

2019–2020 School Accountability Report Card

CHILDHHELP SCHOOL OF VILLAGE WEST



School Accountability Report Card
January 31st 2021

School Accountability Report Card Reported Using Data from the 2019–2020 School Year

California Department of Education

For Childhelp School of Village West

Address: 14700 Manzanita Park Rd., Beaumont, CA 92223

Phone: 951-845-3155

Principal: Dr. Chukwuka Bandele

Grade Span: K-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

About This School

District Contact Information (School Year 2020–2021)

Entity	Contact Information
District Name	Beaumont Unified School District
Phone Number	951-845-3155
Superintendent	Dr. Maureen Latham
Email Address	mlatham@beaumont.k12.ca.us
Website	http://www.beaumont.k12.ca.us

School Contact Information (School Year 2020–2021)

Entity	Contact Information
School Name	Childhelp School of Village West
Street	14700 Manzanita Park Rd.
City, State, Zip	Beaumont, CA. 92223
Phone Number	951-845-3155
Principal	Dr. Chukwuka Bandele
Email Address	cbandele@childhelp.org
Website	http://www.childhelp.org
County-District-School (CDS) Code	33-66993-6203780

School Description and Mission Statement (School Year 2020–2021)

Narrative provided by the LEA

Use this space to provide information about the school, its program, and its goals.

Childhelp School of Village West (CHSVW) is a Nonpublic nonsectarian schools (NPS) school located in Beaumont, Ca. The school is situated in Merv Griffin Village which is a residential facility. CHSVW is contracted with various SELPAs and LEAs within the Riverside and San Bernardino counties. Student population comprises of both community and residential students who qualify for special education services as specified by IDEA. CHSVW provides educational services to male and female student grades ranging from Kindergarten through 12th grades, ages 6-22 years of age who are diagnosed with Emotional Disturbance (ED), Other Health Impairment (OHI), Specific Learning Disability (SLD), Autism, Intellectual Disability (ID) and Speech & Language Impairment (SLI). Program modality depends on the nature of disability, IEP goals and treatment plans as prescribed on the Individual Service Agreement. Our curriculum delineates course of study that is aligned with the California Department of Education (CDE), and offers courses similar to the contracting school districts. All students are actively involved in common core subjects that are standard based, and support the achievements of the academic standards and learning outcomes expected by the CDE and collaborating school districts. Students have access to state approved textbooks and the e-curriculum component to meet various learning styles and needs. There are instances where diploma track students are behind on their credits, CHSVW provides credit recovery opportunity to get them back on graduation track.

Our Transitional Pathways program offers Career Technical Education (CTE) to students based on career assessment. Students get an opportunity to go on field trips within the community based on their career or college of interest. CHSVW also offer alternative curriculum such as social emotional learning which is specifically designed to address the

unique needs of students with Autism and Intellectual Disability. The alternative curriculum address deficits in language, social, sensory, physical and development needs. Additionally, CHSVW offers a Functional Academic class for grades 6-12 and beyond which prepares students for independent living and post-secondary education. The Functional Academic class primarily focuses on vocational skills, adaptive living skills and community-based instruction.

The behavioral management plan is vital to our program success. CHSVW behavior management program derives from Applied Behavior Analysis (ABA) principles which emphasizes positive reinforcement. The behavior program offers a therapeutic environment and a token economy level program with incentives to reward positive and desirable behavior. Efforts to address behavior are not merely limited to reducing frequency and intensity, but are targeted toward the acquisition of behavior and social skills necessary for optimal psychological and socio-emotional functioning. Middle school and high school students participate in a Transferable Skills program that prepares them for work experience. Students are rewarded with monetary compensation every two weeks based on behavior level system. This program allows students to learn about budgeting, savings, money management, time management and work ethics. Teachers and paraprofessionals implement BSPs and BIPs as specified in the IEP, including special factors to accommodate and support student learning and minimize behaviors. CHSVW adopted Boys Town social skills to help students build social skills and reduce maladaptive behaviors. Individual and group services are also available to help students orientate, acclimate and provide emotional support. All staff are Pro-ACT trained on evidence-based principles required to deescalate student behavior through crisis communication and intervention strategies. CHSVW does not accept students whose services cannot be met as outlined in the IEP. CHSVW has an open entry and exit depending on roster capacity. Students are generally referred by the contracting school district. The goal of CHSVW is to transition students back to their school of residents. The decision to transition a student is a collaborative effort by the IEP team members.

