

San Joaquin County Special Education

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Brandie Brunni, Division Director

Principal, San Joaquin County Special Education

About Our School

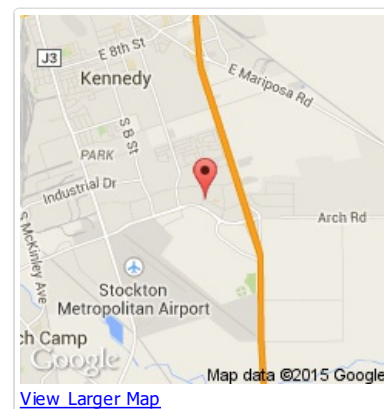
Grade Span: Preschool - Young Adult

San Joaquin County Office of Education Programs serves severely handicapped students from birth to 22 years of age in two special centers and 47 classrooms integrated on public school sites. An Early Start Program is provided for children birth to 3 years of age in which services are provided in the natural environment of the home. Young adult students (18-22 years) are served at community-based locations. Handicapped conditions include autism, mental retardation, deaf/hard of hearing, severe emotional disturbance, orthopedic impairment, severe language impairment and other health impairment. Guided by students' Individual Education Plan, classes focus on a functional skills curriculum particularly in areas of communication, academics, independent living, social/adaptive skills and vocational training.

Contact

2707 Transworld Dr.
Stockton, CA
95206-3948

Phone: 209-468-9279
E-mail: bbrunni@sicoe.net



About This School

Contact Information - Most Recent Year

School	
School Name	San Joaquin County Special Education
Street	2707 Transworld Dr.
City, State, Zip	Stockton, Ca, 95206-3948
Phone Number	209-468-9279
Principal	Brandie Brunni, Division Director
E-mail Address	bbrunni@sjcoe.net
Web Site	http://sjcoe.org/specialeducation
County-District-School (CDS) Code	39103976069215

District	
District Name	San Joaquin County Office of Education
Phone Number	(209) 468-4800
Web Site	http://www.sjcoe.org
Superintendent First Name	James
Superintendent Last Name	Mousalimas
E-mail Address	jmousalimas@sjcoe.net

Last updated: 1/27/2015

School Description and Mission Statement (Most Recent Year)

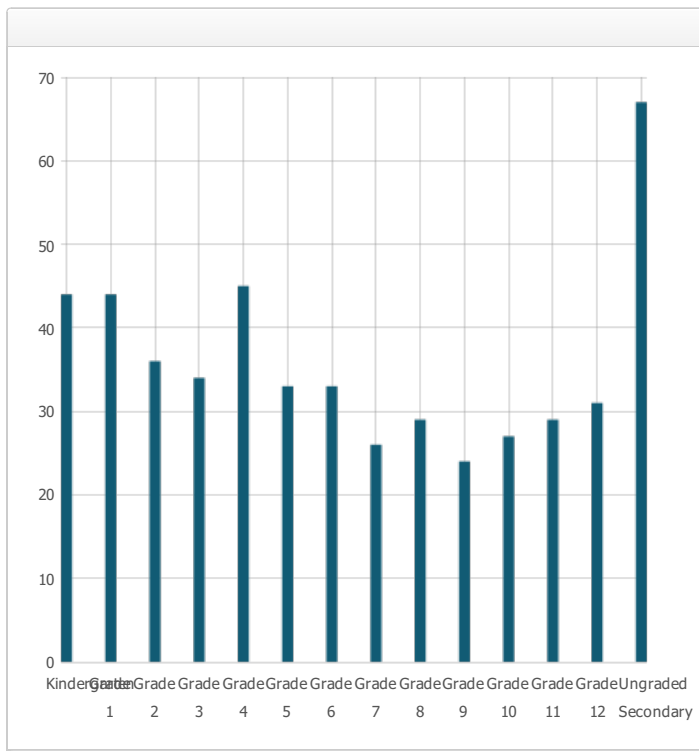
The San Joaquin County Office of Education Special Education Programs supports every student's right to an education designed to meet individual needs. It is essential to provide experiences that will enable students to (1) attain their ultimate functioning level, (2) learn in a normalized, comfortable, secure environment that is not limited by physical barriers, and (3) develop those critical skills and attitudes necessary to adapt and function in everyday life, ultimately, we believe in the "whole individual". All students are active learners and have potential for growth. It is our goal to protect and nurture personal dignity, ensure health and safety, and promote understanding of the individual.

