

School Accountability Report Card



UHS Schools, San Rafael
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2007-2008

Company's Mission Statement

The Mission of 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.

UHS School, San Rafael Description & Mission Statement

UHS School, San Rafael, is a division of Universal Health Services (UHS), is a community based non-public school servicing students grades K through 6th grade. Students in need of an alternative educational setting are referred 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 (SEACO) for students with moderate to severe disabilities. We implement research-based behavioral approaches that create an environment that is both educational and success orientated.

UHS San Rafael School Code

EVERY PERSON'S RIGHTS

1. To have one's feeling, ideas, and property respected
2. To work and play in a safe, trusting, and cooperative environment
3. To be treated politely and with courtesy
4. To participate in a classroom atmosphere in which one's best work can be accomplished
5. To attend a school where conflicts are resolved peacefully

EVERY PERSON'S RESPONSIBILITIES

1. To treat other's property, ideas, and feelings with respect
2. To contribute to a safe, trusting, and cooperative environment
3. To treat others politely and courteously
4. To work to the best of one's ability
5. To resolve conflicts without violence

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	0	0%
American Indian or Alaska Native	0	0%
Asian	0	0%
Hispanic or Latino	0	0%
Pacific Islander	1	33%
White (Not Hispanic)	2	66%

Grade Level Information

Grade Level	Enrollment
Grade 1	1
Grade 2	1
Grade 3	0
Grade 4	1
Grade 5	0
Grade 6	0
Total Enrollment	3

Opportunities for Parent Involvement

UHS-School, San Rafael supports parental involvement through numerous social enrichment activities such as field trips, volunteering, open house events, parent nights, 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 meetings, family counseling and seminars may be offered. For more

information please contact: Amy Albe, Site Administrator: (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 weekly 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 drills are run monthly, earthquake drills are run quarterly, and problems are identified and corrected immediately. In addition, facility checklists are completed monthly to ensure that the facility is free from safety hazards.

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. UHS Schools incorporate positive behavior management strategies into all aspects of the school program. In January 2007, UHS Schools partnered with the Girls and Boys Town National Resource and Training Center and adopted its Specialized Classroom Management Model. The Girls and Boys Town Education Model and Specialized Classroom Management System unify a systematic school-based intervention that includes a detailed approach to classroom behavior management and skills training. Currently, this approach is being implemented in over 697 schools, reaching an estimated 300,000 students nationwide. GBT methodology adopted by UHS Schools identifies four areas for effective behavioral instruction:

1. A social skills curriculum to identify positive, pro-social behaviors
2. A series of teaching strategies to provide instruction in those behaviors

3. A motivation system to increase the rate and frequency of those behaviors
4. Implementation of reinforcement principles and administrative interventions

UHS-School, San Rafael'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.

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, San Rafael'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 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 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 SRA Direct Instruction in reading, 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.

Average Class Size and Class Size Distribution

Subject	2007-08	
	Avg. Class Size	Number of Classrooms
		1-2
English	3	1
Mathematics	3	1
Science	3	1
Social Science	3	1

Average Teaching Load and Teaching Load Distribution

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.

Grade Level	2007-08	
	Avg. Class Size	Number of Classrooms
		1-2
K-6	3	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 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.

	2007-08
Total Teachers	1
Teachers with Full Credential	1

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	0
Less than Bachelor's Degree	0

Vacant Teacher Positions

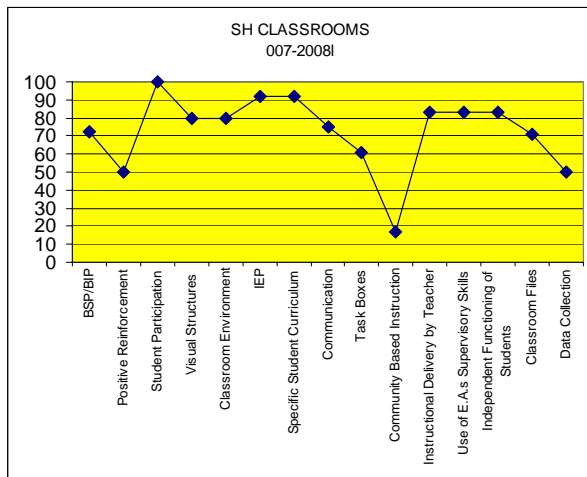
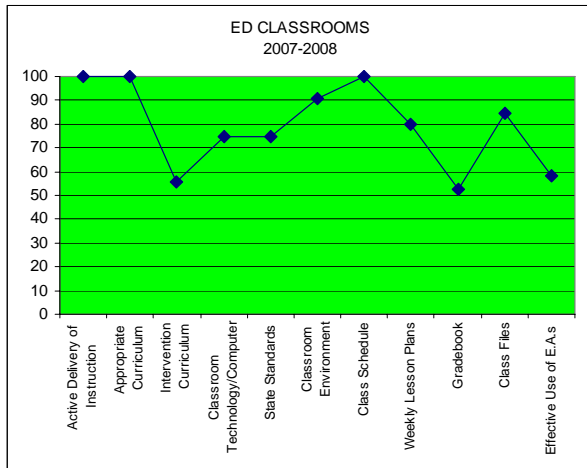
	2007-08
Vacant Teacher Positions	0

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 has also developed an instrument, called the Teacher Report Card (TRC) 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 TRC 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.

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.

Title	FTE
Counselor/therapists/behavioral staff	1
Principal	1
Lead Teacher	0
Vice Principal	1
DIS Providers (Speech and Language, OT) (Consultants)	2
Transportation Supervisor	1
Educational Assistant/1:1 aide	3

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
1	1:3

School Instruction and Leadership

UHS-School San Rafael'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-Schools classroom provides a multi-modality method of instruction, which addresses all students’ performance needs through structured lesson planning and community-based instruction. UHS-School San Rafael 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-School, San Rafael 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, Girls and Boys Town Education Model, Pro-ACT, Student Assessment, and UHS Policies and Procedures. Formal and informal observation occurs consistently in classrooms and throughout the program with verbal and written feedback. Coaching and modeling ensure 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 Edusoft, an online standards-based computer program.

Quality and Currency of Textbooks and Other Instructional Materials

UHS-School, San Rafael 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 Reading Mastery
- SRA Corrective Reading
- SRA High Performance Writing (in 2006)

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 1-3	Horizons	SRA/McGraw
Intervention Level One	Fast Track Reading	Wright Group
Intervention Level Two	Rewards and Rewards Plus	Sopris West

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted and standards-aligned (grades K-6) 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, 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
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 Schools 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 as an ancillary resource 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, San Rafael prepares elementary aged students for future work success through structured social skills lessons through the Girls and Boys Town Education model. Students learn how to follow a written schedule, have classroom chores, and are provided community based instruction where appropriate.

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	Master Contract Requirement
K	59,850	57,960
1	59,850	50,400
2	59,850	50,400
3	59,850	50,400
4	59,850	54,000
5	59,850	54,000
6	59,850	54,000
7	N/A	N/A
8	N/A	N/A
9	N/A	N/A
10	N/A	N/A
11	N/A	N/A
12	N/A	N/A

Total Number of Minimum Days

Days	30
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Average Salaries

Data reported are the company average salaries for teachers and principals. 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
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%

Types of Services Funded

UHS-School, San Rafael 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 counseling 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 2007-2008)

Data reported are total dollars expended in the company regionally and the dollars expended per student at the regional 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

UHS-Schools

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