

School Accountability Report Card

Universal Health Services-
Keystone Schools, Steele Canyon
2815 Steele Canyon Road – El Cajon, CA, 92019
(619) 447-6776 phone (619) 447-3053 fax

May Padilla, Principal

School Year 2005-2006

UHS – Keystone Schools

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 Keystone.***

UHS-Keystone Schools, Steele Canyon Mission Statement

Our mission is to meet the educational and behavioral needs of our students in the least restrictive environment. Through our multifaceted program, all students and staff at Keystone are treated with dignity and respect.

Canyon offers an engaging academic program combined with a comprehensive behavior management program. In association with life skills and prevocational training, we guide students by helping them make good choices while they strive to become ***productive and successful life long learners.***

UHS-Keystone Schools, Steele Canyon Description

UHS-Keystone School, Steele Canyon has been in operation since 2001. The site is a non-public school located in southeast El Cajon, nestled amongst an affluent residential area and spacious golf courses.

In collaboration with the parents, residential facility, the Cajon Valley School District, and local agencies, Steele Canyon's program provides each student with an individualized academic and behavioral program, committed to quality and excellence.

We provide the educational services for a co-ed, Level 12 residential treatment center, grades K-8. The school serves students with Emotional Disturbance (ED), Significant Learning Disabilities (SLD), and/or Other Health Impairments (OHI) and offers a modified, traditional calendar, including extended school year. Student's average length of stay is approximately 18-24 months.

Once successfully completing the program, most students are referred back to the public school system and/or a lesser restrictive residential environment.



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	13	35%
American Indian or Alaska Native	1	3%
Asian	0	0%
Hispanic or Latino	7	19%
Pacific Islander	0	0%
White (Not Hispanic)	16	43%

Grade Level Information

Grade Level	Enrollment
Grade 1	0
Grade 2	1
Grade 3	3
Grade 4	4
Grade 5	14
Grade 6	2
Grade 7	8
Grade 8	2
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	37

Opportunities for Parent Involvement

UHS-Keystone School, Steele Canyon utilizes a clear and open line of communication with our residential counterpart, Herrick Children’s Center. When appropriate, parents/guardians are included in school programs. Opportunities for extensive communication take place in the following forums:

- IEP, BSP, and Treatment Team Meetings
- Student Award/Promotion Assemblies
- Open Houses
- Annual School Programs
- Monthly Reports / Report Cards (quarterly)
- Monthly Teacher Conference Calls

*Contact Person: May Padilla, Principal
Phone Number: (619) 447-6776*

School Safety Plan

The Campus Safety Committee conducts assessments quarterly and adapts the Emergency Action Plan to meet the changing needs of the campus. This committee also holds monthly meetings to review and develop proactive plans that relate to issues 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 conducted 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 through 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

The company provides for capital expenditures for the site on an annual basis in maintaining safe and orderly school facilities and grounds. Currently, we are remodeling the workroom to include a Student Study Center/Library and setting-up a Media Center to expand our Prevocational Program. We are also refurbishing the grounds, selected offices, and driveways; and replacing several air conditioners, all in an effort to maintain the facility to health and safety codes.

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

Ongoing assessment drives instruction. Thus, at Steele Canyon monitoring student progress takes place on a regular basis. The primary goal of student assessment is instructional improvement and, more important, 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.*

Average Class Size and Class Distribution

Grade Level	03-04		04-05		05-06	
	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms
	Size	1-20	Size	1-20	Size	1-20
3-4	12	2	12	2	12	2
4-8	12	3	12	3	12	3
Other	12	0	12	0	12	0

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. Instruction is driven by students’ instructional levels and behavioral needs.

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 Contract of our referring district, Cajon Valley Unified School District. No class exceeds 12 students as per our Master Contract. Each classroom has an average of 3 staff to support in instruction.

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	5	5	5
Teachers with Full Credential	1	2	2
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	4	3	3
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level.

