

School Accountability Report Card



UHS Schools, Cotati

“Advancing Student Achievement”

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Amy Albe, Principal

School Year 2008-2009

SCHOOL DESCRIPTION & MISSION STATEMENT

School Description:

UHS Schools, Cotati is a year round non-public special education program located on a former public school campus. Students in need of an alternative educational setting are referred to UHS through their district of residence and are designated as “special education” through an IEP process. 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 for students with moderate to severe disabilities who take the California Alternative Performance Assessment (CAPA). UHS Schools, Cotati contracts with the Sonoma County Office of Education and Marin County SELPA to offer a full array of services to students in Kindergarten through 6th grade. UHS Cotati offers two distinct programs. Students with autism and other developmental disabilities are provided with academic, communication, and behavioral instruction in the “Learning Center” program. Students in this program may receive discrete trial teaching (DTT), TEACCH, social skills training, augmentative communication training (i.e. PECS, assistive technology), speech and language services and occupational therapy services as indicated in their IEPs. Students who are on a core curriculum academic track with significant social and emotional issues are placed in the Academic Program. Students are taught more socially appropriate school behaviors through participation in the Boys Town Education Model, which teaches students core social behaviors that prepare them for transition into a less restrictive school placement, their home, and the community. This structured positive-based approach empowers students to become more responsible for their own action and to make choices that will lead to lifelong success. For both programs, instruction is based on Applied Behavior Analysis methodology. Each student who attends UHS Cotati has a behavior support plan or positive behavior intervention plan, which is developed by a Behavior Intervention Case Manager (BICM) and meets CDE Hughes Bill Law, and district master contracts. UHS Cotati utilizes a multi-modal and multisensory approach to address individual student learning styles. Student performance is measured through data collection as well as quarterly assessments on academic performance. UHS Cotati offers academic instruction at the student’s ability level using district approved core area curriculum as well as providing intervention and modified instruction using evidence-based teaching methodology. UHS Schools, Cotati teaching staff work closely with district contacts and parents and take pride in promoting a true atmosphere of teamwork in which students can make positive changes in their lives.

Our Services:

- School-wide positive behavior management systems
- Intensive, Individualized Behavioral Services for Students with Developmental and Emotional Disabilities
- Research-Based, Individualized Educational Programs that meets California State Standards
- Boys Town Specialized Classroom Model
- Intervention Reading program using Direct Instruction
- Designated Instructional Services as indicated on the Individual Education Plan
- Mental Health Counseling as indicated on the Individualized Education Plan
- Non Public Agency Services which include center based and home based
- intensive early intervention autism services
- Academic program with emphasis on functional and grade specific curriculum that meets LEA and CA adoption requirements
- Comprehensive educational and behavioral assessment within thirty days of admission
- Language and Speech Development Remediation for students with autism or other developmental disabilities
- Occupational Therapy services as indicated on the Individualized Education Plan
- Parent Training and guidance for community resources
- Community-based instruction
- Transportation Services

Mission Statement:

- 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 functional behavior repertoires to develop individualized education plans (IEPs) and positive behavior intervention or support plans (BIP/BSPs).
- 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 implement a school wide effective positive behavioral management system that will empower student 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.

UHS Vision:

The region's vision simply stated is

"UHS schools provide quality behavioral and educational services. The schools incorporate intensive behavioral services, individualized education plans, and designated instructional services as indicated on the student's individual education plan."

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.

Goals:

- Conduct quarterly academic assessments on 90% of students in October, January, and May
- Transition 10% of students back into the least restrictive environment (LRE)
- Increase student’s reading and writing level by one grade level within 6 months
- Maintain an ADA of 92% or higher
- Decrease the rates of prone restraints to zero.

PARENT INVOLVEMENT

UHS Cotati provides parents with monthly program updates through a newsletter and calendar of events. Teachers communicate weekly through email, written correspondence or phone contact. Throughout the year field trips and special awards ceremonies provide parents with an opportunity to celebrate their children’s successes. Special conferences or pre-IEP meetings may be scheduled to address student performance issues as needed.

