

School Accountability Report Card Reported Using Data from the 2021–22 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:** 9-12

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/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.

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

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

Entity	Contact Information
District Name	LAUSD
Phone Number	213-241-1000
Superintendent	Alberto Carvalho
Email Address	alberto.carvalho@lausd.net
Website	achieve.lausd.net

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

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

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

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 9 through 12 with educational, emotional, and /or behavioral challenges whose needs cannot be met in the general education setting.

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	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	1
Grade 10	4
Grade 11	16
Grade 12	18
Total Enrollment	39

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

Student Group	Percent of Total Enrollment
Female	59%
Male	41%
Non-Binary	>1%
American Indian or Alaska Native	0%
Asian	0%
Black or African American	>1%
Filipino	>1%
Hispanic or Latino	31%
Native Hawaiian or Pacific Islander	0%
Two or More Races	0%
White	56%
English Learners	>1%
Foster Youth	0%
Homeless	0%
Migrant	0%
Socioeconomically Disadvantaged	64%
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)	6	100%				
Intern Credential Holders Properly Assigned	0	0				
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0				
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0				
Unknown	0	0				
Total Teaching Positions	6	100%				

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)	6	100%				
Intern Credential Holders Properly Assigned	0	0				
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0				
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0				
Unknown	0	0				
Total Teaching Positions	6	100%				

Note: The data in this table is based on 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	0	0
Misassignments	0	0
Vacant Positions	0	0
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	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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: August 2022

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
Science	Interactions for Physical Science (Online version from NEWBOOK 123) The Living Earth Techbook by Discovery Education Copyright 2019; CA Science Dimensions: The Living Earth	yes	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		yes	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

Table 12: 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 45 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 upgraded three years ago with new carpeting and paint throughout the school. Northpoint continues to work on obtaining a grant to improve the playground area.

The annual Fire Inspections were completed on 9/15/21 and 9/8/22. All students and staff participate in monthly fire drills, an annual lockdown drill, and the California Shake Out Drill in October.

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: August 2022

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			Drinking fountains are not being used b/c of Covid
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: August 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)	N/A	50%	N/A	27%	N/A	29%
Mathematics (grades 3-8 and 11)	N/A	16%	N/A	11%	N/A	15%

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	16	6	38%	62%	50%
Female	9	2	22%	78%	100%
Male	7	4	57%	43%	50%
American Indian or Alaska Native	0	-	-	-	-
Asian	0	-	-	-	-
Black or African American	0	-	-	-	-
Filipino	1	1	100%	0%	7
Hispanic or Latino	7	2	29%	71%	50%
Native Hawaiian or Pacific Islander	0	-	-	-	-
Two or More Races	0	-	-	-	-
White	8	3	38%	62%	67%
English Learners	2	0	0%	100%	-
Foster Youth	0	-	-	-	-
Homeless	0	-	-	-	-
Military	0	-	-	-	-
Socioeconomically Disadvantaged	11	4	36%	64%	50%
Students Receiving Migrant Education Services	0	-	-	-	-
Students with Disabilities	16	6	38%	62%	50%

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	16	6	38%	62%	17%
Female	9	2	22%	78%	0%
Male	7	4	57%	43%	25%
American Indian or Alaska Native	0	-	-	-	-
Asian	0	-	-	-	-
Black or African American	0	-	-	-	-
Filipino	1	1	100%	0%	0%
Hispanic or Latino	7	2	29%	71%	0%
Native Hawaiian or Pacific Islander	0	-	-	-	-
Two or More Races	0	-	-	-	-
White	8	3	38%	62%	33%
English Learners	2	0	0%	100%	-
Foster Youth	0	-	-	-	-
Homeless	0	-	-	-	-
Military	0	-	-	-	-
Socioeconomically Disadvantaged	11	4	36%	64%	0%
Students Receiving Migrant Education Services	0	-	-	-	-
Students with Disabilities	16	6	38%	62%	17%

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)	N/T	33%	21%	17%	24%	24%

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	16	6	38%	62%	33%
Female	9	2	22%	78%	50%
Male	7	4	57%	43%	25%
American Indian or Alaska Native	0	-	-	-	-
Asian	0	-	-	-	-
Black or African American	0	-	-	-	-
Filipino	1	1	100%	0%	100%
Hispanic or Latino	7	2	29%	71%	0%
Native Hawaiian or Pacific Islander	0	-	-	-	-
Two or More Races	0	-	-	-	-
White	8	3	38%	62%	33%
English Learners	2	0	0%	100%	-
Foster Youth	0	-	-	-	-
Homeless	0	-	-	-	-
Military	0	-	-	-	-
Socioeconomically Disadvantaged	11	4	36%	64%	25%
Students Receiving Migrant Education Services	0	-	-	-	-
Students with Disabilities	16	6	38%	62%	33%

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)

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

- Learn to Earn Curriculum and Classes for students in grade 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.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	7
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	39%
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	0
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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	0	0	0	0	0
7	0	0	0	0	0
9	100%	100%	100%	100%	100%

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)

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;
- 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	3%	4%	>1%						
Graduation Rate	64%	50%	80%						

**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	10	8	80%
Female	5	4	80%
Male	5	4	80%
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	1	1	100%
Filipino	0	0	0
Hispanic or Latino	2	1	50%
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	7	6	86%
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	5	4	80%
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	10	8	80%

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	39	39	6	15%
Female	23	23	4	17%
Male	16	16	2	12%
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	3	3	1	33%
Filipino	1	1	0	0
Hispanic or Latino	12	12	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	0	0	0	0
White	23	23	5	22%
English Learners	2	2	0	0
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Socioeconomically Disadvantaged	25	25	2	>1%
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	39	39	6	15%

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	0		
Expulsions	0		

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	0	0				
Expulsions	0	0				

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)

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 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.

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 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	4	n/a	n/a
Mathematics	12	4	n/a	n/a
Science	12	4	n/a	n/a
Social Science	12	4	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.

**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	10	4	n/a	n/a
Mathematics	10	3	n/a	n/a
Science	10	2	n/a	n/a
Social Science	10	3	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.

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	8	4	n/a	n/a
Mathematics	8	3	n/a	n/a
Science	8	2	n/a	n/a
Social Science	8	3	n/s	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.

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

Title	Ratio
Pupils to Academic Counselor*	1 FTE to 15 students

*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.

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

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

*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.

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	\$30,000.00	\$20,000.00	\$10,000.00	65,000.00
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A		
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.

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

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

- Transportation
- DIS/ERICs counseling
- Psycho-educational assessment (completed by the school district)
- Educational testing and assessment
- Speech and Language services
- Dual enrollment opportunities in local public schools

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

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

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	10	10	10