School Vision:

Childhelp School of Village West's vision is to empower students with self-advocacy skills and a growth mindset that goes beyond students' varying and different abilities.

School Mission:

Childhelp School of Village West's mission is to provide a safe and nurturing learning environment with emphasis on behavior management, social emotional learning, citizenship, academic excellence and community-based instruction that will prepare students for successful transitioning and/or post-secondary education.

School Goals:

- Build a school-wide culture of growth mindset, learning, accountability and responsibility.
- Create a structured, safe and neutral learning environment for our student population.
- Develop a Universal Design for Learning (UDL) that meets the learning objectives of all student with adequate support and accommodations to help bridge the learning gap.
- Enhance student's self-advocacy skills that will transform and translate to a successful transition into adulthood.

- Utilize evidence-based and effective behavioral management strategies and interventions to help students achieve desirable behaviors conducive for learning.
- Provide ongoing professional development training to all staff as mandated by federal, state and local laws.
- Encourage parent advocacy meetings and work collaboratively on meeting student needs.
- Work collaboratively with districts, parents and students to increase graduation rates.
- Maintain 85% Average Daily Attendance (ADA) rate on a monthly basis.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	2
Grade 3	10
Grade 4	10
Grade 5	7
Grade 6	8
Grade 7	4
Grade 8	8
Ungraded Elementary	0
Grade 9	9
Grade 10	7
Grade 11	5
Grade 12	0
Ungraded Secondary	0
Total Enrollment	70

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	25%
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	30%
Native Hawaiian or Pacific Islander	0
White	45%
Two or More Races	0
Socioeconomically Disadvantaged	95%
English Learners	2
Students with Disabilities	100%
Foster Youth	5%
Homeless	0

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 2018–2019	School 2019–2020	School 2020–2021
With Full Credential	0	7	7
Without Full Credential	0	2	1
Teaching Outside Subject Area of Competence (with full credential)	0	2	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	2	0
Vacant Teacher Positions	0	2	2

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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2021

NPS07a - Instructional Materials, Grades K-8

NPS Name: Childhelp School of Village West

Instructional materials must align with California standards.

