

School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

The Help Group's North Hills Prep

Address: 15339 Saticoy Street

Phone: (818) 267-2600

Principal: Gayle Rebel

Grade Span: 1-12

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 web page 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.

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.

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

Table 1: District Contact Information (School Year 2022–23)

Entity	Contact Information
District Name	The Help Group
Phone Number	818-779-5200
Superintendent	Dr. Susan Berman
Email Address	sberman@thehelpgroup.org
Website	www.thehelpgroup.org

Table 2: School Contact Information (School Year 2022–23)

Entity	Contact Information
School Name	The Help Group's North Hills Prep
Street	15339 Saticoy Street
City, State, Zip	Van Nuys, CA 91406
Phone Number	818-267-2600
Director	Elin Bradley
Email Address	ebradley@thehelpgroup.org
Website	www.northhillsprep.com
County-District-School (CDS) Code	19-64733-6900476

Table 3: School Description and Mission Statement (School Year 2022–23)

[Narrative provided by the LEA]
--

Overview

The Help Group's North Hills Prep (NHP), fully accredited by the Western Association of Schools and Colleges (WASC), is a therapeutic school serving special education students grades 1-12 with social, emotional, and behavioral challenges. Using a humanistic, relationship-centered approach built on Dr. Bruce Perry's evidence-based Neurosequential Model of Education, NHP teachers, therapists, administrators, and support staff form rich connections with students that provide a crucible for developing important self-awareness and interpersonal skills. Concurrently, academic development is made enjoyable with challenging, practical curriculum, lively discussions, and an emphasis on Project-Based Learning (PBL).

NHP serves students with eligibilities of Emotional Disturbance, Specific Learning Disability, Other Health Impaired, and Autism. NHP recognizes students' unique capabilities and encourages them to explore their varied interests. Teachers, parents, and administrators work together to inspire students to be caring, informed, prepared, and well-balanced young adults with 21st century skills such as communication, collaboration, and critical-thinking. NHP's "student learner outcomes" – Capable, Confident, Responsible – highlight development in the cognitive, emotional, and moral realms.

THERAPEUTIC SERVICES

All NHP students meet at least weekly with therapists either individually or in groups. NHP boasts a particularly strong clinical team with extensive, child, adolescent, and

family experience. Therapists and teachers work closely together to build a circle of understanding and support around each student's particular psychological and academic dynamics. Students are challenged to explore their thoughts, feelings, and experiences in order to build greater emotional stability and interpersonal skills. In doing so, previously dysfunctional strategies like avoidance and defiance are diminished.

Therapeutic work is supported by a creative and experienced team of behavior interventionists, who assist students with daily challenges in the areas of peer conflict, frustration, and motivation. Using a combination of unconditional positive regard, active listening, gentle confrontation, and incentives, behaviorists at NHP assist students in decision-making, dispute resolution, and appropriate interaction.

Council, long an NHP staple, offers further support to the therapeutic program. Based on Native American tradition, Council offers students the opportunity to explore inner truths and express themselves in a safe, accepting environment. In so doing, students gain deeper self and social acceptance.

Additional services include speech and language and occupational therapy. A boarding option is available on campus for students who would benefit from a 24-hour residential program.

ACADEMICS

Students of all ages come to NHP having experienced stalled progress and even academic failure (along with damage to self-esteem) in the public school setting. Many dislike school and have a negative feeling toward learning in general. NHP teachers address this damage by helping students feel successful and excited about their education. They do so by making the classroom fun, stimulating, and safe. Further, in middle and high school, teachers explain the relevance of what students are being taught to deepen their engagement. At all levels, deficiencies are recognized and addressed with personal attention and focused instruction.

NHP can accommodate students who aspire to college and university study as well as those simply attempting to reach graduation. High school coursework follows the college-preparatory A-G requirements. At the same time, some waivers are available to students who are better served with practical math and career exploration. The small teacher-to-student ratio (typically 6:1) enables teachers to address each student's unique goals and needs while providing general instruction in English, Mathematics, Social Studies, Sciences, Physical Education, Language, and the Arts. Further, students gain understanding and skills using computers and software including Word, PowerPoint, Google Classroom, PowerSchool, Photoshop, Final Cut Pro, and other programs.