Last updated: 1/27/2015

Student Enrollment by Grade Level (School Year 2013-14)

In addition, 244 pre-school students were served.

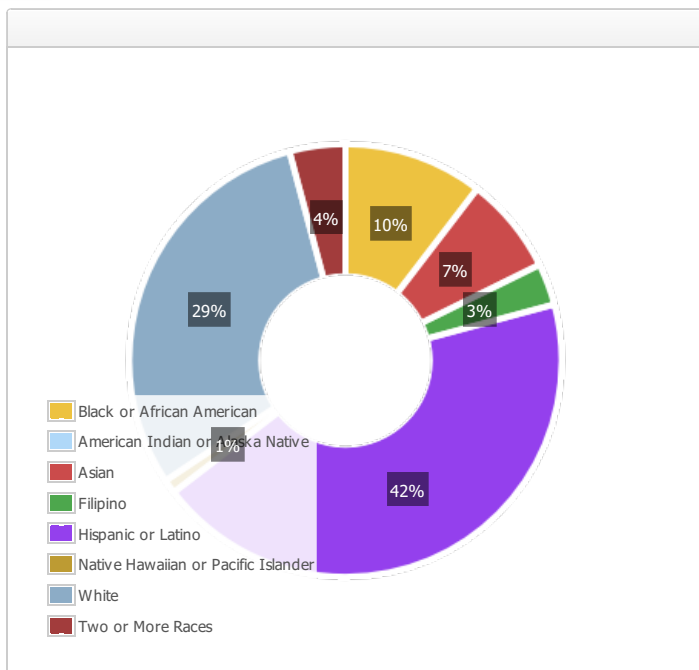
Grade Level	Number of Students
Kindergarten	44
Grade 1	44
Grade 2	36
Grade 3	34
Grade 4	45
Grade 5	33
Grade 6	33
Grade 7	26
Grade 8	29
Grade 9	24
Grade 10	27
Grade 11	29
Grade 12	31
Ungraded Secondary	67
Total Enrollment	502



Last updated: 1/27/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	10.0
American Indian or Alaska Native	0.8
Asian	7.0
Filipino	3.2
Hispanic or Latino	42.0
Native Hawaiian or Pacific Islander	1.2
White	29.9
Two or More Races	4.0
Socioeconomically Disadvantaged	46.8
English Learners	22.3
Students with Disabilities	100.0



Last updated: 1/27/2015

A. Conditions of Learning

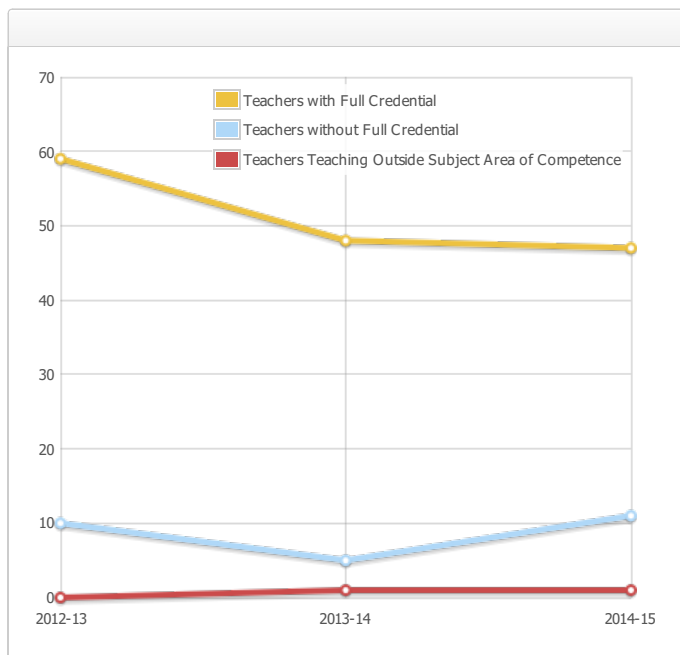
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

