

Professional Learning and Instructional Support Division

The Professional Learning and Instructional Support Division provides leadership, service, and support to school districts through professional learning opportunities in areas such as curriculum and instruction, college and career technical education skills, and multilingual and humanities education. The division conducts seminars, conferences, and workshops for Kindergarten through grade 12 teachers, administrators and parents, and supports the development of student success by building capacity through innovative high quality instruction. It is home to six departments including Educator Preparation Programs (EPP), Foster Youth and Homeless Educational Coordinating Services, and Safe and Healthy Schools.
Previously housed within Human Resources, EPP offers five Commission on Teacher Credentialing approved special education credentials through its Leaders in Educational Administration Program (LEAP) and Education Preparation for Inclusive Classrooms (EPIC) programs. Safe and Healthy Schools (previously under the Student Services Branch) provides a broad range of services designed to improve school climate, student health, and wellness outcomes. Services include but are not limited to Positive Behavioral Interventions and Support (PBIS) and Tobacco Use Prevention Education (TUPE).

The Professional Learning and Instructional Support Division is led by Assistant Superintendent Edith Mourtos. Mourtos comes to the SCCOE with over 35 years of professional experience, sixteen of which were spent as a classroom teacher in the Greater Bay Area. Her other roles include Reading Language Arts Coordinator, Director of Curriculum and Instruction, Chief Academic Officer, and, most recently, Principal of Cumberland School in Sunnyvale School District. Under her direction, Cumberland School received multiple awards including the California Distinguished School Award in 2018. Throughout her career, Mourtos has demonstrated her commitment to providing students and schools with the necessary opportunities to learn and grow.

Satisfaction Survey Background, Methodology, and Main Findings

This section contains a description of the 2018/19 School District and Community Stakeholder Satisfaction Survey design, collection schedule, and main findings beginning with respondent demographics and ending with a summary of qualitative feedback.
Survey Design

The School District and Community Stakeholder Satisfaction Survey is comprised of 11 questions separated into three primary sections.

- **Demographics and Overall Satisfaction**
  
  Four (4) questions that query participant agency (e.g., School District, Community Based Organization, Non-profit Partner) and role (e.g., Administrator, Teacher, Service Provider), frequency of interaction with the SCCOE, and overall satisfaction with SCCOE services. Participants that selected “School District” or “Charter School” as their agency were asked to identify their specific district or charter school.

- **Quantitative Feedback on Supports and Services**
  
  Two (2) questions with rating scale sub-items that query participant perceptions of the SCCOE and its staff, services and programs (14 sub-items) and the level of satisfaction with specific SCCOE departments, services, or programs (46 sub-items).

- **Qualitative Feedback on Services/Programs and Acknowledgements**
  
  Five (5) open-ended questions that query participant opinions on what the SCCOE is doing well, areas in need of improvement, and additional services/programs that should be offered. The last question provides participants with the opportunity to recognize employees who provide exemplary service or exceed expectations.

In addition to the above, five questions were included in this year’s survey to collect data from stakeholders to facilitate work related to Strategic Action #5. A summary of these data is not included in this report.

Data Collection

Data were collected in Spring 2019. The following steps were taken to maximize the number of responses:

- Assistant Superintendents and staff from every SCCOE department assisted with outreach;
- Participants were provided with the option of submitting paper or electronic copies; and,
- Supply of contact information for follow-up interview and focus group participation (i.e., efforts related to Strategic Action #5) was voluntary.

These efforts resulted in the collection of nearly 400 responses from school district and community stakeholders. Data were collected from staff from every district in Santa Clara County including the SCCOE, Metropolitan Education District, and districts outside of Santa Clara County.
Respondent Demographics

Three hundred and ninety-two (N=392) school district and community stakeholders responded to the 2018/19 School District and Community Stakeholder Satisfaction Survey. The majority of participants (nearly 80%) were school district staff followed by 5% of respondents who selected “Non-Profit Partner” as their agency. Combined, less than 10% of respondents selected “SCCOE Authorized Charter School,” “Community Based Organization,” “District Authorized Charter School,” or “Non-District Public Agency.” Not included in the pie chart are 28 participants (7%) who selected “Other.”

