

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016–17 School Year

Keith Thompson Non-public School

Address: 1850 San Benito St., Hollister, CA. **Phone:** 831-636-2121
Principal: Patrick Ellis, Executive Director, CCC **Grade Span:** 1st – 8th

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

***Throughout this document the letters DPL mean data provided by the LEA,
and the letters DPC mean data provided by the CDE.***

About This School

District Contact Information (School Year 2017–18)

District Name	San Benito County Office of Education
Phone Number	831-637-53-93
Superintendent	Krystal Lomanto
E-mail Address	klomanto@sbcoe.k12.ca.us
Web Site	http://www.sbcoe.org

School Contact Information (School Year 2017–18)

School Name	Chamberlain's Children Center- Keith Thompson Non-public School
Street	1850 San Benito St.
City, State, Zip	Hollister, CA. 95023
Phone Number	831-636-2121
Principal	Patrick Ellis, Executive Director, CCC
• E-mail Address	Patrick@chamberlaincc.org
Teacher	Matt Morrison, Special Education Teacher
• E-mail Address	matt@chamberlaincc.org
Web Site	www.chamberlaincc.org
County-District-School (CDS) Code	35-67470-6903900

Keith Thompson Non-public School



An Affiliate of...



School Description and Mission Statement (School Year 2017–18)

Purpose:

Affiliated with Chamberlain's Children Center, *Keith Thompson Non-public School (KTNPS)* is a private, nonsectarian school certified by the state of California. The purpose of a non-public school is to provide special education services to students based on their Individualized Education Plan (IEP). Students enrolled are struggling academically, behaviorally, and socially. They are referred by their school district of residence because an IEP team has determined they have not received education benefit from their previous school placement.

Mission & Description:

The overall KTNPS School is to help students to develop proficiency on grade level standards while developing pro social development and group responsibility. KTNPS provides an education to students who are unable to sustain public school placement due to disruptive behaviors brought about by their disabilities and are at risk for being placed out of the home due to the severity of their social or emotional challenges.

Goal:

The goal is to empower at-risk children in a safe environment to learn and grow while they heal from past trauma, discover their strengths, and develop the skills they need to achieve life-long success.

Student Population & Eligibility:

The student population at KTNPS is between the ages of 6 – 14 years of age who have a primary special education eligibility of Emotionally Disturbed (ED), Other Health Impaired (OHI), or Learning Disabled (LD). Many are suffering from anxiety, depression or other emotional or mood dysregulation disorders that have blocked their capacity to learn and/or maintain friendships. Students are intellectually capable of accessing academic material at their grade level but manifest specific learning challenges that prevent them from performing academically at grade level and following typical school social and behavioral expectations.

Entrance and Exit Criteria:

KTNPS works closely with San Benito SELPA, San Benito County Office of Education, Hollister Elementary School District and various other school districts to review potential student candidates.

For a student to be considered for enrollment, the student's home school district must first forward a referral packet to the school. KTNPS cannot process an intake request that comes directly from a parent or private practitioner.

Once received, KTNPS/SBCOE administration & the special education teacher will review the packet to determine the appropriateness of the referral. To be appropriate, the review team needs to feel reasonably sure that the child can:

- Receive both educational and therapeutic benefit from attending KTNPS.
- The child has the capacity to understand and apply the contents and strategies that will be presented in each of the domains - academic, behavioral and therapeutic.

Once the file has been reviewed and approved, KTNPS staff will contact the school district of residence and the parents to arrange an observation at the child's current school placement. After the observation, if the KTNPS/SBCOE team believes the child may be an appropriate candidate an initial interview is arranged at KTNPs. The initial interview must include the child. At that time, the program is described, the child's needs are clarified, and parents are given an opportunity to ask any questions. The family will also receive a tour the school. Therapy staff may ask to interview the child separately. The parent must be in agreement with the placement and be willing to support and participate in the interventions.

If at the end of this meeting all parties agree that the KTNPS program is philosophically and programmatically agreeable to the family and appears to be a potentially effective intervention for the child; then a placement IEP is arranged. Each student starts on a 30-day administrative placement. After the first five to seven weeks of attending, an IEP will be called to ensure that the placement continues to be appropriate for the child and agreeable to all of the child's IEP team. Rarely, the will team decide to end the placement after 30 days, though often goals and services may be adjusted.

