

California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2012–13 School Year**  
*Published During 2013–14*

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.

- 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/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the *2012–13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### School Contact Information (School Year 2013–14)

School Name	The Help Group's Parkhill School
Street	7401 Shoup Ave
City, State, Zip	West Hills, CA , 91307
Phone Number	818 883 - 3500
Principal	Elin Bradley
E-mail Address	ebradley@thehelpgroup.org
County-District-School (CDS) Code	19647336986889

### School Description and Mission Statement (School Year 2012–13)

The Help Group's Parkhill School was founded August 2013. The school is a private, non-profit organization and California state-certified special education day school, committed to the philosophy that, "Every student is entitled to and can benefit from an education appropriate to his or her individual needs." This belief system is implemented within a caring, personalized, therapeutic learning environment which provides individualized instruction utilizing a strong standards-based academic curriculum, and a highly-structured school-wide behavior intervention program, in a collaborative team partnership with parents, caregivers, and community professionals, that allows for the maximum expression of each student's humanity, learning, and developmental needs. The student population includes approximately sixty students, ages 6 to 21 years of age, in grades 1 through 12 with average or better intellectual abilities combined with specific learning disabilities, mild to moderate social, emotional, behavioral, and vocational training needs. The student population includes individuals with clinical diagnoses or specific syndromes such as ADHD, Anxiety, Autism, Bipolar, Depression, OCD, ODD, and a range of other mental health conditions. Emphasis is placed on creating a therapeutic relationship between adult and student which treats the individual student in his/her entirety, works in partnership with parents and family members, and ensures the student' academic, social, and emotional development to the fullest extent possible. Classrooms are self-contained in the morning for core curriculum instruction, with an adult-to-student ratio of 1:6 or less. In the afternoon, students rotate among a choice of elective courses, physical education and team sports. Academic curriculum and goals meet CDE standards, legislative mandates, and contracting LEA requirements for high school graduation. Student progress in areas of academic skills, social and emotional development, and behavioral self-regulation are assessed both informally and formally periodically throughout the year. Physical education instruction, intramural sports, and competitive intramural team sports is included. Individual and small group school based counseling, and substance abuse education and prevention, are provided on-site. Speech therapy services are also available and provided on-site. Transportation is available.

### **Opportunities for Parental Involvement (School Year 2012–13)**

The Help Group's Parkhill School is committed to the belief, supported by empirical research, which children achieve in school most when their parents, caregivers, and family members are actively involved in their child's school, educational, and therapeutic program. Parents, caregivers, and other family members are strongly encouraged to become active partners in a positive, working collaborative relationship with school staff. Parents are provided with several opportunities for regular, ongoing, and periodic communication with members of their child's educational and treatment team, including teacher, aide, counselor, behavior specialist, principal, director, supervisors, and office staff. Frequent communication occurs in the form of phone calls, daily behavioral point sheets, weekly behavioral point sheets, homework sign-off sheets, quarterly progress reports, quarterly report cards, semi-annual parent conferences, at least annual Individualized Education Planning meetings, and periodic problem-solving team-decision-making meetings as needed to monitor a child's progress or lack of progress. Parents and caregivers are also invited to attend the school's major functions, e.g. Back to School Night in the fall, Open House in the spring, quarterly awards assemblies, Graduation, and special assemblies such as the Talent Show, drama productions, etc. Parent and caregivers are also encouraged to volunteer to assist with class and school projects, e.g. science fair, earth day, beach day, field trips, sports teams championship playoffs, etc.

### **III. School Climate**

#### **Student Enrollment by Grade Level (School Year 2012–13)**

May 2013 Roster

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	2
Grade 4	4
Grade 5	5

Grade 6	2
Grade 7	7
Grade 8	9
Ungraded Elementary	29
Grade 9	10
Grade 10	8
Grade 11	7
Grade 12	12
Ungraded Secondary	37
<b>Total Enrollment</b>	<b>66</b>

### Student Enrollment by Student Group (School Year 2012–13)

Group	Percent of Total Enrollment
Black or African American	14%
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	48%
Native Hawaiian or Pacific Islander	0
White	33%
Two or More Races	5%
Socioeconomically Disadvantaged	74%
English Learners	18%
Students with Disabilities	100%

### School Safety Plan (School Year 2012–13)

*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.*

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013–14)

The Help Group's Parkhill School is housed in a school-like facility, located in a residential neighborhood in the west San Fernando Valley of Los Angeles County.

The facility is approximately 60 years old, contains approximately 15,500 square feet of usable interior space, and an additional 3500 square feet of outside area, and includes 8 classrooms, library, computer laboratory, auditorium, 4 counseling offices, staff lounge, kitchen, bathroom facilities for children and adults, main office, 7 office cubicles, conference room, transportation office, PE office, outdoor patio area, playing field, playground, basketball court, and parking lot. Cyclone fencing separates the basketball court from the parking lot. A 6 ft. cinderblock wall surrounds the entire facility. The front gate to the main street is locked during school hours. The facility is maintained in good working order and repair through contracted services of an on-site handyman, janitorial service company, plumbing company, HVAC technician service company, telephone and alarm service company, and others as needed by The Help Group. Three school bus vehicles are maintained in excellent working order by compliance with CHP daily inspections by drivers, 45 day inspections by an on-site mechanic, and contracted maintenance and repair services of an independent garage and specialists as needed.