When asked about role that most closely represented their position, over one-third of participants selected “Teacher” (34%). The second most frequent role reported by respondents was “District Office Administrator/Management” (14%) followed by 13% of respondents who selected “Director/Manager/Leader/CBO”. Nearly 20% of participants identified as “School Site/Campus Administrator” (11%) or “District Office Non-Administrator Staff” (7%). Combined, 8% of respondents selected “Support Personnel,” “External Service Provider,” “Superintendent,” or “Board Member.” Not included in the pie chart are 57 participants that selected “Other” (13%) or “I prefer not to say” (2%).
Combined, 19% percent of participants reported that they interacted with the SCCOE weekly or daily. Approximately two-third of participants reported interacting with the SCCOE on either a monthly (33%) or quarterly (34%) basis. The remaining 15% of participants reported interacting with the SCCOE once (12%) or not once (3%) in the past 12 months.

To develop a better understanding of the trend in SCCOE interaction among school district and community stakeholders, the proportion of survey respondents that reported interacting with the SCCOE daily or weekly were aggregated and compared over a four year period. These data are summarized in the chart below.

In 2015-2016, 11% of respondents reported that they interacted with the SCCOE weekly or daily. This rate increased by four percentage points in 2016-2017, however, rebounded back down to 13% in 2017-2018. As of 2018-2019, 19% of respondents reported frequent interactions with the SCCOE.
Satisfaction with SCCOE Staff, Departments, and Services

The SCCOE Meets My School’s/District’s/Agency’s Needs

Participants were asked to indicate their level of agreement with the statement “Overall, the SCCOE meets my school’s/district’s/agency’s needs” on a five-point Likert scale. In 2018-2019, approximately three-fourths of respondents (74%) provided agreeable responses, 19% neither agreed nor disagreed with the statement, and 8% provided disagreeable responses.

A four-year comparison of agreeable responses for this statement demonstrates the variability in participant ratings over time. In 2015/16, two-thirds of respondents selected “Agree” or “Strongly Agree.” In 2016/17, that proportion increased to 72% but fell to 62% the following year. The proportion of agreeable responses in 2018/19 is the highest it has been since the item was introduced to the survey in 2015/16.

For the current year, a comparison of agreeable responses by roles provides insight into the type of participants who benefitted the most from SCCOE services and supports. As shown in the figure at the top of the next page, 90% percent of school site or campus administrators provided agreeable responses compared to 63% of teachers.
Ratings of SCCOE Staff, Supports, and Services

Similar to the previous item, participants were asked to indicate their level of agreement with fourteen statements that queried (a) satisfaction with and (b) perceived utility/effectiveness of SCCOE staff, supports, and services using a five-point Likert scale. A comparison of the proportion of agreeable responses (i.e., aggregate of “Agree” and “Strongly Agree” responses) is provided below. Participant ratings of staff were the most desirable. Ninety percent or more of respondents agreed that SCCOE staff “conduct themselves professionally,” are “helpful,” and are “knowledgeable.”

<table>
<thead>
<tr>
<th>Statement</th>
<th>Proportion of Agreeable Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff conduct themselves professionally.</td>
<td>95%</td>
</tr>
<tr>
<td>Staff is helpful.</td>
<td>93%</td>
</tr>
<tr>
<td>Staff is knowledgeable.</td>
<td>90%</td>
</tr>
<tr>
<td>Provides supports to schools/districts/communities.</td>
<td>89%</td>
</tr>
<tr>
<td>Staff is responsive.</td>
<td>86%</td>
</tr>
<tr>
<td>Provides good customer service.</td>
<td>85%</td>
</tr>
<tr>
<td>Provides services useful for my agency.</td>
<td>84%</td>
</tr>
<tr>
<td>Is contributing to the improvement of ed. equity for students.</td>
<td>82%</td>
</tr>
<tr>
<td>Provides quality services.</td>
<td>82%</td>
</tr>
<tr>
<td>Is effective as a partner with the community.</td>
<td>81%</td>
</tr>
<tr>
<td>Provides supports to students.</td>
<td>79%</td>
</tr>
<tr>
<td>Is effective in delivering programs and services.</td>
<td>74%</td>
</tr>
<tr>
<td>Has a good reputation/public image.</td>
<td>73%</td>
</tr>
<tr>
<td>Is efficient in delivering programs and services.</td>
<td>70%</td>
</tr>
</tbody>
</table>
Conversely, ratings of the SCCOE’s effectiveness/efficiency in delivering programs and services, its reputation, and student supports were among the lowest rated statements. Each earned less than 75% of “Agree” and “Strongly Agree” responses. While these are the lowest rated items, still 70% or more of the respondents offered a favorable rating.

