

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
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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.

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 provide each student with focused and relevant learning opportunities through individualized learning plans.

NPA's vision is to prepare and inspire each student to achieve his or her post-secondary aspirations.

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 throughout the school year. 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. 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 standards-based textbooks (with textbooks matching the books offered in the comprehensive high schools in our district) or through Apex 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 in need of time management and self-discipline skills. A large number of students have social and behavioral needs. The staff reviews these issues regularly and has adopted the Multi-Tiered System of Supports (MTSS) model. This work is ongoing.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	41	33	27	29	29	24	29	29	24	70.7	87.9	88.9
All Grades	41	33	27	29	29	24	29	29	24	70.7	87.9	88.9

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2609.1	2651.3	2639.5	14	28	33.33	55	59	41.67	21	14	16.67	10	0	8.33
All Grades	N/A	N/A	N/A	14	28	33.33	55	59	41.67	21	14	16.67	10	0	8.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	24	48	41.67	66	41	50.00	10	10	8.33
All Grades	24	48	41.67	66	41	50.00	10	10	8.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	31	34	41.67	59	62	45.83	10	3	12.50
All Grades	31	34	41.67	59	62	45.83	10	3	12.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	21	21	29.17	66	76	58.33	14	3	12.50
All Grades	21	21	29.17	66	76	58.33	14	3	12.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	24	45	45.83	66	48	45.83	10	7	8.33
All Grades	24	45	45.83	66	48	45.83	10	7	8.33

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	41	33	27	30	28	22	30	28	22	73.2	84.8	81.5
All Grades	41	33	27	30	28	22	30	28	22	73.2	84.8	81.5

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2553.2	2579.4	2571.8	3	4	9.09	10	29	13.64	40	36	31.82	47	32	45.45
All Grades	N/A	N/A	N/A	3	4	9.09	10	29	13.64	40	36	31.82	47	32	45.45

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	10	11	9.09	43	39	27.27	47	50	63.64	
All Grades	10	11	9.09	43	39	27.27	47	50	63.64	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	7	7	18.18	63	75	40.91	30	18	40.91
All Grades	7	7	18.18	63	75	40.91	30	18	40.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	3	11	18.18	70	68	63.64	27	21	18.18
All Grades	3	11	18.18	70	68	63.64	27	21	18.18

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
10			***												
11		***													
12			***												
Total		100	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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
10			***												
11		***													
12			***												
Total		100	100												

Conclusions based on this data:

1. NA

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	1	1	*
American Indian or Alaskan Native	1	1	*
Hispanic or Latino	12	0	0.0
Did not Report	1	1	*
Two or More Races	1	1	*
White	129	0	0.0
Male	67	0	0.0
Female	90	0	0.0
English Learners	1	1	*
Students with Disabilities	1	1	*
Socioeconomically Disadvantaged	74	0	0.0
Foster	1	1	*
Homeless	18	0	0.0
Grades 9-12	157	0	0.0
Total	157	0	0.0

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 student performance 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 will continue to use multiple pathways for students to meet the State's Algebra I graduation requirement.
Data Used to Form this Goal:
End of course grades and transcript analysis. Credit earned per semester.
Findings from the Analysis of this Data:
NPA needs to provide students multiple math pathways so they may complete the algebra graduation requirement and earn sufficient math credits in a timely manner.
How the School will Evaluate the Progress of this Goal:
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
Develop an agreement for students who are not making adequate progress at IPR that will require students to attend weekly math tutoring sessions. Students and parents will be required to sign the agreement.	2017 - 2018	Math department chair, students and parents, RTI, Teachers				
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.	2017 - 2018	All Staff with support of Math department chair, students				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will refer to the Google Form/Doc that has been established to track student use of the Math tutoring/lab opportunities.	2017 - 2018	All NPA teachers				
Prescriptive courses will be available for use when applicable.	2017-2018	Administration, Department chairs, teachers				
An assessment will be developed/revised for all 9th grade students to be given for confirmation of correct math placement.	2017-2018	Math Chair				
Multiple sources of data will be used for math placement and support at all grade levels.	2017-218	Math Chair, RTI, Teachers				
Discuss Algebra 1 course completion validation with the NJUHSD curriculum committee. Request vote to be recorded in committee minutes the agreed upon best practice of Algebra 1B or Algebra D or an Integrated B as the completer of the algebra requirement.	2017-2018	Counselor				
Discuss Algebra credit allowance at NJUHSD curriculum committee with the intention of not penalizing students who have reached the 20 credits allowed yet still have not completed the course. The overage of credits within algebra may be placed in the elective category.	2017-2018	Counselor				

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 student performance 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 Assessment of Student Performance and Progress (CAASPP)
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 CAASPP in May, 2018 by all North Point Academy juniors.
Data Used to Form this Goal:
Participation rate on CAASPP.
Findings from the Analysis of this Data:
Previous year didn't have a 100% participation rate.
How the School will Evaluate the Progress of this Goal:
The school will look at the attendance report from 2018.

