

Executive Summary School Accountability Report Card, 2010–11

For San Joaquin County Special Education

Address:	PO Box 213030, Stockton, CA, 95213-9030	Phone:	(209) 468-9279
Principal:	Brandie Brunni, Division Director	Grade Span:	Preschool- Young Adult

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report is reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the Entire SARC (included) or contact the school principal or the district office.

About This School

San Joaquin County Special Education Programs serves severely handicapped students from birth to 22 years of age in two special centers and 42 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, intellectual disability, deaf/hard of hearing, severe emotional disturbance, orthopedic impairment, severe language impairment and other health impaired. Guided by students' Individual Education Plans, classes focus on a functional skills curriculum particularly in areas of communication, academics, independent living, social/adaptive skills and vocational training.

Student Enrollment*

Group	Enrollment
Number of students	482
Black or African American	8.3%
American Indian or Alaska Native	1.0%
Asian	7.3%
Filipino	1.9%
Hispanic or Latino	42.7%
Native Hawaiian or Pacific Islander	0.8%
White	32.0%
Two or More Races	6.0%
Socioeconomically Disadvantaged	58.1%
English Learners	16.0%
Students with Disabilities	99.6%

*In addition 151 infants and preschoolers were provided special education services

Teachers

Indicator	Teachers
Teachers with full credential	66
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	47%
Mathematics	33%
Science	0%
History-Social Science	0%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	654
Statewide Rank (from 2010 Base API Report)	C
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 13 of 25
2011–12 Program Improvement Status (PI Year)	5+

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

San Joaquin County Office of Education Special Education Programs provides services at 28 locations throughout the area. Most of the classrooms are co-located on regular or alternative education school campuses. SJCOE Special Education Programs also operates two special education centers: Redwood School east of Stockton and John J. McFall School in Manteca. All facilities were inspected in October 2011 using the Permanent Evaluation Instrument, and were deemed to be clean, safe, and functional.

Repairs Needed

No areas of major repair were noted in any inspections.

Corrective Actions Taken or Planned

In an effort to address areas of improvement and to maintain facilities in good repair deferred maintenance projects are routinely scheduled.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	n/a
Science Laboratory Equipment (grades 9-12)	0%

School Finances

County Offices 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.

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	n/a
District	n/a
State	\$5,455

School Completion

The majority of students in SJC OE Special Education Programs attend to the maximum age of 22 years and receive a Certificate of Completion. Those who do meet their district of residence Graduation requirements are awarded a diploma from their district.

Indicator	Result
Graduation Rate (if applicable)	n/a

Postsecondary Preparation

Not applicable to this population

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	n/a
Graduates Who Completed All Courses Required for University of California or California State University Admission	n/a

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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 at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	San Joaquin County Special Education	District Name	San Joaquin County Office of Education
Street	PO Box 213030	Phone Number	(209) 468-4800
City, State, Zip	Stockton, CA, 95213-9030	Web Site	www.sjcoe.org
Phone Number	(209) 468-4979	Superintendent	Mick Founts
Principal	Brandie Brunni, Division Director	E-mail Address	mfountsi@sjcoe.net
E-mail Address	bbrunni@sjcoe.net	CDS Code	39103976069215

School Description and Mission Statement (School Year 2010–11)

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.

Opportunities for Parental Involvement (School Year 2010–11)

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.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	41	Grade 8	34
Grade 1	52	Ungraded Elementary	0
Grade 2	29	Grade 9	24
Grade 3	48	Grade 10	23
Grade 4	27	Grade 11	22
Grade 5	23	Grade 12	24
Grade 6	39	Ungraded Secondary	64
Grade 7	32	Total Enrollment	482

In addition 151 infants and preschoolers received special education services in the 2010-2011 school year.

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	8.3%
American Indian or Alaska Native	1.0%
Asian	7.3%
Filipino	1.9%
Hispanic or Latino	42.7%
Native Hawaiian or Pacific Islander	0.8%
White	32.0%
Two or More Races	6.0%
Socioeconomically Disadvantaged	58.1%
English Learners	16.0%
Students with Disabilities	99.6%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K-3	12	x			12	x			12	x		
3-4	12	x			12	x			12	x		
4-8	12	x			12	x			12	x		
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
SH Self-Contained	10	x			10	x			10	x		
Young Adult	15	x			15	x			15	x		

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

III. School Climate

School Safety Plan (School Year 2010–11)

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.

Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
Suspensions	4.31%	8.46%	5.39%	48.37%	53.23%	68.10%
Expulsions	0.00%	0.00%	0.00%	0.15%	0.34%	0.03%

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

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 have completed modernization projects. Deferred maintenance projects were completed during the 2009-2010 school year.

School Facility Good Repair Status (School Year 2011-12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		x			None Needed
Interior: Interior Surfaces		x			None Needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		x			None Needed
Electrical: Electrical		x			None Needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains		x			None Needed
Safety: Fire Safety, Hazardous Materials		x			None Needed
Structural: Structural Damage, Roofs		x			None Needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		x			None Needed
Overall Rating		x			

Note: Cells shaded in grey do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	35	65	66	136
Without Full Credential	15	2	2	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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 at: <http://www.cde.ca.gov/nclb/sr/tq/>

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	97%	3%
All Schools in District	94%	6%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	
Counselor (Social/Behavioral or Career Development)	N/A	
Library Media Teacher (librarian)	N/A	
Library Media Services Staff (paraprofessional)	N/A	
Psychologist	3.0	
Social Worker	1.0	
Nurse	2.0	
Speech/Language/Hearing Specialist	13.5	
Resource Specialist (non-teaching)	N/A	
Other	N/A	

Note: Cells shaded in grey 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.