Satisfaction with SCCOE Division/Department Services and Programs

The last item in the “Satisfaction with SCCOE Staff, Departments, and Services” section of the School District and Community Stakeholder Satisfaction Survey asked participants to rate their level of satisfaction with 46 unique SCCOE programs and services on a five-point Likert scale. Participants unfamiliar with or unaware of a specific program or service were instructed to select an “NA” option. Sample programs and services include After School Assistance Providers (ASAPconnect), Early Learning Services, Human Resources, Print Services, and Web Development Services. The following SCCOE programs and services earned the highest ratings (80% or higher) based on the proportion of agreeable responses (i.e., aggregate of “Satisfied” and “Very Satisfied” responses).

<table>
<thead>
<tr>
<th>Programs or Services with At Least 8 Out of 10 Satisfied Customers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation &amp; Instructional Support</td>
</tr>
</tbody>
</table>

Honorable mentions (programs or services with at least seven out of 10 satisfied customers) include Fingerprint Livescan Services, Employee Recruitment, Environmental Education, District Business and Advisory Services, Leaders in Administration Program (LEAP), Inclusion Collaborative, Multi-Tiered System of Supports (MTSS), Quintessential School Systems (QSS) Financial System Training and Assistance, Mathematics, Educational Technology Training and Technical Assistance, Human Resources, and LCAP Review.

Qualitative Feedback

In an effort to elicit deeper, improvement-focused insights related to the SCCOE, its staff, and services, participants were provided with the opportunity to supply qualitative feedback to four open-ended questions:
1. What is the SCCOE doing well?

2. What is the one thing you highly value about the SCCOE or its services/programs?

3. How could the SCCOE improve?

4. What additional services should the SCCOE offer?

Participant responses to each question were reviewed and classified into one or more categories on the basis of common threads or themes. A sample of the most common themes (i.e., meaningful categories with the most assigned valid responses) identified for each question is provided below. Detailed qualitative summary tables are provided in Appendix C.

Most Commons Themes

What is the SCCOE doing well?

Two hundred and eleven (211) participants responded to the question, “What is the SCCOE doing well?” Forty-six percent of responses were classified into a Services/Programs theme.

“The programs and services offered are wonderful [relevant and organized].”

A close second, 45% of responses were classified into Customer Service.

“I think the SCCOE staff genuinely care about staff in the districts they serve.”

What is one thing you highly value about the SCCOE or is services/programs?

Two hundred and five (205) participants responded to the question, “What is one thing you highly value about the SCCOE or its services/programs?” Thirty-eight percent of responses were classified into General Support.

“I like the camaraderie. I feel like the SCCOE is a true partner in furthering the education of our students.”

Thirty-seven percent of participants called out a Specific Program or Service. Examples include:

“Walden West” “Science camp” “EPIC” “PBIS” “Multilingual Services”
How could the SCCOE improve?

One hundred and sixty-five (165) participants responded to the question, “How Could the SCCOE improve?” Responses from 31% of participants expressed a desire for additional Supports and Services.

“More support for teachers and districts bridging the gap between special education and general education to ensure that all students are provided a quality education in the least restrictive environment.”

One-in-four participants who responded to this question expressed a desire for better Communication.

