

School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

For: Sam & Rose Stein Education Center

Address: 6145 Decena Dr. San Diego CA 92120

Phone: (619) 281-5511

Principal: Ms. Chayo Chavez

Grade Span: K - 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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 refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

School Contact Information (School Year 2022–23)

Entity	Contact Information
School Name	Sam & Rose Stein Education Center
Street	6145 Decena Drive
City, State, Zip	San Diego CA 92120
Phone Number	619-281-5511
Principal	Ms. Chayo Chavez
Email Address	cchavez@vistahill.org
Website	www.vistahill.org
County-District-School (CDS) Code	37 68338 6997969

School Description and Mission Statement (School Year 2022–23)

The Sam & Rose Stein Education Center, aka, Stein Education Center (SEC) provides highly individualized instruction using evidenced based principles and a positive behavior management program for students with specialized educational needs, who may be diagnosed with an autism spectrum disorder, an intellectual disability, emotional disturbance, and/or multiple disabilities. The program is co-educational and serves students ranging in age from 5 to 22 years.

SEC has a pre-vocational and vocational program design embedded 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 a job application properly. Most of this training has now been modified to virtual learning platforms, due to the COVID-19 pandemic.

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 volunteer and paid employment environments.

Students who are 16 years old or older may participate in the Workability Program (a program currently funded annually by a government grant) which focuses on teaching work related skills. Those students participating in Workability may be eligible to participate in volunteer and/or paid employment.

Class size may be up to 12 students under the direction of a certified credentialed teacher in the area of moderate/severe teaching. There is a rich staff to student ratio which makes it possible to provide small group instruction and 1:1 instruction, if needed and approved by the referring district. In addition, Speech Therapy, Occupational Therapy and Counseling are an integral part of the Stein Education Center program. All educational and behavioral programs are developed and monitored by a multi-disciplinary team. Applied academics, functional skill development, and vocational and community-based instruction

are all part of the program design. During the 2020-2021 school year, there was a total of 12 classrooms on campus, with the capacity to serve up to 144 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.

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	3
Grade 5	5
Grade 6	9
Grade 7	4
Grade 8	12
Grade 9	7
Grade 10	9
Grade 11	14
Grade 12	51
Total Enrollment	114

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	10%
Male	90%
Non-Binary	0
American Indian or Alaska Native	2%
Asian	7%
Black or African American	16%
Filipino	4%
Hispanic or Latino	36%
Native Hawaiian or Pacific Islander	0
Two or More Races	5%
White	30%
English Learners	30%
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	66%
Students with Disabilities	100%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11	92%
Intern Credential Holders Properly Assigned	1	8%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0%
Unknown	0	0%
Total Teaching Positions	12	0%

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	0

**Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8%	17%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**The 17%, equals 2 teachers, with mis-assignments for English Learners. This is due to the fact that these 2 Senior teachers do not have the EL Certification within their Education Specialist Credential, as this was not required of them at the time that they completed their Special Education Teaching Credential over 30 years ago.*

**Quality, Currency, Availability of Textbooks and Other Instructional Materials
(School Year 2022–23)**

Year and month in which the data were collected: January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	*Unique Learning Systems/2023 *News-2-You/2023	Yes	0%
Mathematics	*Unique Learning Systems/2023 *News-2-You/2023	Yes	0%
Science	*Unique Learning Systems/2023 *News-2-You/2023	Yes	0%
History-Social Science	*Unique Learning Systems/2023 *News-2-You/2023	Yes	0%

Foreign Language	N/A	N/A	N/A
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.

*Unique Learning Systems and News-2-You are approved online curriculum platforms that provide curriculum material in all the listed subject matters noted above, for K-12 students in Special Education. SEC also creates and/or modifies curriculum in some cases to meet the needs of our students served.

School Facility Conditions and Planned Improvements

The Sam & Rose Stein Education Center is in good overall condition. The school has a maintenance crew which is always available to address any school needs on a timely and efficient manner. Individual classroom and school-wide cleaning is conducted by a professional cleaning company daily which helps to provide an inviting and welcoming atmosphere for students, parents, staff, and visitors. Stein also has a professional landscaping crew that comes in weekly and maintains our school landscape looking beautiful and well maintained. An arborist is scheduled regularly to inspect our trees throughout the campus and will address any arbor issues that may arise.

