

School Accountability Report Card

Universal Health Services School, Carmichael

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Tamberlyn Bianco, Principal

2007-2008 School Year

Company's Mission Statement:

Kids come first at UHS Schools.

*To provide a quality educational program in a safe environment that is conducive to learning. *To provide academic and psychological services that reflect the best scientifically validated practices. * To assess each student's educational and psycho-social needs and develop an individualized educational and mental health program that will meet those needs. *To offer a rich variety of academic, recreational, social and pre-vocational experiences that will introduce students to possible career choices and develop healthy recreational interests. *To provide an effective positive behavioral management system that will empower students to be responsible for their own actions and be able to transition into a less restrictive educational environment. *To provide students with opportunities to feel a part of their school in order to foster healthy affiliations with others.

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 Schools is a diverse group of people joined together to form a national company dedicated to helping troubled kids. Each UHS 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:

UHS School at Carmichael is a California State Department of Education certified special education nonpublic school that is WASC accredited and serves kindergarten through twelfth grade students. UHS School, Carmichael is committed to treating the "whole" student by providing a strong instructional program incorporating "best practices" in instruction and curriculum with a strong behavioral approach that creates an environment that is educational and success oriented.

We offer services that include academic instruction, behavior management, Individual and Group Counseling, Speech Therapy, Occupational Therapy, Prevocational Programs, and Sports Leagues. We work in partnership with school boards, local and federal agencies, physicians, judges, managed care providers, social workers and parents. Our mission is to teach students educational and social skills so that they may be able to successfully transition into a less restrictive 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	54	40%
Native American	2	1%
Asian American	5	4%
Hispanic or Latino	18	13%
Pacific Islander	5	4%
White (Not Hispanic)	52	38%
Other	0	0%

Grade Level Information

Grade Level	Enrollment
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	3
Grade 4	5
Grade 5	4
Grade 6	8
Grade 7	6
Grade 8	5
Grade 9	10
Grade 10	13
Grade 11	10
Grade 12	15
Ungraded Elementary	4
Ungraded Secondary	53
Total Enrollment	136

Opportunities for Parent Involvement

UHS School at Carmichael supports parental involvement through numerous social enrichment activities such as: quarterly Parent Nights, weekly contact with teacher, school and parent meetings when necessary, inter-agency sports competition,

daily contact logs/point sheets, and Annual IEP meetings. UHS School at Carmichael is dedicated to meeting the needs of all students and hosts many other meetings on site to maintain consistent communication in our “partnership” with parents and guardians.

School Safety Plan

The Campus Safety Committee conducts reviews quarterly and adapts the Emergency Action Plan to meet the needs of the campus. Monthly meetings are held 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 drills are run monthly, earthquake drills are run quarterly and van evacuation drills are run twice per year. 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 behavior program includes The Girls and Boys Town Specialized Classroom management. This program is a model for teaching life skills, incorporating a level motivation system and using a systematic way to address adaptive and non-adaptive behavior. We are able to use this model to increase student’s on-task behavior and help them acquire the skills needed for school and community success. 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

Central to UHS School Carmichael's philosophy is providing a safe and clean environment for students and staff. The facility staff complete daily checks of the facility to maintain our high standard of safety and cleanliness. UHS School at Carmichael is housed in a building that was originally a comprehensive high school in the San Juan Unified School District. It has large playgrounds and playing fields, numerous adult and student restrooms, two gymnasiums, a cafeteria, and has the appearance of a regular public 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 Schools. 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). Our informal assessments are performed on a quarterly basis and assess students' progress in the areas of math, reading fluency, reading comprehension and writing. In addition we collect data to monitor the students' social-emotional and behavioral progress through the Behavior Support Planning process.

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2007-2008, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma.

2007-2008 Student Graduations	Qty
Diploma	11
Certificate	10
Total Graduates	21

Average Class Size and Class Size Distribution

Grade Level	2005-06		2006-07		2007-08	
	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms
		1-13		1-13		1-13
K-2	12	1	12	1	12	0
3-4	12	1	12	1	12	1
5-6	12	2	12	2	12	1
7-8	12	3	12	3	12	1
9-10	12	3	12	3	12	2
11-12	12	2	12	2	12	2
OTHER	12	4	12	4	12	6

Average Teaching Load and Teaching Load Distribution – Secondary Classrooms

All students transition from class to class, subject to subject to simulate a typical public high school. Teachers provide instruction in the areas of English, Mathematics, Science, and Social Science.

Subject	2005-06		2006-07		2007-08	
	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms
		1-13		1-13		1-13
English	12	4	12	4	12	4
Mathematics	12	4	12	4	12	4
Science	12	4	12	4	12	4
Social Science	12	4	12	4	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 13 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 13 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.

	05-06	06-07	07-08
Total Teachers	16	16	12
Teachers with Full Credential	3	7	4
Teachers with Emergency Permits 30-day sub credential (not qualified for a credential or internship but meeting minimum requirements)	12	2	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	0	0
Teachers with STSP/PIP		2	0
Teachers on University Intern Programs		5	8

Teacher Education Level

Data reported are the number of teachers by education level.