“Outreach could improve around what services are offered and what those might look like at a school or district. Hard to know who to contact and what [they can] bring to support schools.”

What additional services should the SCCOE offer?

One hundred and twenty (120) participants responded to the question, “What additional services should the SCCOE offer?” Twenty-five percent of responses were classified into Teacher- or Student-focused Services.

“Teacher [mental health] support – stress in the classroom is intense.”

“More [after-school programming], tutors, better transportation services, and childcare for homeless children.”

Twenty percent of respondents suggested Training, Development, or Coaching.

“[On-site], ongoing teacher and staff training to facilitate the change in education structure to include supporting diverse learning needs.”
Improvement in Service Delivery through Strategic Actions

Results from the 2018/19 School District and Community Stakeholder Satisfaction Survey indicate that the majority of stakeholders are satisfied with the SCCOE and the services and supports it provides. Among the more positive results were high ratings of SCCOE staff and the finding that a greater proportion of stakeholders today are interacting with the SCCOE on a more frequent basis compared to four years ago. Moreover, over 90% of respondents rated staff as knowledgeable, helpful, and professional and roughly 50% of respondents answered “customer service” when asked “What is the SCCOE doing well?”.

Not all feedback was positive. A subgroup analysis revealed that four out of every ten teacher respondents did not feel the SCCOE was meeting their school’s needs. By comparison, this applied to one out of every ten school site or campus administrators. In addition, three out of every ten respondents did not feel the SCCOE was effective nor efficient in the delivery of programs and services. These data, in addition to qualitative feedback, suggest the SCCOE could offer more to support teachers in their classrooms and enhance the marketing and delivery of its services, especially those that help educators meet the needs of all students.

The SCCOE is committed to addressing these concerns and more, and is actively doing so through Strategic Actions by leveraging its most valuable resource, the expertise and care of dedicated staff. A brief summary of related efforts is provided below.

Enhancing Teacher and Classroom Support

Professional Learning and Instructional Support Opportunities

The SCCOE will continue to offer educators professional learning that is designed to facilitate student success by building educator capacity to implement innovative, high quality education strategies. At the SCCOE, professional learning opportunities are primarily administered through its newly restructured Professional Learning and Instructional Support Division (PLISD; described earlier under Year in Review) and the Technology and Data Services Division.

PLISD offerings are provided by six departments with different focal areas. A brief description for each as well as links to department web pages are provided below.

- **ASAP Connect** – Aims to build the capacity of technical assistance providers to better support the diverse needs of afterschool-programs.³
- **Educator Preparation Programs** – Aims to increase the number of educators with special education and administrator credentials through five different credential programs.⁴

⁴ [https://www.sccoe.org/educator-preparation-programs/Pages/default.aspx](https://www.sccoe.org/educator-preparation-programs/Pages/default.aspx)
• **Foster Youth & Homeless Educational Coordinating Services** – Aims to improve outcomes for foster and homeless students by coordinating services and providing assistance and training to school district and community stakeholders.\(^5\)

• **Innovation & Instructional Support** – Aims to provide high quality professional learning services to improve teaching and learning in Career Technical Education, Computer Science, Mathematics, Science, and Visual & Performing Arts.\(^6\)

• **Multilingual & Humanities Education** – Aims to support English learner achievement and create opportunities for students to become bi- or multi-literate through professional learning, technical assistance, networking opportunities, and professional learning communities available to educators, schools, and districts.\(^7\)

• **Safe & Healthy Schools** – Aims to serve all district and community stakeholders by cultivating meaningful partnerships and building their capacity to ensure healthy and equitable outcomes for student success through the implementation of a data-driven, Multi-Tiered System of Support.\(^8\)

Technology and Data Services Division professional learning is provided by the Educational Technology & Learning Innovations Department (TLID). Through its Professional Innovation Pathways, TLID offers a wide variety of online and blended learning courses for facilitating digital learning in the classroom. Course topics range from innovation and leadership to student data privacy and online safety. Educators that complete these self-directed courses earn micro-credentials and open digital badges. More information related to the learning opportunities can be found on the TLID’s Professional Innovation Pathways webpage.\(^9\)