In regards to facility improvements during the 2021-2022 school year, Stein replaced and upgraded the double doors on the south end of the OT and Staff lounge/SCS area, 4 doors in total wear replaced, with new hardware and upgraded handles and door latches. During the summer months, before the start of the new year, the blacktop got a new seal coat put on, so it was nice to come back to a nice blacktop with freshly painted basketball court lines, in addition to the bike riding and walking lanes getting a new fresh coat of paint. The restroom in the conference room also got repainted during this school year, as well as, various stucco patches were completed to freshen up areas in which the stucco was beginning to chip away. Prior to the beginning of the new school year, we also replaced our MERV13 filters with new ones across the entire school campus. For the 2022-2023 school year, we are planning to upgrade our school computers across campus and replacing the carpet flooring in the accounting, BCBA's, and counseling offices with tile flooring.

Please note that in 2024, the San Diego Unified School District is scheduled to repaint the entire campus, as we lease our school property from them. We are excitedly anticipating this new paint job on our school campus.

Table 13: 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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 11, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Stein budgets dollars for HVAC systems annually, just in case any go down throughout the year.
Interior: Interior Surfaces	X			Some areas of the school may need some touch up painting throughout the year, but we inspect the school site on a regular basis for this and any other issues.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Stein contracts with a janitorial service that cleans the school daily. As well, we contract with a pest control company that comes out monthly to service our entire school site.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Stein does monthly fire alarm drills and bi-annual earthquake drills, in conjunction with a team of staff who also conduct a schoolwide facility inspection for fire and general safety hazards.
Structural: Structural Damage, Roofs	X			Stein got a new roof put on the entire school in the summer of 2019. As well our maintenance crew and designated staff are always on the lookout for any structural damage.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The janitorial staff, teachers and full-time staff immediately report any issues. As well, a bi-annual safety team inspects the entire campus and keep us abreast of any external and/or internal issues that need repair or maintenance.

Overall Facility Rate

Year and month of the most recent FIT report: January 11, 2023

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the

school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

Note: ELA and 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.

**CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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
for students taking and completing a state-administered assessment**

Grades Three through Eight and Grade Eleven (School Year 2021–22) Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--

Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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 High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8 and high school)	N/T	N/T	N/A	N/A	N/A	N/A

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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 by Student Group
Grades Five, Eight, and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

Career Technical Education Programs (School Year 2021–22)

CAREER TECHNICAL EDUCATION PROGRAMS ARE NOT APPLICABLE FOR OUR STUDENT POPULATION AS DEFINED HERE. THE STEIN EDUCATION CENTER IS A NONPUBLIC SCHOOL THAT SERVES STUDENTS WITH EXTENSIVE SUPPORT NEEDS WHO ARE CERTIFICATE OF COMPLETION BOUND, NOT DIPLOMA BOUND STUDENTS.

HOWEVER,

Stein Education Center does provide a pre-vocational and vocational program design within the academic school setting for those students 16 - 22 years of age, who participate in the Workability Program, in which we work on community-based mobility training, such as how to get from point A to B, via mass transit, how to dress and prepare for job interviews, how to search the web for job opportunities and how to complete a job application or resume properly.

Job readiness skills are incorporated into specific student's weekly curriculum and designed to help our students with extensive support needs achieve their maximum skill levels in a variety of employment settings, both in a volunteer and possibly paid employment environment.

Stein Education Center provides specialized pre-vocational and vocational opportunities to support our student's learning in developing 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 designed to help students practice and develop specific employment skills such as: shredding paper, stocking shelves, hanging and/or folding clothes and placing merchandise on hooks, et cetera.

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 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	--	--	--	--	--
7	--	--	--	--	--
9	--	--	--	--	--

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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 regarding the school district and at each school site

Table 24: Opportunities for Parental Involvement (School Year 2022–23)

Daily communication is encouraged between the teacher and the parent. The SEC teacher communicates daily with the parent, unless the parent elects less often communication. Parents are encouraged to meet with our professional staff, such as their child's teacher, Occupational Therapist, Speech and Language Therapist, or School Counselor, as needed. The professional staff make themselves readily available to address any of the parent's questions or concerns.

