

# San Joaquin County Special Education

## Brandie Brunni, Division Director

Principal, San Joaquin County Special Education

### About Our School

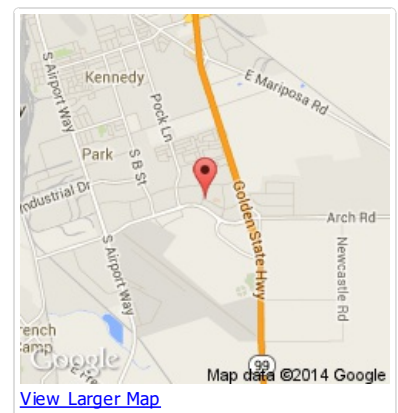
**Grade Span:** Preschool - Young Adult

San Joaquin County Office of Education Programs serves severely handicapped students from birth to 22 years of age in two special centers and 41 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: 209-468-4925  
E-mail: [bbrunni@sicoe.net](mailto:bbrunni@sicoe.net)



## Data and Access

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.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

## DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

School	
<b>School Name</b>	San Joaquin County Special Education
<b>Street</b>	2707 Transworld Dr.
<b>City, State, Zip</b>	Stockton, Ca, 95206-3948
<b>Phone Number</b>	209-468-4925
<b>Principal</b>	Brandie Brunni, Division Director
<b>E-mail Address</b>	<a href="mailto:bbrunni@sjcoe.net">bbrunni@sjcoe.net</a>
<b>County-District-School (CDS) Code</b>	39103976069215

District	
<b>District Name</b>	San Joaquin County Office of Education
<b>Phone Number</b>	(209) 468-4800
<b>Web Site</b>	<a href="http://www.sjcoe.org">http://www.sjcoe.org</a>
<b>Superintendent First Name</b>	Mick
<b>Superintendent Last Name</b>	Founts
<b>E-mail Address</b>	<a href="mailto:mfounts@sjcoe.net">mfounts@sjcoe.net</a>

*Last updated: 1/31/2014*

### School Description and Mission Statement (School Year 2012-13)

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: 1/31/2014*

### Opportunities for Parental Involvement (School Year 2012-13)

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.

*Last updated: 1/31/2014*

# Student Performance

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

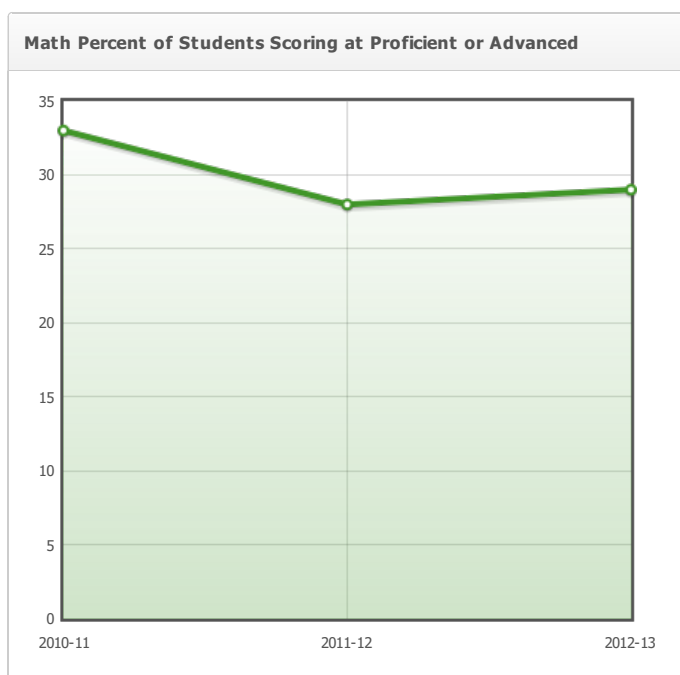
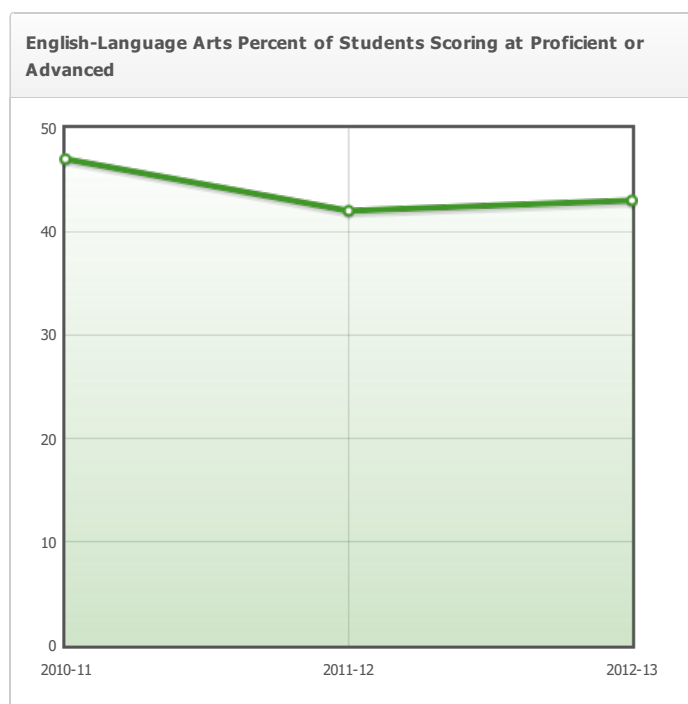
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

