

School Accountability Report Card Reported for School Year 2005-06 *Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

School	
School Name	Phoenix Non Public School/Rebekah Children's Services
Street	290 IOOF Ave.
City, State, Zip	Gilroy, CA 95020
Phone Number	(408) 846-2417
Principal	Rebecca Burdett
E-mail Address	rburdett@rcskids.org

School Description and Mission Statement

Phoenix Non Public School at Rebekah Children's Services serves students with emotional disturbance from the residential program and students from Santa Clara County and neighboring county school districts. All students have been identified as needing and qualifying for Special Education services. We are state-certified to serve Kindergarten through 12th graders. Our mission is to prepare each for students academically, socially, emotionally and behaviorally to transition to and be successful in a public school setting. Our approach in reaching this mission involved providing a safe and nurturing environment in which our students experience success. This is developed through a team approach. The team consists of the student, parents/guardians, school district personnel, treatment program/service workers, advocates and the NPS staff. An individualized educational program is developed by each student's team that addresses the student's strengths, the student's current level of functioning, state standard curriculum guidelines, goals from the Individual Education Plan (IEP) and positive behavior support plans. We also have a Behavior Support Counselor available to students and collaborate with Residential and Therapeutic Resource Center staff to provide support for students as needed.

Opportunities for Parental Involvement

We promote, invite and welcome parental involvement and support in our students' educational programs. Contact us with any inquiries or ideas as to how you can become involved in your child's education.

Student Enrollment by Grade Level

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	1
Grade 1	1	Ungraded Elementary	N/A
Grade 2	0	Grade 9	2
Grade 3	2	Grade 10	2
Grade 4	2	Grade 11	3
Grade 5	2	Grade 12	0
Grade 6	0	Ungraded Secondary	N/A
Grade 7	2	Total Enrollment	17

Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	18%	White (not Hispanic)	41%
American Indian or Alaska Native		Multiple or No Response	
Asian		Socioeconomically Disadvantaged	
Filipino	6%	English Learners	6%
Hispanic or Latino	35%	Students with Disabilities	100%
Pacific Islander		---	---

Average Class Size and Class Size Distribution

Phoenix NPS has three classrooms: elementary, junior high, and high school. Each classroom serves no more than ten students at a time. A Special Education Teacher and a Teaching Assistant is assigned to each classroom. A Behavior Support Counselor and Residential Counselors provide additional behavioral support as needed.

II. School Climate

School Safety Plan

Rebekah Children's Services provide a comprehensive Safety and Disaster Plan for the entire agency/campus that includes Phoenix NPS. This plan includes the use of hand held radios that are available to all teaching staff. Radios are used to communicate with administrative, crisis and support staff throughout the school day. The staff is provided training in Earthquake, Fire and Evacuation procedures. Monthly drills are practiced with the students/residents. The procedures for the Safety and Disaster Plans are in a manual and posted at all sites for easy reference. All staff are also trained and certified in CPR, First Aid, and Therapeutic Crisis Intervention. This insures the staff is well-trained in the handling of medical emergencies and crisis situations. These trainings and practices take into account the safety and well-being of all students and staff.

School Discipline Practices

Phoenix NPS promotes pro-social behaviors through positive support, a behavior incentive program and a Level System. Individualized and classroom incentives are also developed and implemented as needed. The most important issue for all students and staff is safety. Our Suspension Policy is aligned with the California Education Code and is designed to protect the safety of all students and staff. When a student's behaviors put his own and/or others' safety at risk, he may be suspended if the Director determines the students has committed an act that violates the Suspension Policy.

Suspensions and Expulsions

Rate	School		
	2003-04	2004-05	2005-06
Suspensions		49	61
Expulsions		0	0

III. School Facilities

School Facility Conditions and Improvements

Phoenix NPS is committed to maintaining a safe and clean environment. Our school facilities are monitored and maintained by a maintenance department, cleaning service and a safety evaluation/inspection conducted by the Human Resources Department, all provided by Rebekah Children's Services. The facilities, including the grounds, buildings, and restrooms are attended to on a daily basis, and repairs are attended to in a timely fashion whenever needed. In September, 2006, we moved into a new portable classroom for our junior high and high school classrooms.

School Facility Good Repair Status

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior and exterior)	x		
Interior Surfaces (walls, floors, and ceilings)	x		
Hazardous Materials (interior and exterior)	x		
Structural Damage	x		
Fire Safety	x		
Electrical (interior and exterior)	x		
Pest/Vermin Infestation	x		
Drinking Fountains (inside and outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds	x		
Other			

IV. Teachers

Teacher Credentials

Teachers	School		
	2003-04	2004-05	2005-06
With Full Credential		2	2
Without Full Credential		2	1
Teaching Outside Subject Area of Competence		0	0

Substitute Teacher Availability

We use a substitute teacher with a valid Substitute Teaching Permit to substitute as needed. When the substitute is unavailable, the credentialed staff and administrators substitute for classes as needed.

Teacher Evaluation Process

Rebekah Children's Services has a standard evaluation for all employees. Teachers are assessed and given feedback for additional job specific tasks such as classroom management, lesson plans, course/curriculum development, student/teacher interaction and communication, parent/teacher interaction and communication, assessment/grades, teaching modalities, IEPs and behavior support plans.

V. Support Staff

Academic Counselors and Other Support Staff

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1 (Administrator)	10/1
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	Provided by student's home district	---
Social Worker	Provided by County	---
Nurse	1	---
Speech/Language/Hearing Specialist	Contracted as needed	---

Resource Specialist (non-teaching)	0	---
Behavior Support Counselor	1	---

VI. Curriculum and Instructional Materials

We have adopted the textbooks used by our Local Education Agency, Gilroy Unified School District. These textbooks are state-adopted and standards-aligned, and are consistent with the curriculum frameworks adopted by the State Board of Education. Given the varied levels of students' behavioral and academic needs, the curriculum and texts are modified to meet individual needs as specified in each student's IEP.

VII. Instructional Planning and Scheduling

School Instruction and Leadership

As a special education school, we provide instruction based on based on a student's current IEP goals and the California State Curriculum Standards. Leadership is provided by administrators with teaching credentials and Masters Degrees. Our administrators have extensive educational and work experience with students with emotional disturbance. Our administrators continue to pursue professional development through continued education. We also benefit from the leadership, guidance and support from the Santa Clara County Office of Education and other contracting districts.

Professional Development

All teachers are involved in professional development either through an accredited university teacher credentialing program and/or professional development trainings provided by Gilroy Unified School District, Santa Clara County Office of Education and Rebekah Children's Services.

Instructional Minutes

Phoenix NPS is open for instruction in accordance with grade level and contractual requirements. For our elementary class, the school day runs from 8:30-1:30. For our junior and senior high school students, the school day runs from 8:30-2:15. Each Friday is a minimum day and runs from 8:30-12:30.

Minimum Days in School Year

Every Friday is a minimum day. The minimum day is 240 minutes. There are 36 minimum days in the regular school year of 180 days.