

Northwest Prep Charter School

California Charter School #526

Approved POUUSD - February 6, 2008

Approved for Material Revision - August 13, 2008

Approved for Name Change - January 13, 2009

Renewed - February 8, 2013

Renewed – February 7, 2018

Current Charter Expires June 30, 2023

Charter School Renewal Petition

Presented to

The Board of Trustees
Piner-Olivet Union School District

TABLE OF CONTENTS

CHARTER RENEWAL REQUEST5

AFFIRMATIONS /ASSURANCES7

INTRODUCTION9

ELEMENT 1: THE EDUCATIONAL PROGRAM10

 1.1 MISSION.....10

 1.2 EDUCATIONAL PHILOSOPHY10

 1.3 NWP SCHOOL PROGRAM11

 1.4 STUDENTS TO BE SERVED12

 1.5 CURRICULUM AND INSTRUCTIONAL DESIGN12

 1.6 HOME STUDY PROGRAM15

 1.7 WRITTEN POLICIES15

 1.8 INDEPENDENT STUDY AGREEMENTS16

 1.9 SUPPORT FOR LOW ACHIEVING STUDENTS17

 1.10 SUPPORT FOR HIGH ACHIEVING STUDENTS17

 1.11 SUPPORT FOR ENGLISH LANGUAGE LEARNERS17

 1.12 SUPPORT FOR SPECIAL EDUCATION STUDENTS18

ELEMENT 2: PUPIL OUTCOMES19

ELEMENT 3: MEANSURING PUPIL PROGRESS21

ELEMENT 4: GOVERNANCE23

ELEMENT 5: EMPLOYEE QUALIFICATIONS24

 5.1 HUMAN RESOURCES24

 5.2 STAFF DEVELOPMENT.....25

ELEMENT 6: HEALTH AND SAFETY OF PUPILS AND STAFF.....25

ELEMENT 7: RACIAL AND ETHNIC BALANCE26

ELEMENT 8: ADMISSION REQUIREMENTS27

ELEMENT 9: AUDIT OF FINANCIAL AND PROGRAMMATIC OPERATIONS28

 9.1 BUDGETS28

 9.2 FINANCIAL REPORTING29

 9.3 INSURANCE29

 9.4 ADMINISTRATIVE SERVICES29

ELEMENT 10: SUSPENSION AND EXPULSION29

TABLE OF CONTENTS (con't)

ELEMENT 11: EMPLOYEE RETIREMENT	30
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	30
ELEMENT 13: EMPLOYEE RIGHTS	30
ELEMENT 14: DISPUTE RESOLUTION	31
ELEMENT 15: PUBLIC SCHOOL EMPLOYER	31
ELEMENT 16: SCHOOL CLOSURE	32
ELEMENT 17: ADDITIONAL REQUIREMENTS: IMPACT ON AUTHORIZER	33
17.1 LIABILITY AND INDEMNITY	33
17.2 TERM OF CHARTER	34
17.3 AMENDMENTS	34
17.4 CENTRALIZED ADMINISTRATIVE SERVICES	34
17.5 SEVERABILITY	34
APPENDIX A: CHARTER RENEWAL DATA	35
APPENDIX B: ADDITIONAL CHARTER RENEWAL DATA	39

NORTHWEST PREP CHARTER SCHOOL

CHARTER RENEWAL REQUEST

February 7, 2018

Piner-Olivet Union School District Governing Board
3450 Coffey Lane
Santa Rosa, CA 95403

Dear Members of the Piner-Olivet Union School District Governing Board:

On behalf of the Northwest Prep Charter School community, I formally request that the Piner-Olivet Union School District Governing Board renew this charter to operate Northwest Prep Charter School (NWP) for five years from February 8, 2018 until June 30, 2023.

Northwest Prep is an innovative project-based, constructivist school dedicated to personalized learning. We strive to ensure that every student develops the ability to take charge of their personal and academic growth and can effectively pursue their interests and ambitions after high school. Northwest Prep is a proud recipient of Sonoma State University's 2013 Award for Educational Innovation. Last year, Northwest Prep was granted a six-year WASC accreditation through June 30, 2022.

