

# FamiliesFirst Non-Public School

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## School Accountability Report Card for the Academic Year 2008-2009

OUR SCHOOL AT-A-GLANCE			
KEY FACTOR	DESCRIPTION	FAMILIES FIRST	State Average
Student Enrollment	Maximum number of student enrollment possible	72	882
Grade Level	What grade levels are taught at the school	1 – 11	K – 12
Teachers	Number of full-time classroom teachers	10	Not Available
	Number of Substitute Teachers	10	Not Available
Teacher-Aides	Number of full-time teaching aides present in the classrooms	17	Not Available
Students per teacher	Maximum number of students in each classroom	12	22
Students per computer	How many students share a computer	3	5

### School Description and Mission Statement

FamiliesFirst's Non-Public School, located in Davis, California, serves up to 72 students aged six through sixteen. Student eligibility for special education is based on the qualifying disability of emotional disturbance (ED), specific learning disability (SLD) or other health impaired (OHI). Eligible children present with a range of emotional and behavioral difficulties. The Non-Public School combines, rather than separates, elements of educational and therapeutic treatment. Students are appropriately placed based on their chronological age, level of educational function and behavioral concerns. Academic, functional, and social lessons are taught by a teacher and two classroom counselors in each of our eight student classrooms. This ideal staffing ratio lets us identify and address the individual needs of each child to work in various groupings and use a variety of success-oriented teaching methodologies.

The Non-Public School Program has received full certification from the California Department of Education and is structured to meet the student's needs for security, consistency, predictability and academic growth. Students learn through a multi-disciplinary approach, emphasizing individualized and small group instruction. Our program offers the highest quality educational and treatment services to emotionally disturbed students in a manner that is respectful, caring, and effective. We are a year-round school serving our residential students 233 days a year and a 216 day academic calendar for day students.

Our goal is for each student to progress academically, behaviorally, and emotionally to the point where the student may graduate to an appropriate, less restrictive, public school in the community.

In fact, as our students continue their academic and social growth, the Davis Joint Unified School District partners with us to “mainstream” our students for entry into, or a return to, the public educational system.

**The following treatment services are provided to each student:**

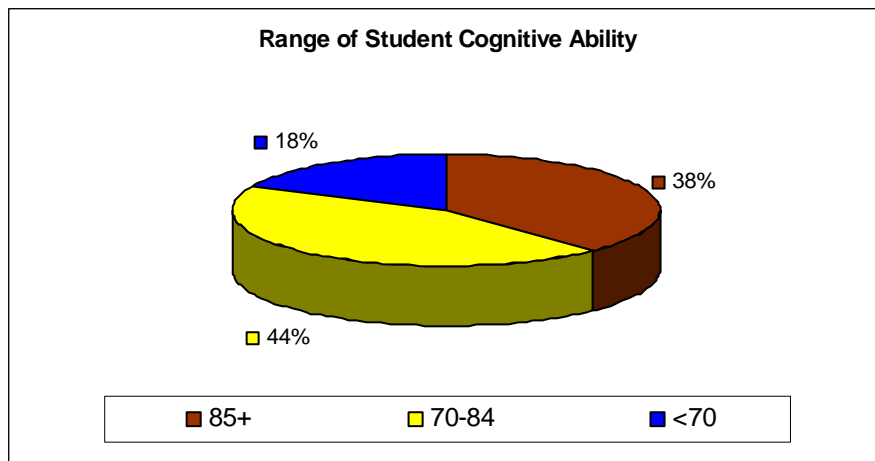
- Individualized Educational Assessment and Treatment Planning
- Specially Designed Curriculum & Therapeutic Interventions
- Milieu and Behavior Therapy
- Designated Instructional Services as needed