EXTRACURRICULAR ACTIVITIES

NHP recognizes that much important student learning involves more than academics and occurs outside the classroom as well. Monthly assemblies recognize excellence in character development, general improvement, and perfect attendance. When possible (given health considerations) field trips occur throughout the year to such places as The Science Center, The Los Angeles Zoo, the Discovery Cube, the Museum of Contemporary Art, the Grammy Museum, and others. The Gay-Straight Alliance Club

promotes acceptance, respect, and understanding of all. NHP presents a Holiday Program, Science Fair, Art Show, Annual Talent Show, and smaller events throughout the year.

TRANSITION

Students getting close to graduation access a number of options to bridge the transition out of high school. These include the Workability program which helps students gain valuable work experience prior to obtaining an outside job; Career Cruising, an online program which provide assessments and other resources for identifying occupational interests and training avenues; field trips to local colleges and vocational schools; and assistance with applications and financial aid.

Expected Schoolwide Learning Results (ESLRs)

The Help Group's North Hills Prep students will strive to become...

...Capable Individuals who...

- Seek mastery of academic content and technological resources
- Apply academic learning to real-life situations
- Prioritize tasks and use time wisely

...Confident problem-solvers who...

- Express thoughts and feelings clearly and honestly
- Adapt to changing circumstances calmly and thoughtfully
- Resolve interpersonal conflicts successfully

...Responsible citizens who...

- Develop practical, personal, and professional life skills
- Demonstrate respect toward people and property
- Contribute positively to the community

Goals

It is our goal that each student graduate with the social and academic skills to support positive post high school choices.

While we believe that there are valuable post high school alternatives to continuing education at the university level, it is our goal for each student to be prepared to have, as a possibility, a successful university experience.

It is our goal for each graduate to have gained a degree of competency to support appropriate choices during their transitions to independent living.

It is our goal that each student be able to utilize their acquired and accumulated knowledge and experience not only to be involved, contributing members of society, but to be a part of creating positive changes in the world.

Objectives

North Hills Preparatory serves to:

- Provide a structured learning environment for students in grades 1-12.
- Communicate academic achievement through parent conferences and an evaluative grading system.
- Maintain a highly qualified professional staff
- Maintain a maximum student-to-teacher ratio of 14:1
- Provide counseling services for students
- Provide a comprehensive curriculum to meet the individual needs of students
- Foster wholesome interaction and mutual respect between staff and students
- Plan an instructional program for each student based on diagnostic data, performance, observation, and goals set by students, parents, and staff
- Provide a supportive environment which is conducive to learning and which meets the needs of the total student body
- Promote continuous communication between staff, students, and parents
- Foster understanding and respect for the democratic process
- Develop, in students, a sense of taking care of one's self, school, and community
- Develop and foster problem-solving skills

Mission Statement and School Description (School Year 2020–21)

Mission Statement

The Help Group's North Hills Prep educates and graduates students whose social and emotional needs are best served in a small, therapeutic learning community. Emphasizing cognitive, emotional, and moral development, The Help Group's North Hills Prep provides a flexible yet rigorous academic program, psychological services stressing growth and development, transition planning, and extracurricular activities including sports, community field trips, and social events.

Description

THG's North Hills Prep School strives to provide a nurturing environment for academically capable middle and high school students who are more able to maximize academic and social success from small class sizes and flexible schedules. Accredited by the Western Association of Schools and Colleges (WASC), our mission is to provide each student with the environment necessary to achieve the California high school graduation requirements, to progress in Expected Schoolwide Learning Results, and to promote a desire for continuing post-high school education. The purpose of this institution is to accomplish our goal whether or not the students are gifted and/or advanced in skills, require more of an individualized program, or are able to function within the public system but at a reduced level of performance. We believe that it is important to admit students of any race, color, national or ethnic origin, or religious belief.

With a student population of approximately 100 students, we believe the purpose of education is to shape character and to develop talent. An academic environment must create an atmosphere where students who have had difficulties feel safe enough to take the risks involved in real learning. We believe that school is a place where students learn

to value and respect each other's differences. We foster each individual student's ability to act responsibly and to be respectful of others. We believe that all students have humanity, dignity, worth and the right to have assistance in developing their abilities, talents and personalities.