This renewal request will provide evidence that Northwest Prep Charter School has met the criteria for renewal as outlined in POUUSD Board Policy Administrative Regulations AR 0420.4 (f) and the California Education Code:

POUSD BOARD POLICY ADMINISTRATIVE REGULATIONS CHARTER RENEWAL CRITERIA

In addition, beginning on January 1, 2005, or after a charter school has been in operation for four years, whichever is later, a charter school shall meet at least one of the following:

- 1. The charter school attains its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.*
- 2. The charter school ranks in deciles 4-10 on the API in the prior year or in two of the last three years.*
- 3. The charter school ranks in deciles 4-10 on the API for a demographically comparable school in the prior year or in two of the last three years.*
- 4. The Board determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school students would otherwise have been required to attend, as well as the academic performance of district schools, taking into account the composition of student population is served at the charter school.*

CA ED CODE - CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.*
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.*

- (3) *Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.*
- (4) *The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.*
- (5) *Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052*

Northwest Prep Charter School meets the criteria of Education Code Section 47607(b)(2) because it ranked in decile 4 on the API in the most recent year rankings were generated (2013). In addition, as evidenced in Appendix A [2017 CAASPP comparison data], Northwest Prep Charter School meets the criteria of Education Code Section 47607(b)(4). Because the State of California no longer uses API rankings to measure school performance, it may be helpful to note that the data in both Appendix A and Appendix B of this document also supports NWP's charter renewal request with respect to CA Ed Code 47607(a) and 52052(e).

Use of Alternative Measures & Increases in Pupil Academic Achievement Pursuant to Education Code Section 52052(e)(4) and Education Code Section 47607(a)(3):

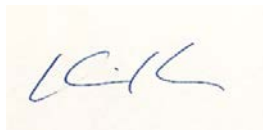
Additionally, Education Code Section 47607(a)(3) requires the authorizer to consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as numerically significant pupil subgroups) as the most important factor in determining whether to grant a charter renewal.

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- *The most recent API calculation;*
- *An average of the three most recent annual API calculations; or*
- *Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.*

If this amended Ed Code is applied (using Appendix A and B data), Northwest Prep Charter School meets all of the charter renewal criteria listed above by utilizing alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups, as allowed by Education Code Section 52052(e)(4)(C).

Respectfully Submitted,



Kim Kern
Principal
Northwest Prep Charter School

AFFIRMATIONS/ASSURANCES

Northwest Prep Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non- charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of Northwest Prep Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the Northwest Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. Admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall, at all times, maintain all necessary and appropriate insurance coverage.

- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to Northwest Prep Charter School including, but not limited to:
 - Northwest Prep Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - Northwest Prep Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - Northwest Prep Charter School shall comply with any jurisdictional limitations to locations of its facilities.
 - Northwest Prep Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - Northwest Prep Charter School shall comply with all applicable portions of the No Child Left Behind Act.
 - Northwest Prep Charter School shall comply with the Public Records Act.
 - Northwest Prep Charter School shall comply with the Family Educational Rights and Privacy Act.
 - Northwest Prep Charter School shall meet or exceed the legally required minimum of school days.

INTRODUCTION

The Piner-Olivet Union School District (POUSD) has had an excellent educational program for many years. Northwest Prep Charter School was developed with the desire to carry the tradition of excellence from grades seven through twelve. Northwest Prep Charter School (NWP) is designed to provide students and parents with a choice of educational opportunities for middle and high school. We understand that students learn in different ways and have different educational needs and goals. We are a cooperative learning community dedicated to the intellectual, emotional, physical, cultural, and social growth of all students and staff.

Northwest Prep Charter School's philosophy and program design are based on the belief that each student's potential is realized through deep involvement in standards-based learning activities that are both practical and theoretical, that incorporate students' interests, and that call for deep investigation and application of a broad range of skills. Northwest Prep students are supported in developing the ability to read, write, speak, and listen critically, and calculate with clarity and precision as well as the ability to participate passionately and responsibly within varied communities.

It is the intent of those drafting this charter that this document shall serve as a general guideline for the NWP community to follow; it is also our intent that the NWP program details will change over time to meet the changing needs of the community. After initial, formal acceptance by the Piner-Olivet Governing Board, this charter may be amended to meet those changing needs. Any suggested amendment(s) will be brought before the POUSD Governing Board and the NWP Leadership Team (defined later within the charter). Any member of NWP or the community at large may suggest an amendment. Any amendment(s) must be approved by the POUSD Governing Board.