Core Subject Abbreviations:				
English Language Arts (ELA) Math (MAT) Social Science (SS) Science (SCI)				
Grade Level	Core Subject Abbreviation	Current Textbooks and Instructional Materials (use Exact Title of Publication)	Publication Date	State Adopted YES/NO
K.0	ELA	Wonder California Reading & Writing Workshop Start Smart	2017	Yes
K.1	ELA	Wonders California Reading & Writing Workshop Unit 1	2017	Yes
K.2	ELA	Wonders California Reading & Writing Workshop Unit 2	2017	Yes
K.3	ELA	Wonders California Reading & Writing Workshop Unit 3	2017	Yes
K.4	ELA	Wonders California Reading & Writing Workshop Unit 4	2017	Yes
K.5	ELA	Wonders California Reading & Writing Workshop Unit 5	2017	Yes
K.6	ELA	Wonders California Reading & Writing Workshop Unit 6	2017	Yes
K.7	ELA	Wonders California Reading & Writing Workshop Unit 7	2017	Yes
K.8	ELA	Wonders California Reading & Writing Workshop Unit 8	2017	Yes
K.9	ELA	Wonders California Reading & Writing Workshop Unit 9	2017	Yes
K.10	ELA	Wonders California Reading & Writing Workshop Unit 10	2017	Yes
K	ELA	Wonders Reading Writing Workshop Big Book Package	2017	Yes
K	ELA	Wonders Literature Big Book Package (32 Books)	2017	Yes
K	ELA	Wonders Decodable Reader Package (1 Copy of 11 Units)	2017	Yes
K	ELA	Wonders Close Reading Companion	2017	Yes
K	ELA	Wonders Your Turn Practice Book	2017	Yes
K	SCI	Science Activity Book	2011	Yes
K	SCI	Science Activity Book	2008	Yes
K	SS	Living Learning and Working Together	2014	Yes
K	SS	Biographies Leveled Readers Complete Set (1 Each of 15 Titles)	2009	Yes
K	SS	Places & Events Leveled Readers Complete Set (1 Each of 15 Titles)	2009	Yes
K	SS	Impact California Learning And Working Research Companion	2019	Yes
K	MAT	My Math Volume 1	2015	Yes
K	MAT	My Math Volume 2	2015	Yes
K	MAT	Math Songs CD (Mathematics: Concepts, Skills & Problems Solving)	2007	Yes
K	MAT	www.connected.mcgraw-hill.com (Online Subscription)	2013	Yes
K	ELA	www.connected.mcgraw-hill.com (Online Subscription)	2017	Yes
1.1	ELA	Wonders California Reading & Writing Workshop	2017	Yes
1.2	ELA	Wonders California Reading & Writing Workshop	2017	Yes
1.3	ELA	Wonders California Reading & Writing Workshop	2017	Yes
1.4	ELA	Wonders California Reading & Writing Workshop	2017	Yes
1.1	ELA	Wonders Literature Anthology	2017	Yes
1.2	ELA	Wonders Literature Anthology	2017	Yes
1.3	ELA	Wonders Literature Anthology	2017	Yes
1.4	ELA	Wonders Literature Anthology	2017	Yes
1	ELA	Wonders Reading Companion	2017	Yes
1	ELA	Wonders Decodable Pkg	2017	Yes
1	ELA	Wonders Literature Big Books Package	2017	Yes
1	ELA	California Reading & Writing Workshop Big book Pkg	2017	Yes
1	ELA	Wonders Reading & Writing Your Turn Practice Book	2017	Yes
1	SCI	Science A Closer Look	2011	Yes
1	SCI	Pupil Edition	2011	Yes
1	SCI	www.connected.mcgraw-hill.com (Online Subscription)	2011	Yes
1	SS	Our Community And Beyond	2014	Yes
1	SS	Impact California A Child's Place Research Companion	2019	Yes
1	MAT	My Math Volume 1	2015	Yes
1	MAT	My Math Volume 2	2015	Yes
1	MAT	Math Songs CD (Mathematics: Concepts, Skills & Problems Solving)	2007	Yes
1	ELA	www.connected.mcgraw-hill.com (Online Subscription)	2017	Yes
1	MAT	www.connected.mcgraw-hill.com (Online Subscription)	2015	Yes
2	ELA	Wonders California Reading & Writing Workshop	2017	Yes
2	ELA	Wonders Literature Anthology	2017	Yes
2	ELA	Wonders Close Reading Companion	2017	Yes

NPS07a - Instructional Materials, Grades K-8

NPS Name: Childhelp School of Village West

Instructional materials must align with California standards.

