North Point Academy
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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	Michael Hughes
Email Address	mhughes@njuhsd.com
Website	northpoint.njuhsd.com
County-District-School (CDS) Code	29-66357-2930030

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Nevada Joint Union High School District
Phone Number	(530) 273-3351
Superintendent	Brett McFadden
Email Address	djzeisler@njuhsd.com
Website	http://www.njuhsd.com

School Description and Mission Statement (School Year 2020-2021)

North Point Academy (NPA) is a public alternative high school of choice. NPA provides instruction through independent study and offers students in grades 9-12 the complete core curriculum required to earn a high school diploma. Students are scheduled to meet with teachers for 60 minutes each week (parents are welcome to attend these appointments). Students regularly make use of the fully equipped, and professionally staffed, computer lab to complete their online coursework. In addition, students often come in to the school throughout the week to attend one or more of the math, English, science, social studies, or CTE labs to receive personalized tutoring. Staff designs personalized programs to match each student's goals, desires, and schedules. The independent study format offers flexibility for each student's individual needs. All NPA students will have access to systematic and universal supports that allow them to achieve their post-secondary aspirations.

North Point Academy is fully accredited by the Western Association of Schools and Colleges (WASC) and offers many UC approved courses in English, History, Economics, Government, Algebra and Geometry. Additionally, students can enroll in work experience education. Our district allows qualified students enrolled in North Point Academy to concurrently enroll in one or two classes at the comprehensive sites. Students may be allowed to enroll in Academic Enrichment coursework at Sierra College. All students have access to Nevada Joint Union District programs and services.

North Point Academy schoolwide learning outcomes: Students: will have an individualized learning plan which will guide and empower students thorugh their course work to achieve their identified post-secondary goals; will usetechnology appropriately and will engage in a variety of applications; will feel safe and secure; are self-directed learners who understand expectations and are held accountable for their learning; will demonstrate critical thinking skills through writing, speaking, listening, and reading in all subject areas.

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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	11
Grade 10	13
Grade 11	22
Grade 12	44
Total Enrollment	90

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.1
Hispanic or Latino	13.3
White	77.8
Two or More Races	7.8
Socioeconomically Disadvantaged	40
English Learners	1.1
Students with Disabilities	6.7
Homeless	11.1

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	5.6	5.80	5.20	129.70
Without Full Credential	0	0	0	3.80
Teaching Outside Subject Area of Competence (with full credential)	4.68	4.0	3.40	15.588

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: November 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Mathematics	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Science	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
History-Social Science	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Foreign Language	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Health	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Visual and Performing Arts	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0

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

School Facility Conditions and Planned Improvements

The staff at North Point Academy believes that a safe, attractive, and adequate school campus is essential to the success of the learning process. A diligent effort is made to ensure that all students feel comfortable in the environment we provide for them. The campus is clean and the grounds are well maintained.

NPA is co located at Nevada Union High school. The District passed a $47M facility's bond in late 2016. All projects will be prioritized through board approval and consultation with the bond over site committee in looking at the district modernization plan. NPA is co located @ Nevada union HS Campus and shares a FIT report.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 12/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Women's bathroom sink vanity is slatted to be replaced 2021.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	New roof downspouts were installed in 2020
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Bathroom door jambs and doors need to be replaced. All exterior door jambs and doors were repainted in 2020
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	71	N/A	69	N/A	50	N/A
Mathematics (grades 3-8 and 11)	24	N/A	40	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	33	N/A	38	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

The North Point Academy offers students access to Career Technical Education (CTE) courses throughout the District. CTE program sequences typically has three parts: 1) a foundation course, 2) one or more intermediate courses, and 3) a capstone course. Classes may be eligible for college credit through the district's articulation with community colleges. Courses may also meet the "a-g" college entrance requirements for preparation into the UC and/or CSU system. A coherent sequence allows students to move through courses in an organized manner to facilitate the students' mastery of standards and sometimes provides opportunities to earn industry certifications.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	38
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	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	94.63
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	2.56

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents are encouraged to attend their student's weekly meeting with their teacher and are informed of their progress via phone, cell, text, email, and USPS. Parents and students may also become involved in the school community through membership in the school site council. Parents may accompany their students on field trips and college/career exploration activities. Yearly, parents participate in graduation. Parents are closely connected to the school through the personalized learning environment and the relationship developed between the student and the teacher. Parents are also encouraged to complete the School Climate survey, North Point Academy Parent Surveys, Suggestion Box, and express their views on the school's programs and services.

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	10.5	14.6	8.2	4.3	7	5.9	9.1	9.6	9
Graduation Rate	71.1	68.3	79.6	89.8	89.1	91.9	82.7	83	84.5

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.6	4.7	10.4	11.0	3.5	3.5
Expulsions	0.0	0.0	0.5	0.6	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0		2.5
Expulsions	0.6		0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

North Point Academy, in conjunction with the Nevada Joint Union High School District, the Grass Valley Police Department, the Nevada County Sheriff's department, and other local agencies have adopted a comprehensive school safety plan. This school safety plan is regularly reviewed and if necessary, revised annually. Key elements of the plan include warning signals to indicate classroom and school lock-downs, fires,and shelter-in-place incidents. All staff receives training in each of the above scenarios as well as having recent CPR and First Aid training. In addition, each classroom is equipped with an Emergency Preparedness Guide and Emergency Bag, complete with instructions on how to treat potential emergencies and a map with evacuation plans. Date of last review/update of the comprehensive plan was in the spring of 2020.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	2	52			3	33			18	6		2
Mathematics	2	41			2	45			8	14	1	
Science	2	19			2	14			7	4		
Social Science	3	70			4	53			14	8	1	2

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	150

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	

Title	Number of FTE* Assigned to School
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11844.58	1180.95	10663.63	75170.49
District	N/A	N/A	9761.76	$74,169
Percent Difference - School Site and District	N/A	N/A	8.8	1.3
State	N/A	N/A	$7,750	$82,697
Percent Difference - School Site and State	N/A	N/A	31.6	-9.5

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

Types of Services Funded (Fiscal Year 2019-2020)

North Point Academy offers many supplemental services to students:

- Career Technical Education programs are available, which offer students' career-related experience and the opportunity to participate in career-oriented competitions, student leadership organizations and job shadowing.
- STARS program, which includes group and individual counseling services, alcohol and drug diversion groups, violence prevention, and alternative activities for students in collaboration with outside community agencies
- Anti-bullying program implemented.
- Parent involvement program
- Advanced placement classes
- On-line learning program
- Work Experience program
- Exploratory Work Experience program
- On-site Student Center for tutoring
- On-site Computer Lab available 5 days/week
- Intervention Specialist
- Individual Learning Plans
- Suicide Prevention Month implemented
- Chromebook checkout offered

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,411	$49,328
Mid-Range Teacher Salary	$71,800	$75,987

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	$92,839	$99,665
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$140,227
Average Principal Salary (High)	$128,858	$136,386
Superintendent Salary	$170,000	$183,166
Percent of Budget for Teacher Salaries	29.0	30.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science		N/A
Social Science	3	N/A
All courses	6	8.1

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Areas of focus for the NPA staff in 2020-2021 are continued training in Mental Health and Trauma Informed Learning Practices.   In addition, staff is involved in CAASPP test preparation strategies. The teacher professional development occurs on District Professional Development Days and are followed up by discussion in the biweekly staff Focus on Student Learning sessions. Teachers are supported during implementation through our intervention specialist and department head coaching.