

North Point Academy

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	North Point Academy
Street	11761 Ridge Road
City, State, Zip	Grass Valley, CA 95945
Phone Number	530-477-1225 x 2322
Principal	Larry Davenport
Email Address	ldavenport@njuhsd.com
School Website	northpoint.njuhsd.com
Grade Span	9-12
County-District-School (CDS) Code	29-66357-2930030

2025-26 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

2025-26 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 offers students opportunities for work experience education, providing 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 vision is to prepare and inspire each student to achieve his or her post-secondary aspirations. NPA's Mission is to provide each student with focused and relevant learning opportunities through individualized learning plans.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	10
Grade 10	15
Grade 11	35
Grade 12	51
Total Enrollment	111

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	64.9
Male	33.3
Non-Binary	1.8
American Indian or Alaska Native	2.7
Hispanic or Latino	19.8
Two or More Races	4.5
White	73
English Learners	1.8
Foster Youth	0.9
Homeless	3.6
Socioeconomically Disadvantaged	39.6
Students with Disabilities	9.9

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.

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	31.24	115.4	78.26	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.9	1.3	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.3	3.65	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.1	47.78	14.7	9.98	11953.1	4.28
Unknown/Incomplete/NA	1.3	20.83	10	6.8	15831.9	5.67
Total Teaching Positions	6.5	100	147.5	100	279044.8	100

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.

2022-23 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)	3.2	48.43	116	82.31	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.7	0.53	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6.9	4.9	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.4	51.57	13	9.24	11746.9	4.23
Unknown/Incomplete/NA	0	0	4.2	3.01	14303.8	5.15
Total Teaching Positions	6.6	100	141	100	277698	100

Note: The data in this table is based on 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.

2023-24 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	51.42	123.3	83.88	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.9	2.68	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.4	1.66	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.9	48.58	12.8	8.71	12112.8	4.34
Unknown/Incomplete/NA	0	0	4.5	3.06	13705.8	4.91
Total Teaching Positions	5.9	100	147.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	3.10	3.4	2.9
Total Out-of-Field Teachers	3.10	3.4	2.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
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	8	1

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Apex Learning aligned to CA State content standards	0.0
Mathematics	Apex Learning aligned to CA State content standards	0.0
Science	Apex Learning aligned to CA State content standards	0.0
History-Social Science	Apex Learning aligned to CA State content standards	0.0
Foreign Language	Apex Learning aligned to CA State content standards	0.0
Health	Apex Learning aligned to CA State content standards	0.0
Visual and Performing Arts	Apex Learning aligned to CA State content standards	0.0
Science Laboratory Equipment (grades 9-12)	Apex Learning lab materials aligned to the Next Generation Science Standards (NGSS)	0.0

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

School Facility Conditions and Planned Improvements

At North Point Academy, the dedicated staff, supportive parents, and enthusiastic students recognize the vital importance of a safe, inviting, and well-equipped school campus for effective learning. We are committed to creating an environment where every student feels comfortable and valued. Our campus is meticulously maintained, featuring pristine grounds that contribute to a positive atmosphere for education.

In late 2016, the District invested in our future by passing a substantial \$47 million facility bond. This funding is poised to enhance our educational infrastructure, with all projects being thoughtfully prioritized through board approval and in collaboration with the bond oversight committee as part of our comprehensive district modernization plan.

It is essential to highlight that North Point Academy shares its location with Nevada Union High School and does not possess a separate facility report, which means we benefit from the resources and facilities of the high school campus while continuing to focus on the unique needs of our own student community

