Executive Summary School Accountability Report Card, 2012–13

For   *Stein Education Center - Transition Program*

Address: **6145 Decena Drive, San Diego 92120**   **Phone: 619-281-5511**
Principal: **Chayo Chavez, Acting Dir.**   **Grade Span: 12+**

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 are reported for the 2012–13 school year. School finances and school completion data are reported for the 2011–12 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2013–14 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

School Description

The Stein Education Center - Transition Program provides individualized instruction to students with special education needs, ranging in age from 18 to 22. Students are referred from local school districts through the IEP process, primarily due to having histories of chronic and severe social, emotional, behavioral, and academic challenges. Each student enrolled requires a structured behavior intervention plan as part of the IEP, and is assessed for academic functioning level as well as the need for Speech Therapy and Occupational Therapy services.

The program is coeducational and serves students with disabilities in the areas of autism spectrum disorders, intellectual disabilities, emotional disturbances, and multiple disabilities.

Class size may be up to 10 or 11 students under the direction of a Special Education Teacher. Speech Therapy, Occupational Therapy, and support from a Counselor and consulting psychiatrist are integral parts of the program. All educational and behavioral programs are developed and monitored by a multi-disciplinary team. Applied academics, functional skills, and community-based instruction are part of the program.

Older, transition-aged students have the opportunity to participate in the Workability Program to learn skills related to holding a job and may participate vocational activities off-campus in conjunction with one of our many partner work sites (such as PETCO, REI, Black Angus, Qualcomm Stadium, and Souplantation).

During the 2010-11 school year, there were 2 classrooms with the capacity to serve 22 students.

In addition to the Stein Transition Program, the Stein Education Center has one other program located on the same campus. The Stein Education Center serves students ranging in age from 5 to 22 with the same range of disabilities as the Transition program.

Student Enrollment

Group	Enrollment
Number of students	27
Black or African American	12%
American Indian or Alaska Native	1%
Asian	14%
Filipino	%
Hispanic or Latino	32%
Native Hawaiian or Pacific Islander	%
White	39%
Two or More Races	2%
Socioeconomically Disadvantaged	92%
English Learners	%
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	2
Teachers without full credential	1
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[1] Program Results
English-Language Arts	%
Mathematics	%
Science	%
History-Social Science	%

N/A – students do not participate in STAR due to age and functioning level

Academic Progress[2]

Indicator	Result
2013 Growth API Score (from 2013 Growth API Report)	#
Statewide Rank (from 2012 Base API Report)	#
Met All 2013 AYP Requirements	Yes/no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met # of #
2013–14 Program Improvement Status (PI Year)	#

N/A

School Facilities

Summary of Most Recent Site Inspection

The Stein Education Center Transition Program is in very good condition. The program is housed in a modular building which is big and comfortable enough to accommodate students and staff. The school is attractively painted and well-maintained. Daily cleaning by a professional janitorial service helps to provide an inviting, welcoming atmosphere to students, parents, staff and/or visitors.

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[1] 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.
[2] The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Classroom windows were replaced recently with updated safety glass. The new windows have added to the attractiveness of the buildings. Classrooms have been remodeled in recent years adding to the pleasant appearance and improved function. Grounds have been improved with new planting of shrubs and trees.

A campus maintenance crew and a yard maintenance service have helped to keep the building and surroundings in excellent shape and aesthetically pleasing.

Repairs Needed

The staff is quick to report any needed repairs, which are rapidly addressed by our full-time maintenance team. There are no significant repairs needing attention at this time. The school is also serviced by regularly-scheduled housekeeping and gardening crews.

Corrective Actions Taken or Planned

None required at this time

Curriculum and Instructional Materials

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

N/A – students are not on graduation tracks. Working for Certificate of Completion. Materials focus on functional independent living and social skills development.

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$
District	$
State	$

N/A – we are a nonpublic school.

School Completion

Indicator	Result
Graduation Rate (if applicable)	%

Postsecondary Preparation

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

N/A – we are a nonpublic school with student on non-graduation tracks

California Department of Education
School Accountability Report Card
Reported Using Data from the 2012–13 School Year
Published During 2013–14

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

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.