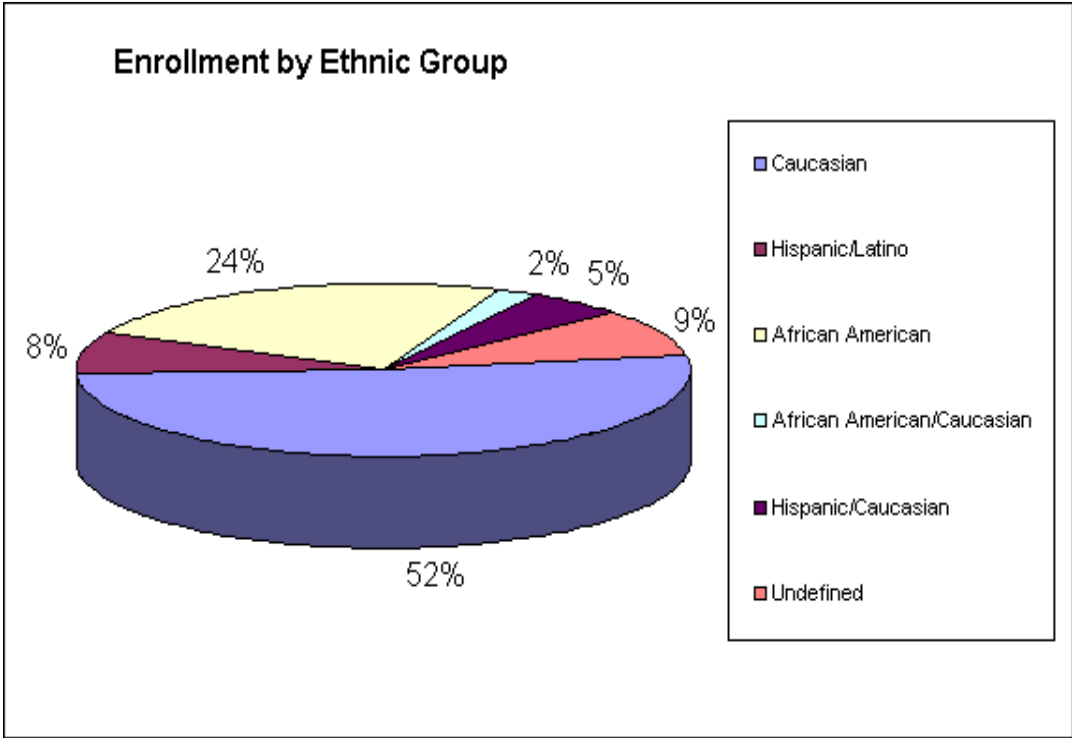
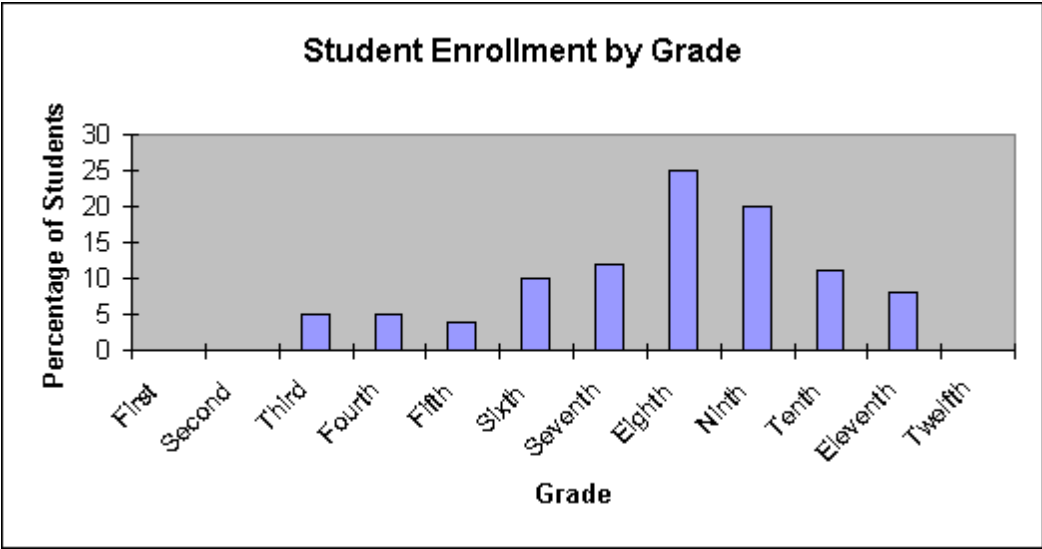
**Mission Statement**

The FamiliesFirst Nonpublic School (NPS) supports the emotional, physical and academic growth of each student. The philosophy of FamiliesFirst Nonpublic School recognizes that each individual is unique in their learning needs and style. FamiliesFirst Nonpublic School provides an environment to provide this individual growth for all students geared to the goal of each child reaching their full potential.