It is our goal that each student graduates with the social and academic skills to support positive post high school choices. It is our goal for each graduate to have gained a degree of competency to support appropriate choices during their transitions to independent living. Each student should be able to utilize their acquired and accumulated knowledge and experience not only to be involved, contributing members of society, but to be a part of creating positive changes in the world.

THG's North Hills Prep recognizes our responsibility to nurture each student's curiosity and his/her satisfaction from learning so that he/she has the momentum as well as the skills to continue his/her learning beyond the classroom. Most of our students are offered six classes a day and the opportunity of dual enrollment in their home school, local vocational programs or colleges. Most of our students work from an Individualized Education Plan that focuses on his/her academic and social strengths and weaknesses. We follow LAUSD district and California state curricular guidelines and standards and offer a number of elective choices as well. Many of our students are funded through the IEP process. We contract with most school districts serving the greater Los Angeles area.

Continuous contact between parent and school regarding the student's total development is key. In addition to our quarterly and semester report cards being sent to parents, we have added progress reports every two to three weeks. We also have a website where parents can check class content and assignments and email their student's teacher and administrators. Once a semester there is a parent-teacher night (Back To School Night in Fall, Spring Showcase in Spring), and we send out a monthly newsletter to all parents and stakeholders. We believe that the attitude of the individual must incorporate an awareness and respect for the inherent rights and property of other individuals, the school and community. We believe that in order to achieve maximum individual development, we must be constantly aware of changes in society and initiate on-going modifications and adaptations of the school's programs.

Table 4: Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	1
Grade 4	3
Grade 5	5
Grade 6	3
Grade 7	6
Grade 8	6
Grade 9	17
Grade 10	10
Grade 11	10
Grade 12	13
Total Enrollment	71

Table 5: Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	16
Male	42
Non-Binary	13
American Indian or Alaska Native	0
Asian	1
Black or African American	12
Filipino	0
Hispanic or Latino	55
Native Hawaiian or Pacific Islander	0
Two or More Races	0
White	30
English Learners	17
Foster Youth	5
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	50
Students with Disabilities	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

Table 6: Teacher Preparation and Placement (School Year 2020–21)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	0	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	0	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	8	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	2	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	0	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	6	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 8: Teachers Without Credentials and Misassignments
(considered “ineffective” under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1	2
Misassignments	[DPC]	[DPC]
Vacant Positions	1	1
Total Teachers Without Credentials and Misassignments	0	0

**Table 9: Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	[DPC]	[DPC]
Local Assignment Options	[DPC]	[DPC]
Total Out-of-Field Teachers	[DPC]	[DPC]

Table 10: Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	[DPC]	[DPC]
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	[DPC]	[DPC]

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)*Year and month in which the data were collected:* [DPL]

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

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

The Help Group's North Hills Prep Curriculum and Instructional Materials

High School

Grade	Subject	Title	ISBN #	Year	Publisher
9	ELA	Collections Teacher's Edition	978-0-544-50339-7	2017	Houghton Mifflin Harcourt
9	ELA	Collections 9	978-0-544-50330-4	2017	Houghton Mifflin Harcourt
9	ELA	Performance Assessment Teacher's Guide 3	978-0-544-56945-4	2017	Houghton Mifflin Harcourt
9	ELA	Performance Assessment	978-0-544-56936-2	2017	Houghton Mifflin Harcourt
9	ELA	Close Reader	978-0-544-08769-9	2017	Houghton Mifflin Harcourt
9	ELA	Quick Start Pacing Guide	978-0-544-61106-1	2017	Houghton Mifflin Harcourt
9	ELA	Language Workshop Teacher's Guide	978-0-544-94231-8	2017	Houghton Mifflin Harcourt
9	ELA	Language Workshop Resources	978-0-544-94217-2	2017	Houghton Mifflin Harcourt
9	ELA	Language Workshop Assessment Handbook	978-0-544-94235-6	2017	Houghton Mifflin Harcourt
10	ELA	Collections	978-0-544-50331-1	2017	Houghton Mifflin Harcourt
10	ELA	Performance Assessment	978-0-544-56938-6	2017	Houghton Mifflin Harcourt
10	ELA	Performance Assessment Teacher's Guide	978-0-544-56946-1	2017	Houghton Mifflin Harcourt

