

School Accountability Report Card



UHS Schools, Grand Terrace
“Advancing Student Achievement”
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Alfredo Alvarez, On-Site Administrator

School Year 2008-2009

SCHOOL DESCRIPTION & MISSION STATEMENT

School Description:

UHS Schools, Grand Terrace is a Non-Public Special Education School providing educational services to students identified with Emotional Disturbance, Autism and Developmental Delays. UHS Schools, Grand Terrace provides an individualized education program that includes high quality academic, social skills, therapeutic and Transition education services to children with a variety of disabilities. UHS School, Grand Terrace, is a community based day school serving students in grades 1 through 12, as well as young adults up to 22 years of age. The school offers a challenging academic curriculum consisting of State adopted text books, CAHSEE prep classes, and, if applicable, college preparatory courses. For students identified as needing remediation, we offer a Direct Instruction Intervention curriculum. UHS Schools, Grand Terrace are proud to provide post school education and community job opportunities through a state Workability Grant. With the adoption of Girls and Boys Town Specialized Classroom Management (GBT) we now offer a research based behavioral and social skills curriculum. Students are placed at UHS Schools by their district of residence through the IEP process.

OUR SERVICES

- Intensive, Individualized Behavioral Services for Students with Developmental and Emotional Disabilities
- Research-Based, Individualized Educational Programs That meets California State Standards
- Designated Instructional

Services as indicated on the Individual Education Plan

- Non Public Agency Services
- Academic program with emphasis on functional and grade specific curriculum
- Comprehensive educational and behavioral assessment within thirty days of admission

- Language and Speech Development Remediation for students with autism
- Parent Counseling and Training
- Transition Education and Career Development
- Full Range of Research-Based Psychological Skills Training Programs
- Sports Program
- Transportation Services

Mission Statement:

UHS Schools, Grand Terrace's mission is to meet the educational and behavioral needs of our students in the least restrictive environment. Through our multifaceted program, all students and staff at UHS are treated with dignity and respect. Our dedicated and professional staff, teach to make a difference in our students' lives. Grand Terrace 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.

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:

- Increase student achievement on State Content Standards tests for core academic subjects to meet or exceed State growth targets for all students, each year until all students are proficient.
- Expand career awareness through activities such as vigorously recruiting of parents and community members to serve as role models in numerous presentations about careers tied to curriculum.
- Develop students' self-discipline and the interpersonal, educational and civic skills necessary to reach their highest potential for the greatest range of personal options upon graduation and/or transition
- Develop, implement, and maintain positive behavior support plans that improve students' social and coping skills.

PARENT INVOLVEMENT

UHS Schools, Grand Terrace supports and encourages parent involvement. On an annual basis a variety of social activities, field trips, open house and parent teacher conferences are scheduled in an effort to support parental involvement. Teachers are encouraged to support parent involvement through the IEP process as well. UHS teachers contact parents prior to IEP meetings to discuss goals and services.

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.

Enrollment by Subgroups:

| Racial/Ethnic Category | Number of Students | Percent of Students |
|---|---------------------------|----------------------------|
| African-American | 19 | 32.8% |
| American Indian or Alaska Native | 0 | 0.0% |
| Asian | 1 | 1.7% |
| Hispanic or Latino | 24 | 41.4% |
| Pacific Islander | 0 | 0.0% |
| White (Not Hispanic) | 14 | 24.1% |

Enrollment by Grade Level:

| Grade Level | Enrollment |
|----------------------------|-------------------|
| Kindergarten | 1 |
| Grade 1 | 0 |
| Grade 2 | 0 |
| Grade 3 | 2 |
| Grade 4 | 2 |
| Grade 5 | 3 |
| Grade 6 | 2 |
| Grade 7 | 2 |
| Grade 8 | 5 |
| Grade 9 | 6 |
| Grade 10 | 8 |
| Grade 11 | 11 |
| Grade 12 | 15 |
| Ungraded Elementary | 0 |
| Ungraded Secondary | 2 |
| Total Enrollment | 58 |

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, and on-going staff development in "best practices."

Our behavior program includes the Boys Town Specialized Classroom management. This program is a model for teaching life skills, incorporating a level motivation system and using a systematic way to address adaptive and non-adaptive behavior. We are able to use this model to increase students' on-task behavior and help them acquire the skills needed for school and community success.

Our Site Behavioral Management Plan encourages a positive, proactive disciplinary approach that ensures active supervision and monitoring of progress through data collection. Our school wide standards are designed to relate directly to our school mission and values which promote respect, dignity, responsibility and safety. We employ a certified Behavior Analyst to provide Functional Behavior and Behavior Intervention plans.