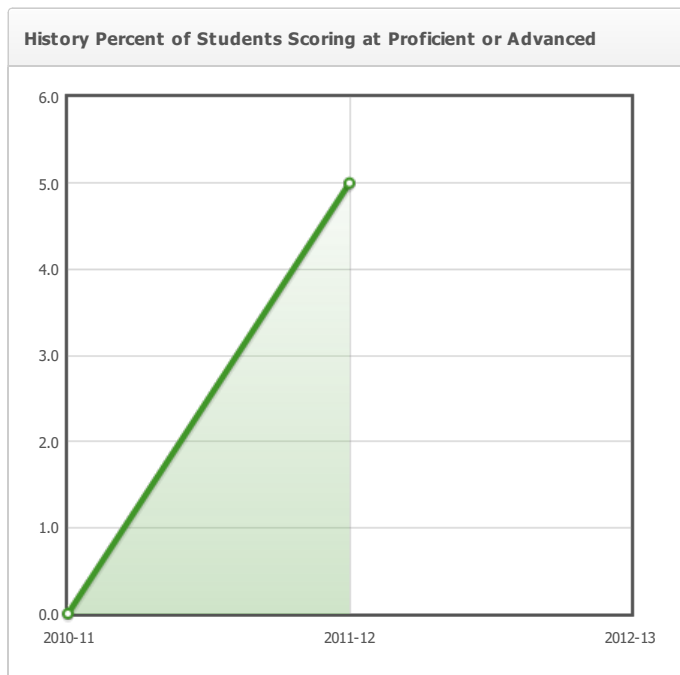
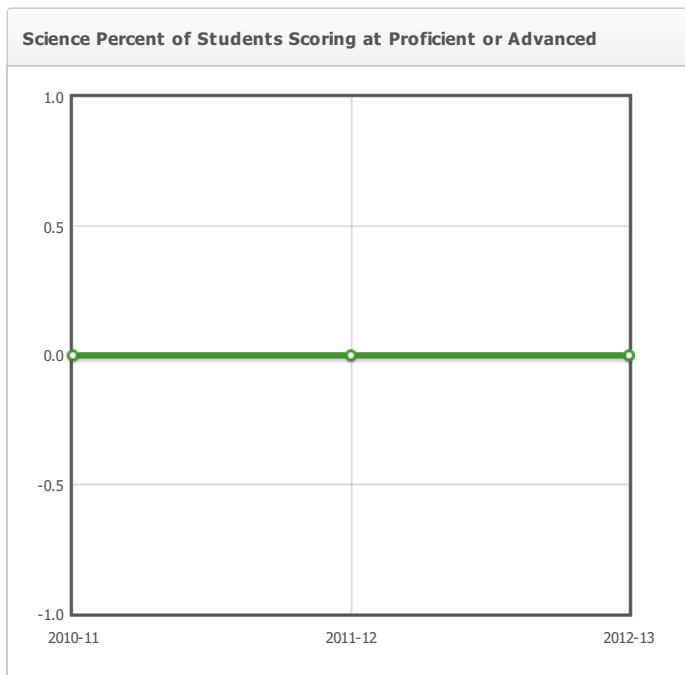
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

