

District Satisfaction Survey 2019-20



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Message from the Superintendent



Dear School District and Community Stakeholders,

It is my pleasure to share with you the Santa Clara County Office of Education's 2019/2020 School District and Community Stakeholder Annual Report.

This report summarizes feedback from over 400 school districts and community stakeholders collected by 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 progressed on its strategic vision, innovated a new method of marketing and providing professional learning opportunities, and made strides to address student health and well-being. 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,

A handwritten signature in black ink that reads "Mary Ann Dewan". The signature is written in a cursive, flowing style.

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 1,600 SCCOE staff in their provision of supports and services, including 55 distinct programs, to school districts and community stakeholders.

As part of this strategic plan, the SCCOE has established and refined 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 at-risk and opportunity youth through a coordinated system of services for education through career pathways.
3. Expand the effective and ethical use of education and related data among varied stakeholders by expanding our data governance initiative.
4. Continue, develop, and implement a plan to improve outcomes for foster & homeless youth.
5. Implement office-wide protocols and enhance the communications, marketing, and evaluation of quality services, programs, and professional learning.
6. Implement the one system support 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. Engage and retain employees by providing professional learning experiences that build community and increase performance, well-being, and satisfaction.
9. Foster respectful, supportive, diverse, equitable and inclusive work environments.
10. Develop and implement an action plan to improve student health and well-being through a coordinated system of supports and services.

More information on the SCCOE’s strategic plan, vision, mission, goals, and values can be found [here](#).

Emergency Preparedness and Response

In 2019/2020 students and families across Santa Clara County, including SCCOE staff and their loved ones, faced two major public crises that altered the method by which children learned and community members conducted their everyday lives. The first of these events was the Pacific Gas and Electric (PG&E) public safety power shutoff(s) and the second ongoing event is the COVID-19 public health emergency. These two public crises shifted attention away from established priorities and towards the provision of emergent, essential services.

The first of these events, the PG&E power shutoffs, affected an estimated 38,000 residents in Santa Clara County. The SCCOE provided emergency communication efforts to districts, families, and community members during this time and in the days leading up to the shutoffs to ensure awareness of the local supports, resources, and services available.

Second, the COVID-19 health crisis has impacted (and will continue to impact in the coming months and years) the children and families the SCCOE serves. The outbreak which first appeared in the county in the early months of 2020 led to the closure of Santa Clara County school districts in March along with a shelter-in-place order designed to mitigate the spread of the SARS-COV-2 virus throughout the community. SCCOE staff sprung into emergency-response mode with the goal of providing essential services throughout the public health crisis to ensure that the needs of students, families, and community members were met.

Successes in Service

The services and supports provided by the SCCOE to help children and families in Santa Clara County navigate and overcome the challenges presented by the situations described above is a testament to the SCCOE's commitment to providing quality supports and services to its stakeholders. This section highlights several of the planned initiatives undertaken by the SCCOE and its staff, not explicitly tied to Strategic Action work, that were accomplished prior to, or despite, any re-prioritization of resources that occurred in response to the crises.



Assisting Districts Setting and Meeting Local Control Accountability Plan (LCAP) Goals

The LCAP Advisory Services department provided comprehensive and targeted support to districts and charters throughout the county. Trainings, networks, and technical assistance were provided around a variety of topics ranging from statewide and local assessment support, federal title grant monitoring, English learner support planning, and accountability through ESSA requirements and the LCAP. The department offered numerous trainings around the new template and received positive feedback from districts regarding making progress and feeling supported. Prior to school closures, the LCAP Advisory Services department anticipated writing new three-year LCAPs with districts. The department



approached school closures with adaptability and has maintained weekly communication with district contacts. Continued and customized support has been well-received and districts report feeling capable of completing newly established requirements. Additionally, the LCAP Advisory Services department has expanded district support services by providing continuous improvement strategies aligned with improvement science to district and school-level teams. Earlier in the year, the department partnered with WestEd to provide enhanced improvement work with seven districts and to offer more opportunities to work with individual districts and school site leaders around improvement and planning strategies to inform School Plans for Student Achievement.

