

School Accountability Report Card Reported for School Year 2006-07 *Published During 2007-08*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Sam and Rose Stein Education Center Transition Site	District Name	n/a
Street	6150 Mission Gorge Rd. Suite. 210	Phone Number	n/a
City, State, Zip	San Diego, CA 92120	Web Site	n/a
Phone Number	(619) 284-2180	Superintendent	n/a
Principal	Chris Gommel.	E-mail Address	n/a
E-mail Address	cgommel@vistahill.org	n/a	n/a

School Description and Mission Statement

This section provides information about the school's goals and programs.

School Description

The Stein Education Center-Transition Site provides vocational and community based training to students ages 18-22. The students require individualized instruction along with a structured behavior management program. Programming is developed and monitored by a multi-disciplinary team, which includes teachers and additional service providers such as a counselor, speech therapist and occupational therapist. Small group instruction is provided at an appropriate level for each student in the areas of functional life management skills, reading (if the student has the capacity), social skills, and vocational skills. Students participate in the Workability Program to learn skills related to holding a job; students are taught skills to prepare them for working, and participate in volunteer work and paid work. The program is co-educational and serves students with disabilities in the areas of autism spectrum disorders, mental retardation, emotional disturbance, multiple disabilities and other health impaired. Class size is typically 12-14 students under the direction of a Special Education Teacher. During the 2006-07 school year there were four classrooms serving 40 students.

In addition to the Transition site, the Stein Education Center has two other sites serving students from the ages of 5 to 22. The main campus is located at 6145 Decena Drive (San Diego, CA 92120) and has 13 classrooms. The South Bay Campus at 647 E Street (Chula Vista, CA 91910) has 4 classrooms.

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

This section provides information about opportunities for parents to become involved with school activities.

Parents are encouraged to visit their child's classroom and to attend special events like the annual Holiday Sow, the Walk-a-thon, and participate in special field trips, etc. They can also join The Circle of Friends, which is a fund raising group made up of parents and community members.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	none
Grade 2		Grade 9	
Grade 3		Grade 10	
Grade 4		Grade 11	
Grade 5		Grade 12	none
Grade 6		Ungraded Secondary	40
Grade 7		Total Enrollment	40

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	(11) 28.9%	White (not Hispanic)	(13) 34.2%
American Indian or Alaska Native	(1) 2.6%	Multiple or No Response	(1) 2.6%
Asian		Socioeconomically Disadvantaged	
Filipino	(1) 2.6%	English Learners	
Hispanic or Latino	(11) 28.9%	Students with Disabilities	100%
Pacific Islander		n/a	n/a

Average Class Size and Class Size Distribution (Secondary)

The average class size for the Transition Site ranges from 10 to 14 students. The curriculum is based on Functional Skills for students who are above the age of 12th grade students. Typical academic subjects are not considered to be appropriate for Transition Site students.

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The Transition Site has a disaster plan, which includes fire, earthquake, air pollution, explosions and hazardous spills. Fire drills and earthquake drills are held twice per year. An annual fire inspection is completed.

The Teachers and Site Administrator are alert to scanning the rooms at the site for safety concerns and work with staff members to keep students and staff safe on the site and in the community. The Director and a Teacher or Staff Member of the Transition Site participate in the monthly Vista Hill Safety Committee Meetings, in which each injury to a staff member or student is discussed, with the goal of preventing future injuries by modifying procedures that may have led to an accident or injury, eliminating potential or actual environmental hazards, and training staff in interactions with students to increase the safety of both staff and students. Staff members are certified in the Stein Training on Protective Procedures (STOPP), in which emphasizes the use of proactive strategies and intervening in the problem behavior of students at the lowest and least intrusive level.