**Typical Profile of Currently Enrolled Students**

Most students enrolled in FamiliesFirst Non-Public School (NPS) also reside at the Residential Treatment Facility on grounds. The average stay for most students at FamiliesFirst is 21.6 months, but it is not uncommon for a child to meet his treatment goals after 16 months of placement. As a result, FamiliesFirst has a highly transient population, with many students moving to less restrictive environments in the middle of the school year.





## Student Behavioral Information

Diagnosis (most children have multiple diagnoses):	Histories Include:	Presenting Behavioral Characteristics:
<ul style="list-style-type: none"> <li>• Attention-Deficit / Hyperactivity Disorder</li> <li>• Oppositional Defiant Disorder</li> <li>• Bipolar Disorder</li> <li>• Post-Traumatic Stress Disorder</li>   <li>• Conduct Disorder</li> <li>• Depression / Withdrawn</li>   <li>• Enuresis / Encopresis</li>   <li>• Attachment Disorder</li> <li>• Child Sexual / Physical Abuse</li> <li>• Asperger's Syndrome</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-natal exposure to drugs / alcohol / tobacco</li> <li>• Domestic Violence</li> <li>• Neglect</li> <li>• Incarceration or Death of parent(s)</li> <li>• Abandonment by parent(s)</li> <li>• Multiple Psychiatric Hospitalizations</li> <li>• School Failure</li>   <li>• Homelessness</li> <li>• Sexual / Physical Abuse</li> <li>• Mental Illness in Family</li> </ul>	<ul style="list-style-type: none"> <li>• Violence / aggression towards others</li> <li>• Sexualized behavior</li> <li>• Suicidal behavior</li> <li>• Self-injurious behavior</li>   <li>• Impulsiveness</li> <li>• Defiance / Provocation</li>   <li>• Low self-esteem / poor social skills</li> <li>• Low frustration tolerance</li> <li>• Social withdrawal</li> <li>• Poor hygiene / Smearing feces</li> </ul>

All of our students have the potential to become assaultive or self-injurious, thereby creating a danger to themselves or others around them. When non-physical interventions are ineffective in protecting the child's and other's safety, FamiliesFirst associates may need to utilize interventions such as manual restraint or protective separation. For the purpose of this plan, any intervention that results in the restriction of a child's movement (i.e. manual restraint or protective separation) is considered an emergency intervention.

FamiliesFirst utilizes Pro Act, a curriculum developed by Dr. Paul Smith which includes a continuum of intervention strategies for the management of crisis situations. These interventions are designed to provide staff with a range of tools from the least intrusive behavior management techniques to the "therapeutic physical restraint," used only when other less intrusive techniques have failed to de-escalate the child and an injury to the child or other person appears imminent.

In addition to safely containing dangerous behaviors, our staff specializes in teaching positive replacement behaviors. Our agency utilizes Positive Behavior Support Plans and/or Behavior Intervention Plans in accordance with California Education code 56522. The principles of positive behavior analysis are used to help support the children in meeting their treatment goals. The principles are evidenced in the level system, positive behavior intervention plans and other modalities.

## Student Curriculum and Instruction Time

The following courses are offered at FamiliesFirst Non-Public School. Please note that the curriculum and the grade level course content used by FamiliesFirst Non-Public School is the same as the regular and special-education curriculum adopted by Davis Joint Unified School District. Given the multiple levels of disabilities and behavioral needs of the student population at FamiliesFirst Non-Public School, the curriculum and texts are modified and accommodated to meet individual student needs, as specified in each child's individual education plan.