Parents have the opportunity to become involved in the following ways:

- Enrollment
- Parent/teacher conferences (formal and informal)
- IEP Process
- Volunteers

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DEMOGRAPHIC INFORMATION

The tables below show our school’s 2008-2009 demographic information. The first table breaks down student enrollment by racial/ethnic category by number and percentage. The second table breaks down student enrollment by grade level. Data reported in these sections are based on Student-Staff Rosters from 1/27/09.

Enrollment by Subgroups:

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	4	17%
American Indian or Alaska Native	2	8%
Asian	0	0%
Hispanic or Latino	3	13%
Pacific Islander	0	0
White (Not Hispanic)	14	60%

Enrollment by Grade Level:

Grade Level	Enrollment
Kindergarten	0
Grade 1	2
Grade 2	8
Grade 3	3
Grade 4	4
Grade 5	3
Grade 6	3
Total Enrollment	23

SCHOOL SAFETY & CLIMATE FOR LEARNING

Positive Learning Environment & Discipline:

Our program is designed to support and incorporate clearly stated school wide and classroom standards. Our expectations include effective intervention techniques and strategies, social skills, character education, integrated services, development of Behavior Support Plans for students who have behaviors that interfere with their learning or Positive Behavior Intervention Plans for students with severe, pervasive or maladaptive behaviors that are developed following a Functional Analysis Assessment. UHS Schools, Cotati provides its staff with on-going staff development in "best practices" using evidence based methodology in Applied Behavior Analysis and curriculum and instruction.

Our behavior services include The Boys Town Specialized Classroom Management Program. This program is a model for teaching socially appropriate life skills, incorporates a point and level motivation system which teaches students how to independently regulate their behavior, delay gratification of extrinsic rewards, and how to generalize appropriate behaviors across environments. UHS Cotati has successfully transitioned three students back to their local school district in the 2008-2009 school year and two students graduated into special day classes on public school sites.

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:

At UHS Schools, Cotati suspension is a last resort. We follow all California law regarding student suspension. This includes notification of referring district and following all district requirements and specifications. 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 district's special education department will direct the school on whether to pursue either a suspension or expulsion. Last year, 1 student was suspended based on Ed. Code Section 48911.

SCHOOL FACILITIES

Plant

UHS Cotati is located at the La Fiesta Educational Center in Rohnert Park, CA. UHS Schools, Cotati operates three classrooms in the C building in the back of the campus and has the capacity to serve up to 36 students. Near the classroom are a large soccer playing field, play structure, tether ball court, and basketball hoops. Nearby is a creek, and walking trails. Behind the classrooms is a fenced in courtyard where planter boxes are being cleaned out to start a gardening project, instruction table and chairs, bird feeders, and plants which provide hands-on science activities as they relate to the curriculum. Students enjoy the calm sounds of nature and often request to take a break or to have class outside. We are optimistic that in the spring we will be able to have a talent show, host a workshop for paraprofessionals, or a lecture series for parents/community in the multipurpose room.

UHS Schools, Cotati does not use refocus rooms, or seclusion areas of any type. All rooms have internet capabilities as well as computer hook ups. Access to the classrooms via car is limited as the area that is paved is a black top, not an official roadway or parking lot. Given the distance of the school's parking lot to our classrooms, UHS was given permission to use the blacktop as a means for dropping off and picking up students at transition time.

School Safety Plan- Inspections and Evaluations

UHS Cotati Safety Team participates in a monthly regional action team. This team holds a monthly meeting to discuss any new business such as accidents, accident trends, self-inspection reports, and all recommendations submitted by outside agencies (insurance carrier, local fire inspectors, Cal-OSHA, etc.). Fire drills are performed monthly, earthquake drills are executed quarterly, and van evacuation drills are run each semester. Inadequacies are identified and corrected immediately.