Advancing Inclusive Practices in Education

The Inclusion Collaborative (IC) aims to build a culture that values all children by strengthening, sustaining, and ensuring inclusive educational practices. The SCCOE IC was named by the California State Department of Education (CDE) as one of two local education agencies (LEA) in the state of California charged with leading efforts to advance inclusive and equitable practices among LEAs within the region. As an equity state lead for California, the IC works collaboratively with agencies across the state, and during the 2019/2020 year, the IC offered a variety of coaching, training, and technical assistance services for and with these local and state agency partners. Among its many partnerships, the IC works closely with agencies such as First 5 Santa Clara, San Jose Public Library, San Jose State University, Parents Helping Parents, the California Department of Education, and CAST, the national leaders in the development for research for

Universal Design for Learning. As part of its work with CAST and the California UDL Coalition, the IC established the Universal Design for Learning (UDL) framework as an integral part of its services, including coaching and professional learning opportunities. This educational framework guides flexible learning practices to ensure all student learning processes are accommodated. This year, the IC also held the 6th annual Inclusion Collaborative State Conference (ICSC) “Inclusioners Impact” with 340 in-person participants and 40 virtual host sites. The ICSC held workshops for a range of topics such as equity, inclusion, access, and serving students with special needs. Additionally, the IC continues to offer the [Inclusion Support Warmline](#) which provides free support in multiple languages and offers resources and individualized supports for parents, caregivers, educators, and community members who support children of all ages with disabilities or other needs.

Blending State and Federal Subsidy Early Learning Programs to Provide Wrap-Around Supports
The SCCOE is both a California State Preschool Program (CSPP) and Head Start (HS) operator. Through CSPP and HS, the SCCOE provides part- and full-day preschool programs that include health services, such as vision and dental screenings, at little to no cost to children of low-income families. Offering high-quality preschool is paramount to ensuring that children from low-income families receive the care and education they need to start Kindergarten ready to learn and with the social-emotional skills needed to interact effectively with adults and fellow classmates. Although the SCCOE has been successful in submitting applications for the funding of these programs, continued funding is dependent upon each program being adequately enrolled. Meeting the needed enrollment is a challenge in a high-cost county, such as Santa Clara, where families that make the qualifying income needed to enroll their children in these programs are getting priced-out. In response to this challenge, the SCCOE’s Early Learning Services department has developed a model that blends part-day CSPP and HS dollars to capitalize on enrollment in both programs while offering full-day preschool with wrap-around supports to eligible children and their families. As of 2019/2020, the SCCOE operates 19 blended preschool classrooms serving 210 children in Santa Clara County. Of the 19 classrooms, three were introduced in 2019/2020 through a partnership with Luther Burbank School District and Go Kids.



Satisfaction Survey Background, Methodology, and Main Findings

This section contains a description of the 2019/2020 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 nine (9) 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 (55 sub-items).
- **Qualitative Feedback on Services/Programs and Acknowledgements**

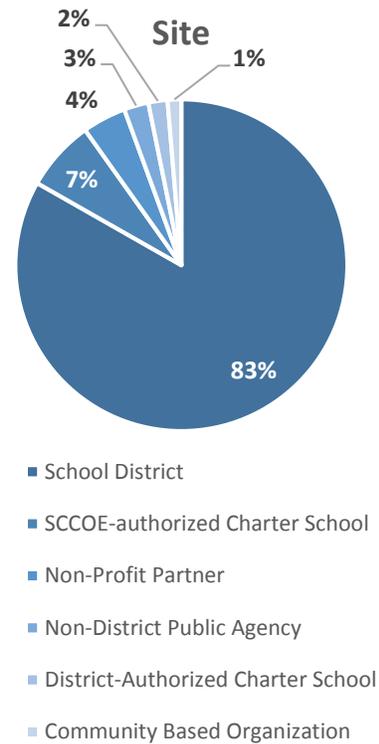
Three (3) open-ended questions that query participant opinions on what the SCCOE is doing well, areas in need of improvement, and additional services/programs that should be offered. The last question provides participants with the opportunity to recognize employees who provide exemplary service or exceed expectations.

