

Northwest Prep Charter School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Northwest Prep Charter School
Street	2590 Piner Road
City, State, Zip	Santa Rosa, CA 95401
Phone Number	(707) 522-3320
Principal	Kim Kern
E-mail Address	kkern@pousd.org
Web Site	www.pousd.org
CDS Code	49-70870-0106344

District Contact Information	
District Name	Northwest Prep Charter School
Phone Number	(707) 522-3000
Superintendent	Carmen Diaz-French
E-mail Address	cdiaz-french@pousd.org
Web Site	www.pousd.org

School Description and Mission Statement (School Year 2017-18)

School and Program Description

Relevant Curriculum

The education experience at Northwest Prep for both students and teachers is contextual, active, and authentic. Project-Based work and field studies are the norm. Academic competencies are integrated with professional skills and guided by the Driving and Guiding questions developed by students and staff. Each semester's long-term whole school project is driven by an over-arching Driving Question. The curriculum in all classes is carefully designed to scaffold and build student's knowledge and abilities to be able to adequately and appropriately address this question and Guiding Questions through a series of formative benchmarks, and finally through summative, high stakes Academic Exhibitions.

Personalized Learning

At NWP every student is well known and respected. NWP's enrollment of 104 students, and staff of 7 teachers, including the school's Director and Counselor, are small by design. Students are blended in grades 7/8, 9/10 and 11/12 for most classes but in the course of all long-term projects, "teams" include grade levels 7-12. Teachers share responsibility for all of NWP's students and work with them all over several years. Advisors serve as advocates for their students, and as a liaison between staff, students, and parents. Teachers also facilitate NWP's Crossroads program.

Authentic and Powerful Accountability

Students, parents and staff use a broad range of approaches to measure academic and personal growth. The most important and valuable assessment is consistent conversation. This is the norm in all NWP classes. Conversation, facilitation, and mediation regarding student work and overall process occurs one-on-one, with small groups, and through seminars. Both students and teachers routinely examine progress and proficiency using systematic inquiry and reflection. Students employ personal web portals to compile and share digital portfolios, collaborate with peers on project benchmarks, post blogs, video conference, archive work, and post work for peer and teacher evaluation. All students participate in culminating Academic Exhibitions where they are evaluated by members of the entire school community. Prior to graduation each student must formally present and defend a multimedia portfolio of work and experiences that demonstrates evidence that they have achieved proficiency in Northwest Prep's Leadership Skills (see below).

A Community of Learners

Northwest Prep's students, staff, and parents are active participants in a truly collective endeavor focused on instilling in students a desire to develop successful habits of mind, and an appreciation for the importance of continuing education. We work hard to develop strong positive relationships and a culture of appreciation, trust, and respect within the entire school community. Students produce weekly whole-school Community Meetings where they communicate important information, showcase student talents and accomplishments (music, poetry, athletics, etc.), and address issues they feel are important in town hall styled forums.

Real World Immersion

Though Northwest Prep is a small educational enclave, it is not an island. Students and staff work to regularly find opportunities for students to interact with other students, and successful adults, in the community and beyond. Northwest Prep encourages and accommodates students to take classes at Santa Rosa Junior College, and Sonoma State University, as well as online courses in areas that we can't offer due to staffing constraints. In the course of their project work, students are required to interact with experts in the fields that they are exploring, and with professional mentors with whom they are communicating, job shadowing, or interning with in the Crossroads program. Students are also required to communicate through email or video-conferencing with students from other communities and even countries in order to gain diverse perspectives on project topics and issues.

NWP's Crossroads program guides students through multi-year college and career exploration, job shadows, and professional internships. All students are also taught professional public speaking and communication skills on an ongoing basis. The main goal of the program is to, over time, create individualized pathways for each NWP student. When students leave Northwest Prep, they leave with an informed plan for their future.

Grades 7 and 8 focus on exploring their interests, abilities, and talents. Grades 9 and 10 focus on exploration of the vast range of careers and different types of colleges and training programs that prepare students for them. Grades 11 and 12 learn how to identify and secure professional internships and develop a plan to actively contribute in their placement. NWP links students to all levels and fields of the professional workplace. We provide students with the opportunity to apply the many practical benefits from their PBL experience, to provide a service to their mentors and their organizations, and to further develop their professional and academic skills. The Crossroads experience empowers student's ability to make informed choices for life after high school.

