

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	San Joaquin County Special Education	District Name	San Joaquin County Office of Education
Principal	Kathleen Skeels	Superintendent	Fredrick A. Wentworth
Street	2707 Transworld Dr.	Street	2901 Arch-Airport Rd.
City, State, Zip	Stockton, CA 95215-1114	City, State, Zip	Stockton, CA 95213-9030
Phone Number	209-468-9271	Phone Number	209-468-4802
FAX Number	209-468-4979	FAX Number	209-468-4975
Web Site		Web Site	
E-mail Address	kskeels@sjcoe.net	E-mail Address	
CDS Code	39-10397-6069215	SARC Contact	Cindy Layfield

School Description and Mission Statement

Information about the school, its programs, and its goals.

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

Information about the contact person for parental involvement and a description of organized opportunities for

parental involvement at the school.

Contact Person Name	Kathleen Skeels	Contact Person Phone Number	209-468-9274
<p>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 Alternative 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.</p>			

II. Demographic Information

Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	41	Grade 9	17
Grade 1	39	Grade 10	28
Grade 2	37	Grade 11	22
Grade 3	26	Grade 12	14
Grade 4	33	Ungraded Secondary	0
Grade 5	24		
Grade 6	34		
Grade 7	31		
Grade 8	36		
Ungraded Elementary	0	Total Enrollment	382

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	28	7.3	Hispanic or Latino	151	39.5
American Indian or Alaska Native	1	0.3	Pacific Islander	3	0.8
Asian	24	6.3	White (Not Hispanic)	159	41.6
Filipino	16	4.2	Multiple or No Response	0	0.0

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	October 2004	Date Last Discussed with Staff	October 2004
<p>All sites have a comprehensive safety plan that is reviewed annually by a committee of administrators, teachers, nurse, maintenance, and parents. An "Emergency Handbook", kept in the office, 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.</p>			

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

An integral part of the San Joaquin County Office of Education, Special Education Programs' philosophy is the belief that each student's personality and social functioning are multi-faceted and dynamic. The uniqueness of each student is enhanced by the environment including cultural experiences, cognitive development, adaptiveness and communicative ability.

It is essential to provide each student with a comprehensive program which maximizes individual learning potential and incorporates non aversive behavior management strategies that are current in knowledge and application. Social skills and adaptive behavior are an integral part of all areas of instruction. In order to maximize opportunities in the least restrictive educational environment, emphasis is placed on self-esteem, internal control, acceptance of feelings, and responsibility for actions. Integrally related behavior development is positive choice making and situational adaptability. Inherent in this belief is the development of consistent, stable, age appropriate, normalized environment in which primary emphasis is on positive intervention opportunities. Keeping a safe environment is paramount for a positive climate for learning. Educational teams attend in-service on Management of Assaultive Behavior. As appropriate, students will have a behavior support plan to promote development of social skills.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	30	67	43	1265	1643	1900
Rate of Suspensions	.09	.097	.11	.47	.587	.069
Number of Expulsions	0	0	0		0	1
Rate of Expulsions	0	0	0		0	.000

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

All facilities owned and utilized by the SJCOE County Office are reviewed on a regular schedule by the maintenance staff. They are on the school campus 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 schools, John McFall and Redwood School completed "modernization" at the beginning of the 2005-06 school year.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		

Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	4	2	3	8	8	12	35	36	40
Mathematics	2	0	0	7	8	8	35	34	38
Science	0	0	0	0	3	7	27	25	27
History-Social Science	0	0	0	5	3	7	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	31	*	33	*	26	*	34

Mathematics	29	*	18	*	23	*	27
Science	*	*			*		0
History-Social Science	*	*	*		*		0

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	28	36	10	32	30	
Mathematics	24	25	14	25	24	
Science	0	*		0	0	
History-Social Science	0	*		0	0	

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	9	6	0	17	17	31	43	43	41
Mathematics	13	5	0	12	13	25	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	*		*		*		*
Mathematics	*		*		*		*

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	*	*		*	0	
Mathematics	*	*		*	0	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

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Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	0.0	0.0	0.0	0.0		0.0	24.5	26.7	22.3
7	0.0	0.0	0.0	0.0	0.0	0.0	28.8	30.9	26.8
9	0.0	0.0	0.0	2.8	3.6	2.3	26.7	25.8	27.5

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested			98	Percent Tested		98	96
API Base Score	319		679	API Growth Score		621	553
Growth Target	24		6	Actual Growth			-94
Statewide Rank	1		3				
Similar Schools Rank	N/A		3				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score			704	API Growth Score		616	539
Growth Target			5	Actual Growth			-141
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score			651	API Growth Score		601	560

Growth Target			5	Actual Growth			-52
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API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score			652	API Growth Score		594	541
Growth Target			5	Actual Growth			-63

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	No	No	No	No

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "n/a" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	No	No	No	No
African American	N/A	N/A	Yes	No	No	No
American Indian or Alaska Native	N/A	N/A	Yes	N/A	N/A	Yes
Asian	N/A	N/A	Yes	N/A	N/A	Yes
Filipino	No	N/A	Yes	No	N/A	Yes
Hispanic or Latino	No	Yes	Yes	No	No	No
Pacific Islander	N/A	N/A	Yes	N/A	N/A	Yes
White (not Hispanic)	No	No	No	No	No	No
Socioeconomically Disadvantaged	No	No	Yes	No	No	No

English Learners	No	Yes	Yes	Yes	No	Yes
Students with Disabilities	No	No	No	No	No	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		---
Year in Program Improvement (Implementation Level)		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	62	79	124	1,433	1,590	1,704	1,772,417	1,830,903	1,876,927
Number of Dropouts	0	0	0	0	0	2	47,871	58,189	61,253
Dropout Rate (1-year)	0.0	0.0	0.0	0.0	0.0	0.1	2.7	3.2	3.3
Graduation Rate		93.2	92.3	100.0	93.2	92.3	87.0	86.7	85.1

Special Education students receive a certificate of completion or transition to a young adult program

VII. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

	2003	2004	2005
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Grade	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other												

The Special Education SDC classes are multi-graded with an average class size of 9 students.