Northwest Prep Charter School (NWP) is a small, dynamic, project-based learning 7-12th grade school focused on personalized learning. Piner-Olivet Charter High School was originally approved by the Board of Trustees of the Piner-Olivet Union School District ("POUSD") on December 20, 2002 and its official charter was granted by the California State Board of Education on March 13, 2003 for a projected starting date of September 2004. On June 3, 2004 the California Department of Education approved a new CDS code (49-70870-0106344) and a school name change from Piner-Olivet Charter High School to Career Academy at Piner-Olivet (CAPO). In June of 2012, the school changed its name to Northwest Prep Charter School.

Support for (and participation in) the development and submission of the initial charter high school application included Superintendent Dr. Rod Buchignani and District teachers. Dr. Buchignani had previously coordinated the District's first successful charter application for Piner-Olivet Charter School (grades 7-8) in 1995. The founding members also had charter development support in the areas of curriculum, budget, and personnel from the district's central office staff. They received input and feedback from a range of parents and community members.

From 2003-2008, the commitment from district/site staff and parent and community members to

the success of Northwest Prep at Piner-Olivet continued to grow. As student enrollment increased and the grade levels offered expanded, the school continued to develop and improve course and vocational support offerings as it has promoted a positive learning community for all. The 2008-2009 school year was the first year that all planned grade levels (7-12) identified in the original charter were in place. The school held its first graduation ceremony that year.

While Northwest Prep Charter School has relied on its stakeholders - site administrator, teacher/staff expertise, and parental/community involvement - to coordinate and sustain the quality and effectiveness of its day-to-day programs, its charter ensures that Northwest Prep has access to the expertise of key POUSD district departments in the areas of human resources, fiscal and contract services, curricular and professional development, and legal support.

In June of 2012, Northwest Prep Charter School staff began restructuring the NWP academic program in order to actualize the original vision of a true Project-Based school program. In 2013, Northwest Prep received Sonoma State University's Award for Educational Innovation. Last year, Northwest Prep's on-campus program was granted a six-year WASC accreditation through June 30, 2022. Over the past 10 years, NWP has grown; today we are able to serve up to 120 students with a staff of 7 full and part-time teachers, a part-time RSP teacher, one part-time instructional assistant, full-time office manager, a part-time counselor, and a part-time time principal.

ELEMENT 1: THE EDUCATIONAL PROGRAM

"A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an 'educated person' in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." Ed Code Section 47605 (b)(5)(A)

1.1 MISSION

Based on current educational research and best practices, and on a commitment from participating stakeholders to meet the varied needs of our school's population as the school increases learning opportunities for all its students, Northwest Prep Charter School's mission is to:

- Provide a cooperative learning community dedicated to the intellectual, emotional, physical, cultural, and social growth of all students and staff
- Prepare its students to be purposeful, responsible, and contributing citizens and to function effectively in the world of work
- Create a caring and safe student-centered environment
- Guarantee that its students develop the literacy and skills as well as the positive attitudes needed to effectively pursue professional careers of their choosing

1.2 EDUCATIONAL PHILOSOPHY

Northwest Prep Charter School's philosophy is based on the belief that each student's potential is realized through deep involvement in standards-based learning activities that are both practical and theoretical, that incorporate students' interests, and that call for deep investigation and

application of a broad range of skills. Project-Based Learning becomes the basis for significant understanding.

As students of the twenty-first century, Northwest Prep students will be equipped with the ability to read, write, speak, and listen critically, and calculate with clarity and precision as well as the ability to participate passionately and responsibly within varied communities. The educational philosophy and program supports the development of the whole student in an enriched environment addressing each individual's learning needs and interests. Students will be provided in-depth opportunities to explore and develop their interests and talents and will be provided guidance, over the course of several years, to develop individualized pathways towards post-secondary professional goals, including attendance to college and professional training programs.

A Northwest Prep Charter School education will enable students to become literate, competent, self-motivated, independent learners by providing a multi-cultural, student-centered environment in which all students will:

- Be held to high academic and behavioral standards
- Work in collaborative relationships, both within and outside of school
- Become active participants in the greater community
- Become self-motivated, self-confident, self-reliant, and responsible
- Utilize opportunities to develop independent thinking, creative problem solving and cooperative learning skills
- Work to develop competence in practical skills such as organization, time and resource management, and self-monitoring
- Challenge themselves to explore and excel in areas of special interest
- Become globally aware, empathetic and understanding of diversity, and have a genuine sense of social responsibility
- Develop individual resourcefulness, take risks, be an active and reflective learner and appreciate the value of continuing education

1.3 SCHOOL PROGRAM

Northwest Prep Charter School keeps parents informed about the school's course offerings, the transferability of those courses to other public middle and high schools, and the eligibility of each course to meet college entrance requirements.