NWP Leadership Skills are the foundation of the Northwest Prep program. They are the backbone of NWP's school culture, curricular goals, and the basis for assessment of each student's progress and growth. When students leave Northwest Prep for targeted post-secondary experiences, they leave proficient in all of the Leadership Skills. We know from our graduates that students who are truly proficient in these skills, will be successful no matter what path they choose after high school.

Personal Integrity

Students handle themselves with confidence and act with honesty and courage. They commit to their developing beliefs and are willing to assume roles as inquiring observers, active participants, and dynamic leaders. They demonstrate positive working relationships across diverse groups, accept personal responsibility for their actions, and remain open to learning from the feedback and guidance of others.

Productive Collaboration

Students develop and use the skills necessary to plan and engage in group projects. They work to resolve social and logistical conflicts and devise solutions to meet diverse needs. They collectively set goals and develop strategies to meet those goals. They evaluate the effectiveness of their approach and constructively adapt to new understandings as they arise.

Critical and Creative Thinking

Students identify problems and pursue opportunities from multiple perspectives. They locate, organize, analyze, and apply key information in inventive and imaginative ways. They design, evaluate, and employ a variety of strategies, tools, and skills to achieve innovative results. Students are independent, creative, and critical thinkers who question and connect to the world around them from both big picture and focused perspectives.

Effective Communication

Students understand and practice effective communication using verbal and nonverbal language with intent, awareness, and accuracy. They are empathetic, emotionally intelligent, persuasive, and articulate. They are skillful self-advocates who effectively communicate their needs. Students internalize and present their understandings and ideas with confidence and clarity. Employing a variety of media, they use practical, academic, and artistic abilities to convey meaning in a clear and engaging fashion.

Reflective Learning

Students excel at making critical observations about their own learning and potential. They formulate meaningful and relevant questions that inspire and encourage further inquiry. Students consistently take charge of their education by reflecting upon and revising their own practices.

Citizenship and Global Responsibility

Students are engaged and informed citizens. They are empowered to create positive change in themselves, their communities, and the world. They are mindful and principled decision makers who understand the long and short-term effects of their actions on others and the environment. They practice compassionate, ethical, and active citizenship in local, global, and virtual settings. Students strive to achieve balance between their own needs and the needs of others.

Resiliency and Drive

Students are adept at taking intelligent risks and view mistakes as necessary steps toward learning and growth. They consciously identify their intentions and desires. They possess the tenacity and determination to work individually and collaboratively. They are self-motivated and self-regulated. Northwest Prep students confront challenges and persevere through adversity.

School Purpose and Expected School Wide Learning Results

Northwest Prep Charter School is a small, personalized, rigorous learning community where students are deeply engaged in, and thoughtful about, their learning. Teachers know students well and guide them towards expected outcomes by teaching them to ask good questions, and identify and solve meaningful problems. All students participate in a standards-based, academically rigorous Workplace Learning Program that allows them to interact with successful adults, apply their talents to real world challenges, and exhibit their skills and problem-solving abilities. Northwest Prep features standards-based, project and problem-based instruction, integrated curriculum, advanced technology, visual and performing arts, and performance-based assessments.

Upon graduation all NWP students are expected to have become highly proficient in all of the NWP Leadership Skills, pass the California High School Exit Exam (CAHSEE), present a Graduation Portfolio Defense, and be well-prepared for college and the workplace.

Northwest Prep Expected Schoolwide Learning Outcomes (ESLR's)

The Northwest Prep Leadership Skills have been adopted as the Expected Schoolwide Learning Results (ESLRs). Students are evaluated each semester on their growth in each of the Leadership Skills. In order to graduate from NWP, students must demonstrate evidence of proficiency, and receive an assessment of “capable” or “excellent” on all Leadership Skills in their Graduation Portfolio.