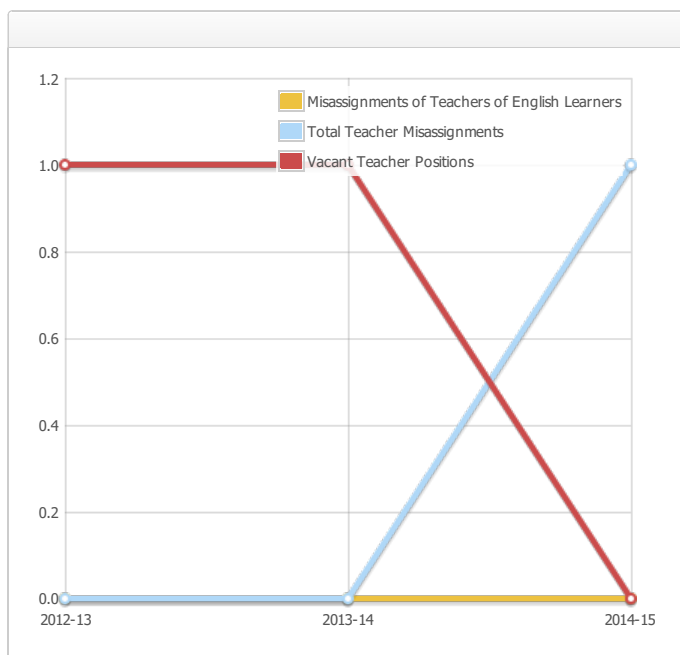
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	59	48	47	170
Without Full Credential	10	5	11	34
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	1	1



Last updated: 1/27/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	1	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/27/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	67	33
All Schools in District	69	31
High-Poverty Schools in District	69	31
Low-Poverty Schools in District	68	32

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/27/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Textbooks and Instructional Materials are individualized to each student, per IEP.

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0
Mathematics			0.0
Science			0.0
History-Social Science			0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/27/2015

School Facility Conditions and Planned Improvements - Most Recent Year

All the facilities owned and utilized by the San Joaquin County Office of Education are reviewed on a regular schedule by the maintenance staff. They are on the school campuses daily for our center-based programs and visit each satellite class once a week to make sure all facilities are safe and in good condition. The restrooms and classes are cleaned daily and a high standard of classroom hygiene procedures has been adopted.

Our two centers, John McFall and Redwood School completed modernization at the beginning of the 2005-2006 school year. For the 2013-2014 year two new classes were added to expand our autism programs. Deferred maintenance projects are completed as necessary.

Last updated: 1/27/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/27/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	32	33	26	19	23	22	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	22
All Students at the School	26
Male	26
Female	28
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	23
Native Hawaiian or Pacific Islander	
White	50
Two or More Races	
Socioeconomically Disadvantaged	27
English Learners	18
Students with Disabilities	25
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	47%	42%	43%	24%	24%	28%	54%	56%	55%
Mathematics	33%	28%	29%	18%	18%	18%	49%	50%	50%
History-Social Science	N/A	5%	%	11%	10%	14%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	C	C	C
Similar Schools	C	C	C

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/27/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	22	-28	24
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/27/2015

Career Technical Education Programs (School Year 2013-14)

Not applicable to this population.