### General Curriculum Emphasis by Grade Level

Grades 1-6	Grades 7 and 8	Grades 9-12	
<ul style="list-style-type: none"> <li>• Reading</li> <li>• English/Language Arts</li> <li>• Mathematics</li> <li>• Social Studies</li> <li>• Science</li> <li>• Health</li> <li>• Fine Arts</li> <li>• Physical Education</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• English/Language Arts</li> <li>• Mathematics</li> <li>• Social Studies</li> <li>• Science</li> <li>• Physical education</li> <li>• Health</li> <li>• Fine Arts</li> <li>• Electives</li> </ul>	15 units a quarter from: <ul style="list-style-type: none"> <li>• English/Language Arts</li> <li>• Mathematics</li> <li>• Life Sciences</li> <li>• Physical Sciences</li> <li>• Social Sciences</li> <li>• Fine Arts</li> <li>• Foreign Language</li> <li>• Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Practical Arts</li> <li>• Electives</li> <li>• Health</li> </ul>

## Instructional Time

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	FAMILIES FIRST	STATE MINIMUM
Kindergarten	64,800	36,000
Grades 1-3	64,800	50,400
Grades 4-5	64,800	54,000
Grades 6-8	64,800	54,000
Grades 9-12	64,800	64,800

**Note:** The minutes allocation above is for a standard 180-day school year. In addition, the students at FamiliesFirst Non-Public School are all provided an extended school year with continued full instruction days.

## Entry and Exit Criteria

**Entry Criteria** – Students must be male, between the ages of 6 and 18, and have an IEP placement referral to a SDC/NPS educational setting.

**Exit Criteria** – Students may be referred to another educational setting at any point in their treatment program, based on the student's needs as determined by the IEP team. We have students who currently attend both our NPS classes and regular public school classes for part of the day as their academic and behavioral progress allows.

## **Statewide Measures of Academic Progress**

### **Adequate Yearly Progress (AYP)**

This is a federal measure that requires schools to meet test score goals school wide and for subgroups of students. If just one group of students fails to meet its goals, the school does not make AYP.

Non-public schools with enrollments of less than 100 students, such as FamiliesFirst, are currently not included in statewide published API or AYP measurements. Our student population is not statistically comparable to that of regular public schools. All of our students are disabled with special needs and meet criteria of economic disadvantage. Given this student base, appropriate student academic and behavioral growth goals are individually established through the I.E.P. team process.

All of our students participate with full access to state tests but many do not complete the testing due to overriding behavioral issues. Our school wide performance on the 2005-2006 state tests is listed below.

### **Standardized Testing and Reporting (STAR)**

Through the California Standardized Testing and Reporting (STAR) Program, students in grades two through eleven are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-Language Arts and Mathematics in grades 2-11, Science in grades 5, 9, 10 and 11, and History-Social Science in grades 8, 10, and 11.