Parents are encouraged to participate in our annual Holiday show, annual Family Carnival and throughout the year when classrooms participate in field trips or other extra-curricular activities (i.e., Padre games). Parents are also encouraged to be active participants in their child's IEP and parent/teacher meetings can be scheduled at any time upon request.

Parents are also encouraged to speak with their child's classroom teacher about volunteering in various ways to support their child's classroom with specific fundraising needs. As well, parents are always welcome to observe their child's classroom.

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism.

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

Indicator	School 2019– 20	School 2020– 21	School 2021– 22	District 2019– 20	District 2020– 21	District 2021– 22	State 2019– 20	State 2020– 21	State 2021– 22
Dropout Rate	0*	0*	0*	3.90	4.20	N/A	8.90	9.40	N/A
Graduation Rate	0*	0*	0*	85.60	85.90	80.80	84.20	83.60	87.0

*Note: Stein Education Center students graduate formally at the age of 22 with a “Certificate of Completion” not a High School Diploma. Stein Education Center is a 100% Certificate of Completion bound school, not a diploma bound school.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions for School Year 2019–20 Only (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0	2.24	2.45
Expulsions	0	0.04	0.05

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions (data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0	0	0.06%	2.51%	0.20	3.17%
Expulsions	0	0	0.00%	0.05%	0.00	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Please note that Stein Education Center does not suspend nor expel students from our school.

School Safety Plan (School Year 2022–23)

The Stein Education Center has a disaster plan(s) (SEC - Procedure Plan 91-01 and 91-01A) which dictate 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 a missing student plan. The disaster plan is reviewed bi-annually. Fire drills are held monthly and earthquake drills are held two times per year (October/April). An annual fire inspection is completed by the San Diego Fire Department. The teachers and the school Director are always observant to scanning the rooms at the school for safety concerns and

continually work with staff members to keep students and staff safe at all times within the school and the community. Any items that require repair or pose a danger to others is reported right away to the front office who then report to the maintenance crew who then address and correct the issue right away. 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 participate in the monthly Stein Education Center Safety Committee meetings (currently begin held virtually), 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 positive proactive strategies and the proper steps for intervening in a student’s behavior that is posing a serious threat to the student, staff, or other persons, with the emphasis being placed on the utilization of the least restrictive level of intervention needed to 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2019–20)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	8	3	0	0
Note***				

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

** “Other” category is for multi-grade level classes.

*** Note: All Stein Education Center classrooms have “multi-grade classrooms” (i.e., 1st – 4th, 3rd – 6th grade). Stein chooses to max. the classroom size at 10 students per classroom, but is certified to have up to 12 students per classroom. For the 2019-2020 school year we had a total of 3 multi-grade classrooms which served grades 1-6.

**Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–21)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	8	2	0	0
Notes***				

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

** “Other” category is for multi-grade level classes.

*** Note: All Stein Education Center classrooms have “multi-grade classrooms” (i.e., 1st – 4th, 3rd – 6th grade). Stein chooses to max. the classroom size at 10 students per classroom, but is certified to have up to 12 students per classroom. For the 2020-2021 school year we had a total of 2 multi-grade classrooms which served grades 2-6.

**Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	9	1	0	0
Note***				

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

** “Other” category is for multi-grade level classes.

*** Note: All Stein Education Center classrooms have “multi-grade classrooms” (i.e., 1st – 4th, 3rd – 6th grade). Stein chooses to max. the classroom size at 10 students per classroom, but is certified to have up to 12 students per classroom. For the 2021-2022 school year we had a total of 1 multi-grade classroom which served grades 3-6.

Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8	9**	0	0
Mathematics	8	9**	0	0
Science	8	9**	0	0
Social Science	8	9**	0	0

*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.

**Note: There was a total of 9 secondary classrooms at SEC for the 2019-2020 school year. All subjects listed above were incorporated into each of the 9 classrooms.

Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9	10**	0	0
Mathematics	9	10**	0	0
Science	9	10**	0	0
Social Science	9	10**	0	0

*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.

