

# The Single Plan for Student Achievement

**School:** North Point Academy  
**CDS Code:** 29-66357-2930030  
**District:** Nevada Joint Union High School District  
**Principal:** Michael Hughes  
**Revision Date:** 2/1/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on .**

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**District Vision and Mission**

## School Vision and Mission

### North Point Academy's Vision and Mission Statements

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.

## School Profile

Western Nevada County is a semi-rural area located in the Sierra Foothills, about an hour away from Sacramento. The area is generally forested, with cleared areas for homes, business, and agriculture. The community is made up equally of families and retirees. There is a hospital, a public transportation system, and a local campus for Sierra Community College. The Nevada County campus of Sierra College opened in 1996. The campus offers degree and certification programs tied to local jobs to train workers for the local economy. Through the college's Center for Applied Competitive Technology, the campus offers specialized programs for the industry sectors. The community is struggling with maintaining its historical and rural charm while creating an environment that fosters economic growth.

According to the 2003 census, median household and family income for Nevada County was \$45,900. NJUHSD serves a wide-ranging socio-economic base. Since enrollment at North Point Academy is not limited to geographic boundaries, that wide socioeconomic base is reflected in the school's population as well.

The North Point Academy is a public alternative high school which provides instruction through an independent study mode of delivery and offers students in grades 9-12 the complete core curriculum required to earn a high school diploma. All coursework is available through online classes (APEX Learning Systems) or standard textbook curricula (matching most all the high school district's comprehensive high school textbooks and materials). Each student is encouraged to set realistic goals, work independently, manage time effectively, strengthen critical thinking and reading skills, and develop quality working relationships with the instructors. Individualized instruction and regular progress assessments are designed to help students demonstrate proficiency in mandated state tests. All students are encouraged to become life-long learners and self-motivated adults. Because of the small size of the school (approximately 100 + students set on a spacious campus), one of our greatest strengths is the constant and ongoing communication among staff members regarding student coursework and achievement. Students recognize that the staff as a whole is concerned with student progress and that each teacher is willing to help in specific areas of expertise. This is observed through communication and interaction, as well as open communication among students, parents, and staff. It has come to be known as a "safe zone" for students district wide who transfer in from other campuses and have been bullied.

Teachers direct the organization of, access to, and application of knowledge by students. We see ourselves as facilitators and coaches in the process of student learning. We are constantly redesigning and modifying our courses to ensure that the instructional program is rigorous and satisfying, and that coursework is fully aligned with the state content standards and the school's ESLR's. Students meet with teachers weekly for 60 minutes on a regularly scheduled time and day. Parents are welcome to come to any and all appointments. Students may come in to the school setting additionally throughout the week to attend various labs, to take test, to watch movies for coursework, or to receive extra help in their studies.

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 student can enroll in work experience education and Regional Occupational Program (ROP) courses. Our district allows student enrolled in North Point Academy to concurrently enroll in one or two classes at the comprehensive sites. Students may also enroll in Sierra College classes to accrue credits in appropriate classes towards an AA degree and high school credits.

North Point Academy is one of the 10 schools with their own CDS codes which provide educational opportunities for the approximate 3,500 students in the Nevada Joint Union High School District (NJUHSD). The average yearly enrollment at North Point is approximately 100 students. Students who attend NPA live in a large geographical area. Students who live nearby in the city of Grass Valley can walk to school, while others, who live up to an hour away, must drive or make arrangements to take the bus to school.

The NPA campus is located at 11761 Ridge Rd in Grass Valley, California.

Placement at NPA is on a voluntary basis only. Students who want to attend North Point Academy must have permission from their parents or guardians. Students choose NPA for a variety of reasons. These reasons may include the desire for flexibility to allow for employment or travel, demands of outside sports competition, academic acceleration, remediation, medical problems, or to accommodate the taking of college course.. Other students choose NPA because they no longer thrive in the atmosphere of the comprehensive high school.