Data Collection

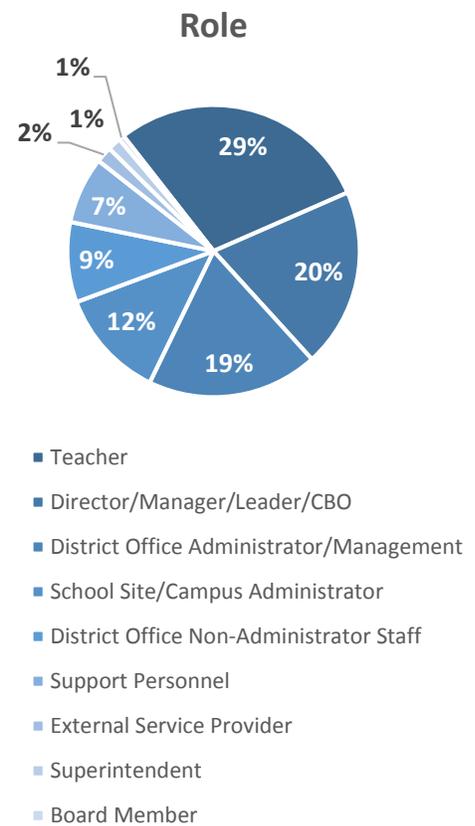
Data were collected from the last week of February to mid-March 2020. To maximize the number of responses, Assistant Superintendents and staff within every SCCOE Division assisted with outreach efforts. Participants were also provided with the option of submitting responses by paper or online. These efforts resulted in the collection of 406 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, as well as districts outside of Santa Clara County.

Respondent Demographics

Four hundred and six (N=406) school district and community stakeholders responded to the 2019/2020 School District and Community Stakeholder Satisfaction Survey. Most participants (over 80%) were school district staff followed by 7% of respondents who selected “SCCOE-authorized Charter School” as their agency. Combined, 10% of respondents selected “District-Charter School,” “Community Based Organization,” “Non-Profit Partner,” or “Non-District Public Agency.” Not included in the pie chart are 30 participants who selected “Other.”



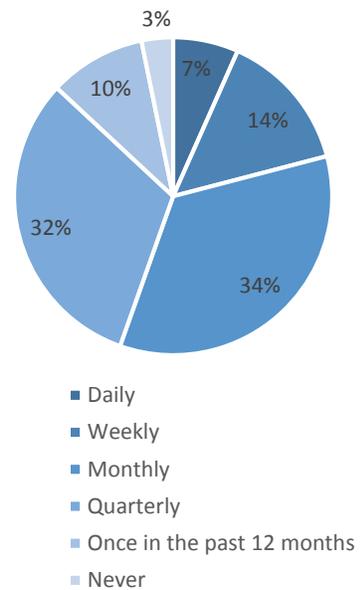
When asked about the role that most closely represented their position, 29% of participants selected “Teacher”. The second most frequent role reported by respondents was “Director/Manager/Leader/CBO” (20%) followed by 19% of respondents who selected “District Office Administrator/Management”. Twelve percent (12%) of participants identified as “School Site/Campus Administrator”. Nearly ten percent (9%) identified as “District Office Non-Administrator Staff”. Combined, 10% of respondents selected “Support Personnel,” “External Service Provider,” “Superintendent,” or “Board Member.” Not included in the pie chart are 68 participants that selected “Other” (N=54) or “I prefer not to say” (N=15).