10	ELA	Close Reader	978-0-544-08762-0	2017	Houghton Mifflin Harcourt
10	ELA	Language Workshop Resources	978-0-544-94228-8	2017	Houghton Mifflin Harcourt
10	ELA	Language Workshop Assessment Handbook	978-0-544-94236-3	2017	Houghton Mifflin Harcourt
10	ELA	Language Workshop Teacher's Guide	978-0-544-94232-5	2017	Houghton Mifflin Harcourt
10	ELA	Quick Start Pacing Guide	978-0-544-60966-2	2017	Houghton Mifflin Harcourt
10	ELA	Collections Teacher's Edition	978-0-544-50340-3	2017	Houghton Mifflin Harcourt
11	ELA	Performance Assessment	978-0-544-56940-9	2017	Houghton Mifflin Harcourt
11	ELA	Close Reader	978-0-544-09119-1	2017	Houghton Mifflin Harcourt
11	ELA	Language Workshop Resources	978-0-544-94229-5	2017	Houghton Mifflin Harcourt
11	ELA	Language Workshop Assessment Handbook	978-0-544-94237-0	2017	Houghton Mifflin Harcourt
11	ELA	Language Workshop Teacher's Guide	978-0-544-94233-2	2017	Houghton Mifflin Harcourt
11	ELA	Quick Start Pacing Guide	978-0-544-61256-3	2017	Houghton Mifflin Harcourt
11	ELA	Performance Assessment Teacher's Guide	978-0-544-56947-8	2017	Houghton Mifflin Harcourt
11	ELA	Collections	978-0-544-50332-8	2017	Houghton Mifflin Harcourt
11	ELA	Collections Teacher's Edition	978-0-544-50341-0	2017	Houghton Mifflin Harcourt
12	ELA	Performance Assessment	978-0-544-56941-6	2017	Houghton Mifflin Harcourt
12	ELA	Performance Assessment Teacher's Guide	978-0-544-56948-5	2017	Houghton Mifflin Harcourt
12	ELA	Close Reader	978-0-544-08841-2	2017	Houghton Mifflin Harcourt
12	ELA	Collections 12	978-0-544-50333-5	2017	Houghton Mifflin Harcourt
12	ELA	Language Workshop Resources	978-0-544-94230-1	2017	Houghton Mifflin Harcourt
12	ELA	Language Workshop Assessment Handbook	978-0-544-94238-7	2017	Houghton Mifflin Harcourt
12	ELA	Language Workshop Teacher's Guide	978-0-544-94234-9	2017	Houghton Mifflin Harcourt
9/10	Math	Algebra 1	978-1-60840-838-2	2015	Big Ideas Math
10/11	Math	Geometry	978-1-60840-839-9	2015	Big Ideas Math
11/12	Math	Algebra 2	978-1-60840-840-5	2015	Big Ideas Math
	Math	Trigonometry	978-0-13-239279-2	2005	Pearson Prentice Hall
9/10	Science	Biology		2019	Discovery Education
11/12	Science	Physics		2019	Discovery Education

10	Soc Studies	IMPACT World History, Culture, & Geography, The Modern World	9780076755769	2019	McGraw Hill
11	Soc Studies	IMPACT United States History & Geography, Continuity and Change	9780076755806	2019	McGraw Hill
12	Soc Studies	IMPACT Principles of American Democracy	9780076755639	2019	McGraw Hill
12	Soc Studies	IMPACT Principles of Economics	9780076755554	2019	McGraw Hill
9/10	Health	Lifetime Health	978-0030962196	2009	Holt
	LOTE	Realidades 1	978-0130360014	2003	Prentice-Hall
	LOTE	Realidades 2	978-0130359513	2004	Prentice-Hall
	LOTE	Realidades 3	978-0130359681	2004	Prentice-Hall
	LOTE	Signing Naturally 1	978-1581211276	1988	Dawn Sign Press
	LOTE	Signing Naturally 2	978-1581211313	1992	Dawn Sign Press
	Elective	Understanding Psychology	0-07-828571-2	2001	Glencoe McGraw Hill
	Elective	World Geography	978-0-618-68998-9	2007	McDougal Littell
	Elective	Street Law	978-0-078-79983-9	2009	McGraw-Hill