**Note: There was a total of 10 secondary classrooms at SEC for the 2020-2021 school year. All subjects listed above were incorporated into each of the 10 classrooms

Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9	10**	0	0
Mathematics	9	10**	0	0
Science	9	10**	0	0
Social Science	9	10**	0	0

*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.

**Note: There was a total of 10 secondary classrooms at SEC for the 2021 - 2022 school year. All subjects listed above were incorporated into each of the 10 classrooms

Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	25:1

*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.

Table 39: Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist – Psychiatrist (1 day per week)	.20
Social Worker	0
Nurse- Health Tech	.81
Speech/Language/Hearing Specialist (3 SLPs & 1 SLPA)	4
Resource Specialist (non-teaching)	0
Other – 3 Occupational Therapists & 1 OT aide	4

*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.

Types of Services Funded (Fiscal Year 2021–22)

The Stein Education Center is a nonpublic school that serves students currently from 16 different school districts, throughout the County of San Diego. Students are referred to Stein Education Center because their educational needs cannot be successfully met in the student's local public school and/or another nonpublic school setting that they may be attending, usually because the student is eliciting challenging behaviors that cannot be successfully addressed at their current school placement and the behavior impedes their ability to learn. All the students referred to Stein come to us with an IEP.

The Stein Education Center has an all-inclusive rate, thus, students have the support of highly specialized professional staff, to include, a certified moderate to severe teacher, a highly trained functional skills assistant, and a high number of program aides. Other services provided under the all-inclusive rate include BCBA support and services, Occupational Therapy Services, Speech and Language Services, and Individualized and Group Counseling, if needed, and agreed upon within the IEP.

An Intensive Individual Aide may be funded by the student's district, via the IEP Process, at an additional cost, for cases in which a student may require 100% 1:1 instruction at all times, due to their intensive behavioral and/or medical and safety concerns.

Psychiatric services for medication monitoring and evaluation are provided and conducted by a certified, licensed and highly trained Psychiatrist.

We also offer Workability and a site based and community-based Transition Program.

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

Professional Development

Measure	2020–21	2021–22	2022–23
<p>Number of school days dedicated to Staff Development and Continuous Improvement</p> <p>Several times per year, the SEC BCBA's conduct mandated professional staff trainings to include topics such as "Defensible IEPs", BIP Writing, and other student and IEP related topics.</p> <p>Professional staff are also encouraged to participate in outside Professional trainings conducted via zoom, professional conferences and/or in-person workshops.</p> <p>Continuous staff training is a priority for SEC. Hence daily coaching, oversight, and feedback is given to our paraprofessional staff. Coaching may be conducted during instructional time when appropriate, as well as, during weekly and/or bi-weekly all staff meetings. The annual Bloodborne Pathogen training, Child Abuse, AB1172 trainings, and several others are conducted annually for all our staff.</p>	<p>9 full days of professional development training were observed by various teachers and therapists. Monthly 2-day STOPP (Stein Training or Positive Practices) training classes are held for new staff and renewing staff. Partial day bi-weekly staff meetings are held for trainings and staff development for aides and TA's.</p> <p>Weekly interdisciplinary BIP Meetings are held after school hours.</p>	<p>Yearly professional staff can take anywhere from 3 to 6 full days of professional development training in various related subject matters.</p> <p>Monthly a 2-day STOPP (Stein Training on Positive Practices) training is held for new staff and renewing staff. Partial day bi-weekly staff meetings are held for trainings and on-going professional development for aides and TA's. As well, student related coaching is always available to all classroom staff by the related service providers within Stein, to include SLP and OT.</p> <p>Stein's BCBA's are also the school's official trainers so they are fully equipped to conduct regular in-services to meet given student behavioral and/or educational needs.</p>	<p>Yearly professional staff can take anywhere from 3 to 6 full days of professional development training in various related subject matters.</p> <p>Monthly a 2-day STOPP (Stein Training on Positive Practices) training is held for new staff and renewing staff. Partial day bi-weekly staff meetings are held for trainings and on-going professional development for aides and TA's. As well, student related coaching is always available to all classroom staff by the related service providers within Stein, to include the SLPs and OTs.</p> <p>Stein's BCBA's are also the school's official trainers so they are fully equipped to conduct regular in-services to meet given student behavioral and/or educational needs.</p>