Level of SCCOE Interaction

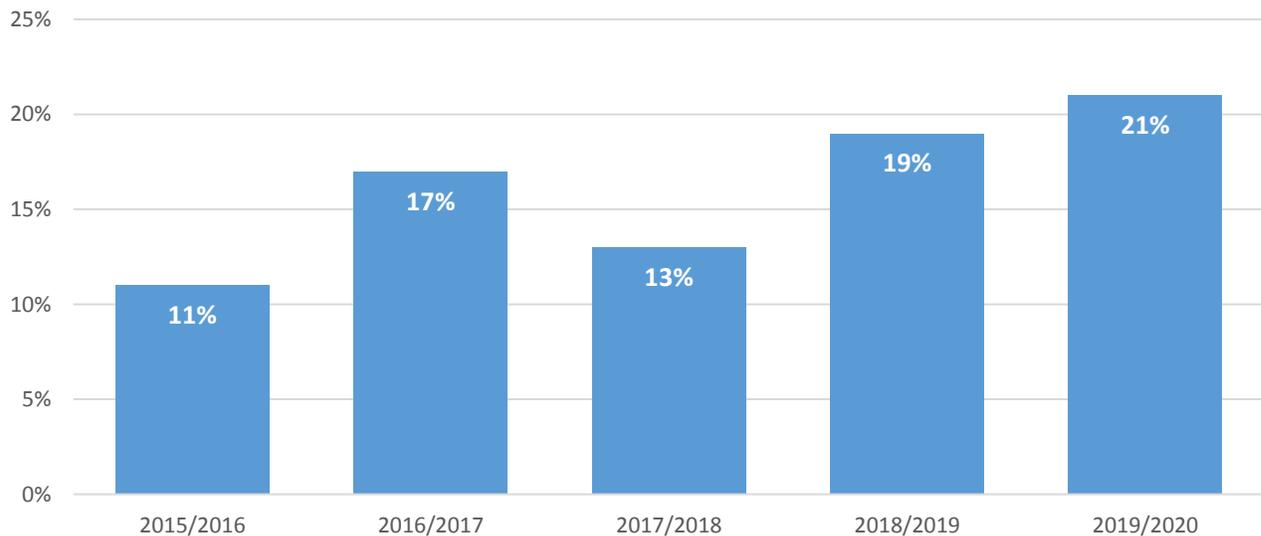
Combined, 21% percent of participants reported that they interacted with the SCCOE weekly or daily. Two-thirds of participants reported interacting with the SCCOE on either a monthly (34%) or quarterly (32%) basis. The remaining 13% of participants reported interacting with the SCCOE once (10%) or not once (3%) in the past 12 months.

Frequency of Interaction



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 five-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. Though variable over time, the proportion of respondents who indicated they interacted with the SCCOE at least weekly has increased by 10 percentage points over the last five years, from 11% in 2015/2016 to 21% in 2019/2020.

"Daily" or "Weekly" Interaction with SCCOE Trend

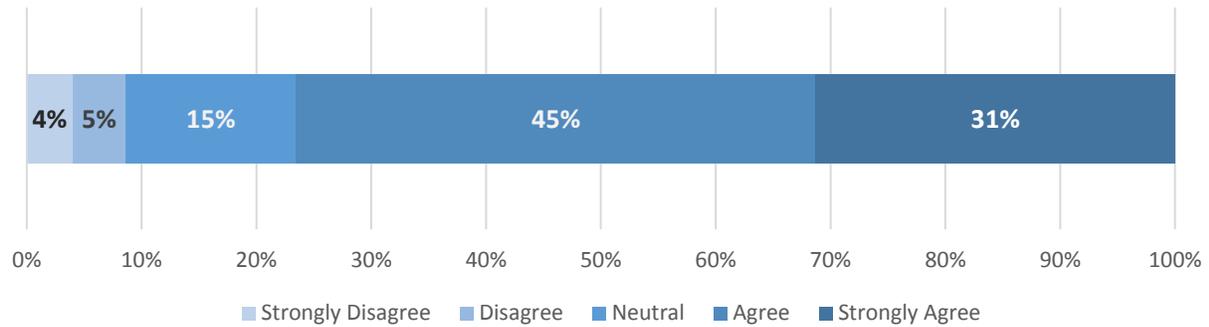


Satisfaction with SCCOE Staff, Departments, and Services

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

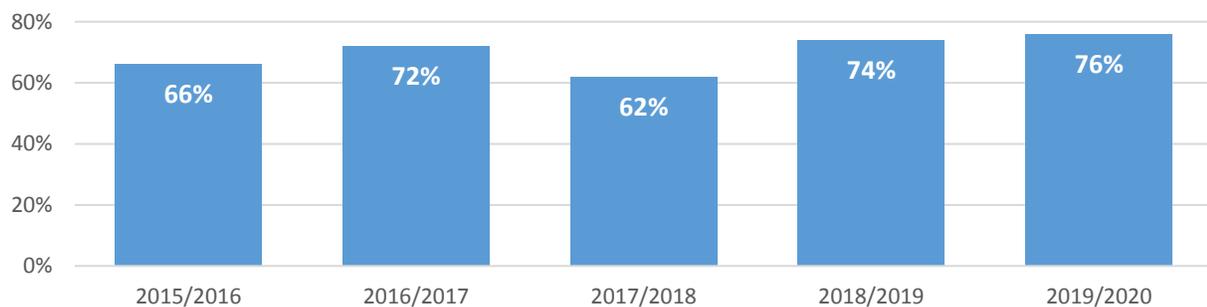
Participants were asked to indicate their level of agreement with the statement "Overall, the SCCOE meets my school's/district's/agency's needs" on a five-point Likert scale. In 2019/2020, over three-fourths of respondents (76%) provided agreeable responses, 15% neither agreed nor disagreed with the statement, and 9% provided disagreeable responses.