**Enhanced Marketing and Communication of Services and Programs**

Work conducted as part of Strategic Action 5 (i.e., to implement office-wide protocols and expand the communications, marketing, and evaluation of services, programs, and professional development) is designed to improve the SCCOE’s effectiveness and efficiency in the delivery of supports and services to school district and community stakeholders. To facilitate this

\(^5\) [https://www.sccoe.org/depts/schoolhealth/foster-homeless/Pages/default.aspx](https://www.sccoe.org/depts/schoolhealth/foster-homeless/Pages/default.aspx)

\(^6\) [https://www.sccoe.org/iis/Pages/default.aspx](https://www.sccoe.org/iis/Pages/default.aspx)

\(^7\) [https://mes.sccoe.org/mes/Pages/default.aspx](https://mes.sccoe.org/mes/Pages/default.aspx)

\(^8\) [https://www.sccoe.org/depts/schoolhealth/Pages/default.aspx](https://www.sccoe.org/depts/schoolhealth/Pages/default.aspx)

\(^9\) [https://innovation.sccoe.org/](https://innovation.sccoe.org/)
process, the Strategic Action 5 workgroup has created internal protocols for (a) developing informational flyers used to promote workshop and training events, (b) communicating policies on registration and cancellation, and (c) conducting event outreach through social media and email listservs. These steps are intended to improve communication between SCCOE departments that offer professional learning (listed above), eliminate redundancies, and streamline external communications.

With external end-users in mind, the workgroup is also designing a new online professional learning portal that will make it easier to identify, learn more about, and register for all SCCOE professional learning opportunities. When fully operational, the Professional Learning Portal will include filters and search features, offer suggested trainings on the basis of previous registrations or searches, and automate the administration of follow-up evaluation instruments. Evaluation instruments are essential to collecting data that can be used to improve the quality of workshops and trainings.

Supporting Diverse Needs of Students

In 2018/19, SCCOE staff were engaged in three separate Strategic Actions to improve outcomes for priority student groups including opportunity youth (Strategic Action 2), foster students (Strategic Action 4), and students eligible for special education services (Strategic Action 6).

Reengaging Youth Who Have Not Earned a High School Diploma

Efforts to reengage youth ages 16-24 who have not earned a high school diploma in the traditional school setting (i.e., opportunity youth) are conducted by Opportunity Youth Academy (OYA). OYA’s organizational mission is to provide a premier high school diploma program to eligible students by offering a relationship-focused, high-tech, and rigorous learning experience that blends teacher-directed instruction with online credit accrual and recovery options. The individualized support of teachers, counselors, navigators, and liaisons, and access to the services of SCCOE partners from community-based organizations is the hallmark of this unique program. Students exit with a high school diploma and a path to post-secondary college and career opportunities.

Pictured here: Recent graduate celebrated at the 2018-2019 OYA commencement ceremony.
Through four sites located in San Jose, one site in Milpitas, and one in Gilroy, OYA has served nearly 700 students since 2016. To date, 243 students have earned their high school diplomas and 341 students are continuing their education in 2019/20 through OYA. More information on OYA can be found on the OYA webpage.\(^\text{10}\)

**Develop a Plan to Improve Outcomes for Foster Youth**

Foster youth in Santa Clara County underperform their peers on both academic and behavioral outcomes. Of the 1,125 foster students who attended public school in 2017/18, 40% were chronically absent and 13% were suspended at least once in the past academic year (compared to 9% and 3% respectively for non-foster youth). Further, of the most recent four-year graduation cohort, less than one in every two students (46%) graduated with a high school diploma. The four-year graduation rate for non-foster youth is nearly 2x higher at 86%.

\[
\text{Chronic Absenteeism and Suspension Rates} \\
\begin{array}{ccc}
\text{Chronic Absenteeism} & 40\% & 9\% \\
\text{Suspension} & 13\% & 3\%
\end{array}
\]

\[
\text{Graduation Rates} \\
\begin{array}{ccc}
\text{Foster Youth} & 46\% & \text{Non-Foster Youth} & 86\%
\end{array}
\]

