

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016–17 School Year

*For Sam & Rose Stein Education Center
- Transition Site*

Address: 6145 Decena Dr

Phone: 619-281-5511

Principal: Ms. Chayo Chavez

Grade Span: 12 - 12+

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

District Contact Information (School Year 2017–18)

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

School Contact Information (School Year 2017–18)

School Name	Sam & Rose Stein Education Center – Transition Site
Street	6145 Decena Dr.
City, State, Zip	San Diego CA 92120
Phone Number	619-281-5511
Principal	Ms. Chayo Chavez
E-mail Address	cchavez@vistahill.org
Web Site	www.vistahill.org
County-District-School (CDS) Code	37 68338 7093966

School Description and Mission Statement (School Year 2017–18)

SCHOOL DESCRIPTION

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

The Transition Program is co-educational and serves students with disabilities in the areas of autism spectrum disorders, intellectual and developmental disabilities, emotional disturbance, and multiple disabilities.

Maximum class size is 12 students under the direction of a Special Education Teacher (credentialed in the area of moderate to severe). Speech Therapy, Occupational Therapy, and support from the school Counselor and/or 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.

Transition students also 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, the Humane Society, etc.).

In addition to the Stein Transition Program, the Stein Education Center has one other program located on the same campus, the Stein Education Center – Decena Site.

MISSION STATEMENT

The Stein Transition Program 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.

Student Enrollment by Grade Level (School Year 2016–17)

Grade Level	Number of Students
Kindergarten	DPC
Grade 1	DPC
Grade 2	DPC
Grade 3	DPC
Grade 4	DPC
Grade 5	DPC
Grade 6	DPC
Grade 7	DPC
Grade 8	DPC
Ungraded Elementary	DPC
Grade 9	DPC
Grade 10	DPC

Grade 11	DPC
Grade 12	DPC
Ungraded Secondary	DPC
Total Enrollment	DPC

Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total Enrollment
Black or African American	DPC
American Indian or Alaska Native	DPC
Asian	DPC
Filipino	DPC
Hispanic or Latino	DPC
Native Hawaiian or Pacific Islander	DPC
White	DPC
Two or More Races	DPC
Socioeconomically Disadvantaged	DPC
English Learners	DPC
Students with Disabilities	DPC
Foster Youth	DPC

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2015–16	School 2016–17	School 2017–18	District 2017–18
With Full Credential	2	2	10	
Without Full Credential	0	0	4	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015–16	2016–17	2017–18
Misassignments of Teachers of	0	0	0

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017–18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017	2016/17	0%
Mathematics	2017	2017	0%
Science	2017	2017	0%
History-Social Science	2017	2017	0%
Foreign Language	2016	2016	0%
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The Stein Education Center – Transition Program is in 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 and welcoming atmosphere to students, parents, staff and/or visitors.

In August of 2016 the Stein Education Center – Transition Program, underwent a number of facility based improvements to include new paint throughout the interior of the two modular buildings. A mural was painted in the relaxation room. A ball pit area was established as a sensory area for our students to decompress when needed. The restroom underwent a little construction to include replacing the floor laminate and they got an industrial strength flushing commode. Landscape work was conducted behind the modular to include clearing all the overgrowth (grass and weeds) that grow behind the modular. Trees surrounding the building were cut back by a professional arborist, to enhance the beauty and safety of the school.

Future Projected Plan Improvements:

In 2017 -2018 we are planning on building on outdoor fenced in patio area, adjacent to the Transition Modular, as an outdoor picnic and leisure area. A possible shading structure for the picnic area is also being considered. Lastly, the Transition Program is planning on developing a garden area to the rear of the modular to add a new vocational site opportunity for our students.

School Facility Good Repair Status

Using the **most recently collected** 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

Year and month of the most recent FIT report: January 2018

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Stein repainted rooms 6 – 10 in 2016, and rooms 13 – 14.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Stein contracts with a Pest control company that comes out monthly to service our school site.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			SDUSD came out in 2016 to inspect the drinking fountains for lead in the water and Stein came out lead-free.
Safety: Fire Safety, Hazardous Materials	X			SDUSD replaced all the fire alarm pull stations in 2016 – 17, and installed new smoke detectors and a new fire alarm system for the school. All fire extinguishers get serviced yearly.
Structural: Structural Damage, Roofs		X		SDUSD will be installing a new roof on the entire school site (March – September of 2018), when students are not in attendance. To include installing new covered walkways
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Stein is planning to resurface the blacktop during the summer of 2018. Some trees in front of the school and in front of SCS were cut back as part of our yearly arbor upgrades. Weeds throughout the school are cut back regularly to avoid any fire hazards.