Discipline and Suspension Protocol:

At UHS Schools, Grand Terrace 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.

SCHOOL FACILITIES

UHS Schools, Grand Terrace offers traditional and non-traditional classroom environments. Some of our specifically designed to instruct independent living skills in spacious single story structures. These classrooms offer small kitchens, laundry facilities, dining area, and individual/group learning stations in which students rotate throughout the instructional day. The campus is located on seven acres and provides a recreational field, full basketball courts, and a large play structure. The entire perimeter of the campus is fenced to ensure safety.

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.

| 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 | | |

*based on data reported 1/09.

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):

California High School Exit Exam/Graduation: Beginning with the graduation class of 2008, all student's in California public schools are required to pass the California High School Exit Exam (CAHSEE) in order to receive their diploma. UHS School Rancho offers a rigorous curriculum aimed at preparing students to pass the CAHSEE. We also offer CAHSEE prep glass to all student's in 10th through 12th grade who are on a diploma track. A list of CAHSEE testing dates can be found on the CDE website at www.cde.gov. The test consists is divided up over 2 days. Day one consists of English Language Arts and day two consists of Math. Students participating in the exam are provided accommodations/modifications written in their IEP. Upon meeting all graduation requirements, student diplomas are issued by their district of residence.

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, Grand Terrace. 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 social-emotional and behavioral progress through the Behavior Support Planning process.

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, Grand Terrace 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) and 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, Grand Terrace offers intensive, individualized behavioral services and a school-wide behavior management system. We have implemented Boys Town Education Model. This model 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

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

All classrooms are self-contained where teachers provide instruction in the areas of English, Mathematics, Science, and Social Science. UHS class is mandated by our Master Contract which ensures that the class size shall not exceed a ratio of one teacher per twelve students. Upon written approval a class may be increased to a ratio of 1 teacher to 14 students.

| 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-6 | 12 | 1 | 12 | 1 | K-6 | 12 |
| 6-8 | 12 | 1 | 12 | 0 | 6-8 | 12 |
| 9-12 | 12 | 1 | 12 | 2 | 9-12 | 12 |
| 12+ | 12 | 1 | 12 | 0 | 12+ | 12 |

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.

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 | 9 | 5 | 5 |
| Teachers with Full Credential | 6 | 3 | 3 |
| Teachers in Alternative Routes to Certifications (Internship) | 3 | 1 | 2 |
| Teachers with Emergency Permits (Not qualified for a credential or internship but meeting minimum requirements) | 0 | 1 | 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 | 4 |
| 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 | 2 | 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 | .2 |
| Speech Pathologist | .2 |
| Occupational Therapist | .2 |
| Transition Specialist | .2 |
| Transportation Supervisor | 1 |
| 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 | SRA |
| Intervention Level Two | Rewards | SRA |
| Intervention Level Two | Soar to Success | Houghton Mifflin |
| Intervention Level Three | Skills for School Success | Curriculum Associates |
| Intervention Level Three | Reading in the Content Areas | Globe Fearon/AGS |

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, Colton Unified School District in the core curriculum areas of reading/language arts, mathematics, science, history-social science, and health (for grades K to 12, inclusive), as appropriate.

Professional Development:

Over the course of the school year, teachers and staff attend on site trainings, as well as professional development provided by local districts. Professional development is a vital area at UHS Rancho and it is imperative that our staff receive on-going opportunities to learn, develop, strengthen and refresh skills in innovative, best practices in academic instruction and classroom management, student social/emotional, and behavioral development and management. Teachers and staff are provided professional development from our Mandatory Annual Training binder in the following areas: Incident Report Writing, Service Excellence, Student Supervision and Safety, Direct Instruction, Disaster/Emergency Preparedness, Universal Health Precautions, Child Abuse and Mandated Reporting Procedures, Sexual Harassment, Pro-Act refresher training, First Aid, Girls and Boys Town Specialized Classroom Management Refresher, Professionalism and Communication, Data Collection, Hughes Bill and Special Education Law, Extended School Year Procedural Training, Suspension/Expulsion Policy. In addition to these trainings, UHS Rancho teachers and staff are also given professional development in the

following areas: Professional Dispositions, Effective Classroom Management Procedures, IEP writing refresher training, SEIS refresher training, Woodcock Johnson III Tests of Achievement training, and Curriculum Planning and Mapping training.

| | |
|---------------------------------|----|
| 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 +20-25 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, Grand Terrace 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.

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 |