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

Throughout this document the letters DPL mean data provided by the local educational agency (LEA), and the letters DPC mean data provided by the CDE.

II. About This School

District Contact Information (School Year 2013–14)

District Name	San Diego Unified School District
Phone Number	619-725-7650
Web Site	www.sandi.net
Superintendent	Cindy Marten
E-mail Address	cmarten@sandi.net

School Contact Information (School Year 2013–14)

School Name	Sam and Rose Stein Education Center
Street	6145 Decena Drive
City, State, Zip	San Diego, Ca 92120
Phone Number	619-281-5511
Principal	Rosario (Chayo) Chavez, Acting Director
E-mail Address	cchavez@vistahill.org
County-District-School (CDS) Code	37 68338 7093966

School Description and Mission Statement (School Year 2012–13)

School Description

The Stein Education Center - Transition Program provides individualized instruction to students with special education needs, ranging in age from 18 to 22. Students are referred from local school districts through the IEP process, primarily due to having histories of chronic and severe social, emotional, behavioral, and academic challenges. Each student enrolled requires a structured behavior intervention plan as part of the IEP, and is assessed for academic functioning level as well as the need for Speech Therapy and Occupational Therapy services.

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Older transition-aged students have the opportunity to participate in the Workability Program to learn skills related to holding a job and may participate in vocational activities off-campus in conjunction with one of our many partner work sites (such as PETCO, REI, Black Angus, Qualcomm Stadium, and Souplantation).

During the 2010-11 school year, there were two classrooms with the capacity to serve 22 students.

In addition to the Stein Transition Program, the Stein Education Center has an additional program on the same campus. The Stein Education Center (on campus) has a program for students ranging in age from 5 to 22 that have a similar range of disabilities as those in the Transition Program.

Mission Statement

The Stein Education Center is committed to serving individuals with significant special needs through comprehensive educational and training programs designed to develop skills needed to experience an improved quality of life in the least restrictive environment.

Opportunities for Parental Involvement (School Year 2012–13)

Parents are encouraged to attend special events such as the annual Holiday Show, the Walk-a-thon, Prom, and Graduation, as well as participating in special field trips, etc. Parents can also join The Circle of Friends, which is a fund raising group made up of parents and community members. Our program provides an "open campus" approach which allows, and encourages, parents to visit the classrooms, volunteer their time, accompany staff and students on class outings, observe daily instruction, and participate in other classroom-related activities. Teachers are encouraged to maintain open lines of communication and keep parents / guardians / residential care sites appraised of student progress, behavioral concerns, and campus-based activities and programs.

III. 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		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
English-Language Arts	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
History-Social Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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.
N/A – students do not participate due to age

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	DPC	DPC	DPC	DPC
All Students at the School	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC

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.

N/A – students do not participate due to age

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 Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
English-Language Arts	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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.

N/A – students do not participate due to age

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	DPC	DPC	DPC	DPC	DPC	DPC
All Students at the School	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC

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.

N/A – students do not participate due to age

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

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

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.
N/A – students do not participate due to age

IV. 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	2010	2011	2012
Statewide	DPC	DPC	DPC
Similar Schools	DPC	DPC	DPC

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	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC
Asian	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
White	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC
English Learners	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC

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.

N/A

Academic Performance Index Growth by Student Group – 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 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	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC

Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC

N/A

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 2012–13)

AYP Criteria	School	District
Made AYP Overall	DPC	DPC
Met Participation Rate - English-Language Arts	DPC	DPC
Met Participation Rate - Mathematics	DPC	DPC
Met Percent Proficient - English-Language Arts	DPC	DPC
Met Percent Proficient - Mathematics	DPC	DPC
Met API Criteria	DPC	DPC
Met Graduation Rate	DPC	DPC

N/A –students do not participate due to age

Federal Intervention Program (School Year 2013–14)

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	DPC	DPC
First Year of Program Improvement	DPC	DPC
Year in Program Improvement	DPC	DPC
Number of Schools Currently in Program Improvement	N/A	DPC
Percent of Schools Currently in Program Improvement	N/A	DPC