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 preparation unit within their math courses.	Spring 2018	All staff				
All juniors will take a CAASPP ELA preparation unit within their English courses.	Spring 2018	All staff				
The principal will contact all families of juniors explaining the importance of the test.	Spring 2018	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Advanced communication will be made to parents and students regarding the CAASPP dates, times, and location.	2018	Administration, teachers, counselor				
The math department chair will develop a math CAASPP preparation unit.	2018	Math department chair				
The English department chair will develop an English CAASPP preparation unit.	2017 - 2018	English department chair				
NPA teaching staff will receive the needed professional development to prepare our students for the CAASPP.	January - April 2018	NJUHSD, Principal				

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 student performance 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: Graduation rates and dropouts.
LEA GOAL:
Our district will ensure that all students and staff feel they belong to a safe and healthy school.
SCHOOL GOAL #3:
All students will have access to systematic and universal supports.
Data Used to Form this Goal:
California Healthy Kids Survey results, credit completion, tutoring session use, exit survey data.
Findings from the Analysis of this Data:
Improve school connectedness, improve credit completion for all grades.
How the School will Evaluate the Progress of this Goal:
CHKS results, credit completion, tutoring session use, exit survey data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Established based line data	Summer 2017	All NPA staff, Intervention Specialist				
Adjust teacher availability to student/family need	2017-2018	Administration				
Create safe space - learning lab/tutoring center with electronic sign-in for data and accountability.	2017-2018	Administration				
New student orientation for all students with start date of 8/17	2017-218	All NPA staff				
Students enrolled after September 1st get one to one orientation with RTI Specialist.	2017-2018	RTI Specialist, Teachers, Students				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Development of student/teacher best practices to set up for success.	2017-2018	All NPA staff				
Review and update tier 1 supports for all students.	2017-2018	All NPA Staff				
Staff collaboration restructured to focus on student learning. Agendas created by department chairs.	2017-2018	Department Chairs				
New teacher orientation.	2017-2018	RTI Specialist, Trained teachers				
Site Case Manager for Special Education	2017-2018	Administration				
Collaboration with NJUHS assigned nurse	2017-2018	Nurse, Counselor, All teachers				
Access support materials and/or services for students who qualify for McKinney-Vento.	2017-2018	NPA McKinney-Vento Liaison, Nevada County Office of Education				
Teen Screen / What's Up Wellness Checkups appointments offered	2017-2018	All NPA Staff				
Create and share all individualized contracts and agreements for each student at NPA. to ensure quality and continual communication between counselor, teacher, and RTI specialist.	2017-2018	Counselor, RTI Specialist, Department Chairperson, all NPA staff				
Student of the month established. Positive phone call home, local gift card, & name published in computer lab.	2017-2018	All 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 student performance 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:
All NPA students will have an Individualized Learning Plan which will guide and empower students through their coursework and identified post-secondary goals.
Data Used to Form this Goal:
ILP, career assessments, enrollment in new courses.
Findings from the Analysis of this Data:
Students and parents need to be aware of the ILP which guides course selection. Need for updated and/or new courses.
How the School will Evaluate the Progress of this Goal:
End of Year survey, ILP, enrollment numbers.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
New curriculum approved by DCC and implemented by NPA staff.	ongoing	All NPA staff				
Google site created and maintained for course offerings and pathways	2017-2018	Counselor				
ILP form created during focus on student learning collaboration.	2017-2018	All NPA Staff				
Dual enrollment to comprehensive high school contract created to communicate agreed upon student expectations	2017-2018	Counselor				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Career assessments mandatory for all enrolled students.	2017-2018	All NPA staff				

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 student performance 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 student performance 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 student performance 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 student performance 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 student performance 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 student performance 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
SCHOOL GOAL #1:

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

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
Michael Hughes	X				
Susan Keeny		X			
Kathleen Benson				X	
Olivia Bowman-Wolfe					
Larry Wagner				X	
Jon Good					X
Jamie Danieli		X			
			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:

Michael Hughes

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date