



California Department of Education
School Accountability Report Card
Reported Using Data from the 2016–17 School Year
Published During 2017 18

For: Childhelp School

Address: 14700 Manzanita Park Rd., Beaumont, CA 92223 **Phone:** 951-845-3155
Principal: Adrianne Blasquez, MA **Grade Span:** K-12

About This School:

District Contact Information – Most Recent Year

District Name	Beaumont Unified School District
Phone Number	951-845-1631
Superintendent	Terrance A. Davis
E-mail Address	Tdavis@beaumont.k12.ca.us
Web Site	http://www.beaumont.k12.ca.us

School Contact Information – Most Recent Year

School Name	Childhelp School of Village West
Address	14700 Manzanita Park Rd, Beaumont, CA 92223
Phone Number	951-845-3155
Principal	Adrianne Blasquez
E-mail Address	ablasquez@childhelp.org
Web Site	http://www.childhelpusa.org
County-District-School (CDS) Code	33-66993-6203780

School Description

Childhelp School operates under the auspices of Childhelp USA Village West, now called the Childhelp Merv Griffin Village. Childhelp USA is dedicated to meeting the physical, emotional, educational and spiritual needs of abused and neglected children. Childhelp School offers Special Education Instruction, Behavior Intervention – including Development and Modification, Behavior Intervention – Implementation of Behavior Support Plans as well as Language and Speech Development and Remediation. The campus can serve 120 students in grades K=12. The campus services ambulatory students that are residentially placed at the Village of Childhelp and those community students that are placed by Local Education Agencies.

The Primary disabling conditions and eligibilities area: Emotional Disturbance, Specific Learning Disability, Other Health Impaired, Intellectually Disabled, and Autism. The campus is able to serve those students needing Speech and Language Therapy, Behavioral Counseling and Occupational Therapy.

Entrance and Exit Criteria: Entrance: The NPS does not refuse service to any eligible student that has an active IEP designating the NPS setting as the Least Restrictive Environment that address the student's needs. The NPS honors all Administrative Placements by local school districts and IEP meetings are scheduled within 30 days to review the appropriateness of the placement. The NPS might deny enrollment if the referred student poses a danger, or poses a safety risk to the general NPS population. The NPS is willing to work with hard to place and problematic students but will not accept a student if the NPS is unable to provide services, safety and supervision of the referred student. Exit: Students may exit the program after completing the requirements for Transition to Public School. The student must change their behavior and be consistent in those changes to transition to public school. A student may transition to public school, Full or Part Time, if there is a program available to meet the student's needs. A student may exit the NPS program if there is a change in residential setting, the new residence is outside the NPS perimeter and Transportation by the NPS is not possible or appropriate.

Educational Focus: The NPS strives to return NPS students to the public school system. The NPS focuses on core academics and strives to provide students access to approved CDE common core curriculum with special attention to CDE common core standards. The NPS is able to make adjustments in curriculum and textbooks when it determined by IEP that a student needs to be taught Functional and Practical Skills. The NPS provides small group instruction, with remedial programming in Reading and Mathematics.

Specific services designed to address student needs: The educational program provides Accommodations and Supports for Special Education Students to make them successful in the classroom. The NPS will provide as needed, small group instruction, frequent breaks, and time outs, shortened assignments, directions repeated or read aloud. The NPS provides behavioral counseling designed to meet individual needs. The NPS supports Behavior Support Planning for all students who have behavioral issues.

The NPS campus offers a computer that provides opportunities to all students, a Library, a full service Gym, Physical Education Ball Fields, Hot Lunches for all students, specially Designed Physical Education programming, Educational and Incentive Field Trips, Ranch activities, Work Experience, a Point and Level System, Daily Report Cards sent home, and a Staff to Student ratio of one staff to 4 students.