State Priority: Other Pupil Outcomes

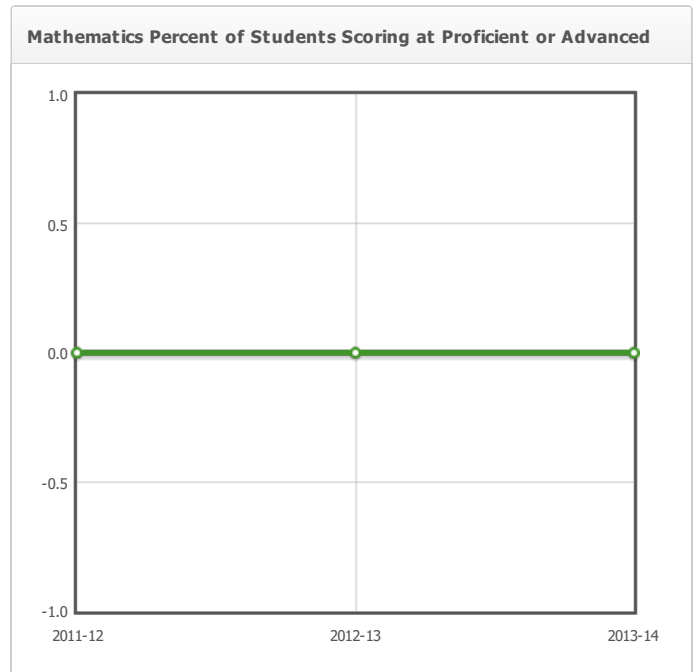
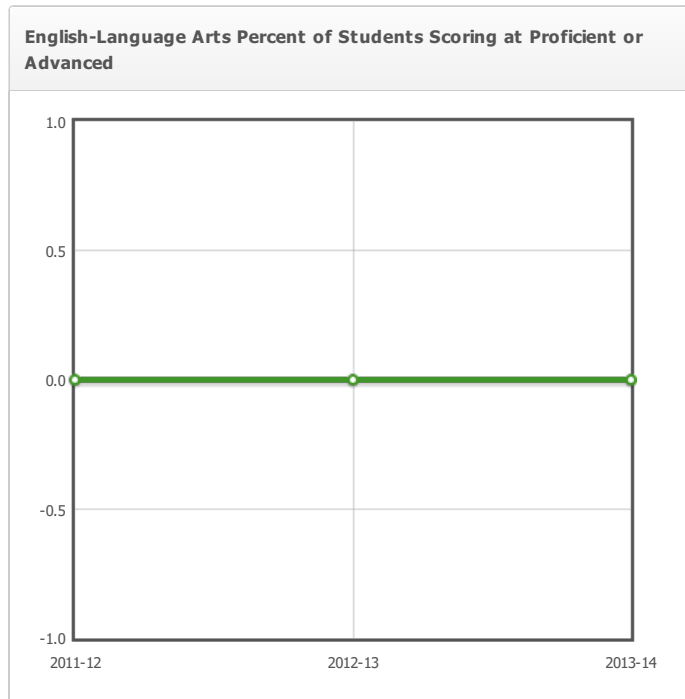
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	19%	28%	27%	56%	57%	56%
Mathematics	N/A	N/A	N/A	17%	28%	27%	58%	60%	62%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Last updated: 1/27/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if**applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	73%	17%	10%	73%	21%	6%
All Students at the School	0%	N/A	N/A	0%	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	2.9%	2.9%	N/A
7	4.0%	4.0%	N/A
9	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Parents play a vital role in the education of their children. Opportunities for parents to participate in their child’s education include assisting in classrooms, attending workshops established for Early Start parents and parent training groups for children with autism. On the first Monday of each month the Community Advisory Committee meets to address issues in special education, establish a workshop agenda with topics for parents and establish a network of support. The County Programs are also training parents to support parents as part of the continuum of Alternate Dispute resolution options. Although parents come from all over the San Joaquin County SELPA, they go the extra mile to participate in fundraisers, school events, and support their child’s learning at home.

State Priority: Pupil Engagement

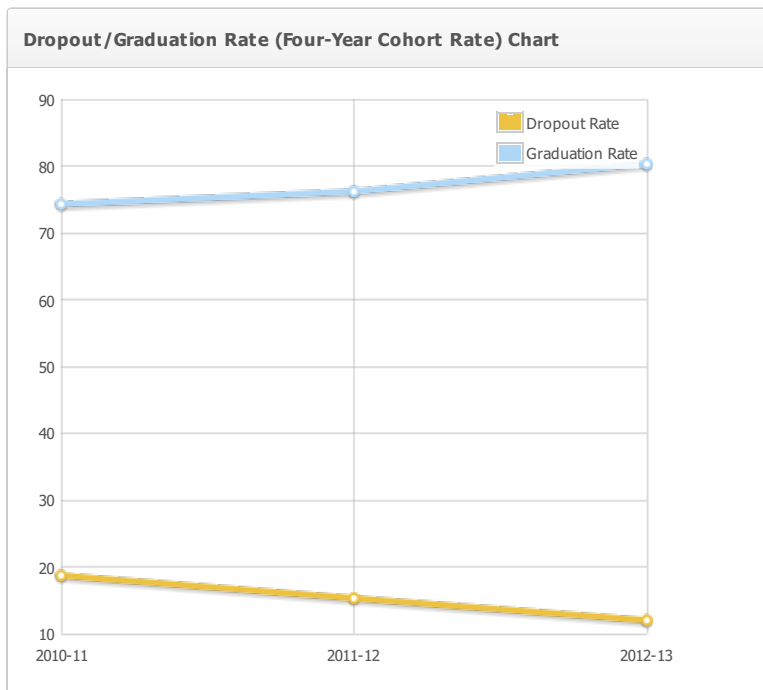
Last updated: 1/27/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	18.7	15.3	12.0	18.7	15.3	12.0	14.7	13.1	11.4
Graduation Rate	74.28	76.18	80.3	74.28	76.18	80.3	77.14	78.87	80.44



