

North Point Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	North Point Academy
Street	11761 Ridge Road
City, State, Zip	Grass Valley, CA 95945
Phone Number	530-477-1225 x2302
Principal	Karla Aaron
Email Address	kaaron@njuhsd.com
School Website	northpoint.njuhsd.com
County-District-School (CDS) Code	29-66357-2930030

2023-24 District Contact Information

District Name	Nevada Joint Union High School District
Phone Number	(530) 273-3351
Superintendent	Dan Frisella
Email Address	jdanieli@njuhsd.com
District Website	http://www.njuhsd.com

2023-24 School Description and Mission Statement

North Point Academy (NPA) is a public alternative high school of choice, offering a unique and flexible educational experience for students in grades 9-12. NPA delivers instruction through independent study, providing students with the comprehensive core curriculum necessary for high school graduation. Weekly meetings with teachers, where the presence of parents or guardians is encouraged, foster individualized learning experiences.

North Point Academy (NPA) is committed to offering a versatile learning experience by providing both synchronous and asynchronous learning opportunities. This approach acknowledges the diverse needs and preferences of students. Synchronous learning involves real-time interaction, enabling students to participate in live sessions, discussions, and activities. On the other hand, asynchronous learning offers flexibility as students can engage with online curriculum, resources, and assignments at their own pace. This dual approach ensures that NPA caters to the individual learning styles and scheduling constraints of its diverse student body, fostering an inclusive and adaptable educational environment.

North Point Academy holds full accreditation from the Western Association of Schools and Colleges (WASC), affirming its commitment to maintaining high educational standards. NPA offers University of California (UC) approved courses across all A-G subject areas, ensuring that students receive a well-rounded and recognized curriculum. Furthermore, North Point Academy provides opportunities for students to engage in work experience education, facilitating practical, real-world learning experiences. NPA is committed to academic enrichment options for coursework at Sierra College. This extends the educational opportunities available, providing a pathway for students to explore and pursue diverse academic interests.

Vision: NPA is a model independent study school empowering students through personalized learning within a structured framework. NPA's Mission is to promote high levels of learning and to equip students for success beyond high school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	5
Grade 10	19
Grade 11	44
Grade 12	59
Total Enrollment	127

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	69.3%
Male	30.7%
American Indian or Alaska Native	0.8%
Asian	1.6%
Hispanic or Latino	14.2%
Two or More Races	5.5%
White	78%
Homeless	9.4%
Socioeconomically Disadvantaged	41.7%
Students with Disabilities	7.1%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.10	52.75	108.80	77.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.30	0.97	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.50	3.24	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.80	47.25	13.80	9.89	12115.80	4.41
Unknown	0.00	0.00	11.20	8.04	18854.30	6.86
Total Teaching Positions	5.90	100.00	139.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.00	31.24	115.40	78.26	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	1.30	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.30	3.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.10	47.78	14.70	9.98	11953.10	4.28
Unknown	1.30	20.83	10.00	6.80	15831.90	5.67
Total Teaching Positions	6.50	100.00	147.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.80	3.10
Total Out-of-Field Teachers	2.80	3.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Apex Learning aligned to CA State content standards	Yes	0.0
Mathematics	Apex Learning aligned to CA State content standards	Yes	0.0

Science	Apex Learning aligned to CA State content standards	Yes	0.0
History-Social Science	Apex Learning aligned to CA State content standards	Yes	0.0
Foreign Language	Apex Learning aligned to CA State content standards	Yes	0.0
Health	Apex Learning aligned to CA State content standards	Yes	0.0
Visual and Performing Arts	Apex Learning aligned to CA State content standards	Yes	0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

School Facility Conditions and Planned Improvements

The staff, parents, and students of North Point Academy believe that a safe, attractive, and adequate school campus is essential to the success of the learning process. A diligent effort is made to ensure that all students feel comfortable in the environment provided for them. The campus is clean and the grounds are well-maintained. The District passed a \$47M facility bond in late 2016. All projects will be prioritized through board approval and consultation with the bond over-site committee for the district modernization plan. Note that NPA is co-located on the Nevada Union High School campus and does not have its own fit report.