In addition, each student's IEP is reviewed at 6-months and annually to verify that KTNPS continues to be an appropriate placement at that the child is receiving educational benefit.

When it is deemed that a student is ready for a transition to a lesser restrictive educational setting an IEP meeting is held and collaboratively a transition plan is developed.

Student Enrollment by Grade Level (School Year 2016–17)

Grade Level	Number of Students
Grade 1	1
Grade 2	1
Grade 3	2
Grade 4	2
Grade 5	0
Grade 6	2
Grade 7	1
Grade 8	1

Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total Enrollment
Black or African American	20%

American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	50%
Native Hawaiian or Pacific Islander	10%
White	20%
Two or More Races	0%
Socioeconomically Disadvantaged	50%
English Learners	0%
Students with Disabilities	100%
Foster Youth	40%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2015–16	School 2016–17	School 2017–18	District 2017–18
With Full Credential	1	1	1	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015–16	2016–17	2017–18
Misassignments of Teachers of English Learners	0	0	N/A
Total Teacher Misassignments*	0	0	N/A
Vacant Teacher Positions	0	0	N/A

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials
(School Year 2017–18)**

Year and month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 1-5 Reading-California, Houghton Muffin 2011 Grades 6-8 The Language of Literature, McDougal Littel	DPL	0
Mathematics	Grades 1-5 My Math, McGraw-Hill MATH, Glenco	DPL	0
Science	Grades 1-5 Science- California Edition, MacMillan-McGraw Hill Grade 6 - Focus on Earth Science Grade 7 - Focus on Life Science Grade 8- Focus on Physical Science, Prentice Hall	DPL	0
History-Social Science	Grade 1 - HSS- California School and Family Grade 2 - HSS - California Neighborhoods Grade 3 - HSS - California Communities Grade 4 – HSS - California CA Studies Grade 5- HSS - CA US History/Early Years Houghton Mifflin Grade 6- Discovering Our Past Ancient Civilizations Grade 7 - Discovering Our Past Medieval and Early Modern Times Grade 8 - Discovering Our Past: The American Journey to World War 1	DPL	0
Foreign Language	N/A	N/A	0
Health	N/A	N/A	0
Visual and Performing Arts	N/A	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

CCC & KTNPS is committed to maintaining a safe, clean and welcoming campus. All facilities are monitored and maintained by the grounds and housekeeping staff. Safety inspections are an ongoing process. The school facilities, grounds, residential and other buildings, and restrooms are attended to on a daily basis. Any concerns are addressed during the monthly safety meetings and corrected accordingly. In addition, the teacher encourages the students to help maintain the classroom as a clean and organized environment.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December 2017

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate:

Year and month of the most recent FIT report: December 2017

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

STUDENTS ENROLLED AT KTNPS ARE AFFORDED THE OPPORTUNITY TO PARTICIPATE IN STATEWIDE ASSESSMENTS. HOWEVER, EACH ACCESS FOR ASSESSMENT PROTOCOLS AND THE RESULTS ARE ARRANGED FOR AND REPORTED BY EACH STUDENT'S SCHOOL DISTRICT OF RESIDENCE (DOR). CDE REPORTS STUDENT RESULTS DIRECTLY TO DORS AND PARENTS.

In addition pupil achievement is monitored individually though data collected related to IEP goals. Each student's IEP is reviewed at 6-months and annually to determine academic behavioral, and social progress. Individual data is used to revise goals and objectives.

Career Technical Education Programs (School Year 2016–17)

Career Technical Education (CTE) programs are a high school requirement. However, KTNPS provides project-based learning, service learning, and field trips that integrate pre-vocational skill development into the curriculum. For example, the class has assisted local veterans in sending care packages to soldiers overseas. In addition to this, students complete a comprehensive unit on rocket science that has students exploring the physics, math, and literature related to rockets.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017–18)

KTNPS Offers various opportunities for parent involvement including; attending school special events (e.g. plays, musical performances, etc.), volunteering in the classroom, helping teachers with instructional clerical tasks, and participating in class field trips.

Parents are also invited to be active participants in their student's IEP meetings, progress conferences, and receive ongoing communication from their student's teacher/case manager regarding academic and behavioral performance.