Response Distribution

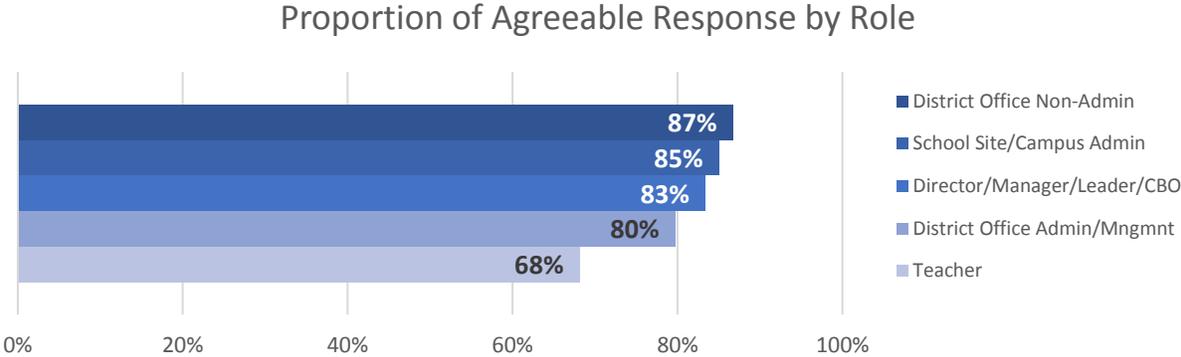


Like the change in level of interaction with the SCCOE described in the previous section, a four-year comparison of agreeable responses for overall satisfaction demonstrates growth in a positive direction. In 2015/16, two-thirds of respondents selected "Agree" or "Strongly Agree." By 2019/2020, the proportion of agreeable responses increased to 76%.

Proportion of Agreeable Responses Over Time



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 below, 87% percent of those in school site or campus non-administrative positions provided agreeable responses compared to 68% of teachers. With the exception of a slight decline for school and campus site administrators, ratings of overall satisfaction across roles improved from 2018/2019.



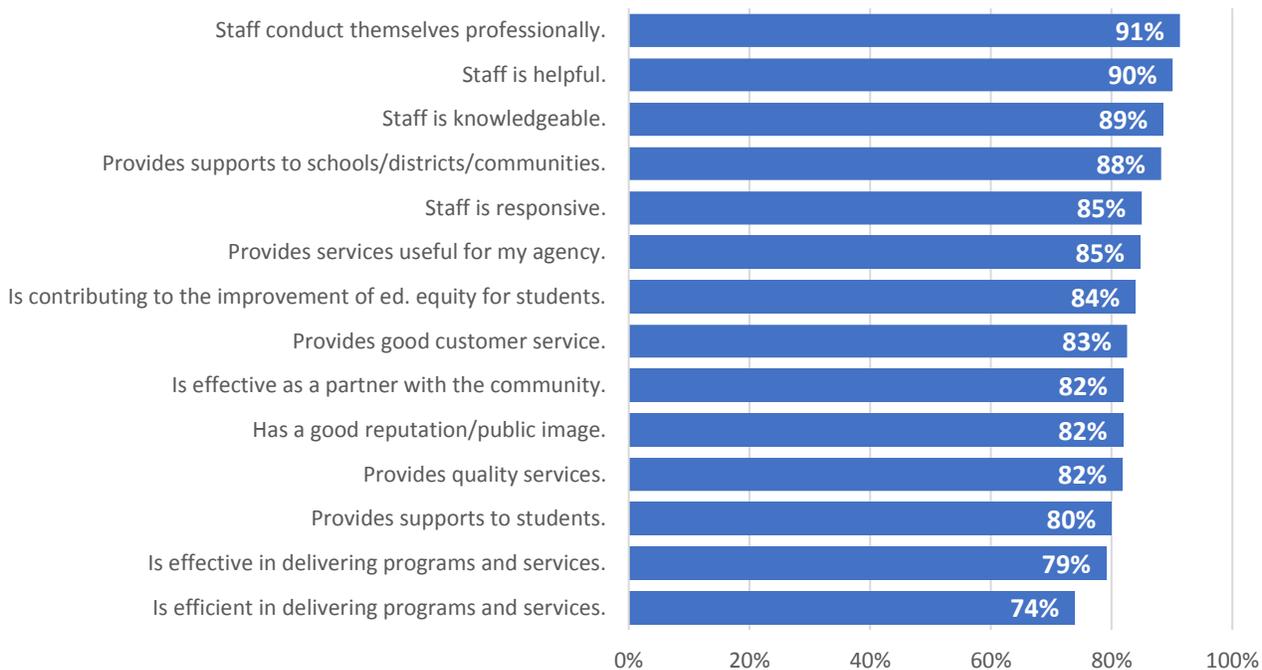
Ratings of SCCOE Staff, Supports, and Services