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
English Language Arts/Literacy (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC

Note: Percentages are not calculated 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016–17)

Student Group	Total	Number Tested	Percent Tested	Percent Met or
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	Enrollment			Exceeded
All Students	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
Foster Youth	DPC	DPC	DPC	DPC

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	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
Foster Youth	DPC	DPC	DPC	DPC

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
Science (grades 5, 8, and 10)	DPC	DPC	DPC	DPC	DPC	DPC

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016–17)

- **NOT APPLICABLE- STEIN IS A NONPUBLIC SCHOOL SERVING STUDENTS WITH MODERATE TO SEVERE INTELLECTUAL AND DEVELOPMENTAL DELAYS**
- **STEIN STUDENTS ARE CERTIFICATE OF COMPLETION BOUND, NOT DIPLOMA BOUND STUDENTS.**

However:

- *Stein does have a vocational and pre-vocational program design within our academic setting, for those students 16 - 22 years, in which we work on mobility training, how to get from point A to B, via mass transit in our community, how to dress and prepare for a job interview, and how to complete personal information on a job application properly.*
- *Job readiness skills are incorporated into specific student's weekly curriculum and designed to help our students with moderate to severe intellectual and developmental delays achieve their maximum skill levels in a variety of employment settings, both in a volunteer and possibly paid employment environment.*
- *Stein designs specialized vocational and prevocational opportunities to aide and teach necessary skill sets related to career development, designed toward the functioning level of each specific student.*
- *Stein also has a "Work Training Room," which is set up to help students practice and develop some specific employment skills such as: shredding paper, stocking shelves, hanging and/or folding clothes and placing items on hooks, et cetera.*

Career Technical Education Participation (School Year 2016–17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	N/A
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	DPC
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	DPC

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016–17)

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

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2017–18)

Parents are encouraged to become members of the “Stein Helping Hands Group,” which consists of a group of teachers and parents that meet monthly (3rd Tuesday of every month) to discuss ways to support school events and fundraise for the school. The Group currently supports the Annual Winter Holiday Show, Halloween and Valentine’s events, the school’s Annual Prom and Stein Family Carnival.

During this past year, a “Seamstress Group” was developed, a sub-group from those participating in the Stein Helping Hands Group, with a current mission to support the school by making a variety of different weighted blankets to meet the various sensory needs of our students.

Interested parents may also talk with their child’s classroom teacher about volunteering to accompany the class on field trips and/or support the classroom with specific fundraising needs. As well, they are always welcome to observe their child’s classroom.

Parents are able to schedule an appointment with our consulting psychiatrist related to addressing their child’s medication management. Parents are encouraged to regularly meet with our professional staff, such as their child’s Occupational Therapist, Speech and Language Therapist, or school Counselor; who are readily available to address any of their questions or concerns.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
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 – Graduating Class of 2016 (One-Year Rate)

Student Group	School	District	State
All Students	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC

School Safety Plan (School Year 2017–18)

The Stein Education Center - Transition Program, has a disaster plan(s) (SEC -Procedure Plan 91-01 and 91-01A) which specifies staff and student responses to a fire, earthquake, air pollution, explosion, and hazardous spills. There is also a plan for an emergency lock-down and also a missing student plan. Fire drills are held monthly and earthquake drills are held twice per year. An annual fire inspection is completed by the San Diego Fire Department. Teachers and the site Director are alert to scan 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. In addition, a team is assigned annually to inspect the entire school grounds and classrooms for any reportable safety hazards.

The Director and a Teacher or Staff Member from each division on the campus, to include Transition, participate in the monthly Stein Education Center Safety Committee meeting, in which safety concerns are discussed and all injuries to staff members both those requiring first aid and those requiring medical treatment are discussed and reviewed, and recommendations are made to prevent future injuries. The goal of the Safety Committee includes: environmental hazards, developing, instituting and revisiting safety trainings and giving feedback to staff in corrective interactions with students to increase the safety of both staff and students. Staff members are trained and certified bi-annually 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 least intrusive level that will keep the student and others safe.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017–18)

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 with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 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).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 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.