## 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%
Science	N/A	N/A	N/A	18%	18%	21%	57%	60%	59%
History-Social Science	N/A	5%	%	11%	10%	14%	48%	49%	49%

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: 1/31/2014

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	28%	18%	23%	14%
All Students at the School	43%	29%	33%	N/A
Male	44%	29%	32%	N/A
Female	41%	30%	33%	N/A
Black or African American	56%	22%	36%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	33%	21%	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	43%	27%	31%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	45%	37%	35%	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	39%	28%	32%	N/A
English Learners	36%	23%	33%	N/A
Students with Disabilities	43%	29%	33%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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: 1/31/2014

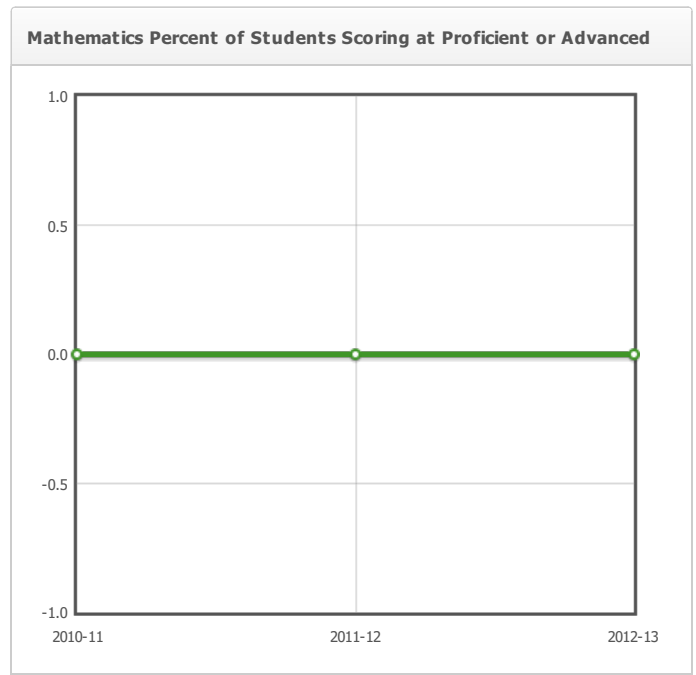
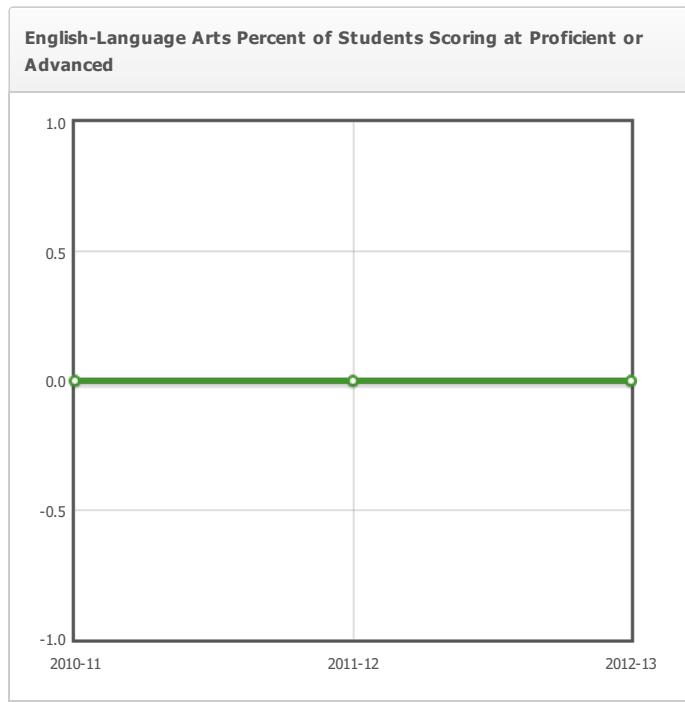
# California High School Exit Examination Results for All Grade Ten Students –

## Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	19%	19%	28%	59%	56%	57%
Mathematics	N/A	N/A	N/A	13%	17%	28%	56%	58%	60%

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: 1/31/2014

## California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	72%	14%	14%	72%	20%	8%
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: 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: 1/31/2014*

## California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	2.7%	2.7%	2.7%
7	N/A	4.3%	8.7%
9	N/A	4.2%	N/A

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: 1/31/2014*



## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	C	C	C
Similar Schools	C	C	C

*Last updated: 1/31/2014*

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
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: 1/31/2014*

## Academic Performance Index Growth by Student Group – 2012-13 Growth API

### Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	281	657	408	481	4,655,989	790
Black or African American	23	670	76	432	296,463	708
American Indian or Alaska Native	2		7		30,394	743
Asian	24	670	19	470	406,527	906
Filipino	6		4		121,054	867
Hispanic or Latino	128	658	225	469	2,438,951	744
Native Hawaiian or Pacific Islander	4		5		25,351	774
White	78	650	48	576	1,200,127	853
Two or More Races	15	607	24	554	125,025	824
Socioeconomically Disadvantaged	170	645	331	469	2,774,640	743
English Learners	72	649	91	438	1,482,316	721
Students with Disabilities	281	657	29	500	527,476	615

*Last updated: 1/31/2014*

## Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

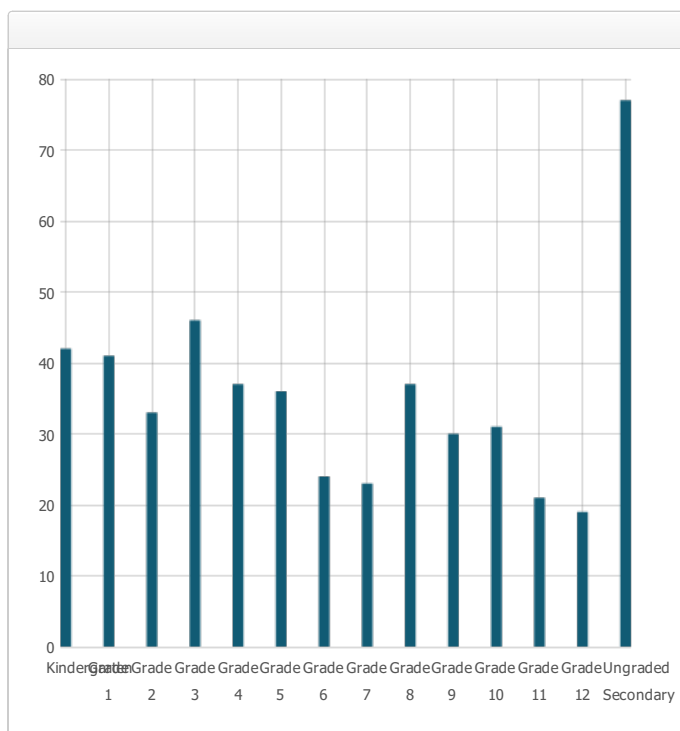
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	No	No
Met Participation Rate - Mathematics	No	No
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	No
Met Graduation Rate	N/A	No