Year and month of the most recent FIT report

10/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	39	61	45	49	47	46
Mathematics (grades 3-8 and 11)	24	22	28	24	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	53	51	96.23	3.77	60.78
Female	32	30	93.75	6.25	70.00
Male	21	21	100.00	0.00	47.62
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	41	40	97.56	2.44	55.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	26	96.30	3.70	57.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	52	51	98.08	1.92	21.57
Female	31	30	96.77	3.23	20.00
Male	21	21	100.00	0.00	23.81
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	40	40	100.00	0.00	20.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	25	96.15	3.85	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	23.08	30.86	31.32	26.36	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	81	91.01	8.99	30.86
Female	56	53	94.64	5.36	33.96
Male	32	28	87.50	12.50	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	14	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	69	63	91.30	8.70	30.16
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	41	38	92.68	7.32	21.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

NPA students access many CTE courses via concurrent enrollment at Nevada Union High School or academic enrichment at Sierra Community College. While these opportunities are outstanding for NPA students, neither of these CTE options is considered for NPA in regards to CTE enrollment, and completion rates as calculated by CalPads.

As an independent study school with the majority of students being in grades 11 or 12, NPA has struggled to create an internal CTE pathway which could lead to site completers. This has created a sense of urgency for the NPA leadership and educators. In strategic planning for the 2023/2024 school year, NPA has been piloting the Edmentum CTE pathways courseware via Exploratory Work Experience. The pilot Fall 2023 has led NPA to develop an Entrepreneurship pathway for the 2024/2025 school year. The proposed pathway courses (all of which meet UC area G college prep criteria) will be presented to the NJUSD curriculum committee and governing board in February 2024.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	40
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.63
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	22.22

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

North Point Academy (NPA) is dedicated to fostering strong connections with families through transparent and inclusive communication practices. Our commitment to keeping parents and guardians informed is reflected in the diverse communication channels we employ, including phone, text, and email, as well as an open-door policy to join their student's weekly meetings. Recognizing the varied family structures of our students, we use inclusive language that acknowledges the important role of guardians, extended family members, and caregivers in our students' lives.

NPA's communication strategy extends beyond traditional methods, with timely updates on our website and on-demand videos to provide resources for a better understanding of our unique independent study model. Our direct school-to-home communication newsletter is sent via email using the student information system, Synergy, at the onset of each assignment sheet; this communication is designed to keep families actively engaged in their students' academic progress and success within the independent study learning format. We believe that this transparency is crucial, considering our focus on independent study where work completion drives average daily attendance.

In alignment with our commitment to collaborative decision-making, NPA's site council, comprised of parents, guardians, and community members, ensures that diverse perspectives contribute to key decisions that shape our school environment. Surveys such as the CA Healthy Kids Survey and the NJUHSD LCAP survey serve as tools for gathering valuable feedback, reinforcing our dedication to continuous improvement. North Point Academy's approach to parent engagement reflects our belief in the vital role families play in our students' ongoing success and development.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.8	2.5	10	6.4	5.6	8.8	9.4	7.8	8.2
Graduation Rate	92.3	88.6	88.6	88.2	89.9	86.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	70	62	88.6
Female	45	41	91.1
Male	25	21	84.0
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	52	46	88.5
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	37	32	86.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	179	169	44	26.0
Female	119	110	31	28.2
Male	58	57	13	22.8
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	2	2	1	50.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	27	25	6	24.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	1	12.5
White	139	131	36	27.5
English Learners	1	1	1	100.0
Foster Youth	2	1	0	0.0
Homeless	20	20	10	50.0
Socioeconomically Disadvantaged	89	83	30	36.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	13	13	0	0.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.42	0.00	0.60	4.93	6.30	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.89	0.58	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

North Point Academy is co-located on the Nevada Union High School campus. For this reason, school safety measures at North Point Academy are built on a collaborative level with the leadership of Nevada Union High School. NPA is fully integrated within the Nevada Union High School Safety Plan for a coordinated approach to safety and emergency response. This collaboration includes participation in two safety weeks annually emphasizing preparedness and training for students and staff. Emergency Communications are conducted using Catapult EM. This system enables clear, centralized, and informed communication with teachers, school sites, districts, and law enforcement during emergencies.