**The table below reflects data reported on the April 2009 Facilities Checklist.*

Item Inspected	In Good Repair?		Repairs Needed and/or Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (Interior & Exterior)	X		
Hazardous Materials (Interior & Exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (Interior & Exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (Inside & Outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		Remove old monkey bar hooks
Other	N/A		

TESTING/ACADEMIC DATA

Standardized Testing and Reporting (STAR):

For STAR and Post Secondary Preparation results: please refer to the student's district of residence SARC website to obtain this information.

California High School Exit Exam (CAHSEE):

UHS Schools, Cotati currently serves students from K-6. The CAHSEE examination is not applicable.

General Academic Information and Testing:

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, Cotati. 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. Quarterly we assess student's abilities in word recognition, reading fluency, comprehension, math, and writing.

UHS Schools, Cotati teachers develop standards based IEP goals for their students on an academic performance track. For students with developmental disabilities, IEP goals and objectives are developed that align with the California Alternative Performance Assessment (CAPA) standards for students with moderate to severe disabilities. UHS Cotati teachers use data collection, curriculum benchmarks, and direct observation of student performance to determine a student's present levels of performance.

UHS Schools, Cotati offers an extended school year program to maintain student's academic and behavioral momentum and to help reduce regression during the summer months. All program services that are offered during the regular school year are continued throughout the summer. UHS Cotati's extended school year program is recommended in an IEP meeting and the number of days offered is indicated and approved by the local education agency (LEA).

Academic Instruction Specific to Student Population:

Autism:

Children with autism and their families receive services in an environment that promotes dignity and respect. Measurable, attainable goals are set for each student. These goals are supported by data driven, research based techniques with a foundation in Applied Behavior Analysis (ABA). Teaching strategies may include Discrete Trial Training (DTT), task analysis, sensory diet, and Direct Instruction Programs (Horizon, Reading Mastery, Language for learning, etc.), independent work systems (analogous to TEACCH), Picture Exchange Communication System (PECS). The specialized learning environments created in our classrooms enhance the student's ability to apply the many skills they are learning in their daily life.

Emotional Disturbance:

UHS Schools, Cotati offers academic instruction in the areas of English Language arts (reading, writing, spelling conventions, listening, and speaking), mathematics (calculation and problem solving), history/social science, science, and physical education. UHS teachers use a multimodal, multi-sensory approach to teaching academics in small or whole group instruction. Our entire curriculum meets California State standards. Daily instruction also includes Boys Town social

skills training to assist students in becoming more proficient learners in a school environment. Throughout each lesson students are provided with Pre-Teaching lessons, which provides students with an expectation of behavior prior to transitioning into a new learning activity, Planned Teaching, which provides students with direct instruction in a newly introduced behavior (i.e. ignoring distractions) and role plays, Effective Praise interactions and Corrective Teaching interactions when problem behavior occurs. Frequent practice and reinforcement of desired school behaviors promotes a healthy classroom environment, and helps boost a child's self esteem as they demonstrate more appropriate behaviors.

NPA (Non Public Agency):

UHS Schools are partnering with the local school district to provide a variety of non-public agency services. Services such as consultation to public schools and/ or home setting as well as systematic trainings for Instructional Aides and Teachers are our most common NPA Services. Senior Behavior Analysts are able to conduct FAA and write Behavior Intervention plans for public school students whose behaviors are not yet severe enough for UHS, but require behavior services.

AVERAGE CLASS SIZE & DISTRIBUTION

UHS Schools, Cotati's classrooms do not exceed 12 students. Our academic program consists of a California credentialed special education teacher and an educational assistant. Our overall staff to student ratio is 1:6. In our Learning Center class for students with autism and other developmental disabilities consists of a California moderate to severe special education credentialed teacher and overall staff to student ratio of 1:4.

Grade Level	2006-2007		2007-2008		2008-2009	
	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-3	N/A	N/A	9	1	9	1
4-6	N/A	N/A	N/A	N/A	9	1
Other					6	1

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 13 students.

TEACHER & STAFF INFORMATION

Teacher Credentials:

The Special Education staff is highly qualified, enthusiastic, and energetic group of educators. Below are three-year data regarding the credentials of our teaching staff. Data reflects both full-time and part-time teachers and each teacher is counted as "1."