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Most of the HVAC units at this site are bard units and heat pumps. As a result, there is no gas on site.
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical		X		All panels and sub panels are labeled correctly
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Roof above J wing Kitchen is bowing, small leak in the last heavy rains
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	59	52	61	62	47	48
Mathematics (grades 3-8 and 11)	11	26	30	33	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	39	31	79.49	20.51	51.61
Female	29	22	75.86	24.14	50.00
Male	--	--	--	--	--
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	29	22	75.86	24.14	54.55
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	13	68.42	31.58	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	39	31	79.49	20.51	25.81
Female	29	23	79.31	20.69	17.39
Male	--	--	--	--	--
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	29	24	82.76	17.24	20.83
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	14	73.68	26.32	21.43
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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	30.61	32.95	33.33	45.81	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	88	96.70	3.30	32.95
Female	64	61	95.31	4.69	29.51
Male	24	24	100.00	0.00	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	10	90.91	9.09	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	74	72	97.30	2.70	30.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	32	91.43	8.57	31.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Nevada Union High School District (NJUHSD) offers a wide range of Career and Technical Education (CTE) pathways designed to equip students with industry-specific skills and certifications. These include pathways in Agriculture (e.g., Agricultural Equipment Operator, Farm Equipment Mechanic, Welder), Arts, Media, and Entertainment (e.g., Digital Media Arts, including Publication Design II), Building and Construction Trades (e.g., Residential and Commercial Construction), Patient Care (e.g., Skills for Health Careers), and other fields such as Automotive, Culinary, Machining and Forming, Forestry, Food Service, and Product Innovation. Over 30 CTE courses at NJUHSD are approved for UC "A-G" college entrance credit.

Many North Point Academy (NPA) students access CTE courses through concurrent enrollment at Nevada Union High School or academic enrichment at Sierra Community College. However, these options are not factored into NPA's CTE enrollment and completion rates as calculated by CalPads. As an independent study school, NPA faces challenges in creating an internal CTE pathway for students, especially with most of its students being in grades 11 or 12. This has led to a sense of urgency among NPA leadership and educators.

In response, NPA has piloted the Edmentum CTE pathways courseware through Exploratory Work Experience since the Fall 2023 through the present academic year. The proposed courses, all meeting UC area G college prep criteria, was presented and approved to the NJUHSD curriculum committee and governing board in February 2024.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	29
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	96.88
Graduates Who Completed All Courses Required for UC/CSU Admission	12.86

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	58%	58%	58%	50%	41%

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.

2025-26 Opportunities for Parental Involvement

North Point Academy (NPA) fosters strong family connections through transparent and inclusive communication. We keep parents and guardians informed via Parent Square, phone, text, email, and an open-door policy for weekly student meetings. Recognizing diverse family structures, we use inclusive language that honors the roles of guardians, extended family, and

2025-26 Opportunities for Parental Involvement

caregivers.

Our communication strategy includes timely website updates, on-demand videos about our independent study model, and the Parent Square platform for grade-specific announcements and deadlines. Parents/guardians can also access AERIES for real-time grades and progress updates. Collaboration with families is integral to our intervention process, ensuring student success in the independent study format where work completion drives attendance.

NPA values collaborative decision-making through our site council, which includes parents, guardians, and community members. Feedback from tools like the CA Healthy Kids Survey and the NJUHSD LCAP survey informs continuous improvement. We also invite families to support students' development by volunteering as field trip chaperones, reinforcing their vital role in our school community.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	10	6.9	0	8.8	9.3	7.4	8.2	8.9	8
Graduation Rate	88.6	93.1	98.5	86.8	88.8	89.6	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	67	66	98.5
Female	42	42	100.0
Male	24	23	95.8
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	11	11	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	52	51	98.1
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	33	33	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	183	167	60	35.9
Female	112	103	27	26.2
Male	67	60	33	55.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	28	13	46.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	141	127	41	32.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	88	78	31	39.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	19	16	5	31.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	1.09	6.3	6.54	5.07	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.58	0.88	0.52	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.09	0.00
Female	0.00	0.00
Male	2.99	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.71	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.27	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

North Point Academy (NPA), located on the Nevada Union High School campus, operates within a collaborative safety framework integrated with the Nevada Union High School Safety Plan. This includes participation in biannual safety weeks focused on preparedness and training for emergencies, such as fire, earthquake, and lockdown scenarios. Emergency communication is managed via Catapult EM, ensuring centralized coordination among teachers, school sites, districts, and law enforcement.

As an independent study school, NPA emphasizes community-wide safety, especially given that students are frequently off-campus. Key initiatives include wildfire safety training through programs like Code Red Nevada County and Know Your Zone, and staff training in Narcan administration through the Know Overdose Nevada County campaign to address drug overdose risks. The school also supports student well-being through mental health counseling, first aid services, and partnerships with Nevada County Public Health for current health guidelines.