*Last updated: 1/31/2014*

## School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

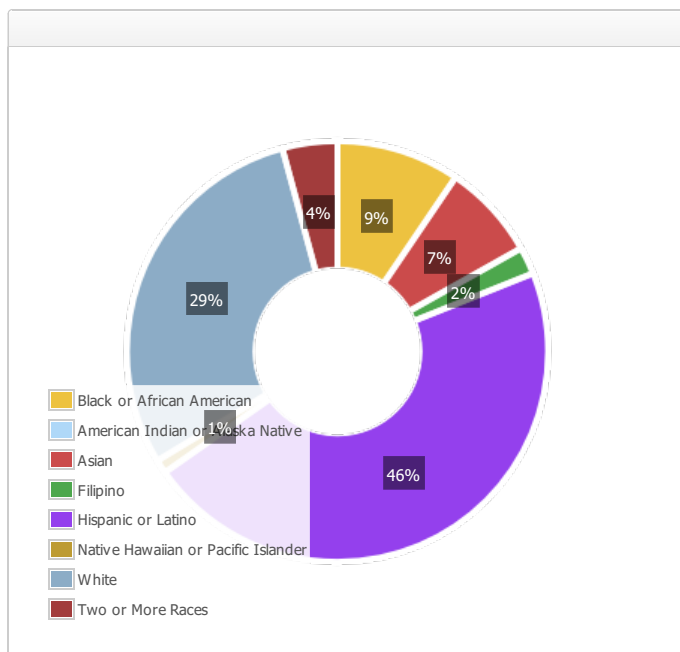
Grade Level	Number of Students
Kindergarten	42
Grade 1	41
Grade 2	33
Grade 3	46
Grade 4	37
Grade 5	36
Grade 6	24
Grade 7	23
Grade 8	37
Grade 9	30
Grade 10	31
Grade 11	21
Grade 12	19
Ungraded Secondary	77
<b>Total Enrollment</b>	<b>497</b>



Last updated: 1/31/2014

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	9.5
American Indian or Alaska Native	0.8
Asian	7.8
Filipino	2.8
Hispanic or Latino	44.3
Native Hawaiian or Pacific Islander	1.2
White	28.2
Two or More Races	4.2
Socioeconomically Disadvantaged	50.1
English Learners	22.3
Students with Disabilities	100.0



