

School Accountability Report Card

**Universal Health Services-
Keystone Schools, Mar Vista**
1025 Service Place, Suite 103, Vista, CA 92084
(760) 631-7550 phone (760) 630-5248 fax

Michael Crimmins, Principal

2005-06 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.

Mar Vista's Mission Statement

We believe every student is capable of learning, and therefore all students can be taught. Every student has potential, and deserves the opportunity to achieve a sense of mastery within their academic and social environment. It is our

job to uncover the strengths of our students, and inspire them to achieve.

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	7	12%
American Indian or Alaska Native	0	.
Asian	1	
Hispanic or Latino	7	10%
Pacific Islander	1	
White (Not Hispanic)	15	76%

Grade Level Information

Grade Level	Enrollment
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	2
Grade 8	2
Grade 9	8
Grade 10	9
Grade 11	7
Grade 12	4
Ungraded Secondary	
Total Enrollment	32

Opportunities for Parent Involvement

UHS-Keystone Schools, Mar Vista supports parental involvement through several social enrichment activities such as open houses and awards ceremonies. Families are additionally invited to attend monthly parenting classed that occur one Sunday each month. In addition we encourage parents to communicate at anytime with teachers and administrators by calling or scheduling a specific time in an effort to maintain consistent communication in our “partnership” with parents and guardians. Contact Person: Michael Crimmins
Phone Number: (760) 631-7550 ext. 250

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

UHS-Keystone Schools, Mar Vista utilizes a point and level system in each classroom. Each student in our school is given a copy of this plan, and it is thoroughly explained to them upon admission. Additionally, any clarifications a student may need on the Point and Level system are addressed as the need occurs. Classroom rules are clearly posted in each classroom and are consistently enforced in concordance with our Point and Level System. If a student’s needs are not being met by our Point and Level system, a Positive Behavior Support Plan will be developed by the teacher with assistance from the student study team. Please see the sample Behavior Support Plan located in section 15. If it is determined the Behavior Support Plan is not working, an IEP Team Meeting will be called to discuss the potential need for a full functional analysis and Behavior Intervention Plan. Behavior contracts may also be used to reinforce a desired behavior. Additionally, appropriate social skills are taught, modeled, and reinforced throughout the school day. Teachers who believe their class could benefit from additional social skills training may opt to use specific curriculum specifically designed for this purpose. UHS-Keystone Mar– Vista Nonpublic School staff are also trained in “New Directions.” New Directions is a Social Learning curriculum adopted by the Devereux Foundation and trains staff in the following areas: Building Positive and Influential Relationships, Listening to Understand, Praising Effectively, Functional Analysis, Making Requests, Giving Appropriate Verbal Warnings, Using Time Out Effectively, Teaching and Promoting Positive Behavior, Problem Solving, Establishing Routines and Effective Transitions, and Leading Activities.

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

The facility maintenance staff completes daily checks of the facility to maintain our high standard of safety and cleanliness. Students are hired by the WorkAbility Program to assist with maintenance and janitorial services through out the school

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 (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.*

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 14 students.

Grade Level	2004-05		2005-06	
	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms
		1-20		1-20
3-4	12	0	12	0
4-8	12	2	12	1
Other	12	2	12	3

Average Class Size and Class Size Distribution

Average Teaching Load and Teaching Load Distribution – Secondary Classrooms

Students in the high school grades will pursue either a high school diploma or a certificate of completion as determined by the IEP team. Students working towards the high school diploma will be required to pass the California High School Exit Examination before their home school districts will issue a diploma. Students not in the pursuit of a high school diploma will receive a certificate of high school completion by taking courses determined by their home school district to allow them to gain functional and independent living skills preparing them for community life beyond high school.

Subject	2004-05		2005-06	
	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms
		1-22		1-22
English	12	4	12	4
Mathematics	12	4	12	4
Science	12	4	12	4
Social Science	12	4	12	4

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.

	04-05	05-06
Total Teachers	4	4
Teachers with Full Credential	1	2
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	3	2
Teachers with Waivers	0	0

Teacher Education Level

Data reported are the number of teachers by education level.

	School
Master’s Degree plus 30 or more semester hours	1
Master’s Degree	1
Bachelor’s Degree plus 30 or more semester hours	2
Bachelor’s Degree	0
Less than Bachelor’s Degree	0

Vacant Teacher Positions

	04-05	05-06
Vacant Teacher Positions	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.

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
Program Director	1
Therapist	.25
Treatment Coordinator	0
Transition Specialist	1
Speech/Language/Hearing Specialist	.25
Educational Assistant/1:1 aide	5

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
1	1 : 42

School Instruction and Leadership

The teachers at UHS-Keystone, Mar Vista Nonpublic School use a variety of teaching methods to provide all students opportunities to meet the state content and performance standards. These methods include direct instruction, small group instruction, one on one instruction, group projects, learning centers, peer-assisted instruction, and individually paced self-directed instruction. Teachers also use a multi-modal approach; including the visual, auditory, and kinesthetic domains, in the presentation of their lessons when appropriate in order to ensure that the individual learning styles of their students are being met. The teachers ensure that their lesson plans reflect their students' individual IEP goals, their students' home school district course requirements, and the state content and performance standards for the students' respective grade levels. For students whom the IEP team has determined do not have the ability to meet the state content and performance standards for their present grade level, teachers incorporate into their lesson plans the students' IEP goals and state content and performance standards for those students' ability levels. The students' home school district course requirements are presented with the accommodations and modifications mandated in the students' IEP.

Professional Development

UHS-Keystone Schools, Mar Vista has scheduled training occurring on campus two times a month. All staff receives 5days 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. In addition all staff have completed training in Orchard, a standards-based software program.

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 LA Frameworks and the
CA Reading Initiative**

Course/Content Area	Title	Publisher
Intervention Level One	The REACH System	SRA/McGraw
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 standards-aligned (grades 7-12) 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 7 to 12, inclusive); and science laboratory equipment (for grades 7 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts, Mathematics, Science, History/Social Science, Foreign Language Health	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.

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 day.

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. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Days With At Least 300 Instructional Minutes	
	Offered	State Requirement
7 - 12	180 +30 days *ESY	180 days

*ESY- Extended School Year

Total Number of Minimum Days

Days	10
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Degree to Which Students Are Prepared to Enter Workforce

UHS-Keystone School Workability I is an objective-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.

Types of Services Funded

The following services may be available if identified through the student’s IEP; Speech and Language, Vision/Health Screening, Occupational Therapy, and Counseling. All high school students receive instruction n vocational training and education.

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

UHS - Keystone Schools

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