

School Accountability Report Card

Reported Using Data from the 2018–19 School Year

California Department of Education

For Northpoint School

Address: 9650 Zelzah Ave. Northridge, Ca. 91325 **Phone:** 818-993-9311
Principal: Kathy LeBreton **Grade Span:** 8-12

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	Northpoint School
Street	9650 Zelzah Ave.
City, State, Zip	Northridge, CA. 91325
Phone Number	818-993-9311
Principal	Kathy LeBreton
Email Address	klebreton@childguidance.org
Website	www.childguidance.org
County-District-School (CDS) Code	19-64733-6987523

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

Northpoint School is a division of the Child and Family Guidance Center. Founded in 1962, the Child and Family Guidance Center's mission is to promote children's mental health by assisting and strengthening the family through education, early intervention, and treatment.

Northpoint School's goals:

- To developing each students' unique strength and abilities.
- Remediate and assist in resolving students' specific difficulties.
- Re-integrate students to a least restrictive environment.

Northpoint is a school for students in grades 8 through 12 with educational, emotional, and /or behavioral challenges whose needs cannot be met in the general education setting.

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

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

Grade Level	Number of Students
Total Enrollment	65

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

Student Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0
Asian	0
Filipino	1
Hispanic or Latino	32
Native Hawaiian or Pacific Islander	0
White	19
Two or More Races	9
Socioeconomically Disadvantaged	51
English Learners	8
Students with Disabilities	65
Foster Youth	0
Homeless	3

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 2017–18	School 2018–19	School 2019–20
With Full Credential	7	7	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
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 2019–20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt- Collections Grade 8-12 2017	yes	0
Mathematics	Houghton Mifflin Harcourt- Go Math Middle School 2015; Big Ideas Learning- Big Ideas Math: Algebra 1 2015; Big Ideas Learning- Big Ideas Math: Geometry 2015; Cengage Learning- Financial Algebra 2014;	yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Holt- Physical Science Grade 8 2007; It's About Time- Integrated Coordinated Science 2004; Holt- Modern Biology 2007;	no	0
History-Social Science	McGraw Hill- Impact US History and Geography: Growth and Conflict Grade 8 2019; Harlan Davidson- California History (elective) 2003; Pearson- World History: The Modern World (California) 2018; Pearson- US History: The Twentieth Century (California) 2018; Pearson- Magruder's American Government (California) 2018; Pearson- Economics (California) 2018;	yes	0
Foreign Language	APEX Learning Online Instructional Program	yes	0
Health	Holt- LIFETIME Health 2009	yes	0
Visual and Performing Arts	Glencoe- The Basics of Speech 2005	n/a	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0

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

School Facility Conditions and Planned Improvements

Northpoint School has specially designed classrooms. Each classroom has a maximum of 14 students and is staffed by a special education teacher and two teaching assistants. A multi-disciplinary team plans each student's program. The team reviews the student's progress on an ongoing basis and when necessary, modifies the student's program.

Each week, students utilize a Computer Lab to enhance their reading, spelling, math, keyboarding, and research skills. The lab has 12 Dell computers and a wide selection of educational software. Each classroom has computer access as well. Northpoint School is also equipped with 20 Chromebooks.

Northpoint is also equipped with a Teaching Garden, commercial kitchen, library, auditorium, fine arts room, and a recreation therapy room. Northpoint also has a game room that includes a pool table, hockey table, arcade games, basketball game, giant Connect Four, Nintendo and PlayStation gaming systems, popcorn and hot dog machines.

The school is well maintained by our facilities department and janitorial staff. Northpoint School was recently upgraded with new carpeting and paint throughout the school. Northpoint is working on obtaining a grant to improve the playground area.

The annual Fire Inspection was completed on 9/11/19. All students and staff participate in monthly fire drills and also participated in the California Shake Out Drill in October 2019.

