

North Point Academy

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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 2016-17)

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, or social studies 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 and Regional Occupational Program (ROP) courses. 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 nurture, educate, and graduate students who are civic-minded and prepared to make ethical decisions; who are confident, competent communicators, skillful in problem solving, capable of creative thinking and who have a career plan. Our vision is to prepare students to be career and collage ready.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	4
Grade 10	8
Grade 11	27
Grade 12	30
Total Enrollment	69

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	1.4
Asian	0
Filipino	0
Hispanic or Latino	8.7
Native Hawaiian or Pacific Islander	0
White	87
Two or More Races	2.9
Socioeconomically Disadvantaged	36.2
English Learners	1.4
Students with Disabilities	4.3
Foster Youth	1.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	6	5	4	134.4
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	2.4	13.8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.5	0.5
All Schools in District	98.4	1.6
High-Poverty Schools in District	96.3	3.7
Low-Poverty Schools in District	98.6	1.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2015				
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		
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: December 2015				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	69	86	61	68	44	48
Mathematics	13	32	34	41	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	33	29	87.9	86.2
Male	11	15	13	86.7	92.3
Female	11	18	16	88.9	81.3
American Indian or Alaska Native	11	--	--	--	--
Hispanic or Latino	11	--	--	--	--
White	11	28	25	89.3	88.0
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	12	10	83.3	90.0
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	33	28	84.8	32.1
Male	11	15	13	86.7	46.1
Female	11	18	15	83.3	20.0
American Indian or Alaska Native	11	--	--	--	--
Hispanic or Latino	11	--	--	--	--
White	11	28	24	85.7	29.2
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	12	9	75.0	33.3
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	53	65	82	65	61	61	60	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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	18	17	94.4	82.4
Female	12	12	100.0	75.0
White	14	13	92.9	84.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

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 2015-16)

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
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	96.74
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	2.4

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 Parental Involvement State Priority (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 2016-17)

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 the annual school barbecue and 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 Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	14.30	31.30	10.00	4.80	6.00	4.80	11.40	11.50	10.70
Graduation Rate	68.57	45.83	75.00	90.81	87.71	89.63	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	100	85	86
Black or African American	0	75	78
American Indian or Alaska Native	100	71	78
Asian	0	58	93
Filipino	0	100	93
Hispanic or Latino	100	81	83
Native Hawaiian/Pacific Islander	0	100	85
White	100	86	91
Two or More Races	100	86	89
Socioeconomically Disadvantaged	100	53	66
English Learners	0	18	54
Students with Disabilities	92	77	78

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.6	0.7	12.0	8.6	7.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.8	0.3	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 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 2016.

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 2016-17)

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	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	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	6	16	1		2	63			NA	NA		
Mathematics	6	8			1	63			NA	NA		
Science	6	7			2	24			NA	NA		
Social Science	4	8			3	82			NA	NA		

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 2015-16)

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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,781	\$127	\$6,654	\$60,274
District	N/A	N/A	\$7,996	\$67,184
Percent Difference: School Site and District	N/A	N/A	-16.8	-10.3
State	N/A	N/A	\$5,677	\$75,859
Percent Difference: School Site and State	N/A	N/A	17.2	-20.5

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

Types of Services Funded (Fiscal Year 2015-16)

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

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,650	\$45,265
Mid-Range Teacher Salary	\$64,739	\$72,281
Highest Teacher Salary	\$82,693	\$94,342
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$117,830	\$127,317
Superintendent Salary	\$145,550	\$168,625
Percent of Budget for Teacher Salaries	33%	34%
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 2015-16)

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

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 2016-17 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.