As part of Strategic Action 4, the SCCOE’s Foster Youth and Homeless Educational Services Department, in partnership with school district and community stakeholders, developed a plan for improving outcomes for foster youth through the provision of vital academic and social-emotional supports students need to succeed in school. As detailed in the plan, this will require cross-system coordination and collaboration of services with agencies that include community-based organizations, local and state government, and local education agencies (LEAs). Specific action items to be conducted in 2019/20 include but are not limited to:

- Establishing the Foster Youth Aligned Action Network (FYAAN) and Foster Youth Coordinating Grant Program (FYSCP) as the multi-disciplinary Santa Clara County team for overseeing plan activities;

\(^{10}\) http://opportunityyouthacademy.org/
• Expanding access to and utilization of Multi-Tiered System of Supports (MTSS) as a structure for equitable systems alignment;
• Increasing LEA participation in Foster Vision, an online data platform designed to facilitate coordination of services for foster youth; and,
• Supporting districts with Local Control Accountability Plan (LCAP) and Differentiated Assistance (DA) efforts.

More information related to this plan, foster youth resources, and a countywide listing of foster youth/McKinney-Vento Homeless Assistance Act liaisons can be found on the SCCOE’s Foster Youth and Homeless Education Services webpage.11

Implement a Study on the Continuum of Special Education Services

Like Foster Youth, outcomes for students with disabilities are not on par with their non-disabled peers. In 2017/18, chronic absenteeism and suspension rates among students with a disability were 2-3x higher than that of students without a disability. As for high school graduation rates, 68% of students with a disability graduated from high school within four years of entering the 9th grade compared to 87% of students without a disability.

The behavioral and academic outcome disparities highlighted above indicate that more needs to be done to support students with special needs through inclusive settings (as opposed to self-contained or special-day classrooms) where they can learn alongside typically developing children. In inclusive settings, students with disabilities tend to experience greater gains in all areas of personal growth and development. Therefore, in 2018/19, the SCCOE conducted a study on the continuum of special education services available for students with disabilities.

11 https://www.sccoe.org/depts/schoolhealth/foster-homeless/Pages/default.aspx
throughout Santa Clara County (Strategic Action 6). The study accomplished the following objectives:

- Established a countywide Special Education Task Force with a variety of stakeholders including special education instructors to examine best practices in inclusion and those fiscal impact of those practices;
- Used quantitative and qualitative research methods to assess the current landscape of services for students with disabilities from birth to age 22;
- Identified high quality inclusion programs in the county and state that can act as models for schools and districts; and,
- Identified research-based best practices that can assist districts and programs to build their capacity to expand inclusive practices.

The SCCOE Special Education Task Force is now using findings from the study to develop a countywide plan for creating a culture of inclusion, providing quality instruction, and providing social emotional supports to students with special needs in inclusive settings. This plan, scheduled to be implemented in 2019/20, includes recommended actions for district and community stakeholders, a resource guide, and district support. More information related to special education services can be found on the SCCOE’s Special Education webpage.12

Closing Remarks

There are many thousands of SCCOE school district and community stakeholders. This report only summarizes key feedback collected from the nearly 400 stakeholders who responded to the 2018/19 School District and Community Stakeholder Satisfaction Survey. It is not known if the stakeholders who participated are representative of the entire group of stakeholders. That stated, all feedback provided by participants is highly valuable and is considered by SCCOE leadership when making decisions related to the organization’s structure, strategic plan, and work streams, including the Strategic Actions highlighted at the end of this report. The SCCOE’s strategic plan “Investing for Impact” will continue into 2019/20 along with the commitment of SCCOE staff to inspire and promote student and public school success through the provision of quality supports and services.