Independent study instructors encourage students to interact in various ways with the business community. Students have full access to the ROP program and there usually are numerous students enrolled. The Work Experience Education (WEE) program enables students to hold jobs in the community while they progress through (up to) four semesters of text-based exercises. Senior projects require students to work with mentors in the community to complete the hands on portion of the process. Partnerships with the local One Stop and Calworks have been established for the placement of students with barriers to employment into their services. Transitional services for our students with special education issues are also tailored to each student with personalized attention to "next steps" while they are enrolled in North Point Academy.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parents and students have been surveyed through the weekly appointment meetings, mailings, and an online survey encompassing, but not limited too, the following topics: student achievement on independent studies, adequate academic support provided, technological support and internet access, best practices for communication school to home, monthly activities, and CIF sport interest. These surveys were conducted in throughout the 2014 -16 school years. Data were gathered, tabulated and discussed at the school site council and staff meetings. The staff meeting are weekly, the site council is scheduled to meet six times yearly. The information derived from these surveys have driven and influenced educational decisions school wide. This information has also influenced and driven district level decisions regarding the increase of academic support labs.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Instructor observations were conducted throughout the school year 2016-17 culminating in formal evaluations for each staff member in April and May 2016. Instructors were observed formally and informally throughout the school year. Input from parents and students are a vital connection between the instructional staff and the administration in intervention and best practices, especially since NPA seeks to "customize" learning programs and services to each student.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

#### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local assessments, quarter tests, and End of Course Assessments are used in all core subject areas.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The data from these assessments is gathered, tabulated, and discussed 3 times a semester in order to track student progress, modify instruction, and ensure student achievement.

#### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All NPA staff meeting the requirements for highly qualified status.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Whenever the district has a new adoption of curriculum development, the entire staff has access to instructional materials training on SBE adopted instructional materials. All of the NPA staff are participating in Common Core/Smarter Balanced curriculum and assessment trainings provided by the high school district on All Staff Development days as well as through the support of training and development offered at the local and neighboring county offices of education.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The district and school focus is to provide staff development towards the new content standards, new assessment tools (Smarter Balanced) and the associated professional needs as inquiries are made year round.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

NPA staff enjoys tremendous collegiality on the campus throughout the departments but also has access to departmental leaders across district schools for additional support, dialogue, and discussion. The administrator serves as the instructional leader for the school; the content experts are through the partnerships and relationships throughout the high school district.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have one hour weekly to collaborate as a "group of the whole" for our small school. Agendas are made and notes are recorded for the work completed in this prescribed time.

## Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum and support materials are transitioning in their alignment to include the new Common Core State Standards in addition to the standards held previously.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

NA

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

NA

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards based instructional materials appropriate to all student groups within the NJUHS district is available through the North Point Academy.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

North Point Academy utilizes and regularly updates SBE-Adopted and standards-aligned instructional materials which include intervention materials (at North Point, this includes support driven high school courses for ELA and Math)., Standards-aligned core courses are available to North Point students via the text book or online course options offered.

## Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

A comprehensive list of support services are provided to North Point Academy students that enable under performing students meet standards. These services include: special education, 504 services, a high school counselor who introduces and assists in planning the student's academic and career path with current practices and supports, support services for students that are homeless (food, clothing, laundry and shower facility, vouchers, transportation), and individualized learning plans for each student enrolled at the school.

14. Research-based educational practices to raise student achievement

The North Point staff employs the following techniques and practices to raise student achievement: early intervention for failing grades, weekly communication with parents/guardians regarding student achievement, weekly communication with students regarding their personal progress on their academic plans, goal setting with each student via their teacher as they enroll at North Point, support classes and tutoring assistance for students on a weekly schedule for academic support, weekly reports via email to all staff via the departments on student achievement in their area.

## Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The North Point Academy regularly partners and directs any of its students to local services and resources available. These include Nevada County Sheriff department, Mental Health Department, Crisis Line, Team 3 Family Counseling Center, Child Protective Services, The Domestic Violence and Sexual Assault Coalition, Family Resource Centers, the Nevada County Food Bank, Living Well Medical Clinic, Nevada county Citizens for Choice, and more.



16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, Community representatives, classroom teachers, other school personnel, students, and school administration participate in the planning, implementation, and evaluation of the Single Plan for Student Achievement through the Site Council. The ConApp is not a part of the North Point Academy process or allocation.

#### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

There are no categorical funds.