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. As shown, participant ratings of staff were the most desirable. Ninety percent or more of respondents agreed that SCCOE staff “conduct themselves professionally” and are “helpful.” Conversely, ratings of the SCCOE’s effectiveness and efficiency in delivering programs and services were among the lowest rated statements. Each earned less than 80% of “Agree” and “Strongly Agree” responses. However, despite being the lowest rated items, approximately three out of every four respondents provided 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 55 unique SCCOE programs and services on a five-point Likert scale.

Proportion of Agreeable Responses



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 (75% or higher) based on the proportion of agreeable responses (i.e., aggregate of “Satisfied” and “Very Satisfied” responses).

Positive Behavior Intervention and Supports	Multi-Tiered System of Support	Credential Services
Assessment & Accountability	Employee Recruitment	Print Services

Honorable mentions (programs or services with at least seven out of ten satisfied customers) include: Early Learning Services (e.g., Head Start, Transitional Kindergarten); Educational Technology Training and Technical Assistance; Fingerprint Livescan Services; Inclusion Collaborative; LCAP Technical Assistance and Support; and Payroll Services.

Qualitative Feedback

In an effort to elicit deeper, improvement-focused insights related to the SCCOE, its staff, and/or services, and to allow stakeholders the opportunity to acknowledge SCCOE staff who provided

exceptional service, participants were provided with the opportunity to supply qualitative feedback to three open-ended questions:

1. Tell us how the SCCOE can improve and what additional services the SCCOE could offer.
2. What is the SCCOE doing well? Briefly describe what you highly value about the SCCOE services/programs.
3. The SCCOE values its employees and desires to recognize employees who provide exemplary service or who exceed expectations. If you would like to nominate an SCCOE employee for recognition, please list his/her name below and the reason for the nomination.

This section summarizes participant responses to the first two questions, which were reviewed and classified into one or more categories based on common threads or themes. Responses to question 3 (i.e., staff acknowledged for exceptional service) were transmitted to Senior Leadership for recognition purposes.

Commons Themes

Tell us how the SCCOE can improve and what additional services the SCCOE could offer

One hundred and six (106) participants responded to the question, "Tell us how the SCCOE can improve and what additional services the SCCOE could offer."

Category	Pct.	Sample Comments
General Services	31%	"Continued support/collaboration with other COEs."
Specific Services	22%	"Child Care is needed for parenting students."
Training, Professional Learning	19%	"Continue to support districts with distance learning and PD while schools are closed."
Communication	13%	"Perhaps pointing folks to other resources in a centralized location."

What is the SCCOE doing well? Briefly describe what you highly value about the SCCOE services/programs?

One hundred and twenty-five (125) participants responded to the question, "What is the SCCOE doing well? Briefly describe what you highly value about the SCCOE services/programs."

Category	Pct.	Sample Comments
General Services	36%	"[The SCCOE] have become a strong partner with a higher level of collaboration to come [up] with creative ways for learning."
Specific Services	34%	"Support and promotion of early learning are apparent, well-done and very much appreciated..."
Training, Professional Learning	19%	"Highly organized and structured trainings, clearly designed for educators."
Communication	18%	"Responsive and helpful when assistance is requested. Appreciate the updates and resources that are shared."
SCCOE Staff	18%	"Friendly and knowledgeable staff." "SCCOE staff are always very responsive and professional!"

