

School Accountability Report Card

**Universal Health Services-
Keystone Schools, Elmira**
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Doris M. Edwards, Principal

2005-2006 School Year

Company's Mission Statement

Kids come first at UHS-Keystone. This simple yet profound belief is the heart of our company. It is our ethical guide, our professional inspiration. It informs our everyday decisions, instills our actions with integrity, and forms our vision of tomorrow.

Every child deserves another chance.

Every child deserves our best.

For in every child, there is hope.

We believe the most important members of our company are the people who work directly with kids. Supporting them in their life-changing work, treating them with respect and honesty, is the mission of our home office. By operating in a fiscally responsible manner we will provide the resources they need to succeed. We value integrity. Our word is our bond. To help a child, our customers and parents must trust us, unconditionally, and truly know we have the best interests of the child at heart.

UHS-Keystone is a diverse group of people joined together to form a national company dedicated to helping troubled kids. Each UHS-Keystone school is different, with its own unique personality, approach, style, and high quality programs. Yet at the core of each, there is one simple guiding principle:

Kids come first at UHS-Keystone.

Elmira's Description & Mission Statement

UHS-Keystone at Elmira serves students between the ages of 6-18 diagnosed with Developmental Disabilities and or Emotional Disturbance. We provide intensive behavioral services, Individual, Group, Family and Art Therapy. We use "best practices", research-based programs and positive behavior management to facilitate

eventual transition back to public school. Our mission statement is to deliver high quality education, treatment, guidance and encouragement for troubled children and adolescents.

Demographic Information

The following chart outlines the racial/ethnic breakdown of the student body:

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	29	39%
American Indian or Alaska Native	1	1%
Asian	1	1%
Hispanic or Latino	7	9%
Pacific Islander	0	0%
White (Not Hispanic)	33	45%
Multiple or No Response	4	5%

Grade Level Information

Grade Level	Enrollment
Grade 1	0
Grade 2	1
Grade 3	3
Grade 4	6
Grade 5	6
Grade 6	8
Grade 7	5
Grade 8	7
Grade 9	10
Grade 10	12
Grade 11	8
Grade 12	9
Ungraded Secondary	0
Total Enrollment	75

Opportunities for Parent Involvement

Parents are encouraged to participate in several school activities throughout the school year, including open house, book fairs, parent/teacher conferences, and commencement exercises. Also parents are encouraged to visit their student' classrooms or call their students teachers as often as possible.

School Safety Plan

The Campus Safety Committee conducts reviews quarterly and adapts the Emergency Action Plan to meet the needs of the campus and holds monthly meeting to discuss any new business such as accidents, accident trends, self-inspection reports, and all recommendations submitted by outside agencies (insurance carrier, fire department, Cal-OSHA, etc.). Fire and earthquake drills are run monthly and problems are identified and corrected immediately.

School Program and Practices that Promote a Positive Learning Environment

Our program is designed to support and incorporate clearly stated school wide and classroom standards and expectations to include effective intervention techniques and strategies, social skills, character education, integrated services, BSP 's (Behavior Support Plans), and on-going staff development in "best practices". Our Site Behavioral Management Plan encourages a positive, proactive disciplinary approach that ensures active supervision and monitoring of progress though data collection. Our school wide standards are designed to relate directly to our school mission and values which promote respect, dignity, responsibility and safety

Suspensions and Expulsions

In the event that a student has committed an act or acts that meet the criteria of Education Code Sections 48900 & 48915 for expulsion, and Sections 48911 for suspension and all other options have failed or are not applicable, suspension or expulsion may be considered.

The School district will be notified immediately of a serious incident which may govern either a suspension or expulsion. The district's special education department will direct the school on whether to pursue either a suspension or expulsion.

Please refer to the student's district of residence for specific suspension/expulsion data.

School Facilities

UHS-Keystone Elmira's philosophy is providing a safe and clean environment for students and staff. The Safety Committee meets monthly to review safety and facility surveys and an Action Plan that was developed, is updated monthly and forwarded to our corporate office. The facility maintenance staff completes daily checks of the facility to maintain our high standard of safety and cleanliness.

Academic Data

STAR and Post Secondary Preparation results, please refer to the student's district of residence SARC website to obtain this information.