Teacher Credentials			
	2006-2007	2007-2008	2008-2009
Total Number of Teachers	N/A	2	3
Teachers with Full Credential	N/A	1	3
Teachers in Alternative Routes to Certifications (Internship)	N/A	0	0
Pre-Internship	N/A	1	0
Teachers with Emergency Permits (Not qualified for a credential or internship but meeting minimum requirements)	N/A	0	0
Teachers with Waivers (Does not have credential and does not qualify for and Emergency Permit)	N/A	0	0

Teacher Education Level:

The following data reports on the number of teachers teaching in core content area as defined by No Child Left behind Act (NCLB) at each education level for the 2008-2009 school year.

Teacher 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	1
Bachelor's Degree	1
Less than Bachelor's Degree	0

Teacher Vacancies:

A vacant teacher position is one in which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. The following data reports on the number of vacant teacher positions for the most current three-year period.

Vacant Teacher Positions		
2006-2007	2007-2008	2008-2009
n/a	0	0

TEACHER & STAFF INFORMATION

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 has 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.

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.

Title	FTE
Counselor/behavioral staff	0
Speech Pathologist	.3
Occupational Therapist	.2
Behavior Analyst/BICM	0
Principal	1
Transition Specialist	0
Nurse	0
Transportation Supervisor	.5
Educational Assistant/1:1 aide	4

CURRICULUM & INSTRUCTION

Quality and Currency of Textbooks and Other Instructional Materials

UHS 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. Many of our students have significant delays in reading/writing. Therefore, 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:

Course/Content Area	Title	Publisher
Intervention Level One	Corrective Reading: Decoding	SRA/McGraw
Intervention Level One	High Performance Writing	SRA
Intervention Level Two	Houghton Mifflin Reading: California	Houghton Mifflin
Intervention Level Three	Skills for School Success	Curriculum Associates

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 and our LEA, Cotati-Rohnert Park School District in the core curriculum areas of reading/language arts, mathematics, science, history-social science, and health (for grades K to 6, inclusive), as appropriate.

Professional Development

UHS Schools, Cotati teachers are trained annually in classroom management, standardized testing, student supervision, Boys Town Classroom management, Hughes Bill, Incident reporting, IEP development, Direct Instruction, and enrichment activities (support staff are also trained in classroom management and enrichment activities). All Staff are current in Boys Town Classroom Management, PRO-ACT and Direct Instruction. All staff in the Autistic program attends additional training on Autism Spectrum Disorders, PECS, TEACCH, and SABA. There were 4 full day in-service days in 2008-2009 used for training. Minimum day trainings occurred in 2008-2009 approximately twice a month.

Number of Inservice Days	5
Number of Minimum Days	32

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	360	36,000
1	360	54,000
2	360	54,000
3	360	54,000
4	360	54,000
5	360	54,000
6	360	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
K-6	180 + 25 days *ESY (minimum)	180 days

FISCAL & EXPENDITURE DATA

Average Salaries:

Data reported here are UHS Schools' salaries for teachers and principals. Detailed information regarding average salaries may be found at the California Department Education Website:

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

<http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>

Average Salaries	Amount
STSP/PIP	\$47,000
Internship	\$53,000
Preliminary Credential (Level I)	\$53,500
Clear Credential (Level II)	\$53,500
Percent of Budget for Teacher Salaries	15%
Average Principal Salary	\$85,000
Percent of Budget for Administrative Salaries	5%

Types of Services Funded

In collaboration with local school districts, services provided are determined by each student's Individualized Education Plan (IEP). These services may include Speech and Language Therapy, Occupational Therapy, Counseling, and/or Special Circumstances Instructional Aide. 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.

Expenditures (Fiscal Year 2008-2009)

Data reported are total dollars expended in the district and 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 website at <http://www.cde.ca.gov/ds/fd/ec/>.

	Dollars per Student (ADA)
Total Dollars	
\$23, 291, 815	\$36, 928