

School Accountability Report Card



UHS Schools, Sacramento

"Advancing Student Achievement"

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Susan Scott, Principal

School Year 2008-2009

SCHOOL DESCRIPTION & MISSION STATEMENT

School Description:

UHS Schools, Sacramento is a nonpublic school certified by California State Department of Education and accredited by the Western Association of Schools and Colleges. UHS Sacramento serves special education students, kindergarten through twelfth grade students. We are located in the heart of Sacramento in the San Juan School District, but serve many of the local and outlying districts. A small nature trail and creek run along the east side of the campus and add to its charm.

UHS Schools, Sacramento offers a full array of educational services. We provide a strong instructional program incorporating "best practices" in instruction, curriculum, and positive behavior management. Our services that include academic instruction using state adopted curriculum, positive behavior management, individual and group counseling, Speech Therapy, Occupational Therapy, prevocational programs, Workability job placement and an intramural sports program. We work in partnership with parents, school districts, group homes, regional centers, advocates, social services and probation. UHS Schools, Sacramento offers a modified school year calendar, including extended school year during June and July.

Our Services:

- Individualized Educational Programs
- Intensive, individualized Behavioral Services for students with special needs
- Research-based educational practices including the Boys Town Social Skills program
- Designated Instructional Services as indicated on the IEP including Counseling, Occupational Therapy, Speech and Language Services, and Adaptive Physical Education
- Comprehensive educational assessments
- Functional Analysis Assessment and Behavior Intervention Services
- Communication and social skills programs for students with autism
- Parent workshops and counseling
- Transition/Workability Program and Career Development
- Intramural Sports Program
- Transportation Services

Mission Statement:

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:

- Improve the quality of instruction
- Eliminate the use of prone restraints
- Decrease overall incidents by 15%

PARENT INVOLVEMENT

UHS Schools, Sacramento supports parental involvement through a variety of ways, such as: progress updates in written communication logs and point sheets, school newsletters, weekly phone contact, Back to School night, Open House, Community Resource night, participation in local events Walk Now for Autism Speaks, and quarterly Parent Nights in addition to the Individual Education Program meetings. Parents are encouraged to schedule meeting to discuss student progress.

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 January 2009.

Enrollment by Subgroups:

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	34	34%
American Indian or Alaska Native	2	2%
Asian	5	5%
Hispanic or Latino	20	19%
Pacific Islander	4	4%
White (Not Hispanic)	38	36%

Enrollment by Grade Level:

Grade Level	Enrollment
Kindergarten	1
Grade 1	0
Grade 2	0
Grade 3	1
Grade 4	5
Grade 5	5
Grade 6	4
Grade 7	6
Grade 8	13
Grade 9	9
Grade 10	11
Grade 11	12
Grade 12	12
Ungraded	26
Total Enrollment	105

SCHOOL SAFETY & CLIMATE FOR LEARNING

Positive Learning Environment & Discipline:

Our behavior program includes the Boys Town Specialized Classroom management program. Boys Town is based upon the principles of behavior analysis. Boys Town teaches the critical social skills many of our students have not succeeded in learning, e.g, following directions, disagreeing appropriately, and asking for help. Using the Boys Town point system, we are able to increase student's on-task behavior and help them acquire the skills needed for school and community success. Our behavior management system includes ongoing coaching of students, data collection, and data analysis. Our school wide behavior policies are designed to relate directly to our school mission and values which promote respect, dignity, responsibility and safety.

Discipline and Suspension Protocol:

At UHS Sacramento, we have school-wide positive behavior management systems to reduce the need for suspension and expulsion. However, in the event that a student has committed an act or acts that meet the criteria of Education Sections 48911 for suspension and Education Code Sections 48900 & 48915 for expulsion, and all other options have failed or are not applicable, suspension or expulsion may be considered. Suspension is not used a punitive measure, but instead allow the IEP team to meet, plan, and discuss ways to modify the current behavior plan to prevent future occurrences of behavior. The School district is immediately notified of a serious incident which may govern either a suspension or expulsion. *Please refer to the student's district of residence for specific suspension/expulsion data.*

SCHOOL FACILITIES

Physical Plant:

UHS Schools, Sacramento is located on the former Creekside Elementary campus. It has large well maintained classrooms and a large multipurpose room. The campus has several playgrounds and borders on a nature trail. Teachers have been able to provide hands on science lessons, e.g., The life cycle of the frog, The effects of pollution on waterways. The front office is centrally located and includes offices for the counselor, Behavior and Education Coordinator and Transportation Supervisor. The new site has also given UHS Schools Sacramento the opportunity to set up a vocational education room for student training. A new living skills classroom will be opened in January 2010. This room will simulate a student apartment so that students can learn household chores, daily living skills such as cooking, and provide students a bridge to adult transition programs.

School Safety Plan- Inspections and Evaluations:

The Campus Leadership Team meets daily to review the day and plan for the next. Our Safety Committee conducts reviews daily, weekly, and monthly than adapts the Emergency Action Plan and Disaster Plans to meet the needs of the campus. The committee 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, fire department, Cal-OSHA, etc.). Fire drills performed monthly, earthquake drills are executed quarterly, and van evacuation drills are run each semester. Inadequacies are identified and corrected immediately.

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):

Beginning with the graduating class of 2007-2008, students in California public schools had to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. Consistent with all schools in California UHS students are required to take the CAHSEE for the first time in grade ten. Students who do not pass one or both parts of the exam in grade ten have up to two opportunities in grade eleven and at least three additional opportunities in grade 12. *New legislation has changed CAHSEE procedures effective 09-10 academic year.*

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, Sacramento. 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. In addition we collect data to monitor the student's progress on meeting behavior and social skills goals.