School Discipline Practices

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

The Transition Site staff members work with students to generate positive, socially appropriate behaviors. Students are referred to the Transition Site 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. No expulsions occurred during the 2006-07 school year.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0	0	0	n/a	n/a	n/a
Expulsions	0	0	0	n/a	n/a	n/a

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The Transition Site rooms, offices, classroom areas are regularly maintained by employees of the Stein Education Center. Repairs are addressed quickly with the goal of keeping students and staff members safe and the program functioning smoothly. Cleaning services are provided by the owner of the building. Special cleaning projects, such as cleaning carpeting, are done by Stein employees.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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)				n/a
Restrooms	x			
Sewer	x			
Playground/School Grounds				No playground; industrial park
Roofs	x			
Overall Cleanliness	x			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		x		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	3	2	3	n/a
Without Full Credential	1	2	1	n/a
Teaching Outside Subject Area of Competence				n/a

Teacher Mis-assignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments			
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at 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/>.

Not applicable. The Transition Site serves students aged 18 to 22 who are working on Functional Skills. Core academic classes are not taught at this site.

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

A number of Stein Teacher Assistants, Teachers in Training or classroom aides have Substitute Teaching Credentials.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers are evaluated annually by their supervisor. Evaluations are based on observation, ability to informally evaluate students, write IEP goals dealing with applied academics and behavior challenges based on the teacher's evaluation, programming to provide the student with appropriate activities to gain the skills described in IEP goals, completion of required documentation within the timeline, ability to supervise Transition Assistants and Transition Specialists, and management of all other elements of the teaching position required of teachers at Stein.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
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Counselor (social skills, behavior)	.2	n/a
Library Media Teacher (Librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist	.1	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	.03	n/a
Resource Specialist (non-teaching)	0	n/a
Other		n/a

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Not applicable: Traditional academics are not taught at the Transition Site as students are 18 to 22 years of age and working on a Functional Skills Curriculum. Students who are able to participate in a remedial reading program each have their own books.

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Not applicable. The Stein Transition Site is a nonpublic school and not affiliated with a district.

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Not applicable.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Not applicable. The Stein Transition site is a nonpublic school and not affiliated with a district.

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Not applicable. Students at the Stein Transition Site are above 12th grade age and do not participate in the California Standards Test or any other required test.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE includes English-language arts and mathematics components. Student scores are reported as performance levels: Not Proficient, Proficient, and Advanced. Detailed information regarding CAHSEE results can be found at the CDE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Not applicable. Students at the Stein Transition site are learning and applying Functional Life Skills and are not academically able to take the California High School Exit Exam.

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

Not applicable. The students at the Transition Site are above 12th grade age and do not participate in the academic testing required for the API.

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Not applicable.

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Not applicable

Federal Intervention Program

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at

Not applicable.

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at

<http://dq.cde.ca.gov/dataquest/>.

Not applicable: Transition Site students work on a functional curriculum and are not diploma bound.

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Not applicable: Transition Site students work on a functional curriculum and are not diploma bound.

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Stein Transition Site students engage in a Workability Program, in which they are assisted to develop independence and general working skills. None of the Transition Site students was able to enroll in a career technical education program during the 2006-07 school year.

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Not applicable: Transition Site students work on a functional curriculum and are not diploma bound.

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Not applicable: Transition Site students work on a functional curriculum and are not diploma bound.

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Not applicable: Transition Site students work on a functional curriculum and are not diploma bound.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Not applicable: Transition Site students work on a functional curriculum and are not diploma bound.

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The Transition site utilizes a functional curriculum which is aligned with State Standards and is based on the curriculum developed by the Special Education Administrators of County Offices (SEACO). 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.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

In house staff development is an on-going part of the program and includes both formal and informal training. Staff members attend trainings and workshops presented by other agencies and districts. In addition, Internship programs have been established with two universities: National University and San Diego State University. The Mentor Teacher provides monitoring and on-going support to Interns, who are completing their training while actively teaching in a classroom.

Staff members, such as the Speech Therapist, Occupational Therapists, Counselor and School Psychologist attend in-services in their areas of expertise.

[Instructional Minutes](#)

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4	<i>To be provided by LEA</i>	54,000
5		54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11	64,800	
12	64,800	

[Continuation School Instructional Days](#)

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10	<i>To be provided by LEA</i>	180 days
11		180 days
12		180 days

[Minimum Days in School Year](#)

The section provides 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.

Narrative to be provided by LEA