

North Point Academy

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School Contact Information	
School Name	North Point Academy
Street	11761 Ridge Road
City, State, Zip	Grass Valley, CA 95945
Phone Number	530-477-1225
Principal	Michael Hughes
E-mail Address	mhughes@njuhsd.com
Web Site	www.njuhsd.com
CDS Code	29-66357-2930030

District Contact Information	
District Name	Nevada Joint Union High School District
Phone Number	(530) 273-3351
Superintendent	Dr. Louise Johnson
E-mail Address	djzeisler@njuhsd.com
Web Site	http://www.njuhsd.com

School Description and Mission Statement (School Year 2017-18)

North Point Academy (NPA) is a public alternative high school. NPA provides instruction through independent study and offers students in grades 9-12 the complete core curriculum required to earn a high school diploma. Students are scheduled to meet with teachers for 60 minutes each week (parents are welcome to attend these appointments). Students regularly make use of the fully equipped, and professionally staffed, computer lab to complete their online coursework. In addition, students often come in to the school throughout the week to attend one or more of the math, English, science, social studies, or CTE labs to receive personalized tutoring.

North Point Academy is fully accredited by the Western Association of Schools and Colleges (WASC) and offers many UC approved courses in English, History, Economics, Government, Algebra and Geometry. Additionally students can enroll in work experience education. Our district allows qualified students enrolled in North Point Academy to concurrently enroll in one or two classes at the comprehensive sites. Juniors with a 3.0 GPA may be allowed to enroll in Academic Enrichment coursework at Sierra College. All students have access to Nevada Joint Union District programs and services.

The mission of North Point Academy is to provide each student with focused and relevant learning opportunities through individualized learning plans. NPA's vision is to prepare and inspire each student to achieve his or her post-secondary aspirations.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	2
Grade 10	11
Grade 11	23
Grade 12	33
Total Enrollment	69

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	2.9
Asian	0
Filipino	0
Hispanic or Latino	7.2
Native Hawaiian or Pacific Islander	0
White	78.3
Two or More Races	8.7
Socioeconomically Disadvantaged	46.4
English Learners	2.9
Students with Disabilities	5.8
Foster Youth	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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	4	3.8	131.16
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	2.4	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Mathematics	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Science	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
History-Social Science	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Foreign Language	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Health	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Visual and Performing Arts	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The staff at North Point Academy believes that a safe, attractive, and adequate school campus is essential to the success of the learning process. A diligent effort is made to ensure that all students feel comfortable in the environment we provide for them. The campus is clean and the grounds are well maintained.

NPA is co located at Nevada union High school. The District passed a \$47M facility's bond in late 2016.All projects will be prioritized through board approval and consultation with the bond over site committee in looking at the district modernization plan.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 5/18/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X	X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 5/18/2017				
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	86	75	68	68	48	48
Mathematics (grades 3-8 and 11)	32	23	41	38	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	24	88.89	75
Male	--	--	--	--
Female	18	16	88.89	87.5
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	21	19	90.48	68.42
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	13	92.86	69.23

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	22	81.48	22.73
Male	--	--	--	--
Female	18	14	77.78	28.57
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	21	17	80.95	17.65
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	10	71.43	30

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 Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	65	82	61	61	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

The North Point Academy offers students access to Career Technical Education (CTE) courses throughout the District. CTE program sequences typically has three parts: 1) a foundation course, 2) one or more intermediate courses, and 3) a capstone course. Capstone courses may be offered through the school or ROP. Classes may be eligible for college credit through the district's articulation with community colleges. Courses may also meet the "a-g" college entrance requirements for preparation into the UC and/or CSU system. A coherent sequence allows students to move through courses in an organized manner to facilitate the students' mastery of standards and sometimes provides opportunities to earn industry certifications.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	1
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	83.12
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	20.59

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15	35	5

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged to attend their student’s weekly meeting with their teacher and are informed of their progress via phone, cell, text, email, and USPS. Parents and students may also become involved in the school community through membership in the school site council. Parents may accompany their students on field trips and college/career exploration activities. Yearly, parents participate in graduation. Parents are closely connected to the school through the personalized learning environment and the relationship developed between the student and the teacher. Parents are also encouraged to complete the School Climate survey and express their views on the school

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	31.3	10	8.3	6	4.8	3.8	11.5	10.7	9.7
Graduation Rate	45.83	75	80.56	87.71	89.63	91.64	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	85.09	87.11
Black or African American	0	57.14	79.19
American Indian or Alaska Native	100	66.67	80.17
Asian	0	71.43	94.42
Filipino	0	100	93.76
Hispanic or Latino	0	90.77	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	85.67	90.99
Two or More Races	100	76.92	90.59
Socioeconomically Disadvantaged	100	92.65	85.45
English Learners	0	42.86	55.44
Students with Disabilities	100	47.37	63.9
Foster Youth	0	33.33	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.6	0.7	0.6	8.6	7.5	8.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.3	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

North Point Academy, in conjunction with the Nevada Joint Union High School District, the Grass Valley Police Department, the Nevada County Sheriff's department, and other local agencies have adopted a comprehensive school safety plan. This school safety plan is regularly reviewed and if necessary, revised annually. Key elements of the plan include warning signals to indicate to classroom and school lockdowns. All staff receives training in each of the above scenarios as well as having recent CPR and First Aid training. In addition, each classroom is equipped with an Emergency Preparedness Guide and Emergency Bag, complete with instructions on how to treat potential emergencies and a map with evacuation plans. Date of last review/update of the comprehensive plan was in 2017.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	2	63			2	56			2	33		
Mathematics	1	63			2	41			2	32		
Science	2	24			1	21			2	20		
Social Science	3	82			2	51			3	54		

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	136
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	N/A	N/A
Psychologist	0.2	N/A
Social Worker	N/A	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist	N/A	N/A
Other	N/A	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,041	\$397	\$8,643	\$72,484
District	N/A	N/A	\$7,996	\$68,692
Percent Difference: School Site and District	N/A	N/A	7.8	5.4
State	N/A	N/A	\$6,574	\$77,535
Percent Difference: School Site and State	N/A	N/A	27.2	-6.7

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

Types of Services Funded (Fiscal Year 2016-17)

North Point Academy offers many supplemental services to students:

- Career Technical Education programs are available, which offer students’ career-related experience and the opportunity to participate in career-oriented competitions, student leadership organizations and job shadowing.
- STARS program, which includes group and individual counseling services, alcohol and drug diversion groups, violence prevention, and alternative activities for students in collaboration with outside community agencies
- Anti-bullying program implemented.
- Parent involvement program
- Advanced placement classes
- On-line learning program
- Work Experience program
- On-site Learning labs
- Tobacco prevention program
- Intervention Specialist

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,396	\$46,060
Mid-Range Teacher Salary	\$67,329	\$70,769
Highest Teacher Salary	\$87,681	\$98,039
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$115,103	\$127,576
Superintendent Salary	\$151,690	\$170,379
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science	1	N/A
All courses	3	2.6

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Areas of focus for the NPA staff in 2017-2018 are training in the new California State Standards, the CAASPP test and their educational impact on instruction. These teacher trainings on District Professional Development Days are followed up by discussion in the weekly staff Professional Learning Community time.