

# School Accountability Report Card

**Universal Health Services-  
Keystone Schools, Hemet**  
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William Shupe, Campus Director

2005-2006 School Year

## *Company's Mission Statement*

Kids come first at 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.

Keystone is a diverse group of people joined together to form a national company dedicated to helping troubled kids. Each Keystone center 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 Keystone.**

## *Hemet's Description and Mission Statement*

UHS - Keystone Schools, Hemet is a community based non-public school serving students from kindergarten through age 22. We offer both a general curriculum as well as an

disabilities. The education is based on State Standards and aligned with the local school district's course of study. Our school has a strong behavior approach that is both educational and success oriented. As a school we will:

- ❖ Empower our students with the tools they need to succeed to the best of their academic ability.
- ❖ Enrich our student's knowledge of the world around them so that they may become global thinkers.
- ❖ Recognize each student as a unique individual and foster a supportive community where they may expand and utilize their talents.
- ❖ Prepare our students by making them aware that they are responsible for being productive members of their communities.
- ❖ Be attentive to their ever changing emotional and social needs and respond with patience and empathy.
- ❖ Give our best as a staff and expect the best in return.
- ❖ Foster a school community that encourages laughter and learning as partners.

### ***Demographic Information***

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

<b>Racial/Ethnic Category</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>African-American</b>	<b>15</b>	<b>31%</b>
<b>American Indian or Alaska Native</b>	<b>3</b>	<b>6%</b>
<b>Asian</b>	<b>0</b>	<b>0%</b>
<b>Hispanic or Latino</b>	<b>11</b>	<b>22%</b>
<b>Pacific Islander</b>	<b>2</b>	<b>4%</b>
<b>White (Not Hispanic)</b>	<b>18</b>	<b>37%</b>

### ***Grade Level Information***

<b>Grade Level</b>	<b>Enrollment</b>
<b>Grade 1</b>	<b>0</b>
<b>Grade 2</b>	<b>1</b>
<b>Grade 3</b>	<b>1</b>
<b>Grade 4</b>	<b>2</b>
<b>Grade 5</b>	<b>3</b>
<b>Grade 6</b>	<b>2</b>
<b>Grade 7</b>	<b>5</b>
<b>Grade 8</b>	<b>4</b>
<b>Grade 9</b>	<b>6</b>
<b>Grade 10</b>	<b>13</b>
<b>Grade 11</b>	<b>4</b>
<b>Grade 12</b>	<b>1</b>
<b>Ungraded Secondary</b>	<b>5</b>
<b>Total Enrollment</b>	<b>49</b>

### ***Opportunities for Parent Involvement***

UHS – Keystone Schools, Hemet encourages and supports parental involvement through various activities, including communication logs, point sheets, Annual Open House, Intra-mural Sports, awards assembly and annual

holiday events. We also encourage parents to communicate with staff by calling or scheduling a specific time to discuss questions or concerns. Contact Program Manager Regina Crawford at (951) 766-6020.

### ***School Safety Plan***

The Campus Safety Committee conducts reviews quarterly and adapts the Emergency Action Plan to meet the needs of the campus. It holds monthly meetings 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***

The UHS – Keystone Schools, Hemet program utilizes small learning communities, which adhere to state standards to meet the academic needs of our students, in conjunction with providing modeling techniques aimed at integrating positive social skills, character enhancement integrated services, BSP's (Behavior Support Plans) and on-going staff development. Our Site Behavioral Management Plan utilizes positive disciplinary guidelines in a pro-active environment to maximize student potential and is continually monitored through school wide data collection. The school mission statement defines and serves as the cornerstone of the commitment to the students we serve.

### ***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 referring 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 Schools, Hemet staff believe a safe, clean learning environment is fundamental to student successes. Our maintenance staff performs daily building checks and is working to correct safety issues with our building. Additionally, through WorkAbility, we are providing students opportunities to beautify their campus environment.

