

# **School Accountability Report Card**

## **Reported Using Data from 2009–10 School Year**

*Published During 2010–11*

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on 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.

### **Executive Summary School Accountability Report Card, 2009–10**

## *Stein Education Center, Education Program, Transition Program*

**Address:** 6145 Decena Drive, San Diego, CA 92120  
**Principal:** Joan Elicker Richards, Ph.D.  
**Site Coordinator:** Cheryl Armstrong

**Phone:** 619-284-2180  
**Grade Span:** Kindergarten to 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. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 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

The Stein Education Center - Transition Program provides individualized instruction to students with special education needs, ranging in age from 18 to 22. The students enrolled also require a structured behavior intervention program. The program is coeducational and serves students with disabilities in the areas of autism spectrum disorders, intellectual disabilities, emotional disturbance, 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 School Psychologist 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.

Students may participate in the Workability Program to learn skills related to holding a job and may participate in volunteer work or be paid for working.

During the 2009-10 school year there were four classrooms with the capacity to serve 40 students.

## 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.

## Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Sam and Rose Stein Education Center - Transition Program	<b>District Name</b>	n/a
<b>Street</b>	6145 Decena Dr.	<b>Phone Number</b>	n/a
<b>City, State, Zip</b>	San Diego, CA 92120	<b>Web Site</b>	n/a
<b>Phone Number</b>	(619) 281-5511	<b>Superintendent</b>	n/a
<b>Principal</b>	Joan Elicker Richards, Ph.D.	<b>E-mail Address</b>	jrichards@vistahill.org
<b>Site Supervisor</b>	Cheryl Armstrong	<b>E-mail Address</b>	carmstrong@vistahill.org
		<b>CDS Code</b>	<b>37 68338 7093966</b>

## Student Enrollment

Group	Enrollment
Number of students	26
Black or African American	31%
American Indian or Alaska Native	3.8%
Asian	3.8%
Filipino	0%
Hispanic or Latino	27%
Native Hawaiian/Pacific Islander	0%
White (not of Hispanic origin)	27%
Two or More Races	7.6%
Socioeconomically Disadvantaged	63%
English Learners	0%
Students with Disabilities	100%

## Teachers

Indicator	Teachers
Teachers with full credential	4
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Average Class Size and Class Size Distribution (Secondary)

The average class size for the Transition Program's secondary students was 8.2 students; class size ranged from 6 to 10 students. The curriculum is based on Functional Skills including self-care, community safety, developing appropriate social skills, acquiring useful general information, learning and practicing job skills, and functional reading, writing, math, social studies, science and physical education as appropriate for the student's capabilities. Grade level academic subjects are not usually appropriate for the students.

## School Facilities

### Summary of Most Recent Site Inspection

The facility housing the Transition Program was extensively remodeled in the summer of 2009, with new cabinetry, walls, a small kitchen, new flooring and freshly painted walls. The program is cleaned daily by a professional cleaning staff, so that it presents an inviting, welcoming atmosphere to students, staff and parents or other visitors.

The Transition Program rooms, offices, classroom areas are regularly maintained and cleaned 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. Special cleaning projects, such as waxing the floor are done on a regular basis.

### Repairs Needed

Repairs are made quickly by the Vista Hill maintenance department when needed. Currently there are no outstanding repairs needed. The Program was renovated in 2009, and now presents as an attractive, clean facility.

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)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

### Corrective Actions Taken or Planned

None

## Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parents are encouraged to attend special events like the annual Holiday Show, the Walk-a-thon, and participate 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.

### Student Enrollment by Group (School Year 2009–10)

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
Black or African American	31%	White	27%
American Indian or Alaska Native	3.8%	Two or More Races	7.6%
Asian	3.8%	Socioeconomically Disadvantaged	63%
Filipino	0	English Learners	0
Hispanic or Latino	27%	Students with Disabilities	100%
Native Hawaiian/Pacific Islander	0		

## III. School Climate

### School Safety Plan (School Year 2009–10)

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

The Transition Program has a disaster plan, which includes fire, earthquake, air pollution, explosions and hazardous spills. Fire drills are held monthly 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 Program participate in the monthly Stein Education Center Safety Committee Meetings, in which each injury to a staff member 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 of Protective Procedures (STOPP), which emphasizes the use of proactive strategies and intervening in the problem behavior of students at the lowest and least intrusive level.

### Suspensions and Expulsions

The Transition Program 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.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010–11)

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

The facility housing the Transition Program was extensively remodeled in the summer of 2009, with new cabinetry, walls, a small kitchen, new flooring and freshly painted walls.

The Transition Program rooms, offices, classroom areas are regularly maintained and cleaned 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. Special cleaning projects, such as waxing the floor are done on a regular basis.

### School Facility Good Repair Status (School Year 2010–11)

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)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Roofs	x			
Overall Cleanliness	x			

## V. 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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	3	3	4	n/a
Without Full Credential	1 Intern Teacher	1 Intern Teacher	0	n/a
Teaching Outside Subject Area of Competence	0	0	0	n/a

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009–10)

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
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.2	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	0.1	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	0.1	n/a
Resource Specialist (non-teaching)	0	n/a
Other: Occupational Therapist	0.1	n/a

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

Traditional academics are not taught at the Stein Transition Program, as the students are not able to engage in the academics leading 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 City Schools. 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 2009-10 school year.

## VIII. Student Performance

The students in the Transition Program are not required to take statewide assessments, because they are over 18 years of age.

## **IX. 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.

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.

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