

## School Accountability Report Card



**UHS Schools, Vallejo**

**“Advancing Student Achievement”**

425 Corcoran Avenue -- Vallejo, California 94589

Phone: (707) 643-9800 -- Fax: (707) 643-9808

**Amy Albe, Principal**

**School Year 2008-2009**

### **SCHOOL DESCRIPTION & MISSION STATEMENT**

#### **School Description:**

UHS Schools, Vallejo is a year round non-public special education program located on a former public school campus in the College Park section of Vallejo. Students in need of an alternative educational setting are referred to UHS Schools, Vallejo through their district of residence and are designated as “special education” through an IEP process. We provide a strong educational program that incorporates “best practices” in instructional methodology, state adopted curricula, and aligns with the CA content standards for students on an academic track, and the CA alternative curriculum standards for students with moderate to severe disabilities who take the California Alternative Performance Assessment (CAPA). UHS Schools, Vallejo contracts with the West Contra Costa Unified School District, Vallejo City Unified School District, Napa Valley Unified School District, Solano County SELPA (Special Education Local Plan Area), Contra Costa SELPA, and Marin County SELPA to offer a full array of services to students in Kindergarten through 12<sup>th</sup> grade. Students may also receive transition age services up to age 22.

UHS Schools, Vallejo offers two distinct programs. One program serves students with autism and other developmental disabilities. They are provided with academic, social skills and behavioral instruction in the Functional Academic program up to age 14. For students with developmental disabilities between the ages of 15-22 the Transition Learning Center provides pre-vocational, vocational, adaptive daily living skills training, as well as functional academics. Instruction for students with developmental disabilities may include discrete trial teaching (DTT), TEACCH, community-based instruction, social skills training, augmentative communication training (i.e. PECS, assistive technology), speech and language services and occupational therapy services as indicated in their IEPs. Students who are on a core curriculum or high school diploma certification track with significant social and emotional issues are placed in the Academic Program. Students are taught more socially appropriate school behaviors through participation in the Boys Town Specialized Classroom Education Model, which teaches students core social behaviors that prepare them for transition into a less restrictive school placement, their home, and the community. This structured positive-based approach empowers students to become more responsible for their own action and to make choices that will lead to lifelong success. For both programs, instruction is based on Applied Behavior Analysis methodology. Each student who attends UHS Schools, Vallejo has a behavior support plan or positive behavior intervention plan, which is developed by a Behavior Intervention Case Manager (BICM) and meets CDE Hughes Bill Law, and district master contracts. UHS Vallejo utilizes a multi-modal and multisensory approach to address individual student learning styles. Student performance is measured through data collection as well as quarterly assessments on academic performance. UHS Schools, Vallejo offers academic instruction at the student’s ability level using district approved core area curriculum as well as providing intervention and modified instruction using evidence-based teaching methodology. UHS Schools, Vallejo teaching staff work closely with district contacts and parents and take pride in promoting a true atmosphere of teamwork in which students can make positive changes in their lives.

### **Our Services:**

- 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
- 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:**

- To provide a quality educational program in a safe environment that is conducive to learning.
- To provide academic and psychological services that reflect the best scientifically validated practices.
- To assess each student's educational and functional behavior repertoires to develop individualized education plans (IEPs) and positive behavior intervention or support plans (BIP/BSPs).
- To offer a rich variety of academic, recreational, social and vocational experiences that will introduce students to possible career choices and develop healthy recreational interests and independent living.
- To implement a school wide 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 Vision:**

The region's vision simply stated is

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

UHS Schools is a diverse group of people joined together to form a national company dedicated to helping troubled kids. Each UHS School is different, with its own unique personality, approach, style, and high quality programs.

### **Goals:**

- Conduct quarterly academic assessments on 90% of students in October, January, and May
- Transition 10% of students back into the least restrictive environment (LRE)
- Increase student's reading and writing level by one grade level within 6 months
- Maintain an ADA of 85% or higher
- Decrease the rates of prone restraints to zero.

## PARENT INVOLVEMENT

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

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

**Contact Person: Amy Albe**  
**Phone Number: (707) 643-9800**

## DEMOGRAPHIC INFORMATION

The tables below show our school's 2008-2009 demographic information. The first table breaks down student enrollment by racial/ethnic category by number and percentage. The second table breaks down student enrollment by grade level. Data reported in these sections are based on Student-Staff Rosters from 1/26/09.