18. Fiscal support (EPC)

### **Description of Barriers and Related School Goals**

North Point Academy delivers instruction through an independent studies model. Student attendance is equated with work completed independently and reviewed weekly with a teacher. Students can engage in coursework in through a standard "textbook" mode of curricula (with textbooks matching the books offered in the comprehensive high schools in our district) or through an online delivery system. The challenges that North Point Academy students face surround the issue of school attendance (course work completed on an independent studies option). Many students are growing in time management and self-discipline as they begin coursework while other students have social and behavioral needs for intervention. The staff reviews these issues often and has seen the greatest impact of school attendance on student achievement through the computer based and teacher scored tests and other local assessments/scores and course grades issued each semester in algebra and world history. Student achievement in mathematics on an independent studies mode of delivery is becoming more challenging and more prevalent in the student population we serve. As a staff, we are focusing attention in the next 2 -3 years in this area as well as in Algebra pathways and initiating a non a - g curriculum.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	41		29		29		70.7	
All Grades	41		29		29		70.7	

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2609.1		14		55		21		10	
All Grades	N/A	N/A	14		55		21		10	

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	24		66		10	
All Grades	24		66		10	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	31		59		10	
All Grades	31		59		10	

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	21		66		14	
All Grades	21		66		14	

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	24		66		10	
All Grades	24		66		10	

**Conclusions based on this data:**

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	41		30		30		73.2	
All Grades	41		30		30		73.2	

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2553.2		3		10		40		47	
All Grades	N/A	N/A	3		10		40		47	

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	10		43		47		
All Grades	10		43		47		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	7		63		30	
All Grades	7		63		30	

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	3		70		27	
All Grades	3		70		27	

#### Conclusions based on this data:

1. Continue the integration of California State Standards into our curriculum.
2. Train student on CAASPP test taking skills.

3. teacher professional development is a priority.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
11			***												
Total			100												

#### Conclusions based on this data:

1. The North Point Academy did not have any students that needed the Annual CELDT assesement for 2012-13.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
11			***												
Total			100												

#### Conclusions based on this data:

1. NA

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	59.0		
Met Target			

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	22.8	49.0				
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
<b>Mathematics</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

#### Conclusions based on this data:

1. NA



## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
<b>NCLB Target</b>	59.0		
Met Target			

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
<b>NCLB Target</b>	22.8	49.0				
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate			
Met Percent Proficient or Above			
<b>Mathematics</b>			
Met Participation Rate			
Met Percent Proficient or Above			
<b>Met Target for AMAO 3</b>			

#### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Algebra 1 Completion</b>
<b>LEA GOAL:</b>
Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
<b>SCHOOL GOAL #1:</b>
North Point Academy will develop multiple pathways for students to meet the State's Algebra I graduation requirement.
<b>Data Used to Form this Goal:</b>
End of course grades and transcript analysis. Credit earned per semester.
<b>Findings from the Analysis of this Data:</b>
NPA needs available to students multiple math pathways so they may complete the algebra graduation requirement and earn sufficient math credits in a timely manner.
<b>How the School will Evaluate the Progress of this Goal:</b>
End of course grades and transcript analysis. Credit earned per semester.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be asked to attend weekly math labs for assistance in algebra in order to stay on a year or semester pace to complete the algebra course in which they are enrolled. Students and parents will sign an agreement at the time of enrollment to support this goal. Students can be exempted from this requirement with teacher and parent approval.	2016 - 2017	Math department chair, students and parents				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math department chair working with the counselor and principal will develop a flowchart of pathways to complete the district's algebra requirement.	2016 - 2017	Math department chair, counselor and principal.				
Parent/student/teacher conversations will take place during the weekly appointment should the student begin to fall behind in the algebra course in which he/she is enrolled as a response to intervention. The student will receive help in one or all of the 4 math labs held weekly and/or the computer lab held daily on campus for continued teacher assistance.	2016 - 2017	All staff and support from administration, students, and parents				
All students will be recommended to "sign in/check in" to the math lab on the same day as their scheduled weekly appointment with their teacher to report attendance. The math department chair will publish a weekly report by email to all instructional staff regarding the attendance of each student.	2016 - 2017	Math department chair , students				
All students enrolled in online algebra courses will be required to produce all completed study guides and check ups before being allowed to progress to the testing sections.	2016 - 2017	All Staff with support of Math department chair, students				
Develop a Google Form/Doc that will be installed on a Math Lab computer to track student use of the lab.	2016 - 2017	Math department chair and principal.				