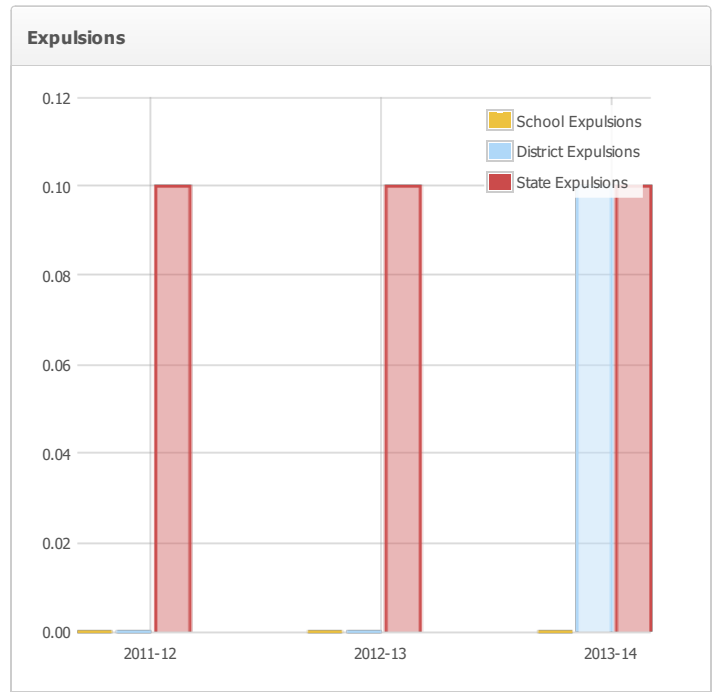
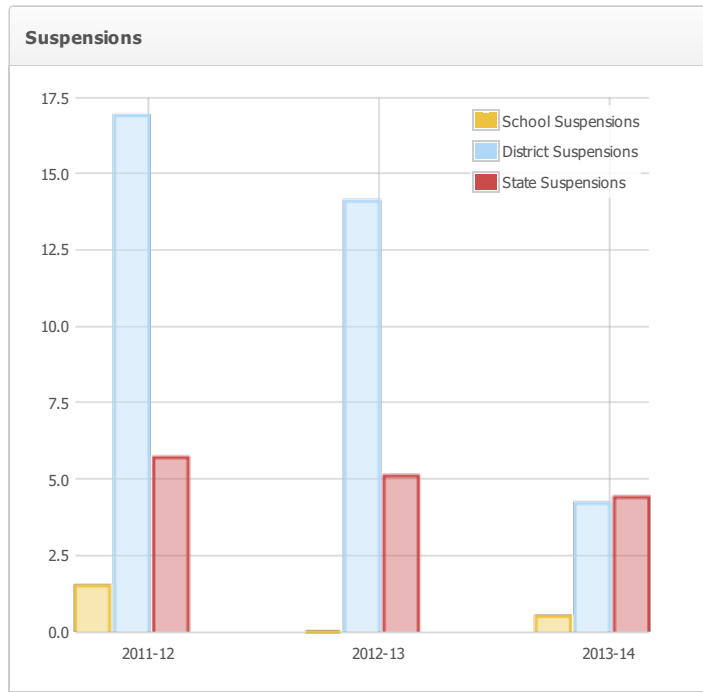
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	1.50	0.00	0.50	16.90	14.10	4.20	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10	0.10



Last updated: 1/27/2015

School Safety Plan - Most Recent Year

All sites have a comprehensive safety plan that is reviewed annually by a committee of administrators, teachers, nurses, maintenance, and parents. An "Emergency Handbook", kept in the offices outlines the plan of action for emergencies such as earthquakes, fires, floods, and chemical spills. Monthly fire drills as well as safety inspections are held on a regular basis. Medical response is heightened with communication with the local fire department and emergency agencies regarding the special needs of our students.

Last updated: 1/27/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	No	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	N/A	N/A

Last updated: 1/27/2015

Federal Intervention Program (School Year 2014-15)

SJCOE Programs do not receive Title I funding

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2005-2006
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/27/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	7.8	4	0	0	2.0	17			2.0	16		
1	8.3	4	0	0	3.0	15			2.0	17		
2	8.4	5	0	0	2.0	15			2.0	15		
3	12.0	1	0	0	3.0	16			3.0	13		
4	10.4	5	0	0	2.0	17			2.0	21		
5	7.0	2	0	0	2.0	15			2.0	14		
6	13.0	1	0	0	2.0	13			2.0	14		
Other					8.0	10			7.0	9		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/27/2015

Average Class Size and Class Size Distribution (Secondary)

Not applicable to this population.