### ***Academic Data***

*For 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 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 (CAHSEE) to receive a high school diploma. *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.*

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	1	10	1	10	1
4-8	10	1	10	1	10	1
Other		2		2	10	4

*Average Class Size and Class Size Distribution*

*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	4	10	4	8	6
Mathematics	10	4	10	4	8	6
Science	10	4	10	4	8	6
Social Science	10	4	10	4	8	6

*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

	03-04	04-05	05-06
<b>Total Teachers</b>		<b>7</b>	<b>6</b>
<b>Teachers with Full Credential</b>		<b>0</b>	<b>1</b>
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)		<b>4</b>	<b>5</b>
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)		<b>3</b>	<b>0</b>

Special Education Credential.

***Teacher Education Level***

Data reported are the number of teachers by education level.

	School
<b>Master’s Degree plus 30 or more semester hours</b>	<b>0</b>
<b>Master’s Degree</b>	<b>2</b>
<b>Bachelor’s Degree plus 30 or more semester hours</b>	<b>4</b>
<b>Bachelor’s Degree</b>	<b>0</b>
<b>Less than Bachelor’s Degree</b>	<b>0</b>

***Vacant Teacher Positions***

	2003-04	2004-05	2005-06
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

***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. 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
<b>Counselor/therapists/behavioral staff</b>	<b>1</b>
<b>Program Director</b>	<b>1</b>
<b>Therapist</b>	<b>2</b>
<b>Transition Specialist</b>	<b>1</b>
<b>Speech/Language/Hearing Specialist</b>	<b>.20</b>
<b>Transportation Supervisor</b>	<b>1</b>
<b>Educational Assistant/1:1 aide</b>	<b>12</b>

### ***Academic Counselors***

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

<b>Number of Academic Counselors (FTE)</b>	<b>Ratio of Students Per Academic Counselor</b>
<b>1</b>	<b>1 : 49</b>

### ***School Instruction and Leadership***

UHS – Keystone Schools, Hemet is committed to providing an academic base for our student population with the focus being to integrate students into the least restrictive environment. Our academic expectation focuses on California State Standards, the IEP, and the current “best practices” in programming and instructional materials. The education team works cooperatively on an on-going basis to ensure the curriculum quality mirrors that of surrounding public schools. Leadership within Keystone provides the tools necessary to a process which guarantees an exemplary academic setting.

### ***Professional Development***

UHS – Keystone Schools, Hemet is proactive in providing up to date training ensuring the staff is kept current with innovations which enhance and strengthen the academic environment. The training also provides our staff with the Behavioral Management techniques which encourage student growth in self management. Continual staff evaluations and feedback is provided in a supportive manner to ensure continuity throughout the program. We understand that it is imperative for students to have trained staff in order to promote successful, compliant and sound academic environment which fosters student growth and achievement.

### ***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**

<b>Course/Content Area</b>	<b>Title</b>	<b>Publisher</b>
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><b>Reading/Language Arts, Mathematics, Science, History/Social Science, Foreign Language Health</b></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 Schools 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 +25 days *ESY (minimum)	180 days
10	180 +25 days *ESY (minimum)	180 days
11	180 +25 days *ESY (minimum)	180 days
12	180 +25 days *ESY (minimum)	180 days

\*ESY- Extended School Year

**Total Number of Minimum Days**

<b>Days</b>	<b>10</b>
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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
<b>Waiver Teacher Salary (average)</b>	\$34,000
<b>Emergency Teacher Salary (average)</b>	\$38,000
<b>Full Credential Teacher Salary (average)</b>	\$47,000
<b>Average Principal Salary</b>	\$85,000
<b>Percent of Budget for Teacher Salaries</b>	15%
<b>Percent of Budget for Administrative Salaries</b>	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/>.

<b>Total Dollars</b>	<b>Dollars per Student (ADA)</b>
<b>\$31,598,778</b>	<b>\$32,244</b>

***Types of Services Funded***

The campus of UHS - Keystone Schools, Hemet provides a number of comprehensive services for our students that enable them to be successful both academically and socially.

Services include the following:

- Standards Based Curriculum
- Behavior Modification
- Transitional/Vocational Education
- Community Based Instruction
- WorkAbility
- Transportation (curb to curb)
- Intra-mural Sports
- Lunch Program

In addition, when designated by the student's Individualized Education Plan the following special services may be provided:

- Speech and Language Therapy
- 1:1 Classroom Aide
- Sensory Integration
- Therapeutic Listening

**UHS - Keystone Schools**

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