Master’s Degree plus 30 or more semester hours	0
Master’s Degree	1
Bachelor’s Degree plus 30 or more semester hours	0
Bachelor’s Degree	11
Less than Bachelor’s Degree	0

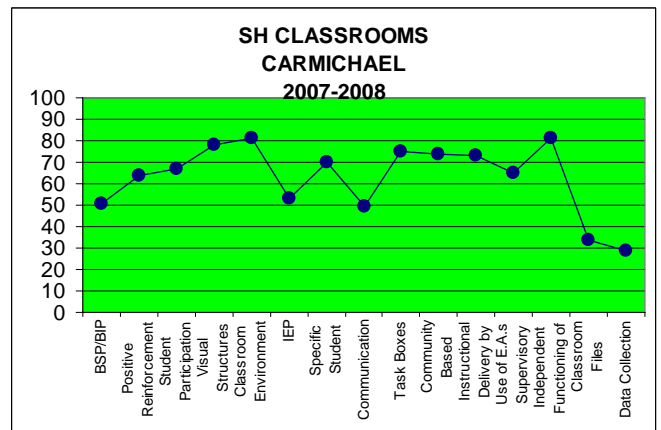
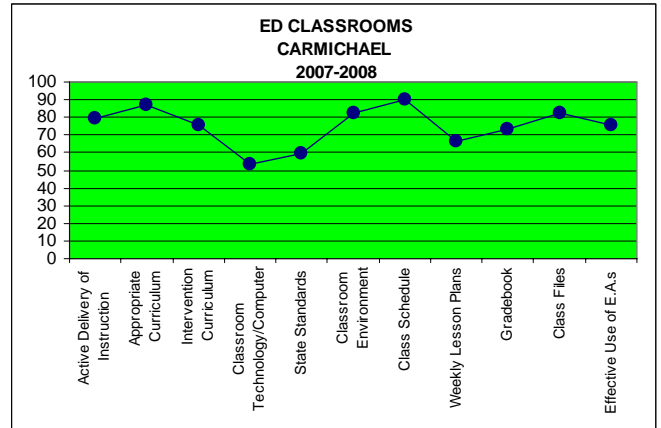
Vacant Teacher Positions

	05-06	06-07	07-08
Vacant Teacher Positions	0	0	1

Teacher Evaluations

Teachers at UHS Schools are reviewed annually through a performance evaluation which aligns with their teacher job description and the California Standards for the Teaching Profession. UHS Schools have also developed an instrument, The Teacher Report Card, 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 Teacher Report Card 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. The graph below reflects our overall campus scores for the year.

TEACHER REPORT CARD



Substitute Teacher

Substitute teachers utilized at UHS 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.

Academic Counselors

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

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
3	1: 44

School Instruction and Leadership

UHS School, Carmichael’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 is an answer to California’s Reading Initiative. Our corporate Senior Leadership team provides the leadership, the on-going resources, and the training required to guarantee an exemplary academic setting.

Professional Development

UHS School, Carmichael has scheduled training occurring on campus during every minimum day. All staff receives 5 days of training prior to assuming campus responsibility. All staff participates in 7 training modules which include Behavior Management, Supervision of Students, Sexual Harassment, Bloodborne Pathogens, IEP Process/Protocol, Characteristics of the ED Student, and Site Emergency Plan. Formal and informal observations occur consistently in classrooms and throughout the program with verbal and written feedback. Coaching and modeling ensure that skills are learned and being effectively implemented. Staff are evaluated quarterly to provide feedback and additional training if necessary.

Title	FTE
Counselor/therapists/behavioral staff	4
Principal	1
Behavior Education Coordinator	4
Transition Specialist	1
Speech/Language/Hearing Specialist	1
Transportation Supervisor	1
Educational Assistant/1:1 aide	32

Quality and Currency of Textbooks and Other Instructional Materials

UHS Schools adhere to the procedures outlined through 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

Textbooks and Other Instructional Materials
 State-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials are made available for each pupil. These textbooks 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, and health (for grades K to 12), inclusive.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts, Mathematics, Science, History/Social Science, Foreign Language Health	The core curriculum utilized at UHS Schools 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 UHS 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 utilize the SEACO Guide as ancillary material 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.

Degree to Which Students Are Prepared to Enter Workforce

UHS 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 assisting students in becoming more independent. Our students will be placed in various jobs and internships off campus, as well as having the opportunity to participate in a proposed on-site business.

College Admissions Test Preparation for Course Program

UHS Schools are following the guidelines of the district of residence. All students have access to local public schools' Advanced Placement (AP) courses, college preparatory classes as well as SAT and ACT test preparatory materials.

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	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 Minutes	
	Offered	State Requirement
9	180 + 37 ESY*	180 days
10	180 + 37 ESY	180 days
11	180 + 37 ESY	180 days
12	180 + 37 ESY	180 days

**ESY is Extended School Year*

Total Number of Minimum Days

Days	15
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Average Salaries

Data reported are the company average salaries for teachers and principals. Detailed information regarding state average salaries may be found at the California Department of Education Web site at

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

	Amount
Intern Teacher Salary (average)	\$53,000
Preliminary/Clear Credential Teacher Salary (average)	\$53,500
Average Principal Salary	\$85,000
Percent of Budget for Teacher Salaries	15%
Percent of Budget for Administrative Salaries	5%

Expenditures (Fiscal Year 2007-2008)

Data reported are total dollars expended in the company and the dollars expended per student at the company level 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)
\$29,725,867	\$36,975

Types of Services Funded

UHS School, Carmichael 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, and psycho-educational group therapy. 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.



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