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: November 2019

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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate

Year and month of the most recent FIT report: November 2019

Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes State Priority: Pupil Achievement

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

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

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

Northpoint School students participate in mandated statewide testing known as CAASPP. However, scores are not shown because the number of students tested in many categories and student groups are too small to be statistically significant.

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 2018–19)**

Northpoint School students participate in mandated statewide testing known as CAASPP. However, scores are not shown because the number of students tested in many categories and student groups are too small to be statistically significant.

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Northpoint School students participate in mandated statewide testing known as CAASPP. However, scores are not shown because the number of students tested in many categories and student groups are too small to be statistically significant.

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.

**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 2017–18	School 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Career Technical Education (CTE) Programs (School Year 2018–19)

Northpoint School offers the following career preparation and vocational training consistent with IEP transition plans:

- Learn to Earn Curriculum and Classes for students grades 8-9
- Field Trips to local college campuses and the Department of Motor Vehicles
- Community Resource Services (a division of the Child and Family Guidance Center)
- Information and presentations from Job Corps and Youth Build
- Catalogs for the West Valley and North Valley Occupational Center containing registration information and a schedule of classes
- Guides for Federal Student Financial Aid
- Transportation Resources (access)

Learn to Earn class meets weekly. Students are met with individually to review their ITP goals and to plan specific strategies to meet their individual ITP goals. Strategies include:

- Assisting students on line with finding appropriate local programs of interest
- Planning field trips to vocational based schools
- Field trips to local community colleges to get acquainted with a college campus and become familiar with the Office of Disabilities
- Administer interest inventories
- Assist students with completing applications (job, California ID, etc.)
- Mock Interviews
- Assist students with preparing resumes

Classrooms maintain vocational binders for all students in grades 9-12 and binders are located in the student's homeroom classroom. Binders include, the Individual Transition Plan from student's IEP's, vocational and transitional goals from their IEP, student's Learn to Earn work samples, COPS inventory, interest inventories, and specific tasks that students are working on to meet IEP and ITP goals.

In order to assist with transition skills, all graduating seniors are required to complete a Service Learning Project where students are responsible for completing 25 hours of community service outside of school.

In addition to the Service Learning Project, all graduating seniors participate in a weekly Senior Transition Skills Group that is led by the DIS/ERICS counselors. The purpose of this group is to prepare young adults for the transition out of Northpoint. The focus is to learn and develop independent living skills which may include: safety and first aid, basic cooking skills, hygiene, health and wellness, transportation resources, managing finances, laundry, cleaning, etc. Counselors utilize interactive activities to practice learned skills, increase student confidence, and improve ability to manage real-life scenarios.

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 2018–19)

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	--	--	--
7	--	--	--
9	--	--	--

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.

B. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019–20)

Northpoint combines academic instruction and individual, group, and family counseling with a broad spectrum of specialized services. Parent education classes and parent support groups are also offered. Parents also have the opportunity to participate in Open House and can request parent/teacher conferences as needed.

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

Northpoint School's high school graduation rate for the 2018-2019 school year was 73%.

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Northpoint School follows the guidelines regarding student suspension as outlined in the LEA's Master Contract. Northpoint follows the LAUSD Bulletin 5655.2 "Guidelines for Student Suspension".

NORTHPOINT SCHOOL POLICY ON STUDENT SUSPENSION

1. Grounds for suspension follow the guidelines of California Ed. Code Section 48900 (ATTACHMENT A)
2. Guidelines for suspension follow the guidelines of LAUSD Matrix for Student Suspension and Expulsion Recommendation (ATTACHMENT B)

