

School Accountability Report Card



UHS Schools, Steele Canyon

“Advancing Student Achievement”

2815 Steele Canyon Road – El Cajon, CA 92019

Phone: (619) 447-6776 -- Fax: (619) 447-3053

www.uhsschools.com

May Padilla, Principal

School Year 2008-2009

SCHOOL DESCRIPTION & MISSION STATEMENT

School Description:

UHS Schools, Steele Canyon is a non-public school located in southeast El Cajon, nestled amongst an affluent residential area and spacious golf courses. In collaboration with the parents, our local school districts, and agencies, UHS School, Steele Canyon provides each student with an individualized academic and behavioral program committed to providing special services to our special students.

We provide the educational services for a co-ed, grades K-8. The school serves students with Emotional Disturbance (ED), Significant Learning Disabilities (SLD), and/or Other Health Impairments (OHI). UHS School, Steele Canyon offers a modified, traditional calendar, including extended school year. Student's average length of stay is approximately 12-18 months. *Once successfully completing the program, most students are referred back to the public school system. From 2008-2009 school year, more than 44% of students who discharged from our school successfully returned to a public school, 28%, returned to a public school in the Cajon Valley Union School District.*

Our Services:

- Research-Based, Individualized Educational Programs that meets California State Standards
- Academic program with emphasis on functional and grade specific curriculum
- Boys Town Specialized Classroom Management System
- Intensive, Individualized Behavioral Services
- Designated Instructional Services as indicated by Individualized Educational Plan
- Comprehensive educational and behavioral assessment within 30 days of admission.
- Tutorials and extra-curricular activities provided as indicated by students' IEP

Mission Statement:

Our mission is to meet the educational and behavioral needs of our students in the least restrictive environment. Our dedicated and professional staff, teach to make a difference in our students' lives. UHS School, Steele Canyon offers an engaging academic program combined with a comprehensive behavior management program. In association with life skills and prevocational training, we guide students by helping them make good choices while they strive to become productive and successful life long learners. At UHS School, Steele Canyon we believe that advancing student achievement means “Every Student Succeeds.”

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 student achievement through the use of assessment data that informs and drives instruction.
- Develop, implement, and maintain positive behavior support plans that improve students' social and coping skills.
- Facilitate collaboration between districts, parents/ed. rights, and other agencies to address student needs at school, home, and in the community.

PARENT INVOLVEMENT

UHS School, Steele Canyon utilizes a clear and open line of communication with our residential counterpart, Herrick Children's Center, county social workers, parents/guardians and persons with educational rights. When appropriate, parents/guardians are included in school programs.

Opportunities for extensive communication take place in the following forums:

IEP, BSP, and Treatment Team Meetings

Student Award/Promotion Assemblies

Open Houses (Fall and Spring)

Annual School Programs

Monthly Reports / Report Cards (quarterly)

Monthly Teacher Conference Calls (as needed)

Contact Person: May Padilla, Principal

Phone Number: (619) 447-6776

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 11/14/08.

Enrollment by Subgroups:

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	11	39%
American Indian or Alaska Native	1	3%
Asian	0	0%
Hispanic or Latino	8	29%
Pacific Islander	0	0%
White (Not Hispanic)	8	29%

Enrollment by Grade Level:

Grade Level	Enrollment
Kindergarten	0
Grade 1	0
Grade 2	1
Grade 3	4
Grade 4	3
Grade 5	3
Grade 6	4
Grade 7	12
Grade 8	1
Total Enrollment	28

SCHOOL SAFETY & CLIMATE FOR LEARNING

Positive Learning Environment & Discipline:

UHS School, Steele Canyon's school 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." The Site Behavioral Management Plan and BSP 's are designed by the school team in collaboration with a certified regional Behavioral Analyst. The school's Site Behavioral Management Plan adheres to the standards and regulations of the Hughes Bill. The plan encourages a positive, proactive disciplinary approach that ensures active supervision and monitoring of progress through data collection.

School-wide standards are designed to relate directly to our school mission and values which promote respect, dignity, responsibility, and safety.

The standards are as follows:

1. **Lead** Instead of Follow
(On Task, Follow Directions)
2. **Earn** Your Points/Privileges
(On Task, Follow Directions)
3. **Accept Responsibility**
(Hand raising, Stay in Area)
4. **Respect** Staff, Peers, and Property
(Respect, Using Appropriate Language)
5. **Notice** Yourself
(accomplishments, growth, progress/Points or Level You Have Earned)

UHS School, Steele Canyon partnered with the 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 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 reinforcement principles and administrative interventions

Our joint efforts have yielded positive results. We continue to make strides in improvement. Our students have met more than 80% of their behavioral goals and 95% have made substantial progress towards meeting their goals.

Suspensions and Expulsions:

At UHS Schools, Steele Canyon suspension is a last resort. We follow all California law regarding student suspension and expulsion. 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, 3 students were suspended based on Ed. Code Section 48911 and no students were expelled.

