

School Accountability Report Card



UHS Schools, Ventura

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Rita Farabaugh, Principal

2006-2007 School Year

Company's Mission Statement

It is our ethical guide, our professional inspiration. It informs our everyday decisions, instills our actions with integrity, and forms our vision of tomorrow.

*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 students' educational and psycho-social needs and develop an individualized educational and mental health program that will meet those needs. *To offer a rich variety of academic, recreational, social and pre-vocational experiences that will introduce students to possible career choices and develop healthy recreational interests. *To provide an effective positive behavioral management system that will empower students to be responsible for their own actions and be able to transition into a less-restrictive educational environment. *To provide students with opportunities to feel a part of their school in order to foster healthy affiliations with others.

Every child deserves another chance.

Every child deserves our best.

For in every child, there is hope.

We believe the most important members of our UHS Schools are the people who work directly with the kids. Supporting them in their life-changing work, treating them with respect and honesty, is the mission of our corporate office. By operating in a fiscally responsible manner, we will provide the resources they need to succeed.

We value integrity. Our word is our bond. To help a child, our customers and parents must

trust us, unconditionally, and truly know we have the best interests of the child at heart.

Each UHS School is different, with its own unique personality, approach, style and high-quality programs.

We realize this vision through our commitment to the following principles: service excellence, continuous improvement in measurable ways, employee development, ethical and fair treatment of all, teamwork, compassion, and innovation in service delivery.

UHS School, Ventura

UHS School, Ventura is a community-based, non-public school serving students in grades 1-12, as well as adolescents through 22 years of age. We serve populations with disabilities, such as Emotional Disturbance, Learning Disability, Autism, Severe Handicap, etc.

School Districts in Ventura County refer students in need of an alternative educational setting. UHS School, Ventura uses a strong instructional program incorporating best practices in curriculum and instruction, with a strong behavioral approach. This approach creates an environment that is therapeutic and success-oriented.

We strive to provide the best academic, social-emotional, and behavioral programming for these students to support them in becoming the best citizens they can be; enabling them to be tolerant, productive, responsible human beings.

At UHS School, Ventura, our mission is clear: to help "at-risk" children and adolescents with severe behavioral challenges. Today, as we serve thousands of youth from states all across the country, our goal for each

child is to provide the right program, in the least restrictive environment, for the least amount of time.

Demographic Information

The following chart outlines the racial/ethnic breakdown of the student body:

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	2	8%
American Indian or Alaska Native	0	0%
Asian	0	0%
Hispanic or Latino	12	48%
Pacific Islander	0	0%
White (not Hispanic)	11	40%

Grade Level Information

Grade Level	Enrollment
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	1
Grade 5	2
Grade 6	0
Grade 7	2
Grade 8	5
Grade 9	2
Grade 10	7
Grade 11	2
Grade 12	2
Ungraded Secondary	2
Total Enrollment	25

Opportunities for Parent Involvement

The UHS School, Ventura campus has an open door policy and encourages parents and professionals to tour our campus and speak with our staff. We have Open House each fall semester, Parent-Teacher Night in the spring, Graduation/Award ceremonies, and summer events. We encourage ongoing communication, so that we may continue our “partnership” with parents, guardians, professionals, and advocates.

Contact Person: Vanessa Perez
Phone Number: (805) 648-2400

School Safety Plan

The Campus Safety Council conducts reviews quarterly and adapts the Emergency Action Plan to meet the needs of the campus. It also holds monthly meetings to discuss any new business such as incidents, incident trends, self-inspection reports, and all recommendations submitted by outside agencies (insurance carrier, fire department, Cal-OSHA, etc.). Fire drills are run monthly, earthquake drills are run quarterly, and problems are identified and corrected immediately. Van drills are conducted throughout the year to teach students safe van behavior.

