

The Single Plan for Student Achievement

School: North Point Academy
CDS Code: 29-66357-2930030
District: Nevada Joint Union High School District
Principal: Melissa Madigan
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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.

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

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District Vision and Mission

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School Vision and Mission

North Point Academy's Vision and Mission Statements

School Mission Statement: The aim of our college preparatory high school is to provide a rigorous, focused learning opportunity through a small, personalized academic program that bridges the divide between the traditional classroom and an independent study mode of delivery by offering learning labs and small group instruction with web-based and standard textbook curriculum for home school instruction. In addition to the academic focus, students will have access to the high school district programs and services in order to make the best instructional fit per student, per family.

School Vision Statement: Our vision is to prepare students for broad and varied opportunities beyond high school such as college, vocational training, careers, or military service.

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, through mailings, and through an online survey (Survey Monkey) regarding 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 2013-14 school year. Data were gathered, tabulated and discussed at the school site council meetings, scheduled to meet six times yearly. The information derived from these surveys have driven and influenced educational decisions schoolwide and on a one to one basis. The information has also influenced and driven district level decisions regarding the increase of academic support labs and CIF playability with one of the district's comprehensive schools.

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 2013-14 culminating in formal evaluations for each staff member in April and May 2014. 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 mode. 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 social studies/World History in order to raise the level of student achievement for students enrolled at our school.

Transportation is a barrier for a larger and growing number of our economically disadvantaged students in a state and county budget crisis. Students tend to remain at the school site all day since the price of gas or the availability of transportation is not readily available. Families are desiring more services for students than a typical independent studies model encompasses. The school has redesigned its academic support classes to operate on a two day schedule (a Monday / Wednesday class schedule for students attending their weekly appointments on those days, and additionally, a Tuesday / Thursday class schedule that matches the previous schedule mentioned, for student access for students attending their weekly appointments on those days). Approximately half of North Point Academy's students come to school without having had a breakfast and had not brought a lunch or a snack.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	27	32		25	24		0	0		1	0	
Growth API	702	717		689	740							
Base API	680	704		694	691							
Target	6	5										
Growth	22	13										
Met Target	Yes	Yes										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	0	3		0	0		5	6		1	1	
Growth API												
Base API												
Target												
Growth												
Met Target												

Conclusions based on this data:

1. The North Point Academy has returned to the trend of increasing in the yearly API score by targeting instructional needs of the students and delivering education consistently.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	100	100	100	100	--		--	100		--
Number At or Above Proficient	--	8	--	--	7	--	--		--	--		--
Percent At or Above Proficient	--	66.7	--	--	63.6	--	--	--	--	--	--	--
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	--	100	100	--		--	100	100	100	--	100	100
Number At or Above Proficient	--		--	--		--	--		--	--		--
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. The North Point Academy, though it has met its AYP goal in ELA, sees room for continued growth and improvement in this area, striving to achieve 100% proficiency for all first time CAHSEE ELA test takers.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	92	100	100	91	100	--		--	100		--
Number At or Above Proficient	--	7	--	--	7	--	--		--	--		--
Percent At or Above Proficient	--	58.3	--	--	63.6	--	--	--	--	--	--	--
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	--	100	100	--		--	100	100	100	--	50	100
Number At or Above Proficient	--		--	--		--	--		--	--		--
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. The North Point Academy, though it has met its AYP goal in Math, sees room for continued growth and improvement in this area, striving to achieve 100% proficiency for all first time CAHSEE Math test takers.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

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	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1. NA

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	56.0	57.5	59.0
Met Target			

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	20.1	45.1	21.4	47.0	22.8	49.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--		--
Met Percent Proficient or Above	--	--	--
Mathematics			
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		
	2011-12	2012-13	2013-14
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	56.0	57.5	59.0
Met Target			

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	20.1	45.1	21.4	47.0	22.8	49.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			
Met Target for AMAO 3			

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:

SUBJECT: Algebra 1 Completion
LEA GOAL:
Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
SCHOOL GOAL #1:
North Point Academy students will meet the graduation requirement for passing Algebra 1.
Data Used to Form this Goal:
End of course grades.
Findings from the Analysis of this Data:
Because students' algebra scores were so low across grade levels, we began investigating the reason and discovered that though we were involved with intensive instruction and intervention with our math program, we were not keeping students on pace to complete the courses. About 50% of our algebra students were taking as much as an "extra" semester or two for the year long course, skewing the math scores because instruction was spread out over such a long period of time.
How the School will Evaluate the Progress of this Goal:
Review of all quarter and EOC grades/credits for all algebra courses offered through North Point Academy (Algebra A and B; Algebra C and D; and Algebra 1A and 1B, comparing online and standard text book courses) in order to measure the credits completed by each student enrolled in these courses. Ongoing review of student pacing and chapter/unit test scores in these algebra courses will be conducted by staff in the weekly PLC time. Comparisons will be made to year 2013-14 year. Also under consideration, we will be giving support to the Common Core and the investigation of offering Integrated Math I, II, and III. These two ideas will be evaluated within the framework and discussion of the algebra scores examined. Observation, research, and goal completion will culminate in 2016-17.