As an independent study school, NPA students are often off-campus. For this reason, NPA emphasizes overall community safety with its students and staff. This includes wildfire safety, such as Code Red Nevada County, Know Your Zone, and Nevada County Ready Set Go. Additionally, all NPA staff members are trained to administer Narcan as part of the Know Overdose Nevada County campaign. This local campaign aims to increase knowledge and awareness about drug overdose risks and promote harm reduction strategies to prevent overdoses in the community.

The Nevada Union Safety Plan was reviewed and approved by the NPA site council on November 3, 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	4	2	1
Mathematics	7	14		
Science	8	6		
Social Science	15	5	3	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	8	1	2
Mathematics	7	13		
Science	18	3		1
Social Science	15	9	2	3

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	9	2	1
Mathematics	7	15	0	0
Science	8	7	0	1
Social Science	17	7	1	3

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	254

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	0.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11343.48	1502.24	9841.24	80255.22
District	N/A	N/A	2055.21	29308.31
Percent Difference - School Site and District	N/A	N/A	130.9	93.0
State	N/A	N/A	7606.00	85804.00
Percent Difference - School Site and State	N/A	N/A	25.6	-6.7

Fiscal Year 2022-23 Types of Services Funded

North Point Academy offers many supplemental services to students:

- *Career Technical Education programs via Exploratory Work Experience, dual schedule with NJUHSD, or academic enrichment at the community college level
- *STARS program, which includes group and individual counseling services, alcohol and drug diversion groups, violence prevention, and alternative activities for students in collaboration with outside community agencies
- *Social Emotional Learning program implemented
- *Parent involvement program
- *Advanced Placement classes
- *On-line learning program
- *Work Experience program
- *Exploratory Work Experience program
- *Comprehensive School Counseling services
- *On-site Student Center for tutoring
- *On-site Computer Lab available 5 days/week
- *Intervention Specialist
- *Special Education services
- *Individual Learning Plans
- *CA Student Mental Health Month
- *Chromebooks 1:1
- *Hot Spot - internet access for students who identify the need for independent study

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,665	\$53,824
Mid-Range Teacher Salary	\$79,592	\$84,312
Highest Teacher Salary	\$102,916	\$104,930
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	
Average Principal Salary (High)	\$137,820	\$148,501
Superintendent Salary	\$177,735	\$199,596
Percent of Budget for Teacher Salaries	30.01%	28.73%
Percent of Budget for Administrative Salaries	6%	5.39%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	6.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

North Point Academy is committed to the NJUSHD professional learning community vision. All professional development for the 2023/2024 school year has been anchored on the four essential questions: What do we want students to know and be able to do? How will we know when they learn it? How will we respond if some students don't learn? How will we extend the learning for those that are proficient? The customization needed for the independent study setting has led NPA to focus on reading and mathematics connected to data-driven academic interventions. With the four essential questions at the forefront, the Professional development for the fall 2023 site collaboration has focused on Carnegie Learning's Fast ForWord and Clear Fluency programs with the goals of improved reading skills, cognitive skills, and executive function. The professional development within the spring 2024 site collaboration will be the CAASPP interim assessments for reading and mathematics.

Teams of NPA educators have participated in year-long training offered by the Nevada County Superintendent of Schools office including the Social Emotional Learning Community of Practice and Paper Tutoring (real-time math tutor application that can be assigned to students and generates an outcome of the tutoring session to be shared with the teacher, as well as providing 24/7 free tutoring access for all students).

An additional professional development focus for Winter 2023/2024 centers around Proposition 28 art education funds, including the Sacramento COE Region 3 arts convening teams to strategically plan for growth, followed by participation within the Rural Arts Initiative.

As an independent study school, NPA participates in all available professional development from the California Consortium for Independent Study (CCIS) including laws and compliance, best practices for student engagement and motivation, and innovating teaching strategies for the independent learner.

NPA continues to participate in the WASC process training and commits two committee members per year for professional development. The time allocated to WASC demonstrates NPA's commitment to continuous school improvement initiatives.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	7	4	5
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