12 https://www.sccoe.org/depts/students/special-education/Pages/default.aspx
## Appendix: Qualitative Data Summary Tables

### What is the SCCOE doing well?

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Services and programs</strong></td>
<td>46%</td>
<td>97</td>
</tr>
<tr>
<td>Examples: “The programs and services offered are wonderful they are relevant and organize.”, “Access to programs and continue education for educators.”, and “Provides a wide range of services and offerings”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Support and customer service</strong></td>
<td>45%</td>
<td>95</td>
</tr>
<tr>
<td>Examples: “I think the SCCOE staff genuinely care about staff in the districts they serve.”, “The employees that I have interacted with are knowledgeable and professional.”, and “Working with local districts to support them in meeting their goals and objectives.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Training and development</strong></td>
<td>29%</td>
<td>62</td>
</tr>
<tr>
<td>Examples: “Broad range of PD offerings”, “Always offering training and opportunities to support and network with other districts”, and “Providing PD for improvement and making change at school based on equity”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>17%</td>
<td>35</td>
</tr>
<tr>
<td>Examples: “The county office provides basic information regarding upcoming state initiatives.”, “communications have become much more efficient”, “I personally like how well SCCOE keeps us apprised of funding opportunities. We try to take full advantage.”, and “Reaching out to students wanting to earn credentials”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Timeliness and responsiveness</strong></td>
<td>9%</td>
<td>19</td>
</tr>
<tr>
<td>Examples: “The quick response from SCCOE employees.” and “Staff respond quickly to requests for assistance or questions. They are knowledgeable, helpful and a pleasure to work with daily.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Relationship building</strong></td>
<td>8%</td>
<td>19</td>
</tr>
<tr>
<td>Examples: “Actively participating [sic] in conversations how to effectively and efficiently partner with supporting organizations.” and “They reach out to school districts and seem interested in what we’re doing.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>N/A, don’t know, or too vague</strong></td>
<td>8%</td>
<td>16</td>
</tr>
<tr>
<td>Example: “Don’t know enough to answer.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Like responses were categorized if the category accounted for 6% or more of total responses. Some responses fall into multiple categories.
What is one thing you highly value about the SCCOE or its services/programs?

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Support</td>
<td>38%</td>
<td>78</td>
</tr>
<tr>
<td>Examples: “always try to work as a partner with our district”, “Needs of the students are first and foremost”, “The ease of use once services are accessed.”, “They are a go between between CDE and the schools, they explain policies coming from Sacramento”, and “I like the camaraderie. I feel like SCCOE is a true partner in furthering the education of our students.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific program or service</td>
<td>37%</td>
<td>75</td>
</tr>
<tr>
<td>Examples: Walden West, Science camp, Credentialing department, Inclusion collaborative, EPIC, LEAP, PBIS, Multilingual services, and the Help Desk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff, personnel, or employees</td>
<td>23%</td>
<td>47</td>
</tr>
<tr>
<td>Examples: “Passionate staff overseeing diverse programs.”, “Knowledge and professionalism of staff”, and “Employees are friendly and helpful.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training and development</td>
<td>14%</td>
<td>28</td>
</tr>
<tr>
<td>Examples: “that they come to us and train us in our district and we do not have to travel to Santa Clara”, “I have received training and support for classroom from SCCOE that as [sic] been useful.”, and “Variety and quantity of professional development offerings”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsiveness and timeliness</td>
<td>8%</td>
<td>16</td>
</tr>
<tr>
<td>Example: “I value their rapid response rate.”, “The director and coordinators for each program are knowledgeable and responsive”, and “Prompt response to questions, requests, and sharing of resources.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expertise and knowledge</td>
<td>6%</td>
<td>13</td>
</tr>
<tr>
<td>Example: “The expertise [sic] of staff in their respective field.” and “Knowledgable [sic] teachers to equip the future teachers and principals.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A, don’t know, or too vague</td>
<td>4%</td>
<td>9</td>
</tr>
<tr>
<td>Example: “I’m not sure”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Like responses were categorized if the category accounted for 6% or more of total responses. Some responses fall into multiple categories.
How could the SCCOE improve?

