

**School Accountability Report Card**  
**Northpoint School**

**Contact Information:**

Director of Admissions  
Northpoint School  
9650 Zelzah Ave.  
Northridge, Ca. 91325  
Phone (818) 993-9311

**Mission Statement:**

Founded in 1962, the 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 more mainstream school and community environment.

Northpoint is a school for students grades 6 through 12 with emotional and / or behavioral challenges whose needs cannot be met in the general education setting.

## **Opportunities for Parental Involvement:**

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 participate in Open House two times a year.

## **Description of School Facility Conditions:**

Each classroom has a maximum of twelve 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 every 12 weeks 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.

In addition to special education and therapy, the Northpoint program offers the following services:

- Psychological assessment
- Educational assessment
- Psychiatric assessment
- Medication prescribing and monitoring
- Speech and Language services
- Anger management training
- Social skills training
- Off campus educational and CBI outings
- Dual enrollment opportunities in local public schools

## **Description of Safety Plans:**

Northpoint School employs a full time registered nurse who is responsible for ordering, refilling, and maintaining a First Aid Kit, an Emergency Survival Kit, and emergency supplies. A First Aid Kit is kept in each of the 6 classrooms. It is hung on the wall out of reach of students but in easy accessibility of staff. Emergency Survival Kits are also kept in each classroom. A 3-day supply of water and food are available for 12 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 and Fire 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. Northpoint staff who are present will be in charge, in the following order: Educational Director, Clinical Director, and Assistant Educational Director. All clinical and educational staff have a roster of the parent's address and contact numbers, as well as who to identify in case of an emergency. A current roster is available in the office of the Student Services Coordinator.

## **Staff Qualifications:**

Northpoint School's professional staff includes credentialed special education teachers, a speech and language therapist, DIS and ERICS counselors, psychologists, social workers, a registered nurse, and a psychiatrist.

## **List of Educational Materials:**

Northpoint School follows LAUSD's curriculum guidelines, and teaches to the State of California's grade level content standards.

Northpoint School incorporates the Common Core Standards across all instructional levels. All classrooms are using supplemental materials to introduce Common Core Standards and critical thinking skills into their curriculums. The standards have assisted instruction in building critical thinking and problem solving, as well as strengthening written communication skills.

Northpoint teaching staff and administrators have participated in a 2 day workshop on the Common Core Standards presented by trainers from LACOE.

## **Literacy Program:**

Northpoint School uses the Houghton Mifflin Leveled Reading Series (grade 6), published in 2004. This is a **research based reading program** that allows teachers to assess students' progress using the Integrated Theme Tests at the end of each unit. Students are initially tested using the KTEA-III (including the written language section) to determine their individual reading level and written language skills, and are assigned to small reading groups according to their ability. Practice Books complement each reading level, and teachers' are able to integrate all language arts lessons

(i.e. spelling, grammar, punctuation, and writing skills) with reading instruction. Spelling and writing skills are reinforced throughout each lesson based on the consistent theme of the unit. Instruction focuses on sight word vocabulary, phonics, oral reading, and comprehension skills. Additionally, social studies and science content is covered in the readers and is aligned to the curriculum standards. (It should be noted that at the present time, Northpoint's youngest student is in the 6<sup>th</sup> grade.)

Students in grade 7 use the McDougal Littell the Language of Literature Series, published in 2006. Seventh grade students have also read the following supplemental reading materials: Weekly Readers, Island of the Blue Dolphin, Anne Frank, The Lightening Thief, Bridge of Terabithia, Diary of a Wimpy Kid, Red Badge of Courage, Mrs. Frisby and the Rats of Nimh, Bunnicula, The Chocolate Touch, Flat Stanley and Frindle.

Students in grade 8 are using the McDougal Little Language of Literature series, published in 2006, and reading has been supplemented with "The Life of William Shakespeare"  
<http://www.shakespeare.com/study.html>.

High school students (grades 9 – 12) are using the McDougal Littell Language of Literature, American Literature, and World Literature series, all published in 2006. Additionally, these students have read the following novels, plays, short stories, and poetry this year: Death of a Salesman, The Crucible, A Streetcar Named Desire, Collections of Edgar Allen Poe, Skeleton Creek, The House on Mango Street, The Necklace, The Most Dangerous Game, Two Kinds, The Gift of the Magi, The Cask of Amontillado, The Devil and Daniel Webster, The Tragedy of Romero and Juliet, I Know Why the Caged Bird Sings, The Highwayman, Othello, Life Expectancy, Wizard of Glass, The Long Walk, Lord of the Flies, The Alchemist, The World of Fiction, Tapestry, Heart of Aztlan, The Story and Its Writer, The

Cartoon History of the United States, The Mexican American Heritage, The People's History of the United States and America Firsthand: Readings from Reconstruction to the Present.

Diagnostic testing is administered to those students having severe reading difficulties. Once an assessment is completed, the teacher, the educational director, and/or the assistant educational director meet to make recommendations and design a remedial plan. Remedial activities may include projects designed to motivate students with learning disabilities while teaching core concepts.

Assessment of progress is based on standardized testing, weekly quizzes, class-work and participation, observation, informal teacher assessments, and portfolios. Progress is reported to parents via report cards and progress reports and on-going communications and conferencing. Parents are able to obtain a password and log-on to the Jupiter Ed system to track their child's grades, missing assignments and homework.