State Priority: Pupil Engagement

The KTNPs school environment is highly structured, safe, designed to reduce stress, and to provide positive behavior support and a strong positive intervention system. Students learn practical strategies to handle stress, control impulses and to self-motivate.

Students develop more accurate and positive perceptions of themselves, and how they view the actions of others and their environment. By teaching students how to be more accurate in their perceptions, we help them access their thinking and reasoning skills, and how to problem solve.

Students begin to engage through daily behavioral skills learning, ongoing skill development about stress reduction and positive release techniques. As students build safe, trusting relationships, they begin to experience academic success and pro-social, self-regulation. They are also provided opportunities to help others in the school and local community (e.g. service projects, gardening, etc.)

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions	0	0	1	N/A	N/A	N/A	N/A	N/A	N/A
Expulsions	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A

Classroom Environment:

At this time, KTNPS operates one intensively focused therapeutic mild to moderate self-contained classroom that serves a maximum of 12 students. The program is designed with the understanding that all students can succeed academically, behaviorally and socially if their emotional and behavioral needs are met with a proactive approach.

Evidence-based practices are used to build a positive, respectful culture that promotes social and academic success. There is a highly structured Positive Behavior Interventions and Supports System (PBIS), based upon an individual and classroom reward system. Direct social skills instruction is provided to teach social development and group responsibility.

The classroom management system and daily routines are highly consistent and transitions are structured and predictable. Students have clearly defined workstations, and technology is a strong instructional tool. In addition the following instructional practices are used:

- Academic assessment to determine skill levels and progress
- Direct instruction for remediation of skills
- Direct instruction on grade-level learning standards
- Evidence-based social skills instruction
- Individualized and/or small group counseling (per student IEPs)

School Safety Plan (School Year 2017–18)

CCC provides a comprehensive Safety and Disaster Plan for the entire agency and campus that includes KTNPS. As part of this plan, teaching staff carry hand help radios throughout the day and are able to communicate with administrative, crisis and support staff at all times. The staff is trained in Earthquake, Fire, Evacuation and “Run, Hide, Defend” procedures. Monthly safety meetings and drills are practiced with students. All staff is trained in CPR, First Aid, and Therapeutic Crisis Intervention in order to prepare staff to handle medical emergencies and crisis situations. The local fire department conducts annual fire inspections.

D. Other SARC Information**Classroom Staffing & Size:**

An interdisciplinary team staffs the classroom, consisting of one credentialed special education teacher, 2-3 instructional support staff, and a licensed therapist. There is a classroom ratio of 1:3. In addition, also available to support the classroom team are: a school psychologist, a speech and language specialist, an occupational therapist, and on site crisis counselors.

All staff are trained and certified in **Crisis Prevention Intervention (CPI)**, a safe, non-violent, non-harmful behavior management system designed to help staff understand and address assaultive, disruptive, student behaviors. The key to CPI is providing staff with the tools to understand what is underlying student behavior problems and how to prevent and manage crisis situations.

At this time, KTNPS operates one intensively focused therapeutic mild to moderate self-contained classroom that serves a maximum of 12 students.

Academic Counselors and Other Support Staff (School Year 2016–17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development) licensed therapist	1.0	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	N/A	N/A
Psychologist	SBCOE Staff	N/A
Social Worker	N/A	N/A
Nurse	N/A	N/A
Speech/Language/Hearing Specialist	SBCOE Staff	N/A
Resource Specialist (non-teaching)	N/A	N/A
Other (Occupational Therapist)	SBCOE Staff	N/A
Other (Instructional Aides)	3	N/A
Other		

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015–16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18,159	N/A	N/A	\$55,200
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016–17)

Keith Thompson School, an affiliate of Chamberlain's Children Center, provides basic education services, social/behavioral counseling and guidance, and school nutrition program. Occupational therapy, and language speech therapy are provided jointly through the San Benito County Office of Education

Teacher and Administrative Salaries (Fiscal Year 2015–16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	\$65,675	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	\$107,316	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	N/A	N/A
Percent of Budget for Administrative Salaries	N/A	N/A

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Staff participates in monthly trainings that focus on behavioral interventions, strategies for working with disabled youth, Crisis Prevention and Intervention, and documentation and reporting. Demographic and school based data will sometimes be used to inform future training.

Professional development is conducted afterschool for all staff. Trainings are conducted on site, at the local district or county office, or other school district sites.