VII. Curriculum and Instructional Materials

Applicable to students enrolled in core academic courses. Majority of students participate in a functional skills curriculum.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2010	Yes	0
Mathematics	2001	Yes	0
Science	2007	Yes	0
History-Social Science	2008	Yes	0
Foreign Language	n/a	n/a	n/a
Health	2005	Yes	0
Visual and Performing Arts	n/a	n/a	n/a
Science Laboratory Equipment (grades 9-12)	n/a	n/a	n/a

VIII. School Finances

County Offices 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.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

Services are provided in accordance with student Individualized Education Plans include but are not limited to language speech and hearing, nursing, occupational therapy, physical therapy, intense individual instruction, behavior services, mental health services, vision and hearing services.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,983	\$42,017
Mid-Range Teacher Salary	\$60,732	\$67,294
Highest Teacher Salary	\$70,661	\$86,776
Average Principal Salary (Elementary)	n/a	\$108,534
Average Principal Salary (Middle)	n/a	\$112,813
Average Principal Salary (High)	n/a	\$123,331
Superintendent Salary	\$261,725	\$226,417
Percent of Budget for Teacher Salaries	10.99%	38.5%
Percent of Budget for Administrative Salaries	7.58%	5.1%

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

IX. 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.
- **California 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 at <http://star.cde.ca.gov>.

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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	48%	48%	47%	20%	22%	24%	50%	52%	54%
Mathematics	36%	30%	33%	14%	16%	18%	46%	48%	50%
Science	0%	0%	0%	12%	12%	18%	50%	53%	56%
History-Social Science	0%	0%	0%	10%	9%	11%	41%	44%	48%

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.

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	24%	18%	18%	11%
All Students at the School	47%	33%	0%	0%
Male	47%	36%	0%	0%
Female	48%	27%	0%	0%
Black or African American	44%	31%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	42%	28%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	51%	32%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	45%	38%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	49%	30%	0%	0%
English Learners	42%	24%	0%	0%
Students with Disabilities	47%	34%	0%	0%
Students Receiving Migrant Education Services				

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.

California High School Exit Examination

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/>.

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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	*	*	*	20%	21%	19%	52%	54%	59%
Mathematics	*	*	*	17%	19%	13%	53%	54%	56%

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	81	12	6	87	9	
All Students at the School						
Male						
Female						
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						
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2010–11)

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 at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	2.80%	0.00%	0.00%
7	8.80%	0.00%	0.00%
9	3.90%	3.90%	0.00%

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.

X. 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 at <http://www.cde.ca.gov/ta/ac/ap/>.

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	2008	2009	2010
Statewide	C	C	C
Similar Schools	C	C	C

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	63	-10	22
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.

Academic Performance Index Growth by Student Group – 2011 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	272	654	540	441	4,683,676	778
Black or African American	25	641	103	392	317,856	696
American Indian or Alaska Native	2		6		33,774	733
Asian	25	646	36	418	398,869	898
Filipino	10		5		123,245	859
Hispanic or Latino	115	667	292	436	2,406,749	729
Native Hawaiian or Pacific Islander	2		2		26,953	764
White	88	639	75	491	1,258,831	845
Two or More Races	0		16	587	76,766	836
Socioeconomically Disadvantaged	123	652	509	434	2,731,843	726
English Learners	64	633	110	419	1,521,844	707
Students with Disabilities	272	654	43	429	521,815	595

Adequate Yearly Progress

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 at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

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

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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		1
Percent of Schools Currently in Program Improvement		14.3%

Note: Cells shaded in grey do not require data.

XI. 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 at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

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 at <http://www.calstate.edu/admission/admission.shtml>*. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	5.1	8.4	8.6	37.6	40.8	33.4	4.9	5.7	4.6
Graduation Rate	n/a	n/a	n/a	73.90	73.55	73.71	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Majority of students in SJCOE Special Education Programs attend to maximum age of 22 years and receive a certificate of completion. Those who do meet graduation requirements are awarded diplomas through their districts of residence.

Group	Graduating Class of 2011		
	School	District	State
All Students			N/D
Black or African American			N/D
American Indian or Alaska Native			N/D
Asian			N/D
Filipino			N/D
Hispanic or Latino			N/D
Native Hawaiian or Pacific Islander			N/D
White			N/D
Two or More Races			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D

Students with Disabilities			N/D
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Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Participation (School Year 2010–11)

Not applicable to this population

Measure	CTE Program Participation
Number of pupils participating in CTE	n/a
Percent of pupils completing a CTE program and earning a high school diploma	n/a
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

Courses for University of California and/or California State University Admission

Not applicable to this population

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	n/a
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	n/a

Advanced Placement Courses (School Year 2010–11)

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	n/a	

Note: Cells shaded in grey do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff development is provided monthly throughout the year. One minimum in-service day is provided annually.

**San Joaquin County Special
Education**

San Joaquin County Office of Education

**School Accountability Report Card, 2010-
2011**

Provided by the Ed-Data Partnership

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