Middle School

Grade	Subject	Title	ISBN #	Year	Publisher
6	Math	Big Ideas Math - 6	978-1-608-40449-0	2014	Big Ideas Learning
7	Math	Big Ideas Math - 7	978-1608404506	2014	Big Ideas Learning
8	Math	Big Ideas Math - 8	978-1-608-40451-3	2014	Big Ideas Learning
6	ELA	Collections	978-0-544-04666-5	2017	Houghton Mifflin Harcourt
7	ELA	Collections	978-0-544-08750-7	2017	Houghton Mifflin Harcourt
8	ELA	Collections	978-0-544-09095-8	2017	Houghton Mifflin Harcourt
6	Science	ELEVATE Science - Earth	9780328948567	2019	Pearson
7	Science	ELEVATE Science - Life	9780328948574	2019	Pearson
8	Science	ELEVATE Science - Physical	9780328948581	2019	Pearson
6	Soc Studies	IMPACT World History & Geography, Ancient Times	9780076755905	2019	McGraw Hill
7	Soc Studies	IMPACT World History & Geography, Medieval & Early Modern Times	9780076755974	2019	McGraw Hill
8	Soc Studies	IMPACT United States History & Geography, Growth & Conflict	9780076755684	2019	McGraw Hill

Elementary School

Grade	Subject	Title	ISBN #	Year	Publisher
1	MATH	Go Math	978-0-544-20383-9	2015	Houghton Mifflin Harcourt
2	MATH	Go Math	978-0-544-20391-4	2015	Houghton Mifflin Harcourt
3	MATH	Go Math	978-0-544-20397-6	2015	Houghton Mifflin Harcourt
4	MATH	Go Math	978-0-544-20405-8	2015	Houghton Mifflin Harcourt
5	MATH	Go Math	978-0-544-20408-9	2015	Houghton Mifflin Harcourt
1	SCI	ELEVATE Science	9780328948734	2019	Pearson
2	SCI	ELEVATE Science	9780328948741	2019	Pearson
3	SCI	ELEVATE Science	9780328948758	2019	Pearson
4	SCI	ELEVATE Science	9780328948765	2019	Pearson
5	SCI	ELEVATE Science	9780328948772	2019	Pearson
1	SS	IMPACT A Child's Place in Time and Space	9780076935765	2019	McGraw Hill Education
2	SS	IMPACT People Who Make a Difference	9780076936342	2019	McGraw Hill Education
3	SS	IMPACT Continuity and Change	9780076936083	2019	McGraw Hill Education
4	SS	IMPACT California: A Changing State	9780076936410	2019	McGraw Hill Education
5	SS	IMPACT Making a New Nation	9780076936694	2019	McGraw Hill Education
1	ELA	Wonders Literature Anthology 1.1	978-0-02-138919-3	2017	McGraw-Hill Education
1	ELA	Wonders Literature Anthology 1.2	978-0-02-139018-2	2017	McGraw-Hill Education
1	ELA	Wonders Literature Anthology 1.3	978-0-02-144526-4	2017	McGraw-Hill Education
1	ELA	Wonders Literature Anthology 1.4	978-0-02-136908-9	2017	McGraw-Hill Education
1	ELA	Wonders Reading/Writing Workshop 1.1	978-0-07-677063-2	2017	McGraw-Hill Education
1	ELA	Wonders Reading/Writing Workshop 1.2	978-0-07-680007-0	2017	McGraw-Hill Education
1	ELA	Wonders Reading/Writing Workshop 1.3	978-0-07-679764-6	2017	McGraw-Hill Education
1	ELA	Wonders Reading/Writing Workshop 1.4	978-0-07-677113-4	2017	McGraw-Hill Education
1	ELA	Wonders Close Reading Companion 1	978-0-02-130521-6	2017	McGraw-Hill Education
2	ELA	Wonders Literature Anthology	978-0-02-134098-9	2017	McGraw-Hill Education
2	ELA	Wonders Reading/Writing Workshop	978-0-07-678320-5	2017	McGraw-Hill Education
2	ELA	Wonders Close Reading Companion	978-0-02-130599-5	2017	McGraw-Hill Education
3	ELA	Wonders Literature Anthology	978-0-02-134174-0	2017	McGraw-Hill Education

