

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013–14 School Year
Published During 2014–15

For ...Parkhill School

Address: 15339 Saticoy Street, Van Nuys CA 91406*

Phone: (818) 883-3500

Head of School: Laurie Owens

Grade Span: 1-12

*(Until February 2015, Parkhill School was located at 7401 Shoup Avenue, West Hills, CA 90037.)

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

School Contact Information – Most Recent Year

School Name	Parkhill School
Street	15339 Saticoy Street*
City, State, Zip	Van Nuys, CA 91406
Phone Number	(818) 883-3500
Head of School	Laurie Owens
E-mail Address	lowens@thehelpgroup.org
Web Site	TheHelpGroup.org
County-District-School (CDS) Code	19-64733-0131524

*(Until February 2015, Parkhill School was located at 7401 Shoup Avenue, West Hills, CA 91307)

School Description and Mission Statement – Most Recent Year

Parkhill School offers a diploma track, hands-on learning program which supports and challenges both enthusiastic and reluctant learners in a structured, therapeutic environment. Some students on an alternate curriculum may be appropriate for admission to Parkhill School.

Students with specific learning differences, emotional or motivational issues, or problems with attention are provided the tools and guidance they need to succeed. Parkhill places an emphasis on making learning fun and important through project-based learning. Elementary and Middle School students are actively engaged in following sequential written directions, demonstrating knowledge through mastery tasks and serving in leadership roles. High school students are provided steady individualized support to transition to adult employment and further education.

ACADEMICS

The academic curriculum at Parkhill School provides all courses necessary for a high school diploma and meets all requirements for freshman admission to the UC universities. Additionally, Parkhill School includes and emphasizes career readiness to insure future student success both in further education and in the workplace. Our faculty employs project based learning to reinforce academic skills while strengthening vocational skills. Once a week staff meet to discuss how academic concepts in core classes can be reinforced through hands-on learning elective courses.

ALTERNATE CURRICULUM/CBI PROGRAM

Parkhill School's hands-on, real-life approach to learning enables the school to offer enrollment to appropriate alternate curriculum students. The program offers a structured curriculum that combines classroom instruction with real world application based on evidence that students learn best from this integrated approach. This unique program embeds core academics within community-based instruction and vocational education, which includes on-campus internships, as well as internships at various community businesses.

TRANSITIONAL SERVICES

Parkhill School plans each student's educational and transition program by establishing the end goal for each student in a team meeting, including parents, counselors, teachers and administration, and then crafting a plan to achieve that goal. Some students desire and are provided with a path to return to public school. Some students wish to accelerate their course of study by taking courses at a community college or an occupational center. Other students (often reluctant learners) are provided with significant support in developing employment skills. By providing resume-ready experience while in high school, Parkhill School students obtain "internship" experience rarely provided outside of a college or university setting.

They participate in internships at local businesses and in on-campus positions. Transition classes include Culinary Arts (with a Food Handler's Certificate opportunity), Vocational Skills (project based learning), High School Practicum (bus passes, practical skills of life) and on-site vocational training.

Parkhill School offers Career Cruising, a software program geared to assist both students and their parents in planning post high-school options. Students have on-site and off-site options with the Department of Rehabilitation and the Workability program, which provides work experience with minimum wage pay for a few hours a week.

STUDENT LIFE

Athletics: Physical education at Parkhill is focused upon the support of effort and fair play. Led by an experienced coach, students are encouraged to meet their individual goals with the encouragement of peers and staff. Parkhill School offers an air-conditioned gym, a private on-site grassy area and a large private outside basketball court.

Field Trips: Field trips include both educational and "reward" excursions into the community. Frequent destinations include Beach Clean-Up, the Los Angeles Museum of Contemporary Art, and the California Science Center.

Council: Council is a unique therapeutic and social skills group. Based upon Native American tradition, council gives students an opportunity to come together and express themselves in a safe and structured environment. Emphasis is placed upon listening without judgment and exploring personal truths and universal understanding.

SUPPORTIVE SERVICES

Parkhill School understands that the social, emotional and behavioral well-being of its students is a priority. Parkhill has both clinical and behavioral staff dedicated to the social and emotional needs of its students. Through counseling, modeling and behavioral programming, students are able to address their individual needs in a positive and productive manner. Staff work as a team to develop individualized support for students. Counselors are available in both 1:1 and group sessions. Additional services include speech and language, occupational therapy services and transportation from the San Fernando Valley and neighboring communities to funded students. Parkhill serves students with eligibilities of ED, SLD, AUT, OHI, ID.