Last updated: 1/31/2014

### School Safety Plan (School Year 2012-13)

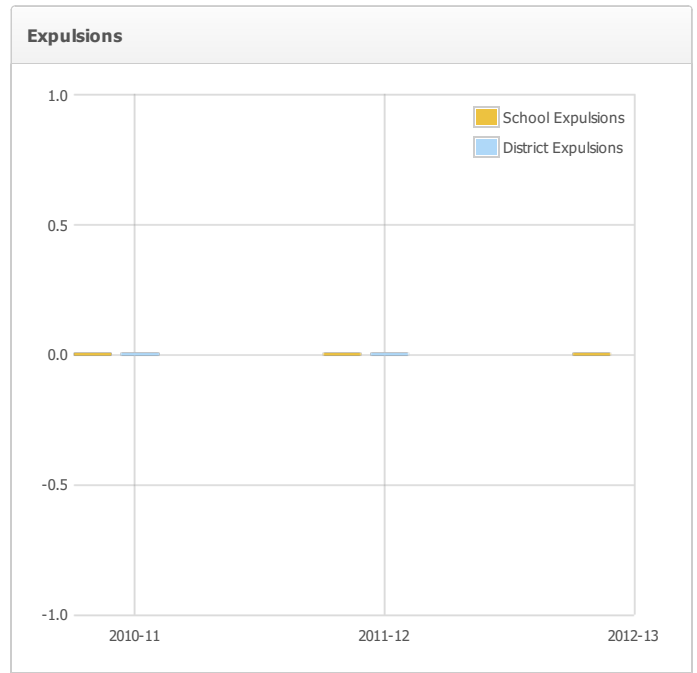
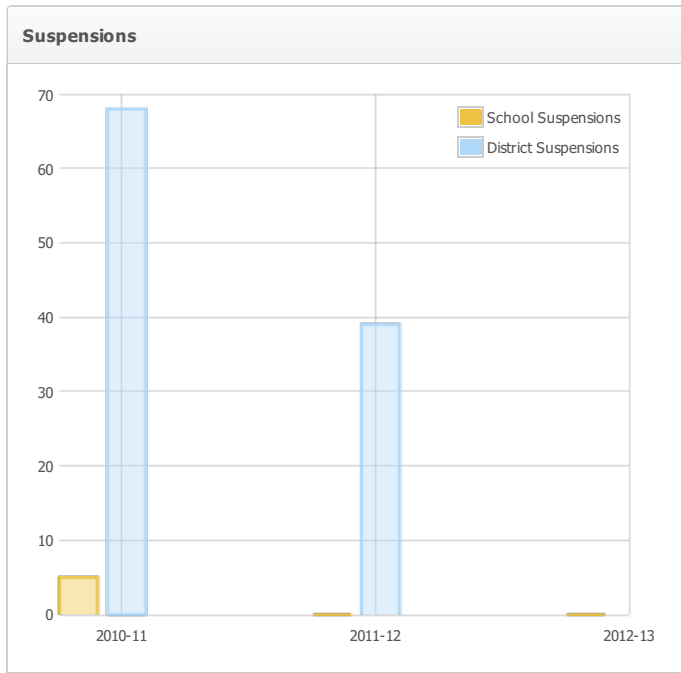
All sites have a comprehensive safety plan that is reviewed annually by a committee of administrators, teachers, nurses, maintenance, and parents. An "Emergency Handbook", kept in the offices outlines the plan of action for emergencies such as earthquakes, fires, floods, and chemical spills. Monthly 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: 1/31/2014*

# Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	5.39	0.20	0.33	68.10	39.00	
Expulsions	0.00	0.00	0.00	0.34	0.35	

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/31/2014

## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

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. Deferred maintenance projects were completed during the 2009-2010 school year. For the 2013-2014 year two new classes were added to expand our autism programs.

*Last updated: 1/31/2014*

### School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	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 (School Year 2012-13)

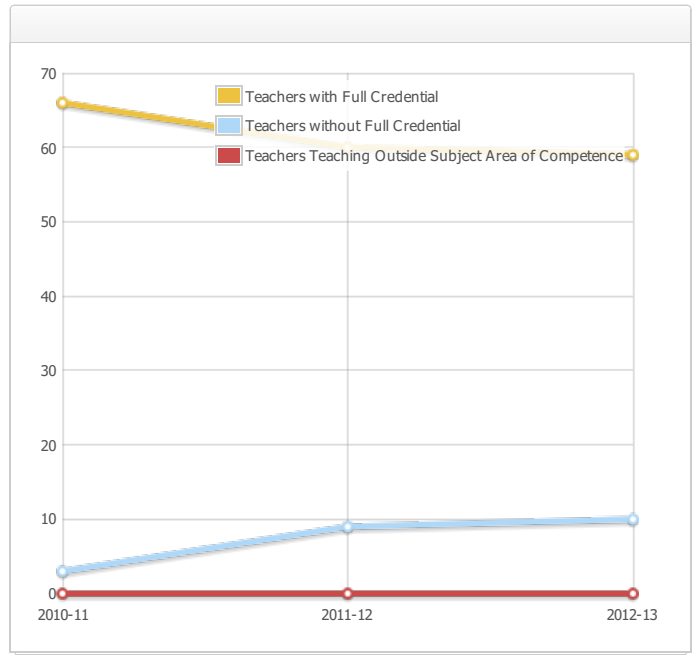
Overall Rating	Good
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*Last updated: 1/31/2014*