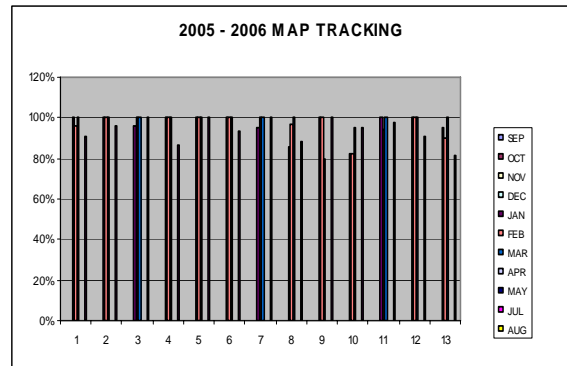
	School
Master’s Degree plus 30 or more semester hours	0
Master’s Degree	40%
Bachelor’s Degree plus 30 or more semester hours	60%
Bachelor’s Degree	0
Less than Bachelor’s Degree	0

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. 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. To date, Steele Canyon’s teachers have attained 90% or higher on MAP Standards.



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	0
Behavior Specialist	1
Resource Specialist	1
Treatment Coordinator	0
Transition Specialist	0
Speech and Language Therapist/Occupational Therapist	2
Transportation Supervisor	0
Educational Assistant/1:1 aide	7

Academic Counselors

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 : 40

School Instruction and Leadership

The site provides an analysis of student achievement and behavioral data that appropriately aligns a variety of rigorous curriculum and instructional materials/resources in all content areas, as well as research-based instructional strategies and techniques that provide opportunities for all students in meeting their IEP goals and state content and performance standards.

Professional Development

Staff Development is aligned with our Annual School Plan. Workshops and in-services are designed for life-long learning, providing knowledge and interest in all subject areas, connecting content to student experience. Our Mentor Teacher collaborates with the educational staff, providing modeling, support and sharing of resources in addition to the wide variety of employing consultants, as well as staff attendance in outside workshops, provided by the school districts, county SELPA and supporting agencies. All staff development practices are documented and can be measured in the daily program to ensure appropriate implementation and necessary follow up for continual growth and development.

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 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.

Here at the Steele Canyon Campus, we believe the preparing students to enter the workforce begins at an early age. Thus, our focus is prevocational training. While attending our students have the opportunity to discover their skills and learn how to adapt them to their future roles in society.

College Admissions Test Preparation for 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 Levels	Instructional Days With At Least 300 Instructional Minutes	
	Offered	State Requirement
1-6	180 +20 days *ESY (minimum)	180 days
6-8	180 +20 days *ESY (minimum)	180 days

*ESY- Extended School Year

Total Number of Minimum Days

Days	9
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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:

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

Our site provides Speech and Language, Occupational Therapy and Special Circumstances Instructional Assistance as determined through the I.E.P. process. An effort is made to integrate all support services to reduce fragmentation of the student's program and in developing a strong collaboration model with the specialist and classroom staff.



Administration

May Padilla, Principal
Peggy DeSoto, Administrative Assistant
Danny Medina, Education Specialist
Tracy Wimberly, Administrative Assistant
Derek Moehlenbruck, Behavior Specialist
Steve Rask, Program Educational Assistant

Classroom 1

Sharon Feldman, Teacher
Barbara Wiseman, Educational Assistant
Ethan Bishop, 1:1 Aide

Classroom 2

Rebecca Carter, Teacher
Kateri White, Educational Assistant
Lai Saechao, 1:1 Aide

Classroom 3

Kristen Sjoström, Teacher
Cindy Torres, Educational Assistant
Patty Cross, 1:1 Aide

Classroom 4

Christopher McKinney, Teacher
Sara Dillon, Educational Assistant
Fredy Barrios, 1:1 Aide

DIS Services

Dawn Friesen, School Psychologist
Erin Schwier, Occupational Therapist
Kathy Amberson, Speech and Language Therapist

UHS - Keystone Schools, Steele Canyon

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