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/27/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	10.0	N/A
Social Worker	1.0	N/A
Nurse	6.0	N/A
Speech/Language/Hearing Specialist	18.0	N/A
Resource Specialist (non-teaching)		N/A
Other	6.0	N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Last updated: 1/27/2015

Types of Services Funded (Fiscal Year 2013-14)

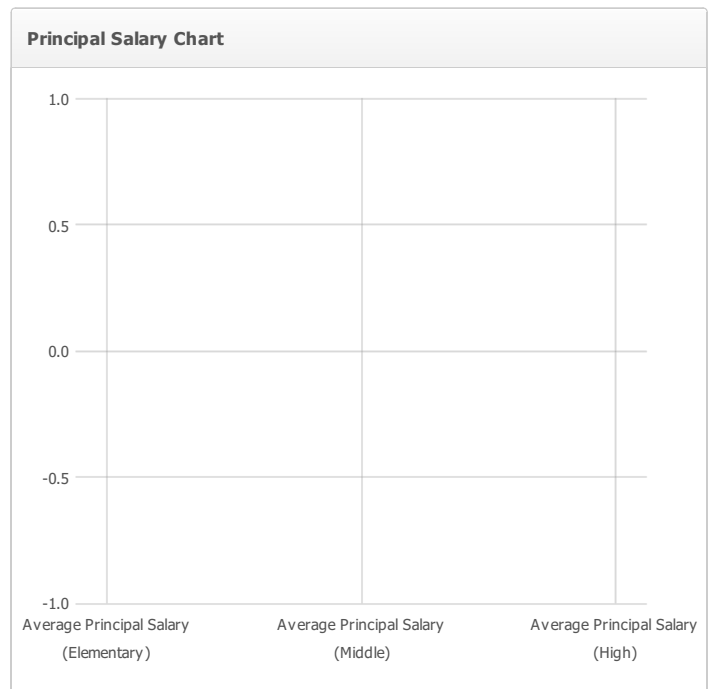
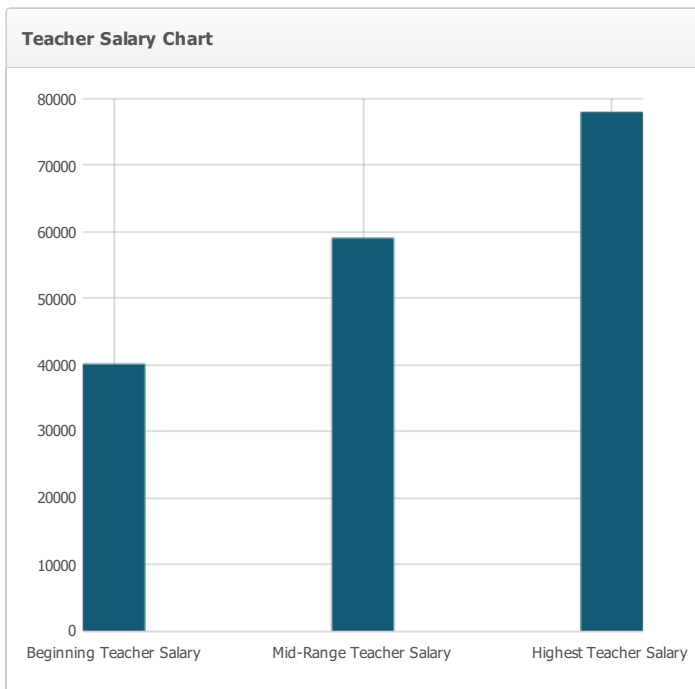
County Office of Education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for County Offices of Education.

Last updated: 1/27/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,083	\$31,438
Mid-Range Teacher Salary	\$58,997	\$66,928
Highest Teacher Salary	\$77,910	\$102,417
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	\$260,725	N/A
Percent of Budget for Teacher Salaries	10.9%	%
Percent of Budget for Administrative Salaries	8.2%	%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/27/2015

Advanced Placement Courses (School Year 2013-14)*Not applicable to this population*

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

*Last updated: 1/27/2015***Professional Development – Most Recent Three Years**

Staff development is provided monthly throughout the year.

Last updated: 1/26/2015