SCHOOL FACILITIES

Physical Plant:

UHS Schools, Steele Canyon is comprised of 5 classrooms equipped with 3-4 computers. Two classrooms, Room 2 and 4 are currently being utilized as areas of instruction. Room 1 is used as a storage area and curriculum room. Room 3 is utilized for school-wide assemblies and extra-curricular activities. Room 5 is being used as office space for administration and DIS services. The north side of the property, shared by Herrick Children's Center includes spacious grass areas which are comprised of a softball field, soccer field, and 2 playgrounds. Adjacent to these areas is a basketball court.

School Safety Plan- Inspections and Evaluations:

At UHS School, Steele Canyon safety is a priority. The school has developed a comprehensive plan which ensures compliance with California Department of Education (CDE) regulations. The

school safety plan has been established and is updated annually for the county as required by California Education Code Section 35294. In addition to meeting requirements, safety checks are conducted on a weekly basis by the principal to ensure that the school's grounds are secure and maintained. Monthly fire drills and quarterly disaster drills are conducted and follow the best practices of the local school district. The Student Safety Council conducts monthly assessments and adapts the School Safety Plan to meet the changing needs of the campus. This committee also holds monthly meetings to review and develop proactive plans that relate to issues such as accidents, accident trends, self-inspection reports, and all recommendations submitted by outside agencies (insurance carrier, fire department, Cal-OSHA, etc.).

The table below reflects data reported in May 2009.

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		
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, Steele Canyon currently serves students from K-8. The CAHSEE examination is not applicable to the student population served.

General Academic Information and Testing:

At UHS Schools, Steele Canyon it is our goal to improve student achievement through the use of assessment data that informs and drives instruction. Thus, at UHS School, Steele Canyon monitoring student progress takes place and is analyzed on a quarterly basis. Assessments focus in the areas of reading comprehension, spelling, writing, and math. The primary goal of student assessment is instructional improvement and, more important, increased student learning. Assessing student learning and monitoring of student progress combine to make a crucial component of the educational process at UHS School, Steele Canyon. 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. The school monitors academic progress by adhering to a standards based curriculum, using both informal and formal assessments; including curriculum based and portfolio assessments and the use of AIMSweb. AIMSweb is a progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention.

UHS Schools, Steele Canyon 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 Schools, Steele Canyon 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).

To date, our joint efforts have lead our students to meet grade level standards. Based on our assessment data from 2008-2009, 86% of students' who had language arts goals met and/or exceeded their goals within 1 school year. In mathematics, 92% of students' with mathematics goals met and/or exceeded their goals within 1 school year.

Academic Instruction Specific to Student Population:

Emotional Disturbance:

UHS Schools, Steele Canyon 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, Steele Canyon's classrooms do not exceed 12 students. Our academic program consists of a California credentialed special education teacher and an educational assistant.

Grade Level	06-07		07-08		08-09	
	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms
	Size	1-12	Size	1-12	Size	1-12
K-3	12	1	12	1	12	0
4-5	12	1	12	1	12	1
6-7	12	1	12	1	12	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			
	2005-2006	2007-2008	2008-2009
Total Number of Teachers	4	3	3
Teachers with Full Credential	2	2	2
Teachers in Alternative Routes to Certifications (Internship)	2	1	1
Pre-Internship	0	0	0
Teachers with Emergency Permits (Not qualified for a credential or internship but meeting minimum requirements)	0	0	0
Teachers with Waivers (Does not have credential and does not qualify for and Emergency Permit)	0	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	2
Bachelor's Degree	0
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. In addition to this requirement, teachers are also observed at least one time a month using an instrument, the Teacher Report Card (TRC) which identifies the 12 quality indicators and standards of an effective classroom where learning is occurring and students demonstrate progress. Examples of quality indicators are classroom behavior management system, active delivery of instruction, classroom environment, and weekly standards-based lesson plans. Teachers are first trained in the TRC Standards; then they are observed in the classroom by the principal, 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. To date, Steele Canyon's teachers have attained 93% or higher on MAP Standards.

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	0
Educational Assistant/1:1 aide	3

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	Corrective Reading Comprehension	SRA/McGraw
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, Cajon Valley Union 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

Number of Inservice Days	5
Number of Minimum Days	17

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

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	180 + 30 days *ESY (minimum)	180 days
1	180 + 30 days *ESY (minimum)	180 days
2	180 + 30 days *ESY (minimum)	180 days
3	180 + 30 days *ESY (minimum)	180 days
4	180 + 30 days *ESY (minimum)	180 days
5	180 + 30 days *ESY (minimum)	180 days
6	180 + 30 days *ESY (minimum)	180 days
7	180 + 30 days *ESY (minimum)	180 days
8	180 + 30 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/>.

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