NWP Academic Performance Outcomes

- Read critically and write persuasively in the English language
- Recognize and describe relationships and patterns mathematically to solve concrete and abstract problems
- Apply scientific concepts and skills to solve problems, and use critical thinking skills to interpret scientific data
- Demonstrate an understanding of historical, political, social, and economic issues from multiple perspectives
- Use digital technologies appropriately as tools to enhance the achievement of academic and aesthetic goals and interpret, experience, create, and present original ideas and products

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	19
Grade 8	23
Grade 9	24
Grade 10	21
Grade 11	19
Grade 12	10
Total Enrollment	116

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.9
Asian	2.6
Filipino	0.9
Hispanic or Latino	55.2
Native Hawaiian or Pacific Islander	0
White	33.6
Two or More Races	4.3
Socioeconomically Disadvantaged	47.4
English Learners	13.8
Students with Disabilities	4.3
Foster Youth	0.9

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	4	5	5	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 12/2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Teacher/Team prepared materials. Previously adopted textbooks are available as resources. Apple iPads and a wide array of apps are the primary tool used in instruction. There are sufficient tools, devices and materials for all students to effectively engage in NWP's Project-Based Program of Inquiry.		0
Mathematics	Teacher/Team prepared materials. Previously adopted textbooks are available as resources. Apple iPads and a wide array of apps are the primary tool used in instruction. There are sufficient tools, devices and materials for all students to effectively engage in NWP's Project-Based Program of Inquiry.		0
Science	Teacher/Team prepared materials. Previously adopted textbooks are available as resources. Apple iPads and a wide array of apps are the primary tool used in instruction. There are sufficient tools, devices and materials for all students to effectively engage in NWP's Project-Based Program of Inquiry.		0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Teacher/Team prepared materials. Previously adopted textbooks are available as resources. Apple iPads and a wide array of apps are the primary tool used in instruction. There are sufficient tools, devices and materials for all students to effectively engage in NWP's Project-Based Program of Inquiry.		0
Foreign Language	SRJC classes for French, Spanish, and American Sign Language. Mandarin class offered currently with teacher designed curriculum (2015-16 school year)		0
Health	Teacher/Team prepared materials. Previously adopted textbooks are available as resources. Apple iPads and a wide array of apps are the primary tool used in instruction. There are sufficient tools, devices and materials for all students to effectively engage in NWP's Project-Based Program of Inquiry..		0
Visual and Performing Arts	Teacher/Team prepared materials. Previously adopted textbooks are available as resources. Apple iPads and a wide array of apps are the primary tool used in instruction. There are sufficient tools, devices and materials for all students to effectively engage in NWP's Project-Based Program of Inquiry.		0
Science Laboratory Equipment (grades 9-12)	Teacher/Team prepared materials. Previously adopted textbooks are available as resources. Apple iPads and a wide array of apps are the primary tool used in instruction. There are sufficient tools, devices and materials for all students to effectively engage in NWP's Project-Based Program of Inquiry..		0

School Facility Conditions and Planned Improvements (Most Recent Year)

The NorthWest Prep campus is safe, clean and more than adequate. The garden is expansive and integral to the overall appearance. The shared facilities with the County Office of Education is seamless. The site is well landscaped and maintained. The recent conversion to solar has enhanced the facility by providing energy and covered areas for the students.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: February 11, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs are needed at this time, however, the District has begun the process of having an energy audit completed which will lead to the replacement of older HVAC units.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: February 11, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			No repairs are needed at this time, however, the District has begun the process of having an energy audit completed which will lead to the replacement of interior lighting.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roofs have been redone during the summer of 2016.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: February 11, 2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	45	51	39	36	48	48
Mathematics (grades 3-8 and 11)	19	18	24	23	36	37

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	57	98.28	50.88
Male	35	34	97.14	44.12
Female	23	23	100	60.87
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	28	96.55	53.57
White	21	21	100	47.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	27	26	96.3	46.15
English Learners	18	17	94.44	35.29
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	57	98.28	17.54
Male	35	34	97.14	17.65
Female	23	23	100	17.39
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	28	96.55	7.14
White	21	21	100	28.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	27	26	96.3	11.54
English Learners	18	17	94.44	0
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

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

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 Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	20	27	34	43	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

One of the major goals of Northwest Prep is for students to develop an understanding about the connection between their education and their future success in the workplace. From middle school throughout high school students participate in NWP's Crossroads program which includes: career awareness, career education and career exploration through both school-based and work-based learning experiences. This includes career education classes, job seeking skills training, service and community learning, career speakers, job shadowing and professional long-term internships.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	n/a
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	76.92

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.6	23.5	41.2
9	10.5	36.8	21.1

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

There are a variety of ways for parents to become a very important part of the school community.