# Teachers

## Teacher Credentials

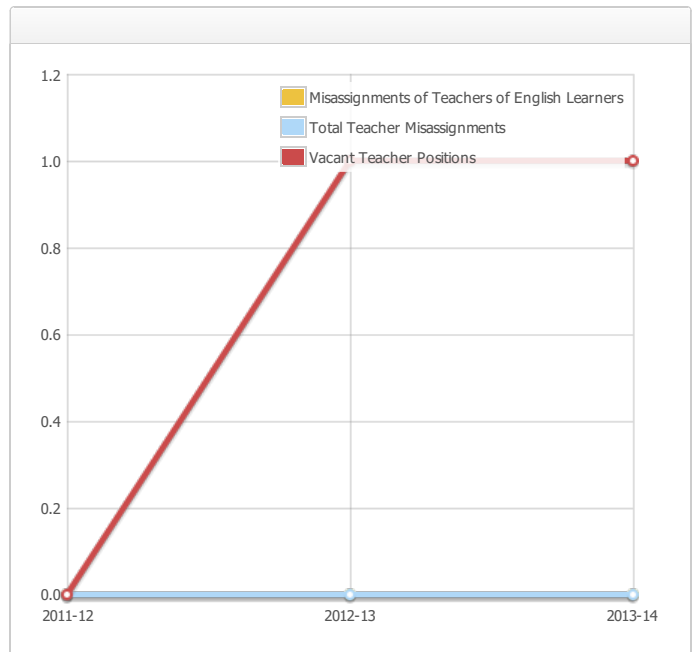
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	66	60	59	191
Without Full Credential	3	9	10	22
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3



Last updated: 1/31/2014

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	1



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: 1/31/2014

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	79	21
All Schools in District	69	31
High-Poverty Schools in District	70	30
Low-Poverty Schools in District	39	62

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: 1/31/2014*



## Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

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	7.0	N/A
Social Worker	0.7	N/A
Nurse	2.0	N/A
Speech/Language/Hearing Specialist	15.7	N/A
Resource Specialist (non-teaching)		N/A
Other	4.0	N/A

Note: Cells shaded in black or 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: 1/31/2014*

# Curriculum and Instructional Materials

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,733	\$7,733	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	\$5,537	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

*Last updated: 1/31/2014*

### Types of Services Funded (Fiscal Year 2012-13)

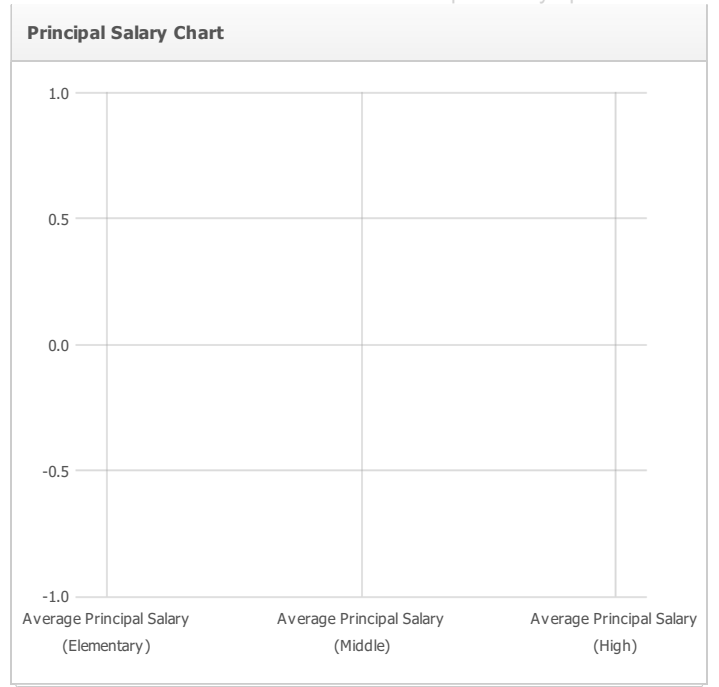
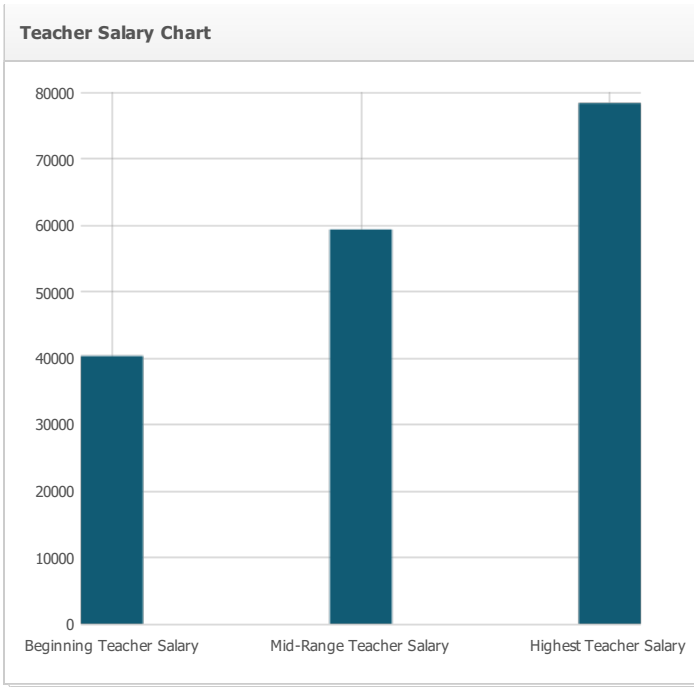
County Office of Education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for County Offices of Education.