3	ELA	Wonders Reading/Writing Workshop	978-0-07-678411-0	2017	McGraw-Hill Education
3	ELA	Wonders Close Reading Companion	978-0-02-132941-0	2017	McGraw-Hill Education
4	ELA	Wonders Literature Anthology	978-0-02-141737-7	2017	McGraw-Hill Education
4	ELA	Wonders Reading/Writing Workshop	978-0-07-676799-1	2017	McGraw-Hill Education
4	ELA	Wonders Close Reading Companion	978-0-02-130873-6	2017	McGraw-Hill Education
5	ELA	Wonders Literature Anthology	978-0-02-141787-2	2017	McGraw-Hill Education
5	ELA	Wonders Reading/Writing Workshop	978-0-07-676789-2	2017	McGraw-Hill Education
5	ELA	Wonders Close Reading Companion	978-0-02-131025-8	2017	McGraw-Hill Education

Table 12: School Facility Conditions and Planned Improvements

[Narrative provided by the LEA]

The Help Group's North Hills Prep's campus is located at 15339 Saticoy Street in Van Nuys, CA 91406. The Help Group's North Hills Prep maintains a clean, safe physical plant. School facilities are cleaned daily. Repairs are made in a timely manner. There are maintenance staff on site to provide immediate assistance to staff and students. Floors and carpets are cleaned and waxed thoroughly during pupil free days. There is an on-going schedule of touch-up and repainting to ensure upkeep of the facility. The school receives annual inspections and clearances from the Health and Fire Departments. No current needed repairs are noted. Ongoing maintenance is planned for the next year.

Table 13: 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: September 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: September 2022

Table 14: 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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.

Table 15: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts/Literacy (grades 3-8 and 11)	12%	12%	N/A	[DPC]	N/A	[DPC]
Mathematics (grades 3-8 and 11)	9%	9%	N/A	[DPC]	N/A	[DPC]

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–

21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

Table 16: CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	11	16%	84%	[DPC]
Female	29	3	10%	90%	[DPC]
Male	42	8	19%	81%	[DPC]
American Indian or Alaska Native	0	0	[DPC]	[DPC]	[DPC]
Asian	3	0	[DPC]	[DPC]	[DPC]
Black or African American	12	5	42%	32%	[DPC]
Filipino	1	0	[DPC]	[DPC]	[DPC]
Hispanic or Latino	37	5	14%	86%	[DPC]
Native Hawaiian or Pacific Islander	0	0	[DPC]	[DPC]	[DPC]
Two or More Races	5	1	2%	98%	[DPC]
White	18	1	1%	99%	[DPC]
English Learners	16	3	19%	81%	[DPC]
Foster Youth	3	0	[DPC]	[DPC]	[DPC]
Homeless	0	0	[DPC]	[DPC]	[DPC]
Military	0	0	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	50	0	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	0	0	[DPC]	[DPC]	[DPC]
Students with Disabilities	71	11	15%	85%	[DPC]

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 17: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	11	16%	84%	[DPC]
Female	29	3	10%	90%	[DPC]
Male	42	8	19%	81%	[DPC]
American Indian or Alaska Native	0	0	[DPC]	[DPC]	[DPC]
Asian	3	0	[DPC]	[DPC]	[DPC]
Black or African American	12	5	42%	32%	[DPC]
Filipino	-	0	[DPC]	[DPC]	[DPC]
Hispanic or Latino	37	5	14%	86%	[DPC]
Native Hawaiian or Pacific Islander	0	0	[DPC]	[DPC]	[DPC]
Two or More Races	5	1	2%	98%	[DPC]
White	18	1	1%	99%	[DPC]
English Learners	17	3	19%	81%	[DPC]
Foster Youth	3	0	[DPC]	[DPC]	[DPC]
Homeless	0	0	[DPC]	[DPC]	[DPC]
Military	0	0	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	50	3	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	0	0	[DPC]	[DPC]	[DPC]
Students with Disabilities	71	11	15%	85%	[DPC]

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**Table 18: 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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8 and high school)	10%	15%	[DPC]	[DPC]	[DPC]	[DPC]

Note: Science test results include the CAST 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 CAST 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.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**Table 19: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	[DPC]	[DPC]	[DPC]	[DPC]
Female	29	[DPC]	[DPC]	[DPC]	[DPC]
Male	42	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	0	[DPC]	[DPC]	[DPC]	[DPC]
Asian	3	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	12	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	-	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	37	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	0	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	5	[DPC]	[DPC]	[DPC]	[DPC]
White	18	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	17	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	3	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	0	[DPC]	[DPC]	[DPC]	[DPC]
Military	0	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	50	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	0	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	71	[DPC]	[DPC]	[DPC]	[DPC]

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 20: Career Technical Education Programs (School Year 2021–22)**[Narrative provided by the LEA]**

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

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.]*

Table 21: Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	14
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	87
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	71
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	14

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

**Table 23: California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 regarding the school district and at each school site

Table 24: Opportunities for Parental Involvement (School Year 2022–23)

[Narrative provided by the LEA]

Google Classroom/PowerSchool

Google Classroom/PowerSchool affords parents and students the ability to be up-to-date daily on assignments, classroom performance, homework, and grades.