Improvement in Service Delivery through Strategic Actions

The feedback provided in the 2019/2020 School District and Community Stakeholder Satisfaction Survey indicates that the majority of stakeholders were 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 five years ago. Moreover, teacher satisfaction with the SCCOE increased since last year's report, and 90% of all respondents rated staff as knowledgeable, helpful, and professional.



Not all feedback was positive, though both teacher and admin responses were more positive this year compared to the previous year. Approximately one quarter of respondents felt that the SCCOE was neither efficient nor effective in the delivery of programs and services. These findings, which are fairly consistent with feedback received in 2018/2019, in addition to qualitative feedback, suggest the SCCOE needs to do more to promote student health and well-being, especially among underserved groups.

The SCCOE is committed to addressing these concerns through Strategic Actions by leveraging its most valuable resource: the expertise and care of dedicated staff. Below is a brief summary of how the SCCOE is working to better serve students and community members through its Strategic Action work.

Improving Student Health and Well-Being

Though newly added as strategic action item, SCCOE's services and programs that support student health and well-being have been longstanding. In 2019/2020, the SCCOE was named the Northern California Regional Health Framework lead agency. Through partnerships with school districts and local agencies, the SCCOE aims to integrate innovative methods of addressing student health needs. Among its accomplishments this year, the SCCOE expanded the number of districts engaged in suicide prevention partnerships and curriculum such as Kognito (more information can be found [here](#)). Furthermore, the SCCOE has partnered with agencies such as HEARD Alliance, Stanford University, and Santa Clara County Behavioral Health on health-centered projects to provide training, technical assistance, and other resources to students, families, districts, and community members throughout the region. Longstanding SCCOE programs have also expanded and continued service and supports related to this strategic action.

These additional and maintained activities and efforts provided by these programs are highlighted below.

Positive Behavior Interventions and Support (PBIS) Snapshot

In addition to being named the Northern California Regional Health Framework lead agency, the SCCOE also has been named the Northern California regional technical center for PBIS. PBIS has been a longstanding service provided by the SCCOE and in 2019/2020 expanded services to SCCOE special education and alternative education students. The recently awarded Learning Communities for School Success Program (LCSSP) grant enables PBIS to now provide services for SCCOE special education students at no cost. The LCSSP grant also secures funding for the SCCOE PBIS services to address chronic absenteeism, suspension, and the needs of foster youth. PBIS continues to provide technical assistance and professional learning opportunities throughout the 2020 school closures; event listings can be found [here](#).

Comprehensive Sex Education (CSE) Network

The SCCOE's Safe & Healthy Schools Department supports the Quarterly CSE Network Meetings for over 50 local educators and maintains partnerships with community partners who provide expertise and supports around comprehensive sex education. These partners include Cardea, Planned Parenthood, Health Connected, and the Santa Clara County Public Health Department HIV & STD Prevention Program. The SCCOE, in partnership with Cardea, supports over 10 Santa Clara County school districts through weekly teleconferencing state calls and offers district support at each Safe & Healthy Schools Network Meeting. SCCOE has served as a training facility for the Sexual Health Education (SHE) Training for teachers and community partners as well as maintained membership in the Santa Clara County Adolescent Pregnancy Prevention Network (APPN).

Tobacco Use Prevention and Education (TUPE)

As part of its efforts to address student health and well-being, the SCCOE TUPE program provides educational resources, technical assistance, and professional learning opportunities to districts and schools to help curtail tobacco and other substance use among youth in Santa Clara County. Partnering with community agencies such as Stanford University and the Santa Clara County Tobacco-Free Coalition, the TUPE team assisted in bringing tobacco curriculum to schools across the county, offered professional learning opportunities to districts, and hosted peer advocacy trainings for over 190 district youth leaders. Additionally, through a recently awarded grant from the California Department of Justice, the SCCOE and New York City Leadership Academy will be hosting a series of webinars to support districts seeking information on alternatives to suspension for tobacco and other substance use on school campuses. For more information or for resources on tobacco use prevention and education in Santa Clara County, visit the SCCOE TUPE homepage [here](#).

