

School Accountability Report Card

**Universal Health Services-
Keystone Schools, Vallejo**
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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, validates 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 our students. Supporting them in their life-changing work, treating them with respect, dignity, and honesty, is the mission of our administrative team. By operating in a fiscally responsible manner we will provide our employees 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 and behaviorally challenging children. 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.

Vallejo's Description & Mission Statement

UHS-Keystone Vallejo, a division of Universal Health Services (UHS), is a community based non-public school servicing students grades K through 12th. Students in need of an alternative educational setting are referred through their

Local Education Agency (LEA), and are eligible for special education services. We provide a strong educational program that incorporates "best practices" in instructional methodology, state-adopted curricula, and aligns with the CA content standards for students on an academic track, and the CA alternative curriculum standards (SEACO) for students with moderate to severe disabilities. We implement research-based behavioral approaches that creates an environment that is both educational and success orientated.

Demographic Information

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

| Racial/Ethnic Category | Number of Students | Percent of Students |
|----------------------------------|--------------------|---------------------|
| African-American | 18 | 69% |
| American Indian or Alaska Native | 0 | 0% |
| Asian | 0 | 0% |
| Hispanic or Latino | 2 | 8% |
| Pacific Islander | 1 | 4% |
| White (Not Hispanic) | 5 | 19% |

Grade Level Information

| Grade Level | Enrollment |
|---------------------------|-------------------|
| Grade 1 | 0 |
| Grade 2 | 0 |
| Grade 3 | 5 |
| Grade 4 | 0 |
| Grade 5 | 1 |
| Grade 6 | 3 |
| Grade 7 | 4 |
| Grade 8 | 4 |
| Grade 9 | 4 |
| Grade 10 | 3 |
| Grade 11 | 2 |
| Grade 12 | 0 |
| Ungraded Secondary | 0 |
| Total Enrollment | 26 |

Opportunities for Parent Involvement

UHS-Keystone Vallejo supports parental involvement through numerous social enrichment activities such as field trips, volunteering, open house events, inter-agency sports competition, and awards ceremonies. In addition, we encourage parents to communicate at any time 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. At scheduled times throughout the year, parent support groups, counseling or seminars are offered. For more information please contact: Kathy McBride, Mental Health Counselor
Phone Number: (707) 643-9800

School Safety Plan

The Campus Safety Committee conducts reviews quarterly and adapts the school Emergency Action Plan to meet the needs of the campus. Meetings are held monthly to discuss any agenda items 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 relate directly to our school mission and values which promote respect, dignity, responsibility and safety. The campus Site Behavioral Management Plan provides a structured framework that is incentive based, utilizes a proactive teaching approach, and provides a specific progressive disciplinary plan that encourages active participation by students in developing their positive behaviors, academic growth, and vocational skills.

UHS-Keystone Vallejo’s behavioral program utilizes Applied Behavior Analysis teaching methodology in addressing severe and challenging behaviors. Specific student behaviors that interfere with their learning and safety, or that of others are observed, evaluated and when necessary individual Behavior Support Plans (BSPs) or Positive Behavior Intervention Plans (BIPs) are developed. Extensive data collection systems are in place for monitoring each student’s progress, as well as school-wide measurement systems to evaluate overall program trends as it relates to behavior. To develop students social skills UHS-Keystone Vallejo uses the Second Steps Violence Prevention Program (Committee for Children), and Learning for Life character building curriculum to teach concepts such anger management, impulse control, empathy, self-esteem, listening skills, interview skills, etc.

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

Central to UHS-Keystone Vallejo's philosophy is providing a safe and clean environment for students and staff. The Safety Committee meets monthly to review safety and facility surveys that are 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

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 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 and behavioral programming. We monitor academic

progress by adhering to a standards based curriculum, using both informal and formal assessments; including curriculum based and portfolio assessments. Students who are significantly below grade level are provided with intervention instruction through Orchard, a computer-based program that adjusts its level of difficulty based on student responses, or through SRA Direct Instruction in reading. In 2006-2007, SRA intervention will expand to include writing and math.

Standardized Testing and Reporting (STAR)

All students in grades 2-11 participate in the California State Testing (CSTs) and STAR testing. Students in grades 2-11 that have moderate to severe disabilities as indicated in their IEPs will participate in the California Alternative Performance Assessment (CAPA). STAR and CAPA testing are administered in the months of April and May.