Through the Northwest Prep Charter School website, as well as individual parent conferences the staff explains the academic requirements, course alignment to state core academic standards, graduation requirements, and the course alignment to A-G requirements. Following its WASC candidacy approval in June 2007, Northwest Prep Charter School developed and submitted various course outlines for A-G approval. Currently, Northwest Prep has 8 approved courses on the UC A-G list in the areas of English, Social Science, and Mathematics. As of February 2013, staff will submit 2 new courses each year until the full range of course offerings are UC approved.

1.4 STUDENTS TO BE SERVED

Northwest Prep Charter School began operation in September 2004 with an enrollment of 52 students in grades 7-9. Currently, 104 students are enrolled in grades K-12. Northwest Prep currently has 14 EL students enrolled. Students may also enroll in Northwest Prep Charter school's home study program.

By gender, the 2017-2018 student population is 51% males and 49% female with the following breakdown by ethnicity:

4% African American
2% Asian
1% Filipino
51.9%Hispanic/Latino
0% Pacific Islander
41.1% White

1.5 CURRICULUM AND INSTRUCTIONAL DESIGN

The overarching curricular program's focus on academics supports all students formally demonstrating evidence of proficiency in the Expected School-wide Learning Results (called **Leadership Skills** at Northwest Prep) prior to graduation.

Northwest Prep Leadership Skills

Prior to graduation, each student will formally present evidence of their:

Personal Integrity:

Students handle themselves with confidence and act with intellectual courage. They commit to their beliefs and are willing to assume leadership roles. They demonstrate positive working relationships across diverse groups, share responsibilities, accept advice and supervision, and are open-minded to different points of view.

Productive Collaboration:

Students understand and use project-planning skills. They cooperatively set goals and develop strategies to meet those goals in a timely manner. They acquire and use information and resources to implement their strategies. They evaluate the effectiveness of their approach.

Critical Thinking:

Students recognize and analyze problems from multiple perspectives. They identify, locate, and organize information. They propose, evaluate, and use a variety of strategies, tools, and skills to produce solutions. They are comfortable taking risks and are creative and independent thinkers.

Effective Communication:

Students understand principles of effective communication and use precise academic language. They are articulate and persuasive in all areas of communication. Students integrate and present ideas and concepts in previously unimagined ways. They apply artistic processes and

skills, using a variety of media to communicate meaning and intent.

Reflective Learning:

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

Citizenship and Global Responsibility:

Students are informed and active citizens empowered to create change in themselves, their communities and their world. They are aware of their responsibilities and the long-term effects of their actions in a global community.

Currently, the teaching staff consists of 6 FTE making the student-teacher ratio 17:1. This ratio allows for small class sizes and individualized learning opportunities for all students. The California Academic Content Standards as approved by the State Board of Education are integrated into the overall scope of a child’s mental, physical and emotional needs. Learning opportunities focusing on “hands on” and experiential learning are incorporated into the learning program.

Students will have guided learning opportunities in the community to the extent that is possible considering current budgetary constraints. Most of these will occur as part of Northwest Prep’s developing Careers program in the form of short-term shadow days and long-term internships. Students will be guided to use computers and emerging “smart” technologies, such as tablets and phones both in school and in their homes, if available. Digital technologies are and must be an integral part of a student’s educational programs today. Northwest Prep Charter School maintains an interactive website that enables families to stay in close contact with the Northwest Prep Charter School community.

All students participate in a rigorous, relevant and comprehensive standards-based curriculum through the completion of Northwest Prep Charter School grade level requirements. Embedded within the requirements, are academic core courses which are aligned to current academic content standards in English Language Arts, math, science, social science, foreign language, gardening, physical education and visual and performing arts. By adopting and utilizing instructional materials and strategies that support academic achievement, including but not limited to State approved texts, the established curriculum provides a rich academic core infused with a college and career exploration focus.

