

School Accountability Report Card Reported for School Year 2008 - 09

Published During 2009 - 10

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 on the California Department of Education (CDE) SARC webpage 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* webpage 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., Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009 - 10)

This section provides the school's contact information.

School		District	
School Name	Sam and Rose Stein Education Center South Bay Site	District Name	N/A
Street	647 E Street	Phone Number	N/A
City, State, Zip	San Diego, CA 91910	Web Site	N/A
Phone Number	(619) 498-8384	Superintendent	N/A
Principal	Mary McIntosh	E-mail Address	N/A
E-mail Address	mmcintosh@vistahill.org	CDS Code	N/A

School Description and Mission Statement (School Year 2008 - 09)

This section provides information about the school, its programs and its goals.

The Stein Education Center South Bay provides individualized instruction to students ranging in age from 5 to 22, who also require a structured behavior management program. Class size is typically a maximum of 10 students under the direction of a credentialed Special Education Teacher. There are enough classroom aides to provide 1:1 instruction as it is needed. Speech Therapy, Occupational Therapy, and support from a 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. The program is co-educational and serves students with disabilities in the areas of autism spectrum disorders, mental

retardation, emotional disturbance, and multiple disabilities. During the 2008-09 school year there were three classrooms with the capacity to serve 30 students.

In addition to the South Bay Site, the Stein Education Center has another site serving students from the ages of 5 to 22. The main campus is located at 6145 Decena Drive (San Diego, CA 92120). The Education Program has 12 classrooms and a separate Transition Program, with three 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 (School Year 2008 - 09)

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 Show, 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 (School Year 2008 - 09)

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	1
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	
Grade 3		Grade 10	
Grade 4	2	Grade 11	2
Grade 5		Grade 12	1
Grade 6	3	Ungraded Secondary	19
Grade 7	2	Total Enrollment	30

Student Enrollment by Group (School Year 2008 - 09)

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	3%	White (not Hispanic)	30%
American Indian or Alaska Native		Multiple or No Response	
Asian	3%	Socioeconomically Disadvantaged	57%
Filipino	7%	English Learners	17%
Hispanic or Latino	57%	Students with Disabilities	100%
Pacific Islander		n/a	n/a

Average Class Size and Class Size Distribution (Elementary)

Average Class Size and Class Size Distribution (Secondary)

For both elementary and secondary age students, the average class size may range from 7 to 10 students. The curriculum is based on Functional Skills, including the acquisition of communication skills, social skills, and problem-solving skills.

III. School Climate

School Safety Plan (School Year 2008 - 09)

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

The South Bay 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 South Bay 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), 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

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions						
Expulsions	0	0	0	N/A	N/A	N/A

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009 - 10)

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 South Bay 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 is done daily by a crew that works after the students have gone home. Special cleaning projects, such as cleaning carpeting and waxing classroom floors, are done during school vacations.

School Facility Good Repair Status (School Year 2009 - 10)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	x			
Interior: Interior Surfaces	n/a	x			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	x			
Electrical: Electrical	n/a	x			
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	x			
Safety: Fire Safety, Hazardous Materials	n/a	x			

Structural: Structural Damage, Roofs	n/a	x			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	x			
Overall Rating		x			n/a

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
	2006-07	2007-08	2008-09	2008-09
With Full Credential	2	3	3	
Without Full Credential	2	1	0	
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments 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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments			
Vacant Teacher Positions			

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008 - 09)

Not applicable. The South Bay Site serves students aged 5 to 22 who are working on Functional Skills. Core academic classes are not taught at this site.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008 - 09)

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	
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	.1	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	.8	n/a
Resource Specialist (non-teaching)	0	n/a
Other	0	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009 - 10)

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 South Bay Site as students are working on a Functional Skills Curriculum using primarily teacher-made materials to address their IEP goals.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007 - 08)

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 can be found on the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

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

Types of Services Funded (Fiscal Year 2008 - 09)

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

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

Teacher and Administrative Salaries (Fiscal Year 2007 - 08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results website at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at

<http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Not applicable. Students at the Stein South Bay Site participate in California Alternative Performance Assessment, which is designed for use with students with developmental delays. Results of this assessment are not comparable from year to year. Stein students do not typically participate in the California Standards Test.

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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) website at <http://cahsee.cde.ca.gov/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

X. 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 Academic Performance Index (API) webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Not applicable. The students at the South Bay Site are unable to participate in the academic testing required for the API.

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

Adequate Yearly Progress Overall and by Criteria (School Year 2008 - 09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

Not applicable.

Federal Intervention Program (School Year 2009 - 10)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Not applicable.

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 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 General Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

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 are 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 on the CDE *DataQuest* webpage at <http://dq.cde.ca.gov/dataquest/>.

Not applicable.

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008 - 09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Not applicable.

Career Technical Education Programs (School Year 2008 - 09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Not applicable.

Career Technical Education Participation (School Year 2008 - 09)

This table displays information about participation in the school's CTE programs.

Not applicable.

Courses for University of California and/or California State University Admission (School Year 2007 - 08)

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 on the CDE *DataQuest* webpage at <http://dq.cde.ca.gov/dataquest/>.

Not applicable.

Advanced Placement Courses (School Year 2008 - 09)

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 on the CDE *DataQuest* webpage at <http://dq.cde.ca.gov/dataquest/>.

Not applicable.

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.

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. These activities total approximately 3 school days per teacher.

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

These activities total approximately 3 school days per teacher or therapist.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress webpage at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) webpage at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Not applicable due to the severity of the disabilities of our students.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Not applicable due to the severity of the disabilities of our students.