School Program and Practices that Promote a Positive Learning Environment

Our program is designed to provide the right program, in the least restrictive environment, for the least amount of time. As required per the Hughes Bill, a Functional Behavioral Assessment is conducted for each new student by a Board Certified Behavior Analyst. A target maladaptive behavior is identified, as well as the appropriate replacement behavior. A Behavior Support Plan (BSP) is then developed, which describes how the replacement behavior will be taught to the student. The BSP is then attached to the students IEP. Within each BSP and the overall campus Behavior Management Plan, positive behavior interventions are described. The Board Certified Behavior Analyst also assists in staff training in regards to the BSPs. Additionally, UHS Schools have recently adopted the Girls and Boys Town Education Model, which focuses on social skills training. UHS School, Ventura looks forward to starting to use this model during the upcoming school year.

Suspensions and Expulsions

In the event that a student has committed an act or acts that meet the criteria of Education Code Sections 48900 & 48915 for expulsion, and Sections 48911 for suspension

and all other options have failed or are not applicable, suspension or expulsion may be considered.

The School district will be notified immediately of a serious incident which may govern either a suspension or expulsion. The district's special education department will direct the school on whether to pursue either a suspension or expulsion.

Please refer to the student's district of residence for specific suspension/expulsion data.

School Facilities

UHS School, Ventura's philosophy is providing a safe and clean environment for students and staff. Our campus has a blacktop area with a basketball court, a Horticultural center, and seating at the picnic tables outside.

The Safety Council meets monthly to review safety and facility surveys and an Action Plan that was developed is updated monthly and forwarded to our corporate office. The staff completes daily checks of the facility to maintain our high standard of safety and cleanliness.

Academic Data

For STAR and Post Secondary Preparation results, please refer to the student's district of residence SARC website to obtain this information.

Assessing and Monitoring Student Progress

The primary goal of student assessment is instructional improvement and increased student learning. Assessing student learning and monitoring of student progress together make a crucial component of the educational process at UHS School, Ventura. Each new student is assessed across four academic areas: mathematics, word recognition, reading comprehension, and writing. 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. In addition we collect data to monitor the student's social-emotional

and behavioral progress through the Behavior Support Planning process.

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006-2007, students in California schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. However, the Chapman Settlement allowed waivers for special education students in the class of 2007, allowing them to receive diplomas without passing the CAHSEE.

Average Class Size and Class Size Distribution

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 12 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 12 students.

Grade Level	2005-06		2006-07	
	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms
		1-13		1-13
3-4	12	0	12	0
5-8	12	1	12	1
9-12	12	1	12	1

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	2005-06		2006-07	
	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms
		1-13		1-13
English	12	2	12	2
Mathematics	12	2	12	2
Science	12	2	12	2
Social Science	12	2	12	2

Teacher Credentials

Each teacher is counted as “1”. If a teacher works at two schools, he/she is only counted at one school. All teachers must maintain a current Special Education Credential.

	2005-06	2006-07
Total Teachers	2	3
Teachers with Full Credential	1	3
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	0

Teacher Education Level

Data reported are the number of teachers by education level.

	School
Master’s Degree plus 30 or more semester hours	0
Master’s Degree	2
Bachelor’s Degree plus 30 or more semester hours	1
Bachelor’s Degree	0
Less than Bachelor’s Degree	0

Vacant Teacher Positions

	05-06	06-07
Vacant Teacher Positions	0	0

Teacher Evaluations

Teachers at UHS School, Ventura are reviewed annually through a performance evaluation, which aligns with their teacher job description and the California Standards for the Teaching Profession. UHS School, Ventura has also developed an instrument, the Classroom MAP, 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 MAP Standards. They are observed in the classroom by an educational supervisor. Then, they are provided 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 School, Ventura 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.

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
Receptionist	1
Education Coordinator	.5
Behavior Analyst	.5
Educational Assistant/1:1 aide	8

School Instruction and Leadership

UHS School, Ventura incorporates research-based instructional strategies and techniques that provide opportunities for students in meeting their IEP/ITP goals. Our corporate educational team provides the leadership, the on-going resources, and the training required to guarantee an exemplary academic setting. We also encourage all staff to take an active role in leadership positions, to support advancement in their personal career goals.