### Enrollment by Subgroups:

<b>Racial/Ethnic Category</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>African-American</b>	31	54%
<b>American Indian or Alaska Native</b>	0	0%
<b>Asian</b>	1	2%
<b>Hispanic or Latino</b>	10	18%
<b>Pacific Islander</b>	0	0%
<b>White (Not Hispanic)</b>	15	26%

**Enrollment by Grade Level:**

<b>Grade Level</b>	<b>Enrollment</b>
Kindergarten	0
Grade 1	2
Grade 2	3
Grade 3	1
Grade 4	0
Grade 5	4
Grade 6	3
Grade 7	5
Grade 8	4
Grade 9	7
Grade 10	12
Grade 11	6
Grade 12	6
Ungraded Elementary	0
Ungraded Secondary	4
<b>Total Enrollment</b>	<b>57</b>

**SCHOOL SAFETY & CLIMATE FOR LEARNING**

**Positive Learning Environment & Discipline:**

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

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

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

**Suspensions and Expulsions:**

At UHS Schools, Vallejo 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

### Physical Plant:

UHS Schools, Vallejo is located on the border of Solano and Napa Counties, about 25 miles from San Francisco. UHS Schools, Vallejo is a school campus which encompasses about 22 acres of open land. It is composed of 10 classrooms, a multipurpose room, and computer lab. Administrative areas are composed of 2 offices, staff lounge, and 1 conference/meeting area. Three outdoor playground areas (two gated for elementary age children), one extracurricular open area including a full basketball court, and a water-park are also located on the campus. A walking track and tennis court border the UHS Schools, Vallejo property and is easily accessible to students as part of their daily physical education activities.

### 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		X	Replace loose tiles in Rm. 9

*\*The table above represents facilities checklist dated 5/29/09.*

## 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):**

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.

### **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, Vallejo. Assessment and monitoring not only offer information about each student's progress for the IEP process, but it also provides overall data about the school's educational program. We monitor academic progress by adhering to a standards based curriculum, using both informal and formal assessments; including curriculum based and portfolio assessments. Quarterly we assess student's abilities in word recognition, reading fluency, comprehension, math, and writing.

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

UHS Schools, Vallejo 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 Vallejo's extended school year program is recommended in an IEP meeting and the number of days offered is indicated and approved by the local education agency (LEA).

### **Academic Instruction Specific to Student Population:**

#### **Autism:**

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

#### **Emotional Disturbance:**

UHS Schools, Vallejo 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.

Students over 14 years of age receive Transition Education and Career Development

**Severely Handicapped CAPA Levels 1-4:**

UHS Schools, Vallejo 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 Schools, Vallejo'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		2007-2008		2008-2009	
	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms
		1-13		1-13		1-13
<b>K-4</b>	12	1	11	1	12	1
<b>5-8</b>	12	2	11	1	12	1
<b>9-12</b>	12	1	11	4	12	3

**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	2008-09	
	Avg. Class Size	Number of Classrooms
		1-13
Self-contained ED	11.6	3
Self-contained DD	12	1
Self-contained SH/Autistic	10	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 and 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."

<b>Teacher Credentials</b>			
	2006-2007	2007-2008	2008-2009
<b>Total Number of Teachers</b>	4	5	5
<b>Teachers with Full Credential</b>	2	4	2
<b>Teachers in Alternative Routes to Certifications (Internship)</b>		1	2
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits (Not qualified for a credential or internship but meeting minimum requirements)</b>	2	0	1
<b>Teachers with Waivers (Does not have credential and does not qualify for and Emergency Permit)</b>	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.

<b>Teacher Education Level</b>	
<b>Master's Degree plus 30 or more semester hours</b>	0
<b>Master's Degree</b>	1
<b>Bachelor's Degree plus 30 or more semester hours</b>	0
<b>Bachelor's Degree</b>	4
<b>Less than Bachelor's Degree</b>	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.

<b>Vacant Teacher Positions</b>		
<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
0	0	1

**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	.3
Speech Pathologist	.3
Occupational Therapist	.2
Behavior Analyst	1
Treatment Coordinator	0
Transition Specialist	0
Nurse	0
Transportation Supervisor	1
Educational Assistant/1:1 aide	6

**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	The REACH System	SRA/McGraw
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

**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, Vallejo City 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:**

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

**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		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 + 30 days *ESY	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, Vallejo 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. UHS Schools, Vallejo had one student who obtained work after school and approximately 46 students who participated in transition education activities.

## 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/>.

	<b>Dollars per Student (ADA)</b>
<b>Total Dollars</b>	
<b>\$23, 291, 815</b>	<b>\$36, 928</b>