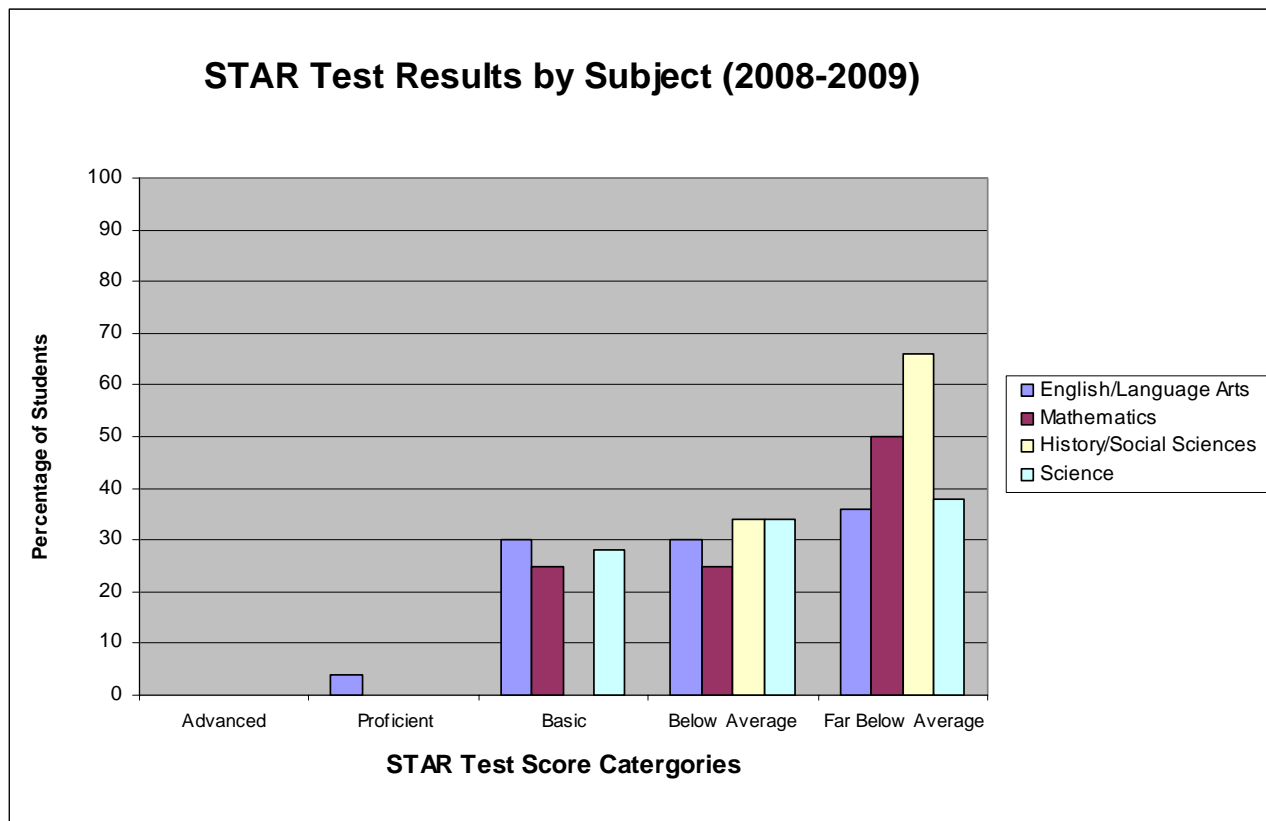
### **California Standards Tests (CST)**

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>

### **Other Proficiency Test Scores**

CAHSEE scores are not being reported because only two students were eligible to take the exam and the number is too small to report in the interest of student privacy and statistical accuracy.

There are no student scores for the SAT exam.



## FamiliesFirst Measures of Academic Progress

**Woodcock Johnson III (WJ III) Achievement Battery** – Scores at intake and scores at one year intervals. The standard battery along with phonological awareness subtests, measures each child’s gains in Math, Reading, Written Language and Total Achievement. Scores are used for determining state curriculum content goals in the academic grade level indicated.

**SRA (Science Research Associates) / McGraw Hill / McMillan Testing** – The results provide the teachers with information about each student’s learning rates and styles. This information guides the child’s IEP instructional interventions, placement and curriculum relative to Reading, Math, Language, Social Studies and Science. These assessments are conducted at intake and as needed for determining progress.

**Behavior Assessment Scales for Children (BASC)** – A comprehensive set of rating scales and forms including the Teacher Rating Scales (TRS), Parent Rating Scales (PRS), Self-Report of Personality (SRP). Together, they help us understand the behaviors and emotions of our students. Ideally suited for use in identifying behavior problems as required by IDEA, and for developing FBAs, BIPs, and IEPs. This assessment is conducted at triennial assessment.