Student Enrollment by Grade Level (School Year 2013–14)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	1
Grade 5	3
Grade 6	2
Grade 7	3
Grade 8	3
Ungraded Elementary	0
Grade 9	7
Grade 10	11
Grade 11	9
Grade 12	11
Ungraded Secondary	0
Total Enrollment	50

Student Enrollment by Student Group (School Year 2013–14)

Group	Percent of Total Enrollment
Black or African American	10%
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	56%
Native Hawaiian or Pacific Islander	0
White	34%
Two or More Races	0
Socioeconomically Disadvantaged	70%
English Learners	15%
Students with Disabilities	100%

Teacher Credentials

Teachers	School 2012–13	School 2013–14	School 2014–15	District 2014–15
With Full Credential		5		
Without Full Credential		0		
Teaching Outside Subject Area of Competence (with full credential)		0		

School Facility Conditions and Planned Improvements – Most Recent Year

Parkhill School is located in a school facility located in a residential neighborhood in the west San Fernando Valley of Los Angeles. (In February 2015, Parkhill relocated to Van Nuys, CA.) The school contains approximately 15,500 square feet of usable interior space. It includes 8 classrooms, library, computer lab, auditorium, 4 counseling offices, staff lounge, kitchen, separate bathroom facilities for students and staff, main office, 7 office cubicles, conference room, transportation office, PE office, outdoor patio area, playing field, paved basketball court, paved playground and a parking lot. A 6 foot cinderblock wall surrounds the entire facility. The front gate to the parking lot and to the main entrance is kept locked during the school day. The facility is maintained in good working order.

The facility is routinely inspected by the Los Angeles County Health Department and the Fire Safety Department. Parkhill maintains current health and fire safety clearances which are renewed annually.

Career Technical Education Programs (School Year 2013–14)

Parkhill School places a strong emphasis on developing career skills during high school. Transition building programs include Career Cruising, Life Skills coursework, and participation in the WorkAbility program.

Students learn employment skills on-site in courses such as Culinary Arts (earning a Food Handler's license necessary for employment in the food industry), Vocational Skills (wall prep, sanding, painting, use of power tools, simple repairs) and Assembly Skills (following sequential directions to construct various projects, developing a budget for such projects, etc.) On-site activities are integrated with academic courses. For example, math concepts may be reinforced through construction activities and cooking activities. Teachers meet once a week to discuss the integration of academic concepts within hands-on elective activities.

Students also learn employment skills off-site in unpaid internships in various venues, including retail stores, small grocery stores, and in more sheltered work environments. Our juniors and seniors obtain bus passes on school sponsored field trips and they develop a familiarity with transit and train transportation options.

Students visit community colleges and trade schools during school sponsored field trips.

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013–14 Students Enrolled in Courses Required for UC/CSU Admission	100%

Opportunities for Parental Involvement – Most Recent Year

Parkhill School parents, caregivers and involved adults are strongly encouraged to become active partners in a positive collaboration with the school. Parents are provided with opportunities for regular communication with members of their child's educational and therapeutic treatment team. Communication occurs via phone calls, e-mails, daily point sheets when indicated, quarterly progress and report cards, semi-annual parent-teacher conferences, annual (or more frequent) IEP meetings and periodic team meetings to discuss and monitor a student's academic and social-emotional progress. Parents and care-givers are invited to attend the school's major functions, such as Back to School Night, Open House, award assemblies, commencement ceremonies and special assemblies such as the annual talent show, drama productions, etc. Parents and caregivers are also welcome to assist with class and school projects such as the science fair, earth day, beach day, educational field trips and sporting events.

Completion of High School Graduation Requirements – Graduating Class of 2013

Group	School	District	State
All Students	12	DPC	DPC
Black or African American	1	DPC	DPC
American Indian or Alaska Native	0	DPC	DPC
Asian	0	DPC	DPC
Filipino	0	DPC	DPC
Hispanic or Latino	7	DPC	DPC
Native Hawaiian or Pacific Islander	0	DPC	DPC
White	4	DPC	DPC
Two or More Races	0	DPC	DPC
Socioeconomically Disadvantaged	10	DPC	DPC
English Learners	0	DPC	DPC
Students with Disabilities	12	DPC	DPC

School Safety Plan – Most Recent Year

The Help Group's Parkhill School has developed and implemented a school-wide safety plan. A copy of the plan is on file at the school and is available upon request.

Academic Counselors and Other Support Staff (School Year 2013–14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	DPL	DPL
Counselor (Social/Behavioral or Career Development)	2	N/A
Library Media Teacher (librarian)	DPL	N/A
Library Media Services Staff (paraprofessional)	DPL	N/A
Psychologist	DPL	N/A
Social Worker	DPL	N/A
Nurse	DPL	N/A
Speech/Language/Hearing Specialist	DPL	N/A
Resource Specialist (non-teaching)	DPL	N/A
Other	DPL	N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development – Most Recent Three Years

Parkhill School provides professional staff development to all employees on a regular basis. Each school year begins with 3 or 4 days of professional staff development. Staff are informed annually on issues such as mandated child abuse reporting laws, responsibilities regarding reporting sexual and/or other forms of harassment, privacy issues, etc.

The topics for in-services are developed according to a needs assessment survey completed by staff and supervisors each year. Recent in-services have included: Common Core Math, Effects of Trauma on Learning, Keeping Appropriate Boundaries, Common Core English, Common Core Questioning Strategies, Career and Transition Curriculum, Behavior Management, Therapeutic Relationships, etc.

Teachers and counseling staff routinely participate in off-site development opportunities in their areas of interest. Weekly meetings include mini-trainings as the need arises. All new and continuing staff participate in CPI Training.