*Last updated: 1/31/2014*

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,308	\$31,438
Mid-Range Teacher Salary	\$59,328	\$66,920
Highest Teacher Salary	\$78,348	\$102,402
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	\$255,680	N/A
Percent of Budget for Teacher Salaries	12.5%	%
Percent of Budget for Administrative Salaries	8.0%	%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



*Last updated: 1/31/2014*

# School Completion and Postsecondary Preparation

## Admission Requirements for California’s Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

### California State University

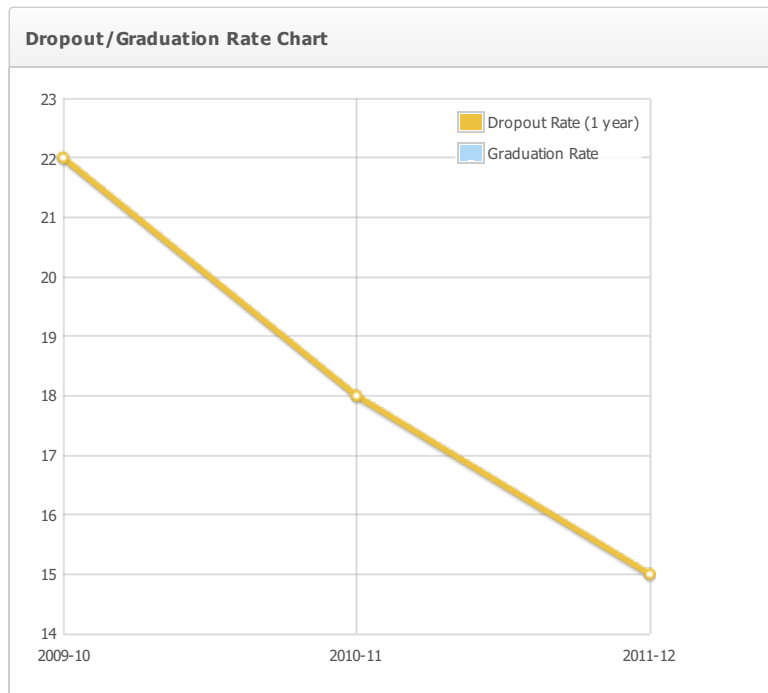
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

## Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	22.4	18.7	15.4	22.4	18.7	15.4	16.6	14.7	13.1
Graduation Rate				70.79	74.28	76.18	74.72	77.14	78.73



Last updated: 1/31/2014

# Instructional Planning and Scheduling