Core Subject Abbreviations:				
English Language Arts (ELA) Math (MAT) Social Science (SS) Science (SCI)				
Grade Level	Core Subject Abbreviation	Current Textbooks and Instructional Materials (use Exact Title of Publication)	Publication Date	State Adopted YES/NO
2	ELA	Wonders Reading & Writing Your Turn Practice Book	2017	Yes
2	SCI	Science A Closer Look	2011	Yes
2	SCI	www.connected.mcgraw-hill.com (Online Subscription)	2011	Yes
2	SS	Who We Are As Americans	2014	Yes
2	SS	Impact California People Who Make A Difference Research Companion	2019	Yes
2	MAT	My Math Volume 1	2015	Yes
2	MAT	My Math Volume 2	2015	Yes
2	MAT	Math Songs CD (Mathematics: Concepts, Skills & Problems Solving)	2010	Yes
2	ELA	www.connected.mcgraw-hill.com (Online Subscription)	2017	Yes
2	MAT	www.connected.mcgraw-hill.com (Online Subscription)	2015	Yes
3	ELA	Wonders California Reading & Writing Workshop	2017	Yes
3	ELA	Wonders Literature Anthology	2017	Yes
3	ELA	Wonders Close Reading Companion	2017	Yes
3	ELA	Wonders Reading & Writing Your Turn Practice Book	2017	Yes
3	SCI	Science A Closer Look	2011	Yes
3	SCI	www.connected.mcgraw-hill.com (Online Subscription)	2011	Yes
3	SS	The United States Communities And Neighbors	2014	Yes
3	SS	Impact California Continuity And Change Research Companion	2019	Yes
3	MAT	My Math Volume 1	2015	Yes
3	MAT	My Math Volume 2	2015	Yes
3	MAT	Math Songs CD (Mathematics: Concepts, Skills & Problems Solving)	2010	Yes
3	ELA	www.connected.mcgraw-hill.com (Online Subscription)	2017	Yes
3	MAT	www.connected.mcgraw-hill.com (Online Subscription)	2015	Yes
4	ELA	Wonders California Reading & Writing Workshop	2017	Yes
4	ELA	Wonders Literature Anthology	2017	Yes
4	ELA	Wonders Close Reading Companion	2017	Yes
4	ELA	Wonders Reading & Writing Your Turn Practice Book	2017	Yes
4	SCI	Science A Closer Look	2011	Yes
4	SCI	www.connected.mcgraw-hill.com (Online Subscription)	2011	Yes
4	SS	United States Early Years	2014	Yes
4	SS	Impact California A Changing State Research Companion	2019	Yes
4	MAT	My Math Volume 1	2015	Yes
4	MAT	My Math Volume 2	2015	Yes
4	MAT	Math Songs CD (Mathematics: Concepts, Skills & Problems Solving)	2007	Yes
4	ELA	www.connected.mcgraw-hill.com (Online Subscription)	2017	Yes
4	MAT	www.connected.mcgraw-hill.com (Online Subscription)	2015	Yes
5	ELA	Wonders California Reading & Writing Workshop	2017	Yes
5	ELA	Wonders Literature Anthology	2017	Yes
5	ELA	Wonders Close Reading Companion	2017	Yes
5	ELA	Wonders Reading & Writing Your Turn Practice Book	2011	Yes
5	SCI	Science A Closer Look	2011	Yes
5	SCI	www.connected.mcgraw-hill.com (Online Subscription)	2011	Yes
5	SS	United States Modern Times	2014	Yes
5	SS	Impact California US History Research Companion	2019	Yes
5	MAT	My Math Volume 1	2015	Yes
5	MAT	My Math Volume 2	2015	Yes
5	ELA	www.connected.mcgraw-hill.com (Online Subscription)	2017	Yes
5	MAT	www.connected.mcgraw-hill.com (Online Subscription)	2015	Yes
6	ELA	Wonders California Reading & Writing Workshop	2017	Yes
6	ELA	Wonders Literature Anthology	2017	Yes
6	ELA	Wonders Close Reading Companion	2017	Yes
6	ELA	Wonders Reading & Writing Your Turn Practice Book	2017	Yes
6	SCI	Science A Closer Look	2012	Yes

NPS07a - Instructional Materials, Grades K-8

NPS Name: Childhelp School of Village West

Instructional materials must aligned with California standards.