The school facility is routinely inspected by the Los Angeles County Health Department and Fire Safety Department, and maintains current health and fire safety clearances, which are renewed annually. CHP conducts an annual site inspection of the terminal

and each vehicle and notes corrective action, when necessary.

### School Facility Good Repair Status (School Year 2013–14)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	x	DPL	DPL
<b>Interior:</b> Interior Surfaces	x	DPL	DPL
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	x	DPL	DPL
<b>Electrical:</b> Electrical	x	DPL	DPL
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	x	DPL	DPL
<b>Safety:</b> Fire Safety, Hazardous Materials	x	DPL	DPL
<b>Structural:</b> Structural Damage, Roofs	x	DPL	DPL
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	x	DPL	DPL

### Overall Facility Rate (School Year 2013–14)

Overall Rating	Exemplary	Good	Fair	Poor
	DPL	x	DPL	DPL

## V. Teachers

### Teacher Credentials

Teachers	School 2010–11	School 2011–12	School 2012–13	District 2012–13
<b>With Full Credential</b>	DPL	DPL	5	DPL
<b>Without Full Credential</b>	DPL	DPL	0	DPL
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	DPL	DPL	0	DPL

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012–13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012–13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	NA
Counselor (Social/Behavioral or Career Development)	2	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	2	N/A

Note: Cells shaded in black or 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013–14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: **May 2013**

Core Curriculum Area	Percent students lacking own assigned copy
Reading/Language Arts	0

<b>Mathematics</b>	0
<b>Science</b>	0
<b>History-Social Science</b>	0
<b>Foreign Language</b>	0
<b>Health</b>	0
<b>Visual and Performing Arts</b>	0
<b>Science Laboratory Equipment (grades 9-12)</b>	0

## VIII. School Finances

### Types of Services Funded (Fiscal Year 2012–13)

*Students are funded through their IEP's.*

## IX. School Completion and Postsecondary Preparation

### Graduating Class of 2013

<b>Group</b>	<b>School</b>
<b>All Students</b>	6
<b>Black or African American</b>	1
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	0
<b>Filipino</b>	0
<b>Hispanic or Latino</b>	3
<b>Native Hawaiian or Pacific Islander</b>	0
<b>White</b>	2
<b>Two or More Races</b>	0
<b>Socioeconomically Disadvantaged</b>	4
<b>English Learners</b>	2
<b>Students with Disabilities</b>	6

### Career Technical Education Programs (School Year 2012–13)

The Help Group's Parkhill School has established a transition plan for all of our secondary students. The Help Group's Parkhill School works to assist high school seniors in their transition from high school into postsecondary education, vocational training, and /or the workplace. Various members of the IEP team (Special Education teacher, teacher assistants, counselor, and administrators) along with various outside sources (parents, outside therapists, etc) work together to assist the students in accessing information and meeting their vocational goals.

- Student familiarity with the ITP (Individualized Transition Plan)
- SOP (Summary of Performance) Final Exit Interview with teacher
- Students familiarity with 18 A Survival Guide For Teenagers
- Career Cruising testing for formal assessment given annually
- Field trips to enhance students familiarity with the community
- Life Skills activities (filling out job applications, job interviews, etc...)

- Life After High School Group
- Parkhill School works alongside The Help Group's Workability I and II program to provide on or off campus supported employment.
- Pierce College orientation and tour
- West Valley Occupational Center orientation and tour
- SAT Preparation if needed- Registration computer assistance for postsecondary education
- Final IEP Meeting

The transition plan is designed to provide the students with the smoothest possible transition into postsecondary living

### Career Technical Education Participation (School Year 2012–13)

Measure	CTE Program Participation
Number of pupils participating in CTE	36
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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

UC/CSU Course Measure	Percent
2012–13 Students Enrolled in Courses Required for UC/CSU Admission	0
2011–12 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### Advanced Placement Courses (School Year 2012–13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	Data provided by the CDE

Note: Cells shaded in black or with N/A values do not require data.

\* Where there are student course enrollments.

## X. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The Help Group's Parkhill School provides professional staff development to all of its employees on a regular basis. Each school semester begins with 3 or 4 days of professional staff development. There is a professional staff



development meeting monthly. The topics for these sessions are developed according to a needs assessment survey completed by staff and supervisors each year. Topics range from a review of mandated policies and procedures (e.g. suspected child abuse reporting, sexual harassment, suspension and expulsion), diagnostic classifications (e.g. ADHD, Autism, suicidal risk), educational and therapeutic treatment approaches (e.g. classroom management techniques, behavioral management interventions, therapeutic relationships, etc.), and “ten most important things to know in working with THG’s PHS students and parents”—a favorite! A calendar of dates, topics and presenters is retained on file and is available upon request. The school enlists qualified presenters from within its staff as well as from the professional community. Additionally, THG’s Parkhill School staff meets weekly in general staff meetings and department meetings, both before and after school. All new and continuing staff participates in CPI Training offered by on-site CPI trainers and receives a certification valid.