Student Enrollment by Grade Level (School Year 2016–17)

Grade Level	Number of Students
Kindergarten	0
Grade 1	3
Grade 2	5
Grade 3	6
Grade 4	14
Grade 5	15
Grade 6	12
Grade 7	9
Grade 8	6
Ungraded Elementary	0
Grade 9	7
Grade 10	6
Grade 11	7
Grade 12	5
Ungraded Secondary	0
Total Enrollment	95



Student Enrollment by Student Group (School Year 2016–17)



Student Group	Percent of Total Enrollment
Black or African American	24.7
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	26.6
Native Hawaiian or Pacific Islander	0
White	18.05
Two or More Races	0
Socioeconomically Disadvantaged	90.25
English Learners	0
Students with Disabilities	100
Foster Youth	2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2014–15	School 2015–16	School 2016–17	District 2016–17
With Full Credential	8	8	8	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014–15	2015–16	2016–17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2016–17)

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
All Schools in District	NA	NA
High-Poverty Schools in District	NA	NA
Low-Poverty Schools in District	NA	NA

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which the data were collected: October, 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016	2016	0
Mathematics	2016	2016	0
Science	2016	2016	0
History-Social Science	2016	2016	0
Foreign Language	2016	2016	0
Health	2016	2016	0
Visual and Performing Arts	2016	2016	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0

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

School Facility Conditions and Planned Improvements – Most Recent Year

The Village Safety Committee conducts reviews quarterly. It holds meetings to discuss any new business such as accidents and trends, self-inspection reports, and all recommendations submitted by outside agencies (Fire Department, Cal-Osha, etc.). Fire drills are held monthly and van evacuation drills are completed 2 times per year.



School Facility Good Repair Status – Most Recent Year

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

Year and month in which the data were collected: October, 2016

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

Overall Facility Rate – Most Recent Year

Year and month in which the data were collected: October, 2016

Overall Rating	Good	Fair	Poor
	X		



C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement – Most Recent Year

Childhelp Non-Public School encourages and support parental involvement through various activities, including Communication Logs, Daily Point Sheets, Annual Open House, Awards Assembly and Annual Holiday Events as well as the opportunity to volunteer at the school. Communication is encouraged with staff by calling or scheduling a specific time to discuss questions or concerns.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School								
	2014–15	2015–16	2016–17						
Dropout Rate	0	0	0						
Graduation Rate	*30%	*20%	*30%						

*= Percentage of Enrolled High School

Completion of High School Graduation Requirements – Graduating Class of 2016

Group	School		
All Students	1		
Black or African American	0		
American Indian or Alaska Native	0		
Asian	0		
Filipino	0		
Hispanic or Latino	0		
Native Hawaiian or Pacific Islander	0		
White	1		
Two or More Races	0		
Socioeconomically Disadvantaged	0		
English Learners	0		
Students with Disabilities	1		
Foster Youth	0		



State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety



Suspensions and Expulsions

Rate	School			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions	0	1	0	NA	NA	NA	NA	NA	NA
Expulsions	0	0	0	NA	NA	NA	NA	NA	NA

School Safety Plan – Most Recent Year

Narrative provided by the LEA

Use this space

the safety plan was last reviewed, updated, and discussed with faculty and a student representative; as well as a brief description of the key elements of the plan.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0				0	1			0	1		
1	0				10	1			10	1		
2-3	10	1			10	1			10	1		
3-4	10	1			10	1			10	1		
4-5	10	1			10	1			10	1		
5-6	10	1			10	1			10	1		
6-8	10	1			10	1			10	1		
7-9	10	1			10	1			10	1		
9-12	10				10	1			10	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

**All classes are multi-grades.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12	2			12	2			12	2		
Mathematics	12	2			12	2			12	2		
Science	12	2			12	2			12	2		
Social Science	12	2			12	2			12	2		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016–17)

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

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	NA
Library Media Teacher (librarian)	1	NA
Library Media Services Staff (paraprofessional)	0	NA
Psychologist	0	NA
Social Worker	0	NA
Nurse	0	NA
Speech/Language/Hearing Specialist	1	NA
Resource Specialist (non-teaching)	0	NA
Other – Occupational Therapist	0	NA

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$142.00 per diem	N/A	\$4,618.00	\$55,539.00
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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