[illegible]

NPS07b - Instructional Materials, Grades 9-12

NPS Name: Childhelp School of Village West

[illegible]

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders California Reading/Writing 2017; California Study Sync 2016	2017	0
Mathematics	California Math 2017	2017	0
Science	McGraw Hill 2014; Inspire Earth, Life, Physical Science 2020	2020	0
History-Social Science	McGraw Hill 2014	2014	0
Foreign Language	McGraw Hill 2020	2020	0
Health	McGraw Hill 2021	2021	0
Visual and Performing Arts	N/A	N/A	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

Narrative provided by the LEA
<i>Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).</i>

Childhelp School of Village West is situated on the 123-acre site of Childhelp Merv Griffin Village. Students have access to all amenities the village has to offer, including the library, computer lab, gymnasium, pool and ranch. The beautifully maintained grounds are the perfect setting, giving students the peaceful environment they need to be successful.

Building Maintenance and Repairs: School administration and the maintenance department work collaboratively to ensure that the building and facility is in good operational condition. Childhelp School of Village West has a work order process through WorxHub. All staff are trained and encouraged to report maintenance issues when they become aware of a potential safety hazard. The school implemented a “Good catch” program to encourage staff to report safety and hazardous issues. Work orders are processed through the

WorxHub system and tracked accordingly by the maintenance department. Childhelp School of Village West ensure that the building maintenance is up to standards according to OSHA or CDE regulations.

Safety Committee Team: The Safety Committee Team meet monthly to discuss any safety concerns within the facility. The team review the safety calendar to ensure that all drills are conducted as scheduled. These drills comprise of fire, natural disasters and active shooter preparedness. Each drill is recorded accordingly and reviewed for quality assurance and quality improvement.

Custodian: Childhelp School of Village West have janitorial staffs on duty to ensure cleanliness of the facility at all times. School grounds and classrooms are cleaned before and after school. In situations that necessitates blood borne pathogens, janitorial staffs adhere to established school protocols to prevent spread of germs and minimize risk of infections.



School Facility Good Repair Status

Using the **most recently collected** 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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report January 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			None
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			None
Electrical: Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			None

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts/Literacy (grades 3-8 and 11)	DPC	N/A	DPC	N/A	DPC	N/A
Mathematics (grades 3-8 and 11)	DPC	N/A	DPC	N/A	DPC	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
Science (grades 5, 8 and high school)	DPC	N/A	DPC	N/A	DPC	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Career Technical Education Programs (School Year 2019–2020)

Narrative provided by the LEA

Use this space to provide information about Career Technical Education (CTE) programs as follows:

Childhelp School of Village West's Transitional Pathways program helps transition eligible students with post-secondary education. Students are assessed in the areas of CTE, college readiness and independent living skills. Student's needs or interest areas determines the course of action. The transitional team works collaboratively with community agencies for fieldtrip exposures.

The Edmentum e-curriculum highlights industry-leading career and technical education (CTE) collection which empowers students to discover and prepare for in-demand careers in areas like information technology (IT), health science, and hospitality & tourism. Edmentum's career paths cover a breadth of topics that allow students to learn the skills needed for careers that interest them and ultimately put them on a path toward job readiness and career certification. Here are some of the course offerings:

Agriculture, Food & Natural Resources

Principles of Agriculture, Food, and Natural Resources, A/B

Architecture & Construction

Foundations of Green Energy

Principles of Architecture and Construction, A/B

Arts, Audio/Video Technology & Communications

Audio/Video Production 1, A/B

Audio/Video Production 2, A/B

Audio/Video Production 3, A/B

Digital and Interactive Media, A/B

Graphic Design and Illustration, A/B

Principles of Arts, A/V Technology, and Communications, A/B

Professional Communications

Professional Photography, A/B

Business, Management & Administration

Business Information Management, A/B

Electronic Communication Skills

Entrepreneurship, A/B

International Business

Principles of Business, Marketing, and Finance, A/B

Education & Training

Principles of Education and Training, A/B

Finance

Accounting, A/B

Introduction to Finance

Foundational Skills

Career Explorations

Essential Career Skills

Government & Public Administration

Principles of Government and Public Administration, A/B

Health Science

Applied Medical Terminology, A/B

Certified Nurse Aide A/B

Health Science 1, A/B

Health Science 2, A/B

Principles of Health Science, A/B

Hospitality & Tourism

Culinary Arts, A/B

Food Handler and Food Manager Certifications

Nutrition and Wellness

Principles of Hospitality and Tourism, A/B

Human Services

Child Development and Parenting, A/B

Principles of Human Services, A/B

Information Technology

CompTIA A+ 220-1001

CompTIA A+ 220-1002

CompTIA Network+ Certification (N10-007)

