

# **School Accountability Report Card**

## **Reported Using Data from the 2018–19 School Year**

### **California Department of Education**

## *For Cheerful Helpers Therapeutic School*

**Address:** 3300 Wilshire Blvd Los Angeles 90010 **Phone:** 213.387.7252

**Principal:** Mary Harris, LMFT Clinical Director **Grade Span:** Preschool - Kindergarten

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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).

### **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.

## About This School

### District Contact Information (School Year 2019–20)

Entity	Contact Information
<b>District Name</b>	Los Angeles Unified School District
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austen Beutner
<b>Email Address</b>	Auster.beutner@lausd.net
<b>Website</b>	LAUSD.net

### School Contact Information (School Year 2019–20)

Entity	Contact Information
<b>School Name</b>	Cheerful Helpers Child and Family Study Center
<b>Street</b>	3300 Wilshire Blvd
<b>City, State, Zip</b>	Los Angeles, CA 90010
<b>Phone Number</b>	213.387.7252
<b>Principal</b>	Mary Harris, LMFT, Clinical Director
<b>Email Address</b>	Mary.harris@cheerfulhelpers.org
<b>Website</b>	www.cheerfulhelpers.org
<b>County-District-School (CDS) Code</b>	NPSA ID# 19-64733-6906374

### School Description and Mission Statement (School Year 2019–20)

This preschool-kindergarten program is for children, ages 3-8, with high-functioning autism, attachment disorders, developmental and processing delays, as well as learning and emotional difficulties. The developmental, relationship-based treatment approach is accomplished through a combination of educational, sensory-motor, communication, and family systems interventions. In addition to academics the school program includes art, music, movement, and yoga.

Children attend school five days per week, in small language-rich classes, with a 1:2 staff to student ratio and a dedicated multi-disciplinary team of special education teachers and therapists. We have a wrap around approach, with a foundation in relationship building and respect for the individual growth of each child, that seeks to provide our families with many therapeutic services within their school day, as well as support in locating resources outside of our agency as needed. To that end, all parents participate in family therapy, as well as a weekly parent group. School-based occupational and speech and language services are also provided by licensed therapists as needed. And, when children are ready they are included in our twice-weekly social skills program.

**Mission Statement:** We provide hope to families with young children experiencing significant developmental, social and emotional challenges. In a safe and warm setting, we offer a unique collaborative, educational and therapeutic approach, empowering the entire family to achieve their potential for life-long growth.

**Student Enrollment by Grade Level (School Year 2018–19)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	4

**Student Enrollment by Student Group (School Year 2018–19)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	10%
<b>Native Hawaiian or Pacific Islander</b>	20%
<b>White</b>	30%
<b>Students with Disabilities</b>	100%

**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**

<b>Teachers</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>School 2019–20</b>	<b>District 2019–20</b>
<b>With Full Credential</b>	3	2	2	n/a
<b>Without Full Credential</b>	0	0	0	n/a
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	n/a

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	0	0	N/A
Total Teacher Misassignments*	0	0	N/A
Vacant Teacher Positions	0	0	N/A

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 2019–20)**

*Year and month in which the data were collected: December 2019*

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017	Yes	0
Mathematics	2018	DPL	0
Science	2020	DPL	0
History-Social Science	2019	DPL	0

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

**School Facility Conditions and Planned Improvements**

*The most recent childcare licensing site visit indicated no regulatory violations posing risk to the health, safety, or personal rights of children in our care.*

## 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:** August 2019

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

## Overall Facility Rate

**Year and month of the most recent FIT report:** August 2019

## Overall Rating

Exemplary	Good	Fair	Poor
	x		

## B. 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 2019–20)

- *A parent attends school with their child for the first 6 -8 weeks attachment/separation*
- *All parents participate 2-4x a month Family Counseling program*
- *All families participate in 1x weekly Parent Group Counseling program*

### State Priority: School Climate

#### School Safety Plan (School Year 2019–20)

**C.** In preparation for an internal or external disaster threat, Cheerful Helpers practices 'Fire/Emergency Drills'. These drills serve to prepare and somewhat normalize the need for our young special needs children to respond quickly with minimal disregulation and maximized attention to their teacher leading them through our 'Disaster Plan' to the safe and containing outdoor play yard space. There are three accessible and known exits from the building. In the event of an evacuation, we are expected to meet parents at the Wilshire Temple located on Wilshire Boulevard and Hobart or at our second offsite location, Southwestern Law School on Wilshire Boulevard to the East. In the event of a minor injury, school staff will attend to the child and notify parent at pick-up. If a child is seriously injured while at our School, parents or their designees will be immediately notified. In the event that emergent medical care is needed, the child will be taken to Children's Hospital of Los Angeles. In the event that emergent dental care is needed, the child will be taken to a local dentist. Emergency Information Cards with annually updated family contacts, an Emergency Medical Consent Form as well as a 3-day Emergency Pack and food/water supply are all kept available at our school site

## 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 2016–17)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
<b>K</b>	6	1	N/A	N/A

\*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 2017–18)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
<b>K</b>	6	1	N/A	N/A

\*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 2018–19)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
<b>K</b>	7	1	N/A	N/A

\*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.

\*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 2018–19)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Social Worker/Marriage Family Therapist</b>	4.5
<b>Speech/Language/Hearing Specialist</b>	.2
<b>Occupational Therapist</b>	.2

\*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 2017–18)****Types of Services Funded (Fiscal Year 2018–19)**

*In addition to our Special Education teachers, Cheerful Helpers employs licensed clinical staff who provide both direct care and supervision to pre-licensed staff and trainees. Our clinical services include: counseling, parent training and social work services. Support service Speech and Occupational therapists provide group and individual services.*

### ***Teacher and Administrative Salaries (Fiscal Year 2017–18)***

Any questions regarding school finances may be directed to Janet Upjohn, Development Director .

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

#### **Professional Development**

<b>Measure</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5