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support and services</td>
<td>31%</td>
<td>51</td>
</tr>
<tr>
<td>Examples: “More support services and focus on student mental health, including elementary”, and “More support for teachers and districts bridging the gap between special education and general education to ensure that all students are provided a quality education in the least restrictive environment”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>24%</td>
<td>42</td>
</tr>
<tr>
<td>Examples: “Go directly to the staff at the individual school level and do not rely on district offices to [disseminate] information and resources.”, “Continue to look for ways to provide timely and relevant information to the county school districts.”, and “Outreach could improve around what services are offered and what those might look like at a school or district. Hard to know who to contact and what can they bring to support schools.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>17%</td>
<td>30</td>
</tr>
<tr>
<td>Examples: “The relationship has not been as strong the past year or so, but we know the importance of it”, “Working for teachers outside of the school day. Hard to access and reach if not immediately [nearby] or integrated into a PD day.”, and “Parent engagement is low, Child Find is at a bare minimum, opportunity to better engage CACSE”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training and development</td>
<td>16%</td>
<td>28</td>
</tr>
<tr>
<td>Examples: “Facilitate more student-relevant &amp; targeted presentations for students &amp; staff @ their school sites”, “Providing Professional Developments on the weekends so teachers can attend since we have a substitute shortage.”, and “Make trainings less information and more applied application”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff, personnel, or employees</td>
<td>11%</td>
<td>20</td>
</tr>
<tr>
<td>Examples: “Provide more ways to address teacher and sub shortage” and “When dealing with budget shortfalls, taking staff away from classrooms is NOT the answer... the unique behavioral, medical, and educational needs of our students, classes should be staffed in a way that emphasizes education, not crowd control.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial, funding, or other monetary aspect</td>
<td>10%</td>
<td>18</td>
</tr>
<tr>
<td>Examples: “Support our small school district better - e.g. with purchasing/contract expertise.” and “Lower the indirect cost for grants and CDE funds funneled thru COE.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A, don’t know, or too vague</td>
<td>25%</td>
<td>43</td>
</tr>
<tr>
<td>Example: “I can’t think of anything at this time.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Like responses were categorized if the category accounted for 6% or more of total responses. Some responses fall into multiple categories.
What additional services should the SCCOE offer?

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher or student-focused services</td>
<td>25%</td>
<td>30</td>
</tr>
<tr>
<td>Examples: “mindfulness for boys, especially in alternative education”, “Perhaps more restorative practices (e.g. training on implementing Restorative Justice in schools). It looks like you’re covering a lot already.”, “More trauma informed sessions, social justice in the classrooms and consistency.”, “Teacher mental/health support - stress in the classroom is intense”, and “More after school [programming], tutors, better transportation services, and childcare for homeless children”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training, development, or coaching</td>
<td>20%</td>
<td>24</td>
</tr>
<tr>
<td>Examples: “training on moving from standards to curriculum and classroom instruction” and “On site, ongoing teacher and staff training to facilitate the change in education structure to include supporting diverse learning needs”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>14%</td>
<td>16</td>
</tr>
<tr>
<td>Examples: “I think the largest problem is that the front line teachers often don’t know all the services offered or how to access them. SCCOE is often only used by teachers when they’re in crisis...credential expiring, need Livescan. The full services are rarely accessed.” and “Guided understanding of education systems to families, PSA’s on Special Education to reduce social barriers.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff, personnel, or employees</td>
<td>12%</td>
<td>14</td>
</tr>
<tr>
<td>Examples: “More teacher recruitment opportunities. More support with joint projects (teacher evaluation).” and “A pool of Behavioral Technicians”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial, funding, or other monetary aspect</td>
<td>7%</td>
<td>8</td>
</tr>
<tr>
<td>Example: “Funding general education intervention staff, curriculum, and supports. This could include social/emotional, behavioral, and academic interventions.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A, don’t know, or too vague</td>
<td>41%</td>
<td>49</td>
</tr>
<tr>
<td>Example: “None that I can think of.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Like responses were categorized if the category accounted for 6% or more of total responses. Some responses fall into multiple categories.