Blackboard Connect

Blackboard Connect is an email/phone notification system which enables the school to provide information to parents via their preferred communication medium.

Back to School Night

Parents are introduced to the school and their student's teachers. In-person communication is a good way to start the year so that relationships are established. Teachers present their syllabi to parents and explain coursework, class policies, and other expectations. Parents can request appointments with the teacher for further discussion throughout the year.

Spring Showcase

Each spring, THG's North Hills Prep presents its annual Spring Showcase. It is an opportunity for our students to showcase their amazing talents in a variety of areas. Student science experiments (including animal dissections), artwork, photography,

music, and poetry are displayed. In addition, counselors present seminars on relevant topics (AD/HD and its treatment, psychotropic medication, and handling challenges to authority, among others) that might be useful to parenting today's students. Workability and Department of Rehabilitation programs are on hand to offer important transition information on their programs.

Parent 2 Parent

The Help Group offers periodic meetings to connect parents with other parents and share successes and challenges in supporting young adults in their transition to increase independence. Interested parents should contact Advance LA at 818-779-5198 or for more information go to www.advancela.org.

The Help Group Annual Summit

The Help Group Annual Summit takes place each fall and hosts renowned professionals to discuss advances and best practices in the area of autism, learning disabilities, and ADHD. For more information contact The Help Group at 877-943-5747.

North Hills Prep Facebook

Parents also stay in touch with the school by accessing North Hills Prep's Facebook page.

Follow The Help Group on Facebook

The Help Group's Facebook page offers updates on its programs and upcoming events. Go to www.facebook.com/TheHelpGroup.

State Priority: Pupil Engagement

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

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

Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019– 20	School 2020– 21	School 2021– 22	District 2019– 20	District 2020– 21	District 2021– 22	State 2019– 20	State 2020– 21	State 2021– 22
Dropout Rate	17%	11%	8%	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Graduation Rate	83%	89%	92%	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

**Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	14	13	92%
Female	8	7	87%
Male	6	6	100%
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	3	3	100%
Filipino	0	0	0
Hispanic or Latino	6	5	83%
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	5	5	100%
English Learners	1	1	100%
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	2	2	100%
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	14	13	92%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 27: Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	71	71	4	5.3%
Female	29	29	6	2.1%
Male	42	42	13	3.2%
American Indian or Alaska Native	0	0	0	0
Asian	3	3	0	0
Black or African American	12	12	2	1.3%
Filipino	0	0	0	0
Hispanic or Latino	37	37	7	2%
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	5	5	0	0
White	18	18	4	2%
English Learners	17	17	0	0
Foster Youth	3	3	0	0
Homeless	0	0	0	0
Socioeconomically Disadvantaged	50	50	3	5.3%
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	71	71	4	5.3%

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

Table 28: Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	61	[DPC]	[DPC]
Expulsions	1	[DPC]	[DPC]

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	59	0	[DPC]	[DPC]	[DPC]	[DPC]
Expulsions	3	0	[DPC]	[DPC]	[DPC]	[DPC]

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Table 31: School Safety Plan (School Year 2022–23)**[Narrative provided by the LEA]**

North Hills Prep has a comprehensive “School Safe Plan” that is updated annually or as needed. It is reviewed during teacher training week and/or during a new hire training period. The School Safe Plan is on file in the office. Each teacher has a copy of the plan. In addition, each month, NHP conducts a safety meeting with its employees that also includes CAL OSHA requirements.

NHP follows District guidelines for emergency drills. Records are on file at the school.

North Hills Prep has monthly drills during which students practice the procedure for evacuating the school. The prolonged ringing of a bell alarm indicates a fire drill. All students report to designated areas where attendance is taken. In an actual disaster, the school’s faculty remains on campus with students until a family member or person authorized by student’s parent(s) picks up the student.