Computer Programming I A/B

Computing for College and Careers, A/B

Game Development

Introduction to Android Mobile App Development

Introduction to Cybersecurity

Introduction to iOS Mobile App Development

Principles of Information Technology, A/B

Robotics I

Web Technologies, A/B

Law, Public Safety, Corrections & Security

Principles of Law, Public Safety, Corrections, and Security, A/B

Introduction to Criminology

Manufacturing

Principles of Manufacturing, A/B

Marketing

Marketing, Advertising, and Sales

Sports and Entertainment Marketing

STEM

Drafting and Design, A/B

Principles of Engineering and Technology, A/B

Transportation, Distribution & Logistics





Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	4
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	5%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	2
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	1

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020–2021)

Narrative provided by the LEA

Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Childhelp School of Village West believes in parent advocacy and involvement. It is through teamwork that we can achieve our mission of providing quality education to our students. Therefore, communication is strongly encouraged between staff and parents/guardians. There is a daily communication log/point sheets sent home to provide snapshot of the student's day. Parents are encouraged to reach out to teachers or school administrators regarding student progress or any other concerns. There are other opportunities for parent/guardians involvements throughout the school year. Our school also encourage parent volunteer throughout the school year. During Summer school session, Childhelp School of Village West invites parents/guardians for its annual "Multi-cultural Day" event. Parents/guardians get to meet school staff and experience a multi-cultural event that is organized by our student population. Childhelp School of Village West partners with community agencies to coordinate a "Career Day" event. Parents/guardians and community

members are invited to the event to provide students exposure to career awareness and career options. Holiday seasons are a great time to connect with families as well. Childhelp School of Village West donates Thanksgiving turkey and dinner baskets to our low income families. All our students also get Christmas gift donations as a way of giving back to our communities. During Childhelp's annual Christmas Party, parents/guardians are invited to the Children Activity Center (CAC) for an evening of entertainment. Our students showcase their talents by performing various acts on stage. Lastly, parents/guardians attend our annual graduation/promotion ceremony.

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 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	30%	30%	20%	DPC	DPC	DPC	DPC	DPC	DPC

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

(data collected between July through June, each full school year respectively)

Rate	School 2017– 2018	School 2018– 2019	District 2017– 2018	District 2018– 2019	State 2017– 2018	State 2018– 2019
Suspensions	0	0	0	DPC	DPC	DPC
Expulsions	0	0	0	DPC	DPC	DPC

Suspensions and Expulsions for School Year 2019–2020 Only
 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
Suspensions	2	DPC	DPC
Expulsions	0	DPC	DPC

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

Narrative provided by the LEA

Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with faculty and a student representative; as well as a brief description of the key elements of the plan.

Prior to enrollment, Childhelp School of Village West provide parents/guardians and/or students with school intake form. The intake form provides detailed information on school safety plans such mandatory child abuse reporting or sexual harassment. All staff members are required by law to be trained on mandatory child abuse reporting and sexual harassment. Childhelp School Village West take precautionary measures to ensure that no weapons or drugs are permitted on school grounds. All visitors are mandated to report to the front office for proper check-in/out. Visitors are provided with a badge and guided by staff while on school grounds. Staff members and students are oriented on van safety rules and regulations. All students are escorted to their classrooms upon arrival and escorted to the van parking lot during dismissal. All student movements are monitored and supervised by staff members. All staffs or students are encouraged to report confidentially of any suspicious activities within the school grounds and our "Good catch" program helps identify potential hazardous issues for corrections. All entrances/exit signs are well lid and our classrooms are inspected daily for risk of fire hazards and any potential safety hazards. Fire, natural disaster and active shooter drills are conducted routinely for safe response and training purposes.