Academic Counselors and Other Support Staff (School Year 2016–17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	.80	Per IEP need
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	N/A	N/A
Psychologist ----(Psychiatrist)	1 day per week	Students seen as needed
Social Worker	N/A	N/A
Nurse	.75	Students seen as needed

Speech/Language/Hearing Specialist	3	31
Resource Specialist (non-teaching)	N/A	N/A
Other (Occupational Therapist)	3	30

Note: Cells 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015–16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	65,811
District	N/A	N/A	DPC	DPC
Percent Difference – School Site and District	N/A	N/A	DPC	DPC
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPC	DPC

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016–17)

The Stein Transition Program is a nonpublic school that serves students throughout the county of San Diego. Students are referred to Stein Transition Program because they have not been successful in other public and/or nonpublic school settings, usually because of their significantly challenging problem behaviors. All the students referred to Stein come to us with IEPs. All the students are working towards a “Certificate of Completion” and not a diploma, and leave Stein at the age of 22.

Our school has an all-inclusive rate, thus, students have the support of a highly specialized professional staff, to include a certified moderate to severe teacher, highly trained functional skills assistants and aides. At times an “Intensive Aide” may be supplemented, as approved by the IEP Process, due to the severity, dangerousness, and frequency of a specific student’s behavioral repertoire.

Other services included within the daily rate include: Occupational Therapy, Speech and Language Services, Individualized and Group Counseling, Psychiatric services for medication monitoring, evaluation and management, all conducted by certified, licensed, and highly trained staff.

We also offer Workability within our Site Based and Community Based Transitional Program.

Some of our students may qualify for reduced or free lunches, under the National School Lunch and School Breakfast Program.

Teacher and Administrative Salaries (Fiscal Year 2015–16)

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

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

Advanced Placement (AP) Courses (School Year 2016–17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	DPC	N/A
English	DPC	N/A
Fine and Performing Arts	DPC	N/A
Foreign Language	DPC	N/A
Mathematics	DPC	N/A
Science	DPC	N/A
Social Science	DPC	N/A
All Courses	DPC	DPC

Note: Cells with N/A values do not require data.

* Where there are student course enrollments of at least one student.

Professional Development

- *Teachers and therapists attend trainings and workshops presented by school districts, the County office of Education, local SELPAs and other professional and statewide agencies yearly. Professional staff will typically attend approximately 3 – 5 days of off campus training per year.*
- *In-house staff development is an ongoing part of our professional developmental as well, so after attending professional conferences and workshops, a forum is set up for the sharing and dissemination of conference material and subject matter learned for the other professional staff at Stein. Our objective is to always stay up to date on new research based approaches and services that may enhance our school based services to serve our students with Intellectual and Developmental Delays.*

- *In March of 2017, an all staff training was conducted by a professional trainer on our campus on the subject matter of “Common Core with Moderate to Severe Learners and their IEP’s” and in June of 2017, another professional trainer was brought in for an all day Saturday training to do a workshop on “Social Thinking.”*
- *We have three trained teachers that have recently completed the training given by the North Coastal Consortium which is entitled, “The Special Education Behavior Intervention Training Series (NBITS) and they are our Stein’s BICM’s and their role is to review and support the PBIPs (Positive Behavior Intervention Plans) that are written for the students in the different divisions.*
- *Stein has a BCBA (Board Certified Behavior Analyst) who also has her moderate to severe teaching credential and numerous years of experience at Stein, to support our teachers with behavior management, FAA’s, IEPs, and to be the liaison between the various school districts. She also does a lot of the training and oversight for our new teachers.*
- *Internship Programs have been established with three local institutions of higher learning. National University, San Diego State University, and Point Loma Nazarene.*
- *Teachers are also supported by our weekly Division BIP Meetings that are set up to discuss student behavior plans and progress. This is an interdisciplinary team approach in which teachers, therapists (SLPs and OTs), and the school counselor meet and collectively collaborate on student’s progress and/or behavioral needs.*