Parents can select from activities that occur during the school day, after school hours and on the weekends. The school depends on input from parents as members of the School Leadership Team. The Leadership Team includes parent membership. This group meets periodically and serves in an advisory capacity to the Director and staff in matters related to curriculum and school policies. The Leadership Team includes parent members who focus their input in areas including career exploration and Internship development, fundraising, parent volunteers, public relations, and school events as well as providing input and review of NWP's Charter and WASC plan. Additionally parents work with students and teachers in by volunteering in classrooms, chaperoning field trips and extra curricular activities, coaching, and participating in campus workdays. To make this happen :

Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education.

Parents need to feel a sense of connection and engagement with the school community.

Parents can answer annual questionnaire sent home in summer packet for parents to fill out informing the school of what skills they would like to share with students, ability to participate in school events, drive for field trips, or provide job shadowing or internship opportunities for students.

Metrics:

Attendance at school events.

Parent volunteers

Engagement statistics on social media sites, website and e-newsletters.

Attendance at Parent Forum Nights

Serving as guest speakers, parents share their careers, offer internship and job shadow opportunities.

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	26.3	7.1	15.8				11.5	10.7	9.7
Graduation Rate	68.42	85.71	68.42				80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	86.67	86.67	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	0	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	88.89	88.89	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	83.33	83.33	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	100	100	85.45
English Learners	100	100	55.44
Students with Disabilities	100	100	63.9
Foster Youth	100	100	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.9	5.6	6.5	2.1	2.2	3.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

A comprehensive safety plan is in place. The plan includes elements that address general procedures and emergency situations. It assures the safety of students and staff in case of any routine or disaster emergency situation. It includes a communication plan with the district office and other district schools.

Northwest Prep staff and community value a school where students learn in an environment that is safe, supportive, and free from outside interference and harm. We emphasize the development of safety, respect, responsibility and communication. The school community models and reinforces positive and courteous behavior.

The following are strategies used to support this goal:

- Development of school wide rules and expectations/consequences
- School wide participation in community building activities during the school year of to help familiarize students with expectations and procedures, and to get to know members of the school community
- Class Advisories where classroom meetings are held
- Training and support of playground supervisors
- Semester Recognition Assemblies

Disciplinary issues are handled by the classroom teachers and referred to the Director as needed by a referral process. Board Policies and Education Code provide the framework for school wide policies. The staff works collaboratively to provide interventions which support positive student behaviors. Regular communication with parents provides for ongoing updates regarding students that need monitoring and support.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10	6		6	17		7	16	1			
Mathematics	10	6		8	10	1	7	16				
Science	15	4		11	7	1	8	12	1			
Social Science	11	6		6	17		7	15	1			

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	.2	N/A
Other	0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,742	\$367	\$9,375	\$55,573
District	N/A	N/A	\$8,667	\$75,823
Percent Difference: School Site and District	N/A	N/A	8.2	-20.8
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	65.1	-22.4

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

Types of Services Funded (Fiscal Year 2016-17)

Northwest Prep provides an instructional program aligned to the California state standards and infuses career exploration, enrichment, and project-based learning activities into the core curriculum. The school's leadership team, community partners and parents collaborate and coordinate ongoing community projects that allow students to apply academic concepts and hands-on activities to relevant community projects.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,233	\$47,034
Mid-Range Teacher Salary	\$67,301	\$73,126
Highest Teacher Salary	\$95,210	\$91,838
Average Principal Salary (Elementary)	\$103,840	\$116,119
Average Principal Salary (Middle)	\$108,824	\$119,610
Average Principal Salary (High)	\$102,577	\$115,194
Superintendent Salary	\$158,312	\$178,388
Percent of Budget for Teacher Salaries	34%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2016-17)

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		N/A
Science		N/A
Social Science		N/A
All courses	1	37.1

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

The Northwest Prep staff participates in professional development activities provided within the District. In addition, staff regularly attends learning opportunities that are provided at the Sonoma County Office of Education as well as other sessions available to staff. Learning sessions during the year cover a variety of topics including Professional Learning Communities and Networks, LCAP and LCFF awareness trainings, Common Core and Smarter Balanced Assessment trainings, BTSA, CELDT, Safety Planning and training including CPR/First Aid. NWP has implemented a Project Based Program of Inquiry and meets for a minimum of 3 hours each week to plan/monitor/assess integrated project curriculum.