3. The maximum number of days in a school year a student who receives special education services can be suspended shall not exceed 10, unless a court order stipulates otherwise.
4. A meeting is held with the student to discuss the behavior and the disciplinary action to be taken.
5. Parent/guardian is contacted immediately regarding the suspension. A suspension letter along with a suspension notification is given to the parent/guardian. When a student is suspended for disciplinary reasons, a meeting/conference is convened with key personnel, parent, and student to address behavior issues and needs.
6. A "2019-2020" Nonpublic Incident Report, Behavior Emergency Report, and Suspension Letter Management Form" will be completed in the "Strategic Planning and Data Management's Support Center for Nonpublic Services". The "Nonpublic Schools Report of Student Suspension" is also uploaded into the new LAUSD Google hub and e-mailed to Northpoint's School Administrative Designee.
7. A determination is made as to whether or not an IEP needs to be held based on the severity of the behavior.
8. The IEP Behavior Support Plan is reviewed and a determination is made as to whether or not the BSP needs to be modified. If so, an IEP will be scheduled as soon as possible.
9. If student has been suspended 2 times or the total days accumulate to 5, 8, or 10, an IEP meeting is held upon the student's return. The BSP, FAA (if applicable) are reviewed and updated if necessary. A representative BICM will be present.
10. If the number of cumulative days of suspension is approaching 10, the IEP team holds an IEP meeting to conduct a manifestation determination to discuss the relationship between the misconduct and the student's disability. The manifestation IEP team meeting is held to review, modify or develop a Behavior Support Plan, to request a re-assessment to consider a more restrictive level of service, or to determine the possible need for a Functional Behavior Assessment (FBA). If it is determined that the student would benefit from an FBA, the Behavior Intervention Case Managers (BICM) would be consulted, and the parent would be asked to sign an assessment plan.

Northpoint School prefers to implement alternatives to suspension whenever possible to reduce the number of suspensions for students with disabilities. Northpoint School utilizes the LAUSD "Guide to Tier II and Tier III Intervention Supports and Alternatives to Suspension" as a guideline.

School Safety Plan (School Year 2019–20)

Northpoint School employs a full time registered nurse who is responsible for ordering, refilling, and maintaining a First Aid Kit, an Emergency Earthquake Survival Kit, and emergency supplies. A First Aid Kit is kept in each of the 6 classrooms. It is hung on the wall where it is easily accessible to staff. Emergency Earthquake Survival Kits are also kept in each classroom. A 3-day supply of water and food are available for 14 students and 3 staff. The kits also contain emergency blankets and a flashlight. A larger first aid and survival kit is kept in the Nurse's office with additional supplies.

It is the responsibility of the Nonpublic Schools to protect their students in an emergency. Safety plans for Earthquake, Fire and Lockdown Drill Procedures have been documented in a procedural memorandum and distributed to all staff members. As required by law, Northpoint conducts monthly fire drills and all staff are required to comply with procedures. The Safety Representatives are responsible for planning and coordinating monthly drills. Educational staff maintain a student roster with current contact information in case of an emergency. A current roster is also available in the office of the Student Services Secretary.

C. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF. **Average Class Size and Class Size Distribution (Elementary)** (School Year 2016–17)

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	12	8	n/a	n/a
Mathematics	12	8	n/a	n/a
Science	12	4	n/a	n/a
Social Science	12	8	n/a	n/a

*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 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	10	8	n/a	n/a
Mathematics	10	8	n/a	n/a
Science	10	4	n/a	n/a
Social Science	10	8	n/a	n/a

*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 2018–19)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	14	8	n/a	n/a
Mathematics	14	8	n/a	n/a
Science	14	4	n/a	n/a
Social Science	14	8	n/a	n/a

*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 Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	1 FTE to 10 students

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	n/a
Library Media Services Staff (Paraprofessional)	n/a
Psychologist	0
Social Worker	3
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	n/a
Other	n/a

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$29,834.	\$19,834	\$10,000	\$60,000
State	N/A	N/A	--	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2018–19)

Northpoint School contracts with approximately 4 school districts and 3 charter schools and provides basic special education instruction for 180 regular school days and 20 extended school year days. Additional services include the following:

- Transportation
- DIS/ERICs counseling
- Psycho-educational assessment (completed by the school district)
- Educational testing and assessment
- Speech and Language services
- Anger management training
- Social skills training
- Off campus educational field trips
- Dual enrollment opportunities in local public schools

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10