Assessing and Monitoring Student Progress

The primary goal of student assessment is instructional improvement and increased student learning. Assessing student learning and monitoring of student progress combine to make a crucial component of the educational process at UHS-Keystone. Assessment and monitoring not only offer information about each student's progress for the IEP process, but it also provides overall data about the school's educational program. We monitor academic progress by adhering to a standards based curriculum, using both informal and formal assessments; including curriculum based and portfolio assessments. In addition we collect data to monitor the student's social-emotional and behavioral progress through the Behavior Support Planning process.

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam. *However, due to the Chapman Settlement, the California Department of Education allowed waivers for special education students in the class of 2006 allowing them to receive diplomas without passing the CAHSEE.*

Average Class Size and Class Size Distribution

Grade Level	2003-04		2004-05		2005-06	
	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms
		1-20		1-20		1-20
3-4			10	0	10	1
4-8			10	0	10	2
Other			10	8	10	5

Average Teaching Load and Teaching Load Distribution – Secondary Classrooms

All classrooms are self-contained where teachers provide instruction in the areas of English, Mathematics, Science, and Social Science.

Subject	2003-04		2004-05		2005-06	
	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms
		1-22		1-22		1-22
English			10	8	10	8
Mathematics			10	8	10	8
Science			10	8	10	8
Social Science			10	8	10	8

Class Size Reduction

California's K-3 Class Size Reduction Program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Our class size is aligned with the Master Contracts of our referring districts. No class exceeds 20 students.

Teacher Credentials

Each teacher is counted as “1”. If a teacher works at two schools, he/she is only counted at one school. All teachers must maintain a current Special Education Credential.

	03-04	04-05	05-06
Total Teachers		8	8
Teachers with Full Credential		1	2
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)		6	6
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)		1	0

Teacher Education Level

Data reported are the number of teachers by education level.

	School
Master’s Degree plus 30 or more semester hours	0
Master’s Degree	4
Bachelor’s Degree plus 30 or more semester hours	0
Bachelor’s Degree	4
Less than Bachelor’s Degree	0

Vacant Teacher Positions

	03-04	04-05	05-06
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Teachers at UHS-Keystone Schools are reviewed annually through a performance evaluation, which aligns with their teacher job description and the California Standards for the Teaching Profession. UHS-Keystone has also developed an instrument, The Classroom MAP, which identifies the quality indicators and standards of an effective classroom where learning is occurring and students demonstrate progress. Teachers are first trained in the MAP Standards; then they are observed in the

classroom by an educational supervisor, provided with feedback and coaching and a plan is developed to monitor their progress. This has been highly successful in developing our teaching staff and providing a high quality of educational services to our students.

Substitute Teacher

Substitute teachers utilized at UHS-Keystone Schools are credentialed by the CDE and fulfill teaching assignments as prescribed by the credential held. Schools maintain their own substitute teacher roster and are responsible for contacting the substitute in the event of a teacher absence. Substitute teachers attend our 40 hour pre-service training before assuming a temporary teaching assignment.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor/therapists/behavioral staff	3
Program Director	1
Psychologist	.5
Social Worker	3
Transition Specialist	1
Speech/Language/Hearing Specialist	1
Transportation Supervisor	1
Educational Assistant/1:1 aide	12

Academic Counselors

UHS-Keystone Schools have credentialed educational supervisors who monitor student credits/transcripts for graduation.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
2	1 : 35

School Instruction and Leadership

UHS-Keystone Elmira’s goal is to build a strong educational foundation for all our students and to encourage future movement to a least restrictive educational environment. Our academic expectation focuses on California State Standards, the IEP, and current “best” practices in programming and instructional materials. Our campus incorporates research-based instructional strategies and techniques that provide opportunities for students in meeting their IEP/ITP goals. Our corporate educational team provides the leadership, the on-going resources, and the training required to guarantee an exemplary academic setting.

Professional Development

UHS-Keystone Elmira has scheduled training occurring on campus monthly. All staff receives 5 days of training prior to assuming campus responsibility. All staff participates in 7 training modules which include Behavior Management, Supervision of Students, and Characteristics of the ED Student, Site Behavioral Plan, and Treatment Team Process. Formal and informal observation occurs consistently in classrooms and throughout the program with verbal and written feedback. Coaching and modeling ensures that skills are learned and being effectively implemented. Staff are evaluated quarterly to provide feedback and additional training if necessary.