Course/Content Area	Title	Publisher
Intervention Level One	The REACH System	SRA/McGraw
Intervention Level One	Fast Track Reading	Wright Group
Intervention Level Two	Rewards and Rewards Plus	Sopris West
Intervention Level Two	Read Naturally	Read Naturally
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

Professional Development

UHS School, Ventura has scheduled training occurring on campus two times a month. All staff receives four days of training prior to assuming campus responsibility. All staff participate in several training modules which include Behavior Management, Supervision of Students, Site Behavioral Plan, Treatment Team Process, etc. Formal and informal observation occurs consistently in classrooms and throughout the program with verbal and written feedback. Coaching and modeling ensures that skills are learned and being effectively implemented. Staff is evaluated quarterly to provide feedback and additional training if necessary.

Quality and Currency of Textbooks and Other Instructional Materials

UHS School, Ventura 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. Also, due to the fact that many of our students have significant delays in reading/writing, we have adopted the following research based intervention programs, approved by the California State Board of Education, to accelerate the reading/writing skills of our students:

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 in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

**Intervention Language Arts Programs-
Aligned with the California LA Frameworks
and the CA Reading Initiative**

Core Curriculum Areas	Availability of Textbooks/Materials
<p>Reading/Language Arts, Mathematics, Science, History/Social Science, Foreign Language Health</p>	<p>The core curriculum utilized at Schools is aligned with the California State Standards in all content areas. The core curriculum materials implemented are based upon what is used by the Local Educational Agency (LEA) in which the Schools School is located. The teaching staff has also been provided with training to incorporate the Goals and Objectives Related to the Essential State of California Content Standards into their instruction and planning. We have also adopted the SEACO Curriculum Guide for our classrooms serving students with moderate/severe disabilities. SEACO aligns functional skills to the subset of standards for students who participate in the California Alternative Performance Assessment (CAPA). Furthermore, the academic IEP Goals/Objectives are written in alignment with the CA State Content Standards.</p>

***Degree to Which Students
Are Prepared to Enter Workforce***

UHS School, Ventura’s School WorkAbility I program is an objectives-orientated, transition program designed to help students learn skills necessary to obtain and retain gainful employment and self-reliance. It ultimately assists 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 allow students to experience realistic work situations in safe and well-structured settings.

***College Admissions Test Preparation for
Course Program***

UHS School, Ventura is following the guidelines of the district of residence. Schools students have access to public schools’ Advanced Placement (AP) and college preparatory classes. We also provide ACT/SAT test preparation materials.

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	36,000
1	54,000	50,400
2	54,000	50,400
3	54,000	50,400
4	54,000	54,000
5	54,000	54,000
6	54,000	54,000
7	62,575	54,000
8	62,575	54,000
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
9	180 + 25 days *ESY	180 days (ESY: 25 min.)
10	180 + 25 days *ESY	180 days (ESY: 25 min.)
11	180 + 25 days *ESY	180 days (ESY: 25 min.)
12	180 + 25 days *ESY	180 days (ESY: 25 min.)

*ESY- Extended School Year

Total Number of Minimum Days

Days	8
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Average Salaries

Data reported are the company average salaries for teachers and principals, compared to the state average. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

	Amount
Intern Salary (average)	\$53,000
STSP/PIP Salary (average)	\$47,000
Full Credential Teacher Salary (average)	\$53,500
Average Principal Salary	\$85,000
Percent of Budget for Teacher Salaries	15%
Percent of Budget for Administrative Salaries	5%

Expenditures (Fiscal Year 2006-07)

Data reported are total dollars expended in the district and the 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 Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

Total Dollars	Dollars per Student (ADA)
\$31,598,778	\$37,702

Types of Services Funded

UHS School, Ventura provides a Transition Program which fosters students in a learning culture of safety, acceptance, motivation, and encouragement. This program includes classroom transition curriculum, personalized and community-based instruction, and hands-on job practice. The school also provides speech therapy, occupational therapy, group and individual psychoeducational therapy when designated by the student's IEP. Also, when designated by the IEP, a one-to-one staff member is assigned to a student to assist him or her throughout the school day.



Universal Health Services, Inc.

UHS Schools

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