Many children "regress"--lose progress, forget, and revert to previous behavior--to some extent between school years. Our Extended School Year has proven to be a valued educational intervention. UHS Schools, Sacramento offers a variety of programs for all ages (students currently attending kindergarten through 12th grade) during the summer session. Programs include academic and enrichment classes. We offer a specialized intervention programs to improve reading and math.

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 include Discrete Trial Training, Pivotal Response Training, and Direct Instruction Programs (Horizon, Reading Mastery, Language for learning, etc.), independent work systems (analogous to TEACCH), Picture Exchange Communication System (PECS), and Theory of Mind social skills training (TOM). 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, Sacramento offers intensive, individualized behavioral services. We have implemented the Boys Town Specialized Classroom Management System. This program fosters respectful and caring staff/student interactions by fundamentally changing the way our school addresses discipline and deals with student behavior. Each student receives designated instructional services as indicated on the Individual Education Plan (IEP). Our entire curriculum meets California State standards. Students over 14 years of age receive Transition Education and Career Development

Severely Handicapped CAPA Levels 1-4:

UHS Schools, Sacramento provides a wide range of remedial programs to meet the needs of the DD students. Much emphasis is placed on functional skills. When appropriate core curriculum is used as well as Direct Instruction materials in language arts or reading.

Transition Education and Workability:

All students who are 16 and above qualify for a state funded Workability Program. Students learn pre-vocational and vocational skills to prepare them for off-campus placement. Workability funding assists in purchasing curriculum, student materials, and payroll for students in their first job placement.

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 Sacramento's classrooms typically do not exceed 12 students unless otherwise indicated in our district master contracts. 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 classes for students with autism and other developmental disabilities consists of a California mild to moderate special education credentialed teacher, and a California Internship Education Specialist credential in moderate to severe disabilities. The staff to student ratio of 1:4.

Grade Level	2006-2007		2007-08		2008-09	
	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	2
7-8	12	3	12	3	12	2
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 classrooms are self-contained where teachers provide instruction in the areas of English, Mathematics, Science, and Social Science.

Subject	2006-07 Average Class Size	2007-08 Number of Classrooms 1-13	2008-09 Average Class Size	Subject	2006-07 Average Class Size	2007-08 Number of Classrooms 1-13
Self-contained ED	12	10	12	Self-contained ED	12	10
Self-contained SH/Autism	12	4	12	Self-contained SH/Autism	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 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			
	2005-2006	2007-2008	2008-2009
Total Number of Teachers	16	12	11
Teachers with Full Credential	7	4	1
Teachers in Alternative Routes to Certifications (Internship)	5	8	8
Teachers with Emergency Permits (Not qualified for a credential or internship but meeting minimum requirements)	2	0	2
Teachers with Waivers (Does not have credential and does not qualify for and Emergency Permit)	2	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	2
Bachelor's Degree plus 30 or more semester hours	8
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
0	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 objectives then they are observed in the classroom by either the Behavior and Education Coordinator or Principal at least 3 times during the school year. After each observation, they are provided with feedback and coaching and a plan is developed to monitor their progress.

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	1.5
Speech Pathologist	.5
Occupational Therapist	.5
Behavior Analyst	2
Treatment Coordinator	
Transition Specialist	1
Nurse	0
Transportation Supervisor	1
Educational Assistant/1:1 aide	25

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.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials:

The core curriculum (English Language Arts, Mathematics, Science, History/Social Science, and Health) utilized at UHS Schools is aligned with the California State Standards in all content areas. The core curriculum materials (K-8) implemented are based upon the Local Educational Agency (LEA), San Juan Unified School District, and/or State Board of Education. All high school curricula is aligned with San Juan Unified School District. Thus, we maintain a complete inventory so that each student can utilize adopted text as required by CDE.

The teachers incorporate the Goals and Objectives Related to the Essential State of California Content Standards into their instruction and planning. Furthermore, IEP Goals/Objectives are written in alignment with the CA State Content Standards. Many of our students have significant delays in reading/writing.

Therefore, we have a variety of research-based intervention curriculum including the REACH program, BASICS 2, TouchMath, Language for Learning, Reading Mastery, Picture Exchange Communication System, and Rewards. A course of study is available upon request

Professional Development:

UHS Schools, Sacramento has scheduled training occurring on campus during every minimum day. There are 15 minimum days throughout the school year. All staff participate in 5 days of training prior to assuming campus responsibility. Training topics include ProACT Crisis Intervention, Basics of Applied Behavior Analysis, Picture Exchange Communication, Data Collection and Analysis, Boys Town Specialized Classroom Management Social Skills, Direct Instruction, First Aid, and Student Supervision. In addition, staff also attend district and regional trainings offered in the area. Teachers attend weekly for case management and for continuing education on curriculum and assessment.

Number of Inservice Days	5
Number of Minimum Days	15

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	54,000
2	64,800	54,000
3	64,800	54,000
4	64,800	54,000
5	64,800	54,000
6	64,800	64,800
7	64,800	64,800
8	64,800	64,800
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
K-12	180 + 40 days *ESY (minimum)	180 days

POST SECONDARY PREPARATION

Mission of WorkAbility I (WAI):

"The mission of WAI is to promote the involvement of key stakeholders including students, families, educators, employers and other agencies in planning and implementing an array of services that will culminate in successful student transition to employment, lifelong learning and quality of life."

UHS Schools, Sacramento stresses the need for autonomy and responsibility utilizing the workability program. Students earn on campus jobs and work with a job developer in obtaining an off campus jobs. 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 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. Last school year, 87 students were able to participate in our workability program and 20 students were able to find after school jobs.

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

UHS Schools, Sacramento 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.

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