**Psycho-educational Assessment** - A full assessment is conducted in compliance with special education regulations. Each child receives a comprehensive assessment on the three year anniversary of their initial placement into special education and/or their previous triennial assessment. This assessment typically includes a cognitive functioning assessment, necessary processing assessments, visual motor assessments, social/emotional assessment, adaptive skills assessment and/or other necessary assessments to better serve the child. The triennial

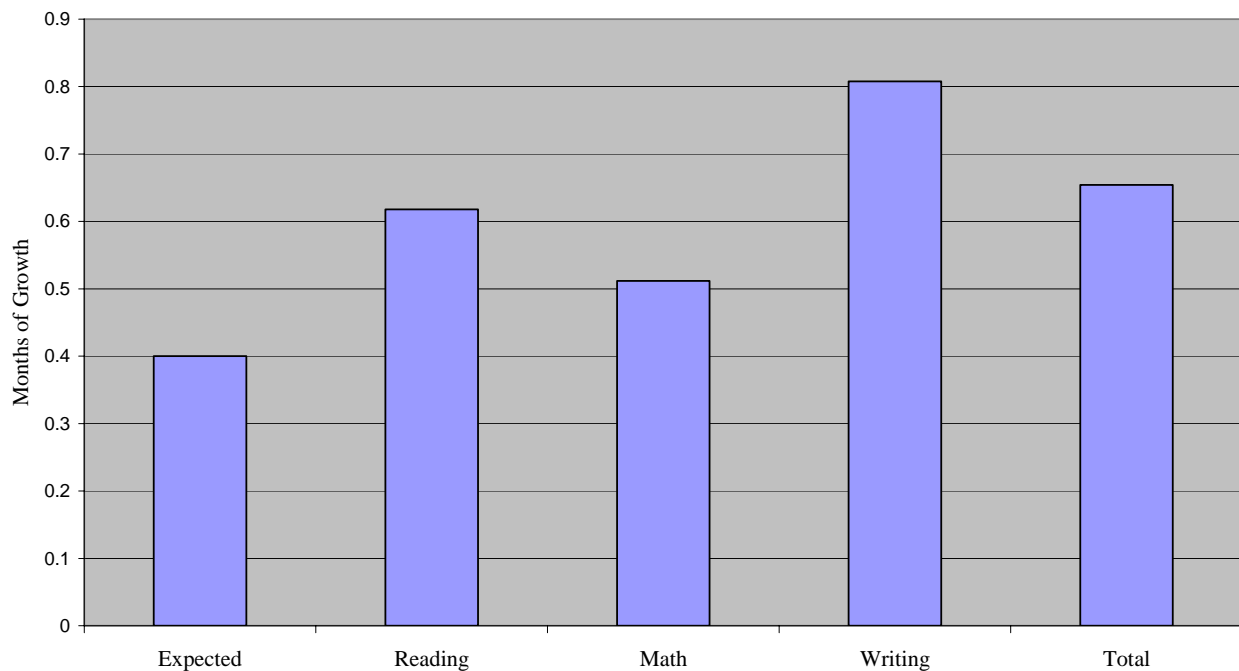
assessment also includes updated achievement scores as well as updated assessments in speech and language and occupational therapy (when indicated on the child's IEP).

**Speech and Language Assessments** – Conducted, when indicated on the IEP, at the time of enrollment in the school and when needed for IEP meetings.

**Occupational Therapy Assessments** – Conducted, when indicated on the IEP, at the time of enrollment in the school and when needed for IEP meetings.