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

N/A

V. School Climate

Student Enrollment by Grade Level (School Year 2012–13)

Grade Level	Number of Students
Kindergarten	Data provided by the CDE
Grade 1	Data provided by the CDE
Grade 2	Data provided by the CDE
Grade 3	Data provided by the CDE
Grade 4	Data provided by the CDE
Grade 5	Data provided by the CDE
Grade 6	Data provided by the CDE
Grade 7	Data provided by the CDE
Grade 8	Data provided by the CDE
Ungraded Elementary	Data provided by the CDE
Grade 9	Data provided by the CDE
Grade 10	Data provided by the CDE
Grade 11	Data provided by the CDE
Grade 12	Data provided by the CDE
Ungraded Secondary	27
Total Enrollment	27

Student Enrollment by Student Group (School Year 2012–13)

Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	1
Asian	4
Filipino	Data provided by the CDE
Hispanic or Latino	8
Native Hawaiian or Pacific Islander	Data provided by the CDE
White	10
Two or More Races	1
Socioeconomically Disadvantaged	Data provided by the CDE
English Learners	Data provided by the CDE
Students with Disabilities	Data provided by the CDE

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

Other	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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

N/A

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Social Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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

N/A

School Safety Plan (School Year 2012–13)

The agency has a comprehensive plan that covers health, safety, and emergency planning. The school has a standing Safety Committee that meets monthly to review all issues related to environmental safety, staff / student injuries, health issues, and disaster planning. All staff is trained in disaster and emergency procedures, and is required to take both First Aid and CPR. Staff is additionally trained in STOPP (procedures to prevent / manage assaultive, aggressive, and other out of control behavior). Fire and earthquake drills are conducted in accordance with State of California guidelines, with records of all drills maintained in the school office. Staff is assigned particular responsibilities during drills to ensure safety of students and integrity of the environment.

Suspensions and Expulsions

Rate	School 2010–11	School 2011–12	School 2012–13	District 2010–11	District 2011–12	District 2012–13
Suspensions	DPL	DPL	DPL	DPL	DPL	DPL
Expulsions	DPL	DPL	DPL	DPL	DPL	DPL

The staff members work with students to generate positive, socially appropriate behaviors. Students are referred to the Stein Education Center because they have not been successful in other programs, usually because of significantly challenging problem behaviors.

All students have a positive behavior plan (either a Behavior Support Plan or a Behavior Intervention Plan) to address problem behaviors and teach appropriate replacement behaviors. The plans include positive reinforcement strategies designed for each student. All staff members are trained to carry out these programs throughout the day and record data, which is used to evaluate the effectiveness of the plan.

Suspensions are rare and are used only in cases where the student seems cognitively able enough to benefit from the experience of being suspended, with the goal of influencing the student to recognize the boundary between appropriate and inappropriate behaviors and apply this knowledge while at school.

As a nonpublic school, the Stein Education Center does not expel students; expulsion can only be undertaken by Local Education Agencies. A student's Individual Services Plan may be terminated by the Stein Education Center for cause, resulting in the student being placed by his or her home school district in another school placement.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013–14)

The school employs a maintenance crew, as well as gardening / yard maintenance, janitorial, and building alarm / security services, all designed to ensure the safety, cleanliness, and adequacy of the premises. Additionally, the site undergoes periodic inspections by the local fire marshal, is serviced periodically by a rooter / drain cleaning service, and routinely inspected by the local utility companies. The school recently completed the remodeling of two classrooms, upgraded our equine program facilities, and re-paved an area where the concrete had been thrust upward by tree roots. The maintenance crew receives an ongoing update of facility needs, and manages these repairs through a system of prioritization and availability of materials. Outside services are contracted as needed to perform work above and beyond the scope of the in-house crews. At present there are no major repairs or equipment upgrades required. Program management meets regularly, and through executive decision and budget development, works to proactively examine needs and plan for the necessary interventions.