Identifying and Improving Services for Homeless Youth

Research regarding homeless youth outcomes suggests that providing trauma-informed supports and services can improve academic and behavioral indicators for affected students. In line with

the ongoing effort to address student well-being, the SCCOE is in the process of identifying vulnerable students, including students who were at any point in the school year identified as having experienced homelessness or housing instability. These students have either been temporarily unsheltered, sheltered in a hotel, motel, or other forms of temporary shelter, or have doubled up with extended family members or with other families. Students are identified at the school or district level; once identified, students can more easily receive supports and services through their school. These resources include coordinating efforts with Social Services, ensuring districts are up to date on federal, state, and local requirements, laws, and legislation regarding homeless youth services, and providing webinars for community stakeholders. More information can be found by contacting school district Foster Youth & Homeless Services liaisons (a current listing of district liaisons can be found [here](#)), or by visiting the SCCOE's Foster Youth Services Coordinating Program and Homeless Youth Education Services website [here](#).

Improving Communication and Marketing of Professional Learning for Educators
In 2019/2020, the SCCOE continued efforts to improve the communication and marketing of the high-quality professional learning (PL) it offers to educators. Staff are working to consolidate all SCCOE PL offerings into an easily accessible, user-friendly online PL Portal with the most up-to-date information on upcoming major events, communities of practice, trainings, and workshops. The following are key milestones the SCCOE has accomplished as it works towards that goal:

- Developed multiple SCCOE brand flier templates for posting information about offerings.
- Developed and administered trainings on how to effectively use MarketVolt and the SCCOE's eNewsletter to get the word out about offerings.
- Developed and administered trainings on how to effectively use Aventri, a new event registration management system with greater capabilities than existing systems such as OMS and Eventbrite.
- Developed a template for the annual PL Catalog that is to be printed and distributed in hard form to districts and other partners so that they can use it to learn more about SCCOE PL offerings and develop their staff training plans.

The [SCCOE's 2020 Professional Learning Catalog](#) is organized with end-user in mind, with offerings separated into six strands (Academics, Behavior, Leadership, Family & Community Engagement, Social-Emotional, and Systems: School Climate & Infrastructure). Educators can now easily separate major events from workshops while simultaneously identifying the offerings within six strands, the alignment between those strands and state priorities, and the target audiences and grade levels. Visit the SCCOE Professional Learning Portal landing page [here](#) for more information.

Ongoing Response and Support during COVID-19 Pandemic

The ongoing COVID-19 outbreak in Santa Clara County requires ongoing collaboration between the SCCOE, districts, and community partners. The strategic actions set in place for the

2019/2020 year were hindered by the current health crises and the service delivery intended for districts, schools, and students was interrupted. In response to the outbreak, the SCCOE will continue working toward alleviating the impact of COVID-19 on students, parents, staff, and community partners by providing appropriate services, resources, programs, and supports. Strategic action workgroups have shifted their focus in order to remain responsive to the needs of stakeholders. Current changes include expanded services (e.g., temporarily extended hours for WarmLine), additional supports (e.g., community meal distribution), and responsive program delivery (e.g., the transition of some in-person professional learning offerings to online formats), and enhanced communication efforts (e.g., the [SCCOE COVID-19 Online Dashboard](#) and the COVID-19 news roundup email distributions for SCCOE employees). Uncertainty surrounding the future landscape of the community requires ongoing responsiveness, flexibility, and adaptability. The strategic action workgroups will continue to respond by adjusting to the needs of students and other community stakeholders throughout the county.

Closing Remarks

There are many thousands of SCCOE school district and community stakeholders. This report only summarizes key feedback collected from the 406 stakeholders who responded to the 2019/2020 School District and Community Stakeholder Satisfaction Survey. It is not known if the stakeholders who participated are representative of the entire group of stakeholders, nor is it known how stakeholders would have responded if the survey were administered after COVID-19 related school closures. 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 in this report. The SCCOE's strategic plan "Investing for Impact" will continue to adapt to the changing landscape caused by the COVID-19 outbreak, along with the SCCOE staff's commitment to support, inspire, and promote student and public-school success through the provision of quality services and programs.





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