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

No data are available for this section

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K			
1			
2			
3			

County Special Education program is not participating in class size reduction program due to the nature of the special education services provided

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	36.4
All Schools in District	42.2
High-Poverty Schools in District	43.0

Low-Poverty Schools in District

36.3

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	51	49	44
Teachers with Full Credential	40	35	36
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	2	4	1
Pre-Internship	6	5	2
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	2	3	4
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	2	1

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	1.8
Master's Degree plus 30 or more semester hours	25.0	17.4
Master's Degree	6.8	8.4
Bachelor's Degree plus 30 or more semester hours	47.7	49.7
Bachelor's Degree	18.2	19.2
Less than Bachelor's Degree	2.3	3.6

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006

Vacant Teacher Positions	0	0	
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Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

The San Joaquin County Office of Education utilizes an evaluation process based on the National Teacher Standards. We evaluate new and second year teachers a minimum of three times per year. Teachers working for the County for more than two years have received tenure and are evaluated every other year.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Teacher shortage across education also impacts availability of Special Education credentialed substitute teachers to cover teacher absences.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	
Library Media Teacher (Librarian)	
Psychologist	4.4
Social Worker	
Nurse	2
Speech/Language/Hearing Specialist	10.5
Resource Specialist (non-teaching)	
Other	3.0

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

The County Special Education program finds teachers helping teachers. A support system is established consisting of support providers paired with all new teachers as well as peer coaches for interns. Leadership is provided through focus groups and committees that provide directions for curriculum, textbook adoption, technology, assistive technology, and Behavior Case Management. School administrators meet with grade level and/or affinity groups to find solutions to challenges that arise as well as to move the teams forward to develop program.

Professional Development

Information about the program for training the school's teachers and other professional staff.

Teachers participate in individual professional development plans. They participate in workshops, weekly planning meetings, buy-back days, and monthly total county in-services. Due to the diverse nature of the student population from birth to age 22, teachers and assistants have access to resources that support their individual plans.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	
Mathematics	
Science	
History-Social Science	

The San Joaquin County School Board approves the selection of textbooks for each subject and grade level. Recommendations for selections are made annually by a committee of teachers who evaluate materials according to their quality and alignment with the County curriculum standards and the state frameworks. Non-adopted instructional materials are also utilized since we serve students with severe disabilities. Students have access to materials that are meaningful and relevant to obtain their goals as identified in their Individual Education Plan (IEP)/

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	
Mathematics	
Science	
History-Social Science	
Foreign Language	
Health	

Science Laboratory Equipment (grades 9-12)

All students have standards aligned textbooks as related to their individualized education plan. Many students function on multiple levels depending on their strengths. Instructional materials are available to students appropriate to individual levels of performance. The County program serves students with severe disabilities with an emphasis on functional academics and life skills. Sufficient textbooks and materials are evident through the implementation of goals set for each student through an Individual Education Plan (IEP) process.

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	43,200	36,000
1	53,710-63,079	50,400
2	53,710-63,079	50,400
3	53,710-63,079	50,400
4	62,338-62,750	54,000
5	62,338-62,750	54,000
6	62,338-62,750	54,000
7	66,360-66,785	54,000
8	66,360-66,785	54,000
9	65,475-72,246	64,800
10	65,475-72,246	64,800
11	65,475-72,246	64,800
12	65,475-72,246	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

The County programs has 9 minimum days. They are used for staff development, curriculum and assessment and individual student program development.
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X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

No data are available for this section

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
43	0	0.0

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

NONE

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment		19	14		562	576	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test		0.0	0.0		0.0	0.0	36.7	35.3	35.9
Average Verbal Score							494	496	499
Average Math Score							518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

N/A

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

The San Joaquin County Office of Education SELPA WorkAbility 1 program provides an array of services to 7 school districts and 1 county operated program. Approximately 736 students receive these services as part of the grant at 16 high schools, 5 of which are continuation schools, 10 different county operated classes and 16 classrooms at 16 middle schools located throughout the county. These services include career/vocational assessments, SCANS skills verifications, and work-based learning components such as career awareness and
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exploration activities, skill development and subsidized employment.

The WorkAbility I staff works in partnership with the parents, teachers, employers and agencies to provide work-based learning opportunities such as job preparation, job search skills, job retention skills, placement services, job coaching and follow-along services so that each participating student has the ability to gain the skills they need to become a valued employee.

Services are delivered by the WorkAbility I staff which consists of a program manager, three 8-hour job developers/job coaches and one job coach and by their special education teachers. WorkAbility I staff and teachers are supported in their delivery of services by parents, employers, and agencies within the community. The WAI staff placed 168 students into paid training sites in the 04/05 academic year. These students complete required paperwork and lessons that include an introduction to WorkAbility and on-the-job training, how to find, apply, interview and retain a job, proper grooming, attitude, decision-making, and how to fill out a time card. Each student is then matched with a training site based on his/her expressed interests and abilities. Forty hours of paid training begins with any support, such as job coaching, accommodations or modifications, or monitoring, that is needed

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma
0	0	0	0			

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: 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.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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