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.	2014-2015	Jon Good, Math Instructor, students and parents				
Students will remain at school in order to complete all work and chapter/unit testing for algebra each week in order to support this goal.	2014-2015	All staff with support from administration, students, parents				
Parent/student/teacher conferences 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.	2014-2015	All staff and support from administration, students, and parents				
All students will be required 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 teacher will publish a weekly report by email to all instructional staff regarding the attendance of each student.	2014-2015	Jon Good, 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.	2014-2015	All Staff with support of Jon Good, students				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students in APEX courses will complete all unit exams that support the common core goals in math across curricular assignments	2014-2015	NPA Staff evaluation by way of Smarter Balanced test scores				

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:

SUBJECT: California High School Exit Exam
LEA GOAL:
Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
SCHOOL GOAL #2:
100% participation in the California High School Exit Exam on March 17 and 18, 2015 by all North Point Academy sophomores.
Data Used to Form this Goal:
Attendance taken.
Findings from the Analysis of this Data:
North Point Academy needs to provide a support system for all students to be prepared for the CAHSEE. North Point Academy did not have 100% attendance in 2014 for the CAHSEE.
How the School will Evaluate the Progress of this Goal:
The school will look at the attendance report from 2014-2015 and compare it to previous years.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All sophomores will take a CAHSEE math prep class	Spring 2015	Jon Good, all sophomore students				
Students will complete the CAHSEE English prep.	Spring 2015	All teachers and sophomore students				
NPA began a lending library to help students access books.	2014-2015	NPA community				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English extension classes for students needing extra time to prepare for the exam are available.	2014-2015	All NPA teachers and identified sophomores				
Advanced communication will be made to parents and students regarding the CAHSEE dates, times, and location.	2014-2015	Administration, teachers				

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:

SUBJECT: Attendance rates and chronic absenteeism
LEA GOAL:
Our district will ensure that all students and staff feel they belong to a safe and healthy school.
SCHOOL GOAL #3:
North Point Academy attendance will increase. Chronic absenteeism will decrease.
Data Used to Form this Goal:
Students attendance records and SAM letters.
Findings from the Analysis of this Data:
This year North Point Academy has generated fewer attendance letters and has had no referrals to the SAM board.
How the School will Evaluate the Progress of this Goal:
NPA will look at attendance monthly and yearly. The staff will look for trends in student attendance.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Moving NPA to the Nevada Union campus to increase viable and sustainable transportation to school.	Summer 2014	District Office, and staff				
Increase teacher notification to students and parents regarding student progress. This will be done through weekly meetings, IPR, quarter grades, and semester grades.	2014-2015	All NPA staff				
Health services to students in need are communicated between the district nurse, staff, and teachers.	2014-2015	District				

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:

SUBJECT: School Identity
LEA GOAL:
Our district ensures that our schools are a source of deep seated pride among student, staff, and community.
SCHOOL GOAL #4:
Given our motto of " One Student at a Time" each student's program will be designed based on individual interests and career goals.
Data Used to Form this Goal:
The master agreement signed by the student, teacher, and parent outlining coursework.
Findings from the Analysis of this Data:
Steady enrollment numbers.
How the School will Evaluate the Progress of this Goal:
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				
ROP 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:

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

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:

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

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:

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

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:

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

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:

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

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:

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

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Curriculum
SCHOOL GOAL #1:
Support teachers to increase their comfort level, confidence, and use of common core strategies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
See attached Common Core Implementation Plan						

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Goal Number	Total Expenditures
Goal 1	

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
Anita Bagwell	X				
Allison Chan		X			
Gail Wagner		X			
Chuck Patterson			X		
Josephine Stewart			X		
Alice Zauner		X		X	
Jon Good		X			
Diane Walker				X	
Jeanie Graves				X	
Westley McMillan					X
Sheldon Earnest					X
Isabella Thorne					X
Susan Keeny		X			
Sally Humpherys		X			
Numbers of members of each category:	1	6	3	2	3

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:

Melissa Madigan

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date