Quality and Currency of Textbooks and Other Instructional Materials

UHS-Keystone Schools adheres to the procedures outlined by the CDE by adopting new textbooks on a seven year cycle. All students are provided with textbooks in the core curricular areas, as well as utilizing supplemental materials which facilitate learning through multi-modality approaches. Textbooks are kept current and in good condition; however, if a book is destroyed, lost or worn it is replaced in a timely manner. Also, due to the fact that many of our students have significant delays in reading/writing, we have adopted the following research based intervention programs, approved by the California State Board of Education, to accelerate the reading/writing skills of our students:

Intervention Language Arts Programs- Aligned with the California LA Frameworks and the CA Reading Initiative

Course/Content Area	Title	Publisher
Intervention Level One	The REACH System	SRA/McGraw
Intervention Level One	Fast Track Reading	Wright Group
Intervention Level Two	Rewards and Rewards Plus	Sopris West
Intervention Level Two	Read Naturally	Read Naturally
Intervention Level Two	Soar to Success	Houghton Mifflin
Intervention Level Three	Skills for School Success	Curriculum Associates
Intervention Level Three	Reading in the Content Areas	Globe Fearon

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
<p>Reading/Language Arts, Mathematics, Science, History/Social Science, Foreign Language Health</p>	<p>The core curriculum utilized at Keystone is aligned with the California State Standards in all content areas. The core curriculum materials implemented are based upon what is used by the Local Educational Agency (LEA) in which the Keystone School is located. The teaching staff has also been provided with training to incorporate the Goals and Objectives Related to the Essential State of California Content Standards into their instruction and planning. We have also adopted the SEACO Curriculum Guide for our classrooms serving students with moderate/severe disabilities. SEACO aligns functional skills to the subset of standards for students who participate in the California Alternative Performance Assessment (CAPA). Furthermore, the academic IEP Goals/Objectives are written in alignment with the CA State Content Standards.</p>

Degree to Which Students Are Prepared to Enter Workforce

UHS-Keystone School Workability I is an objectives-orientated transition program designed to help students learn skills necessary to obtain and retain gainful employment and obtain self-reliance and ultimately assisting students in becoming more independent. Our program depends in part on local employers, jobsite training, and instructionally based employment opportunities on and off campus that allows students to experience realistic work situations in safe and well-structured settings.

College Admissions Test Preparation for Course Program

UHS-Keystone is following the guidelines of the district of residence. Keystone students have access to public schools' Advanced Placement (AP) and college preparatory classes.

Instructional Minutes

The California Education Code establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	54,000	36,000
1	54,000	50,400
2	54,000	50,400
3	54,000	50,400
4	54,000	54,000
5	54,000	54,000
6	54,000	54,000
7	62,575	54,000
8	62,575	54,000
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 300 Instructional Minutes	
	Offered	State Requirement
9	180 +30 days *ESY (minimum)	180 days
10	180 +30 days *ESY (minimum)	180 days
11	180 +30 days *ESY (minimum)	180 days
12	180 +30 days *ESY (minimum)	180 days

*ESY- Extended School Year

Total Number of Minimum Days

Days	21
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Average Salaries

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

	Amount
Waiver Teacher Salary (average)	\$34,000
Emergency Teacher Salary (average)	\$38,000
Full Credential Teacher Salary (average)	\$47,000
Average Principal Salary	\$85,000
Percent of Budget for Teacher Salaries	15%
Percent of Budget for Administrative Salaries	5%

Expenditures (Fiscal Year 2005-2006)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average.

Detailed information regarding expenditures may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ds/fd/ec/>.

Total Dollars	Dollars per Student (ADA)
\$31,598,778	\$32,244

Types of Services Funded

The services provided by UHS-Keystone are as follows: Transportation, Behavior Counseling-Individual, Behavior Counseling-Group, Parent Counseling, Adaptive Physical Education, Language/Speech Therapy Individual, Language/Speech Therapy Group, Orientation/Mobility Training, Occupational Therapy-Direct, One-to-One Aide, Physical Therapy Direct and Art Therapy.

Keystone School

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