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.*

Average Class Size and Class Size Distribution

| Grade Level | 2005-06 | |
|-------------|-----------------|----------------------|
| | Avg. Class Size | Number of Classrooms |
| | | 1-20 |
| 3-8 | 8 | 1 |
| 3-7 | 12 | 1 |
| 7-9 | 12 | 1 |
| 9-12 | 12 | 1 |

Average Teaching Load and Teaching Load Distribution – Secondary Classrooms

All classrooms are self-contained where teachers provide instruction in the areas of English/Language Arts, Mathematics, Science, and History/Social Science. Classrooms for students with moderate to severe disabilities receive functional academic instruction that aligns with the CA alternative curriculum standards.

| Subject | 2005-06 | |
|----------------|-----------------|----------------------|
| | Avg. Class Size | Number of Classrooms |
| | | 1-6 |
| English | 12 | 4 |
| Mathematics | 12 | 4 |
| Science | 12 | 4 |
| Social Science | 12 | 4 |

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 12 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.

| | 2005-06 |
|---|---------|
| Total Teachers | 4 |
| Teachers with Full Credential | 2 |
| Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements) | 2 |
| Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit) | 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 | 1 |
| Bachelor’s Degree plus 30 or more semester hours | 1 |
| Bachelor’s Degree | 2 |
| Less than Bachelor’s Degree | 0 |

Vacant Teacher Positions

| | 2005-06 |
|---------------------------------|---------|
| Vacant Teacher Positions | 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, called the Classroom MAP (Mastery Achievement Project), 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 monthly in the classroom by an educational supervisor, provided with feedback, coaching and an action 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 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 | 1 |
| Program Director | 1 |
| Lead Teacher | 0 |
| Director of Student Programs | 1 |
| Transition Education Coordinator | 1 |
| DIS Providers (Speech and Language, OT) (Consultants) | 2 |
| Transportation Supervisor | 1 |
| Educational Assistant/1:1 aide | 6 |
| Campus Supervisor | 1 |

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 : 25 |

School Instruction and Leadership

UHS-Keystone Vallejo'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 such as the REACH System which supports California's Reading Initiative. Our corporate educational team provides the leadership, the on-going resources, and the training required to guarantee an exemplary academic setting. Through ongoing assessment, remediation in core academic areas is provided. Each UHS-Keystone classroom provides a multi-modality method of instruction which addresses all students' performance needs through structured lesson planning and community-based instruction. UHS-Keystone Vallejo establishes relationships with our school districts, community resources, regional centers, and community mental health to provide opportunities for enrichment and extra-curricular activities.

Professional Development

UHS-Keystone Vallejo has scheduled training occurring on campus two times a month. All

staff receives 5 days of training prior to assuming campus responsibility. All staff participates in 7 training modules which include Positive Behavior Management, Supervision of Students, De-escalation Training, 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 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, and is in alignment with AB1858. 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:

- SRA Corrective Reading
- ORCHARD-computer software program
- SRA High Performance Writing (in 2006)

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 assist 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.

As each student acquires transition-related skills, an individualized transition portfolio is developed. In the 2006-2007 school year the Learning for Life curriculum will be integrated into Transition Education to develop the skills all students will need to be successful in their homes, communities, and in the workplace.

All students ages 14 and older participate weekly in Transition Education instruction.

College Admissions Test Preparation 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 compare 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 | 64,800 | 36,000 |
| 1 | 64,800 | 50,400 |
| 2 | 64,800 | 50,400 |
| 3 | 64,800 | 50,400 |
| 4 | 64,800 | 54,000 |
| 5 | 64,800 | 54,000 |
| 6 | 64,800 | 54,000 |
| 7 | 64,800 | 54,000 |
| 8 | 64,800 | 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 Days | |
|-------------|---|-------------------|
| | 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

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) | \$57,000 |
| Average Principal Salary | \$85,000 |
| Percent of Budget for Teacher Salaries | 15% |
| Percent of Budget for Administrative Salaries | 5% |

Types of Services Funded

UHS-Keystone Vallejo provides a Transition Program which fosters students in a learning culture of safety, acceptance, motivation, and encouragement which involves classroom transition curriculum, personalized and community-orientated instruction, and hands-on job practice. The school also provides speech therapy, occupational therapy, group and individual psychoeducational therapy when designated by the student’s IEP. In addition our students are provided with curb to curb transportation daily and when designated by their IEP an individual staff is assigned to a student to assist them throughout their school day.

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/>.

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

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