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School Facility Good Repair Status (School Year 2013–14)

Using the most recent FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

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

Overall Facility Rate (School Year 2013–14)

Overall Rating	Exemplary	Good	Fair	Poor

VII. Teachers

Teacher Credentials

Teachers	School 2010–11	School 2011–12	School 2012–13	District 2012–13
With Full Credential			2	
Without Full Credential			1	
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011–12	2012–13	2013–14

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

Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that gra

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 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	Data provided by the CDE	Data provided by the CDE
All Schools in District	Data provided by the CDE	Data provided by the CDE
High-Poverty Schools in District	Data provided by the CDE	Data provided by the CDE
Low-Poverty Schools in District	Data provided by the CDE	Data provided by the CDE

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.

N/A Due to student age and functioning level

VIII. 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		Data provided by the LEA
Counselor (Social/Behavioral or Career Development)	3	
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse	1	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)		
Other occupational therapist	1	

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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013–14)

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:

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	DPL	DPL	DPL
Mathematics	DPL	DPL	DPL
Science	DPL	DPL	DPL
History-Social Science	DPL	DPL	DPL
Foreign Language	DPL	DPL	DPL
Health	DPL	DPL	DPL
Visual and Performing Arts	DPL	DPL	DPL

Science Laboratory Equipment (grades 9-12)	DPL	DPL	DPL

Traditional academics are not taught at the Stein Transition Program, as the students are not able to engage in the level of academics that would normally lead to a high school diploma. Stein utilizes a functional curriculum which is aligned with State Standards and is based on the curriculum developed by the San Diego Unified School District. Students who are participating in Applied Reading and Math have appropriate books to address those subjects. Science and Social Studies materials are highly individualized and emphasize life skills, rather than academics. Students engage in community-based instruction, as appropriate, as part of a Functional Skills Curriculum. The students participate in a Workability Program, in which they are assisted to develop independence and general working skills.

None of the Transition Program students was able to enroll in a career technical education program during the 2010-11 school year.

X. 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				
District				
Percent Difference – School Site and District				
State				
Percent Difference – School Site and State				

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 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 2012–13)

Narrative provided by the LEA
Provide specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Teacher and Administrative Salaries (Fiscal Year 2011–12)

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

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

****N/A – we are a nonpublic school and our salaries are not aligned or affiliated with our LEA or any other public school district.

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/.

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.

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	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet 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.

Graduating Class of 2012

Group	School	District	State
All Students	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC
Asian	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
White	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC
English Learners	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC

N/A – our students do not graduate with diplomas.

Career Technical Education Programs (School Year 2012–13)

- *Students participate in WorkAbility – funded job opportunities with partner organizations in the community (PetCo, REI, Black Angus, JoAnn Fabrics). The goal is for students to receive training sufficient to allow them to get hired by a partnering company once the WorkAbility grant $$ is expended.*

Career Technical Education Participation (School Year 2012–13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

N/A for our population

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

UC/CSU Course Measure	Percent
2012–13 Students Enrolled in Courses Required for UC/CSU Admission	Data provided by the CDE
2011–12 Graduates Who Completed All Courses Required for UC/CSU Admission	Data provided by the CDE

N/A for our population

Advanced Placement Courses (School Year 2012–13)

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

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

* Where there are student course enrollments.

N/A for our population

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 members attend trainings and workshops presented by school districts and other agencies. In-house staff development is an on-going part of the program and includes both formal and informal training. A Mentor Teacher, with more than 30 years of experience working with students with severe handicaps, plays a lead role in supervising/training teachers regarding the development of IEPs and the use of appropriate curriculum. Staff members, such as the Speech Therapist, Occupational Therapists, Counselor and Director of Education attend in-services in their areas of expertise.

In addition, Internship programs have been established with three institutions of higher learning: National University, San Diego State University and Point Loma Nazarene. The Mentor Teacher is available to provide monitoring and on-going support to Teacher-Interns, who are completing their training while actively teaching in a classroom. Additionally, teachers participating in internship programs receive direct supervision through the Department of Special Education at the college / university where they are earning their credential. The colleges / universities collaborate with Stein's Director of Education to ensure continuity of the program and ongoing daily on-campus supervision.

Pre-service orientation is offered to new employees, providing an overview of the school's programs, policies and procedures, and population served. Staff also participates in First Aid, CPR, and STOPP training.