

School Accountability Report Card Reported Using Data from the 2019–2020 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 webpage 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).

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

Agency Contact Information (School Year 2020–2021)

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

School Contact Information (School Year 2020–2021)

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

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

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 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. This is supported by the upper school's unique Transition Planning class which meets daily and includes current events,

personal development strategies, psychological understanding, and social, political, and environmental awareness.

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, 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. 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. Hiking Club explores the beauty of the natural world.

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 skill

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

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.

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	2
Grade 3	6
Grade 4	10
Grade 5	10
Grade 6	9
Grade 7	6
Grade 8	5
Ungraded Elementary	0
Grade 9	3
Grade 10	13
Grade 11	15
Grade 12	19
Ungraded Secondary	0
Total Enrollment	98

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

Student Group	Percent of Total Enrollment
Black or African American	12
American Indian or Alaska Native	0
Asian	1
Filipino	0
Hispanic or Latino	52
Native Hawaiian or Pacific Islander	0
White	33
Two or More Races	0
Socioeconomically Disadvantaged	55
English Learners	16
Students with Disabilities	98
Foster Youth	4
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	District 2020– 2021
With Full Credential	7	6	6	
Without Full Credential	2	3	3	
Teaching Outside Subject Area of Competence (with full credential)	0	0	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	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which the data were collected: January 2020

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
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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

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.

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: December 2020

Overall Rating

Exemplary	Good	Fair	Poor
	X		

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			All classrooms cleaned and painted Summer 2020
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			All four student restrooms remodeled Summer 2020
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			Gymnasium floor refinished Summer 2020

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)	45%	N/A	DPC	N/A	DPC	N/A
Mathematics (grades 3-8 and 11)	33%	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)	41%	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:

- *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.*

The Help Group's North Hills Prep uses the online program Career Cruising as part of the Career Technical Education (CTE) program. Career Cruising includes interest and strength assessments, career guidance, and academic/vocational training leads to participating students.

In addition, students are able to participate in Workability programs. Counselors assist students in applying to 4-year, community college, and vocational training programs.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	12
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	12
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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	14
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	6

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 2019–20)

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; 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	100%	97%	93%	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	85	90	DPC	DPC	DPC	DPC
Expulsions	2	3	DPC	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	65	DPC	DPC
Expulsions	1	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

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.

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	0	0	0
1	1	1	0	0
2	1	1	0	0
3	1	1	0	0
4	1	1	0	0
5	1	1	0	0
6	1	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.

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	0	0	0
1	1	1	0	0
2	1	1	0	0
3	1	1	0	0
4	1	1	0	0
5	1	1	0	0
6	1	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.

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	0	0	0
1	1	1	0	0
2	1	1	0	0
3	1	1	0	0
4	1	1	0	0
5	1	1	0	0
6	1	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.

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	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.

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	9	0	0
Mathematics	10	7	0	0
Science	10	7	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.

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

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	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.

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

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.

Student Support Services Staff (School Year 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
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.

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	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.

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.

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: 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.

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15