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: California Assessment of Student Performance and Progress (CAASPP)</b>
<b>LEA GOAL:</b>
Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
<b>SCHOOL GOAL #2:</b>
100% participation in the CAASPP in May, 2016 by all North Point Academy juniors.
<b>Data Used to Form this Goal:</b>
Participation rate on CAASPP.
<b>Findings from the Analysis of this Data:</b>
Previous year didn't have a 100% participation rate.
<b>How the School will Evaluate the Progress of this Goal:</b>
The school will look at the attendance report from 2016.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All juniors will take a CAASPP math prep class.	Spring 2017	All staff				
All juniors will take a CAASPP ELA prep class.	Spring 2017	All staff				
The principal will meet with all juniors explaining the importance of the test.	Spring 2017	Principal				
Advanced communication will be made to parents and students regarding the CAASPP dates, times, and location.	2017	Administration, teachers, counselor				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Change the Course of Study for the CAHSEE Prep class to a CAASP Prep class.	2017	Principal				
The math department chair will develop a math CAASPP prep class	2016 - 2017	Math department chair				
The English department chair will develop an English CAASPP prep class	2016 - 2017	English department chair				

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Graduation rates and dropouts.</b>
<b>LEA GOAL:</b>
Our district will ensure that all students and staff feel they belong to a safe and healthy school.
<b>SCHOOL GOAL #3:</b>
The ratio of graduates to dropouts at North Point Academy will not decrease.
<b>Data Used to Form this Goal:</b>
Graduation rates and dropouts.
<b>Findings from the Analysis of this Data:</b>
We need to improve our graduation rate and reduce our dropouts.
<b>How the School will Evaluate the Progress of this Goal:</b>
Graduation rates and dropouts.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish baseline data.	Summer 2016	Principal				
Increase teacher notification to students and parents regarding student progress. This will be done through weekly meetings, IPR, quarter grades, and semester grades.	2016 - 2017	All NPA staff, Intervention Specialist				
Health services to students in need are communicated between the district nurse, staff, and teachers.	2016 - 2017	District, Intervention Specialist				
Analyze dropout data	Summer 2017	Principal, Intervention Specialist, staff				

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: School Identity</b>
<b>LEA GOAL:</b>
Our district ensures that our schools are a source of deep seated pride among student, staff, and community.
<b>SCHOOL GOAL #4:</b>
Given our motto of " One Student, One Life at a Time" each student's program will be designed based on individual interests and career goals.
<b>Data Used to Form this Goal:</b>
The master agreement signed by the student, teacher, and parent outlining coursework compared to transcripts showing completed coursework.
<b>Findings from the Analysis of this Data:</b>
Steady enrollment numbers.
<b>How the School will Evaluate the Progress of this Goal:</b>
The staff will routinely review the master agreement with the student to confirm his/her plan is viable and appropriate.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The staff will have a master agreement for every student. Each student will have, at the beginning of each semester, an updated master agreement.	ongoing	teachers, students, and parents				
Increase NPA's visibility in the community as a viable and competitive school choice.	Ongoing	District, staff, and students				
CTE courses are available for our students.	ongoing	counselor, student				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Sierra College academic enrichment is available to juniors and seniors with an overall 3.0 GPA.	ongoing	counselor, teacher, student				
Dual enrollment with comprehensive high school for courses North Point Academy does not offer, such as lab science and foreign language.	ongoing	counselor, teacher, student, administration				
District scholarship coordinator available for meetings	ongoing	student, district scholarship coordinator				
Work experience course available.	ongoing	All faculty, staff, students				



## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Planned Improvements in Student Performance**

**School Goal #7**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #7:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Planned Improvements in Student Performance**

**School Goal #8**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #8:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #9

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #9:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #10

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #10:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Michael Hughes	X				
Susan Keeny		X			
Rachel Woodward				X	
Olivia Bowman-Wolfe					X
Larry Wagner				X	
Jon Good					X
Jamie Danieli		X			
			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>3</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

English Learner Advisory Committee

\_\_\_\_\_

Signature

Special Education Advisory Committee

\_\_\_\_\_

Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_

Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_

Signature

Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_

Signature

Other committees established by the school or district (list):

\_\_\_\_\_

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11-15 -2012.

Attested:

Michael Hughes

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date