IN THE EVENT OF AN EARTHQUAKE:

1. No student will be dismissed from school unless a parent (or an individual designated by the parent) comes for him/her.
2. No child will be allowed to leave with another person unless the school has written permission to that effect or that particular person is listed on the student’s emergency card in our files. Parents are urged to keep emergency cards up to date.
3. Tune your radio to KNX 1070 on the AM dial. Information and directions will be given over the radio.

The school is prepared to provide for its students during periods of natural disasters or emergencies. First aid supplies, drinking water, flashlights, radios, etc., are stored at the school. Key staff hold first aid certificates.

EARTHQUAKE SAFETY PRECAUTIONS:

1. If inside, stay inside:
 - In classrooms or offices, move away from windows, shelves, and objects of furniture that may fall. TAKE COVER under a table, desk, or counter.
 - In the library, immediately move away from windows and bookshelves and take appropriate cover.
2. If outdoors, stay outdoors:
 - On playground or en route to and from school, move to an open space, away from buildings and overhead power lines. Lie down or crouch low to the ground. Keep looking around to be aware of dangers that may demand movement.
3. Stay under shelter until shaking stops:
 - When it appears safe, the teachers will escort students to the backfield, away from all buildings (the field is approximately 1 acre in size).
 - Over 6n/a of the windows at North Hills Prep have been replaced with Plexiglas.

FIRST AID

Each classroom is equipped with a first aid kit. First Aid is available in the Behavior Office. Faculty and staff are trained in first aid and CPR.

PRESCRIPTION DRUGS

No prescription drugs are allowed on campus unless a parent turns them in to the Executive

Director with a copy of the prescription and written permission for NHP to dispense medication from parent/guardian. If students are in need of taking doctor-prescribed medication during school hours, the Behavior Department will keep the medication in a locked cabinet.

SUDDEN ILLNESS

If a student feels sick during the school day, he/she should go to the Behavior Office. Parents will be called to arrange transportation home. In the event that the parent/guardian is not available, an appropriate emergency contact must be available to pick up the student. An authorized adult must sign out the student in the Front Office if he/she leaves school prior to dismissal. Students who leave school due to illness may not return on the same day for a particular class or for extracurricular activities.

COMMUNICABLE DISEASES

If a student acquires or is exposed to a communicable disease, parents are to notify the school at once. Before a student returns from such an illness, the school is required by law to receive a doctor's statement certifying the student's health.

EMERGENCY CARDS

At the beginning of each school year, Emergency Cards are sent home to each student's parent or guardian. This needs to be filled out and returned. If, at any time during the school year, home, work or emergency phone numbers change, the parent or guardian must inform the Attendance Office or the Magnet Office. This card may save a student's life if he or she is injured; it enables the school personnel to contact someone to give approval for emergency care.

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.

Table 32: Average Class Size and Class Size Distribution (Elementary) (School Year 2019–20)

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

*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.

**Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–21)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	0	0	0
1	8	1	0	0
2	8	1	0	0
3	8	1	0	0
4	8	1	0	0
5	8	1	0	0
6	8	1	0	0
Other**				

*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.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	0	0	0
1	8	1	0	0
2	8	1	0	0
3	8	1	0	0
4	8	1	0	0
5	8	1	0	0
6	8	1	0	0
Other**				

*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.

**Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–20)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	8	0	0
Mathematics	10	7	0	0
Science	10	6	0	0
Social Science	12	8	0	0

*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.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–21)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	13	5	0	0
Mathematics	12	6	0	0
Science	10	5	0	0
Social Science	12	5	0	0

*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.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14	5	0	0
Mathematics	14	4	0	0
Science	14	3	0	0
Social Science	14	4	0	0

*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.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	25

*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.

Table 39: Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Occupational Therapist	1

*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.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	[DPL]	[DPL]	[DPL]	[DPL]
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.

Table 41: Types of Services Funded (Fiscal Year 2021–22)

[Narrative provided by the LEA]
<i>[Provide specific information about the types of programs and services available at the school that support and assist students.]</i>

Table 42: Teacher and Administrative Salaries (Fiscal Year 2020–21)

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/>.

Table 43: Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses: 0

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

Table 44: Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	15	10	10