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) (School Year 2017–2018)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	-	DPC	DPC
1	0	-	DPC	DPC
2	0	-	DPC	DPC
3	0	-	DPC	DPC
4	0	-	DPC	DPC
5	0	-	DPC	DPC
6	0	-	DPC	DPC
7-9	0	-	DPC	DPC
9-12	0	-	DPC	DPC
**Other	9	6		

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

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	-	DPC	DPC
1	0	-	DPC	DPC
2	0	-	DPC	DPC
3	0	-	DPC	DPC
4	0	-	DPC	DPC
5	0	-	DPC	DPC
6	0	-	DPC	DPC
Other**	10	6	DPC	DPC

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

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	-	DPC	DPC
1	0	-	DPC	DPC
2	0	-	DPC	DPC
3	0	-	DPC	DPC
4	0	-	DPC	DPC
5	0	-	DPC	DPC
6	0	-	DPC	DPC
Other**	10	6	DPC	DPC

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

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	2	DPC	DPC
Mathematics	12	2	DPC	DPC
Science	12	2	DPC	DPC
Social Science	12	2	DPC	DPC

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	2	DPC	DPC
Mathematics	12	2	DPC	DPC
Science	12	2	DPC	DPC
Social Science	12	2	DPC	DPC

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	2	DPC	DPC
Mathematics	12	2	DPC	DPC
Science	12	2	DPC	DPC
Social Science	12	2	DPC	DPC

*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.

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	1:32

*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.

Student Support Services Staff (School Year 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	46

*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 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	142.00 per diem	DPL	4,618.00	58,240
District	N/A	N/A	DPL	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

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

Types of Services Funded (Fiscal Year 2019–2020)

Narrative provided by the LEA

Provide specific information about the types of programs and services available at the school that support and assist students.

CHSVW has a multi-disciplinary approach within the educational and behavioral programs. Each multi-disciplinary teams (MDT) are intertwined and work collaboratively to ensure student safety and successful adaptation. Students are expected to meet all expectations set within the various entities. CHSVW has highly qualified credentialed teachers who specialize in special education. Students are placed with classroom teachers who have the appropriate credential based on student's disabilities.

All students at CHSVW participate in the free lunch program. They are provided morning snacks and daily lunch with emphasis on balanced diet. Students who are allergic to certain beverages or food items are provided alternatives. CHSVW provides extracurricular activities such as Equine experience, Art therapy, Specially Designed PE, Computer Lab, School Library, Swimming and a Sensory room. Since students all have exceptional and distinct needs, these activities are designed to meet each and individual student unique needs. In addition to our Behavior Counselors, CHSVW is also contracted with outside agencies to provide Related Services such as speech therapy and occupational therapy. In instances where other services are recommended based on triennial, FBA or other assessments, CHSVW work collaboratively with the school districts to ensure that assistive technology or adaptive PE services are rendered accordingly. Definition of each entities are as follows:

Educational program- The educational program is aligned with the common core state standards with flexibility, accommodations and supports for all students. The NPS provides small group and/or individualized instruction, frequent breaks, time away, shortened assignments, directions repeated, read aloud or assistive technology as specified in the IEP.

Behavior counseling- Related service that addresses maladaptive behavioral patterns with replacement behaviors, emphasis on trauma informed therapy and the acquisition of social skills through individual and group therapy.

Positive intervention plan- A PBIP is a very detailed plan that is based on information gathered during the Functional Assessment. It provides support and strategies that can be used to reduce the problematic behavior and replace it with something else that is more socially acceptable. The Positive Behavior Intervention Plan lists many recommendations and strategies to be used, many of which are described under Specialized Classroom Management (Boys Town Educational Model).