NPA maintains additional safety measures, such as visitor management protocols, security cameras, and regular updates on emergency preparedness. Students and staff receive training on cybersecurity and digital safety, alongside updates shared through Catapult EM, email, and SMS alerts. Collaboration with local agencies, including fire departments and law enforcement, strengthens response capabilities and aligns NPA with broader community safety efforts. The Nevada Union Safety Plan, including these initiatives, was approved by the NJUHSD governing board on February, 2025.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	15	9	3	1
Mathematics	8	12		
Science	11	5		1
Social Science	17	8		3

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	9	16	1	1
Mathematics	5	20		
Science	9	4	1	
Social Science	11	11	1	2

2024-25 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	260

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,207.06	\$649.59	\$10,557.46	\$100,219.77
District	N/A	N/A	\$1,022.95	\$92,124
Percent Difference - School Site and District	N/A	N/A	164.7	12.6
State	N/A	N/A	\$11,146	\$100,016
Percent Difference - School Site and State	N/A	N/A	-2.0	6.7

Fiscal Year 2024-25 Types of Services Funded

North Point Academy offers a wide range of supplemental services designed to support students in their academic and personal development. The school provides Career Technical Education programs through Exploratory Work Experience, dual scheduling with Nevada Joint Union High School District (NJUHSD), CTE class availability on Edmentum, or academic enrichment opportunities at the community college level.

Students also have access to the STARS program, which offers group and individual counseling services, alcohol and drug diversion groups, violence prevention initiatives, and alternative activities. This program collaborates with outside community agencies to ensure comprehensive support. Additionally, the Social Emotional Learning (SEL) program is implemented to enhance students' emotional well-being. The school also participates in California Student Mental Health Month activities, emphasizing the importance of mental health awareness. North Point Academy's commitment to holistic education is evident in its diverse range of programs and resources.

The academy encourages active parent involvement and offers advanced placement (AP) classes, an online learning program, and a Work Experience program to prepare students for future careers. Tutoring services are available at the on-site Student Center, which is open five days a week and it provides resources for academic success. Comprehensive school counseling services and an Intervention Specialist are also available to address students' needs.

Special Education services, Individual Learning Plans, Art Drop, a special program open to students to integrate Universal Design for Learning, through art and projects as an alternative to satisfy course requirements ensures that we are able to personalize learning to the diverse learning styles of each student. Further, access to programs such as IXL provides math support while access to Chromebooks on a 1:1 basis ensure personalized support for all students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,044	\$59,531
Mid-Range Teacher Salary	\$86,087	\$95,178
Highest Teacher Salary	\$111,314	\$118,880
Average Principal Salary (Elementary)		\$122,892
Average Principal Salary (Middle)		\$148,230
Average Principal Salary (High)	\$145,497	\$163,784
Superintendent Salary	\$185,775	\$227,673
Percent of Budget for Teacher Salaries	30.31%	26.91%
Percent of Budget for Administrative Salaries	5.34%	5.63%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	7
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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	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	0
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	10

Professional Development

North Point Academy Professional Development Overview (2024-2025)

North Point Academy (NPA) aligns with the NJUSHD professional learning community vision, focusing its 2024/2025 professional development on four core questions:

What do we want students to know and be able to do?

Professional Development

How will we know when they learn it?
How will we respond if some students don't learn?
How will we extend learning for proficient students?

Focus Areas:
In Fall 2025, NPA emphasized math support via IXL, to remediate and offer targeted support for math. The math specialist is working with the intervention team to develop protocols and how to best utilize this intervention program.

Additional Initiatives:
Throughout the year, NPA educators participated in training programs offered by the Nevada County Superintendent of Schools, including the Social Emotional Learning Community of Practice. The Paper Tutoring program was also implemented, providing real-time math tutoring with 24/7 student access and session outcome reports for teachers. During 2024/2025 attention continued to focus on Proposition 28 art education programs, with strategic planning through Sacramento COE Region 3 arts convening and participation in the Rural Arts Initiative. Additionally, NPA engaged with the California Consortium for Independent Study (CCIS) to refine best practices, enhance compliance, and innovate teaching strategies, emphasizing excellence in independent study.

Commitment to Improvement:
NPA demonstrated its dedication to continuous school improvement through the WASC process, with two committee members participating annually in WASC professional development. This comprehensive approach underscores NPA’s commitment to student achievement, professional growth, and tailored strategies for the independent study setting.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5