Some additional accommodations and modifications include but are not limited to: visual aides, highlighted texts/study guides, use of supplementary materials, large print, shortened assignments, peer tutoring, cooperative learning groups, testing adaptations, preferential seating, extended time, and frequent breaks. These services are delivered by classroom teachers and teaching assistants. Students needing both visual and auditory modalities are provided with novels/books on tape. All classrooms have at least 2 computers available to students, and the computer lab can accommodate 12 students at any time. In addition, all classrooms are equipped with SMART Board Technology.

## **Math Program:**

Teacher directed math groups (grades 6 – 12) meet 60 minutes per day and students receive math instruction in both small and large group formats. Lessons consist of lecture, group interaction, and individualized assignments. Students frequently work in small groups using various techniques to solve problems, perform investigations, and reinforce skills. Math lessons focus on teaching students to analyze, classify, plan and compare so that they can process information and produce results in both oral and written form.

Focus is placed on teaching students basic computational skills, as well as helping them acquire the necessary tools to understand and accurately answer story problems. Emphasis is also placed on learning math vocabulary and terms necessary to solve simple and complex math operations.

Students with learning disabilities are provided with manipulatives, calculators, graph paper, and computer software programs to help remediate math deficits. Additional accommodations and modifications include but are not limited to the following: visual aides, supplementary material, large print, shortened assignments, fewer number of problems on a page, peer tutoring, cooperative learning groups, test adaptations, preferential seating, extended time, and frequent breaks. Functional/vocational math skills are taught both in the “Learn to Earn” group, and as part of the basic math curriculum.

Secondary students are taught Algebra and Geometry. Algebra 1 is taught over a period of 4 semesters to give students an opportunity to fully understand the subject matter and to practice and reinforce concepts. Higher level math courses can also be offered to students through dual-enrollment in a public school.

Assessment of progress is based on standardized testing, weekly quizzes, class-work and participation, observation, informal teacher assessment and portfolios. Progress is reported to parents via report cards, progress reports, and on-going communication and conferencing. Parents are able to obtain a password and log-on to the Jupiter Ed system to track their child's grades, missing assignments and homework.

Students in grade 6 are using the Harcourt Math series published in 2002. Students in grades 7 and 8 students are using the Prentice Hall, Pre-Algebra text, published in 2001. Students in grades 9 and 10 students use the McDougal Littell, Algebra 1 Concept & Skills Text, published in 2004. Geometry students use the Prentice Hall, Geometry textbook, published in 2007.

Supplemental materials include the following: McGraw-Hill – Spectrum Math Series (2003), Scott Foresman - Math Series, Frank Schaffer – Math Series (1985), Prentice Hall – Algebra 1 (1991), Prentice Hall – Algebra 2, (2000), Geometry – The Easy Way (1997), McDougal Littell – Passport to Algebra and Geometry (2002)

Computer software includes the following programs: Destination Math – Mastering Skills & Concepts – Course I – Pre-Primary Mathematics, Course II – Primary Mathematics, Course III – Intermediate Mathematics, Course IV – Advanced Mathematics, Course V – Pre-Algebra, Mastering Algebra – Courses I & II, Mighty Math Astro Algebra, and Mighty Math Numbers Heroes.

## **Social Studies and Science Program:**

Social studies and science courses are taught to students in grades 6 -12. Students are placed in groups based on the curriculum standards for individual grade levels. Accommodations and modifications to the curriculum are made for students who are reading below grade level. Various textbooks and materials are available for students to access the curriculum at their individual reading level.

The following social studies textbooks are currently being used by Northpoint teachers: Harcourt Social Studies Reflections series Grade 6; Prentice Hall Medieval and Early Modern Times; Prentice Hall America: History of Our Nation; Harlan Davidson California History Grade 9; Glencoe McGraw Hill World History: The Modern Era; Holt, Rinehart, and Winston American Anthem; and McDougal Littell: Boyes Fundamentals of Economics.

Supplemental social studies materials include the following: Steck–Vaughn, America’s Story Book One and Two (1997), Steck-Vaughn, Our World Today (1991), Steck-Vaughn, World Cultures Past and Present (1997), Steck-Vaughn, U.S. History (1997), Steck-Vaughn, America Freedom and Rights (1997), Steck-Vaughn, America’s History – Land of Liberty (1997), Globe Fearon, Exploring United States History (1997), Globe Fearon, Foundations in American History (1987), Globe Fearon, American Government (2001), Globe Fearon, Understanding Economics (1997), Globe Fearon, World History (1990), Globe Fearon, Exploring World History (1997), Globe Fearon, Writing in Social Studies.

The following science textbooks are currently being used by Northpoint teachers: Holt, Rinehart, and Winston Earth Science; Holt, Rinehart, and Winston Life Science; Holt, Rinehart, and Winston Physical Science; McDougal Littell Physical Science;

Holt, Rinehart, and Winston Modern Biology; It's About Time Integrated Coordinated Science for the 21<sup>st</sup> Century; and Glencoe McGraw Hill Teen Health Course 1 and 2.

Supplemental science materials include the following: Steck-Vaughn Human Body, The Earth & Beyond, Human Biology, Earth Biology, Globe Fearon Biology (1999), Globe Fearon Concepts in Modern Biology (1999), McDougal Littell Physical Science (2005), Holt, Rinehart & Winston Biology – Principles & Explorations (2001).

### **Language Other Than English**

Students in grades 11 & 12 participate in a Spanish Language program through Apex Learning Virtual School.