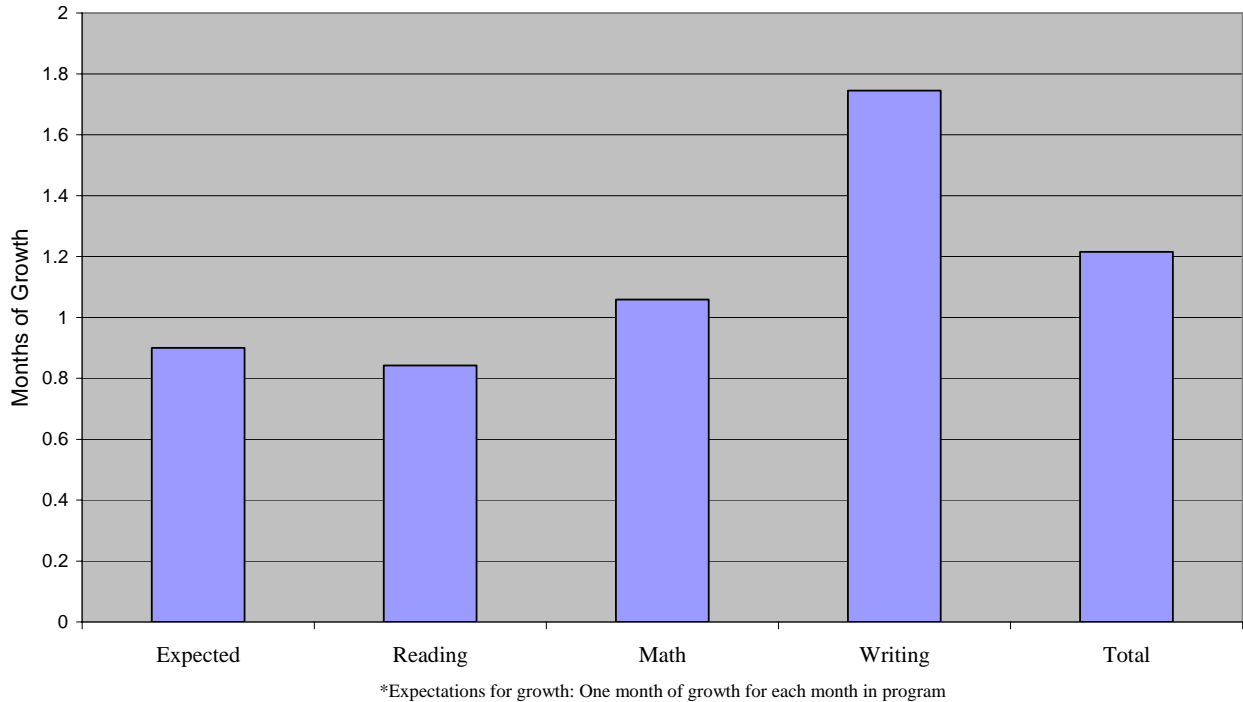
**FamiliesFirst measures of academic achievement as measured by the Woodcock Johnson III for the 2008-2009 school year are as follows:**

Months of Growth per Month of Program: 08-09 School Year:  
(Students with cognitive abilities borderline and below)



\*Expectations for growth: 1 month of growth for every 2.5 months in program

**Months of Growth per Month of Program: 08-09 School Year:  
(Students with cognitive abilities low average and above)**



**Staff Information**

**Teachers and Support Staff**

The No Child Left Behind Act (NCLB) requires that all teachers in core academic subjects are to be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential or an intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information

on teacher qualifications required under NCLB can be found at the California Department of Education’s Web Site at <http://www.cde.ca.gov/nclb/sr/tg/>.

Teaching Credentials Held	2008
Total Teachers	10
Teachers with Full Special Education Credential	3
Teachers with a Special Education District Intern Credential	7
Substitute Teachers	10

## **Specialized Resource Staff**

In addition to teachers and administrators, FamiliesFirst NPS employs other staff, such as social workers, speech therapists, school psychologists, and technology specialists. Students have access to these staff members either individually or through specific programs. Most of these professionals work full time at our facility.

<b>STAFF POSITION</b>	<b>STAFF</b>
Social Workers/Therapists	10
Behavior Analyst	1
Behavioral Case Manager	1
Speech Therapists	3
Psychologist	1
Occupational Therapist	1
Substitute Teachers	10
Teacher Aids	17
Nurse	1

## **School Facilities**

Our Non-Public School is housed in a structurally pleasing and relatively new building which was just completed in 2001. We currently have no outstanding needed repairs or corrective actions pending as a result of recent audits by the following agencies:

- 1) Yolo County Department of Health Inspection
- 2) Yolo County Fire and Safety Clearance
- 3) Yolo County Structural Safety Inspection
- 4) California Department of Education Nutrition Services Audit

## **Parent Involvement**

FamiliesFirst has a Parent Advisory Committee and works closely with concerned parents and families to: 1) re-integrate our students back into their natural home environment if they have been placed residentially with us, 2) assist them in safely managing their children at home if they are not residentially placed. A variety of therapeutic and wraparound services are available to families if needed, and their input is essential in helping us to provide successful intervention strategies to return their children to a less restrictive educational environment.