Speech therapy- Related service provided by a state approved licensed speech pathologist or qualified designee that work individually with students to assess and provide services to improve the linguistic area. This agency only works with the school entity and does not provide services to the residential program.

Occupational therapy- Related service provided by a state approved licensed therapist to help students improve their gross and fine motor skills. This agency only works with the school entity and does not provide services to the residential program.

Art therapy- An extracurricular activity is facilitated by an art therapist to help students identify their creative mindset, provide aesthetic experience, project-based learning and

exercise their motor skills. This program is built into the school's daily bell schedule. The art program is also available to the residential program during the weekends when the school is not in session.

Equine experience- An extracurricular activity facilitated by an equine therapist to help students interact with animals in a caring manner and teaches the significance of relationship building and nonverbal communication skills. The equine program is built into the school's daily bell schedule. The equine program is also available to the residential program during the weekends when the school is not in session.

Computer lab- An extracurricular activity facilitated by the librarian assistant to provide students access to technology such as gaming apps (Success-Maker), Microsoft software, researching and keyboarding.

Library experience- An extracurricular activity designed to give students the experience of bookkeeping, researching books and checking in/out instructional materials. The librarian also offers an Accelerated Reading program and help with fluency and remedial literacy.

Transferable skills program- An incentive program designed to provide students work and vocational experience that is transferable for independent living skills or vocational trade. The transferable skills program is not linked to the residential program.

Transitional pathways- Guides students on career or college readiness path and community exposure in preparation for a post-secondary education. The transitional pathways program is not linked to the residential program.

Nutritional program- Provides free snacks or lunches to our student population with emphasis on balanced diet and provide accommodation to students who have specific allergies. The nutrition program is school based and not affiliated with the residential program.

Medical program- Childhelp medical department is located within the residential facility and the nurse on duty provides consults to CHSVW front office staff on most medical emergencies or situations that requires medical attention.

Specially Designed Physical Education- Each student has access to a specially designed physical education as specified by the IEP. The PE program is facilitated by a coach or a qualified fitness instructor and is designed to provide health education, nutrition, physical activity (sports) and to also teach students about sharing and the importance of good sportsmanship. The Children Activity Center (CAC) is available to the residential students during the weekends or when the school is out of session.

Sensory room- The sensory room is designed for calming, deescalating behaviors and also to meet the sensory diets of all students.

Transportation services- The NPS has school vans for transporting community students from home to school and vice versa. The NPS vans are strictly operated by the school staff and for school related activities. The NPS does not share the vans with the residential program.

Swimming pool- During the summer, the NPS students have access to the swimming pool. Our students are assessed to determine their levels. They are closely monitored and supervised during the swimming hours. The swimming pool is also accessible to the residential program when the school is closed or out of session.

Childhelp School of Village West currently receives funding for the following services:

- Special Day Class
- Speech & Language Services
- Occupational Therapy
- Educational Related Mental Health Services (ERMHS)
- Behavior Intervention Design or Planning

- Assessments
- Career Awareness
- Behavioral Services
- Nutrition program
- 1:1 Aides
- Transportation services



Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	DPC	DPC
Mid-Range Teacher Salary	DPC	DPC
Highest Teacher Salary	DPC	DPC
Average Principal Salary (Elementary)	DPC	DPC
Average Principal Salary (Middle)	DPC	DPC
Average Principal Salary (High)	DPC	DPC
Superintendent Salary	DPC	DPC
Percent of Budget for Teacher Salaries	DPC	DPC
Percent of Budget for Administrative Salaries	DPC	DPC

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses: _____ DPC _____

Subject	Number of AP Courses Offered*
Computer Science	DPC
English	DPC
Fine and Performing Arts	DPC
Foreign Language	DPC
Mathematics	DPC
Science	DPC
Social Science	DPC
Total AP Courses Offered*	DPC

*Where there are student course enrollments of at least one student.

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	38