Northwest Prep Charter School staff, being adept at the California Standards for the Teaching Profession, further support the congruence between what is taught and the attainment of the NWP Leadership Skills. A continued cycle of review and revision ensures that the curriculum reflects meaningful, high quality, and equitable standards for all students. Ongoing professional development aids in refining the curriculum as needed to promote student achievement of

standards and Leadership Skills.

The small size of the Piner-Olivet Union School District allows school leaders and administration to meet regularly with feeder schools to ensure articulation between schools. Northwest Prep Charter School's master schedule is designed to ensure equal access for all students. Every student is enrolled in grade level courses in the academic core while career exploration opportunities enable students to pursue their academic, personal and post-secondary school career goals. During Crossroads (Advisory) periods, students work with staff in designing personal learning plans that guide their course selections in the upper grades. This process allows students to refine their goals at Northwest Prep Charter School and helps to develop realistic career pathways, especially for students in grades 11 and 12.

All students are encouraged and supported to pursue the most challenging programs available, and collaboration exists with post-secondary institutions to encourage students of multicultural backgrounds to attend college. Additionally, students have a variety of opportunities to explore, analyze, and evaluate post-secondary educational and career goals.

The Northwest Prep Charter School website includes a guide of course offerings. Northwest Prep Charter School ensures that upon completion of the high school program, its students will have met requirements that are aligned to Education Code, CSU, and UC recommendations for graduation.

Multiple assessments, including Academic Exhibitions, Portfolio Defense, the CAASPP/SBAC year-round assessment system, and other local formative and summative assessments are utilized to measure achievement. The staff continually reviews the progress of academic performance for all students and a Student Study Team format is available for students experiencing difficulties.

All students are actively involved in a variety of learning activities to assist them in achieving proficiency in the academic standards and NWP Leadership Skills. The staff uses researched-based instructional strategies to encourage students to think, reason, and problem solve in group and individual activities, projects, discussions, and inquiries related to investigations.

Standards-based instructional materials that have been adopted and implemented at each grade level are utilized along with myriad online resources. Students are both challenged and supported in achieving academic standards. They must not only locate online resources, but actively evaluate them for their accuracy, integrity, and academic value.

All teachers use Project-Based strategies and a huge range of resources to actively engage students and encourage them to succeed. Each academic core includes inquiry, technology, and varied activities and experiences far beyond what textbooks can provide to enhance learning activities (i.e. novels, essays, journal responses, drama, multicultural literature, research, design, multimedia, presentations, long-term integrated projects, yearbook, field trips, and guest speakers). In addition to extended learning activities, teachers draw from a

repertoire of activities that develop listening, speaking, reading, and writing skills consistent with developing Northwest Prep Charter School's Leadership Skills. Oral presentations and complimentary use of digital media are expected during most projects. By design, all academic core projects incorporate the NWP Leadership Skills. These are the backbone - the foundation of everything staff and students work towards at this school.

Northwest Prep Charter School conducts a programmatic audit annually and presents a report to the Governing Board. The report contains all pertinent data to indicate the degree to which Northwest Prep Charter School's goals are being met. The report for the previous school year is presented to the District's Governing Board by December 1 of each year.

1.6 HOME STUDY PROGRAM

Northwest Prep Charter School also offers a home study program serving grades K-12. This independent study program facilitates students in a home teaching environment with the added support of credentialed teachers, curriculum materials, and other resources. Parents (or responsible adults) guide students through their daily coursework in the privacy of their own home. Teachers holding a California teaching credential oversee the learning of each child in their class by meeting regularly with each student to track the progress of their work and providing them with new assignments. Teachers review each student's work for quality, accuracy, and understanding; evaluate their academic records (including daily lessons and assessments); and communicate with the parent (or other responsible adult) on a regular basis at teacher conferences. Teachers will also grade student work, deliver report cards and will be available daily via phone or e-mail when students (or adults) have questions.

Home study students also have access to a lending library of books, math manipulatives, science equipment, videos, tapes, and parent resource books. Home Study students also have access to the same kinds of special education services, English Learner services, and high and low-achieving student services that are available to students in the classroom-based program.

Home study students enroll in Northwest Prep Charter School in the same manner as classroom-based students, using the enrollment procedures set forth below, and will then receive an orientation in the Home Study program.

Northwest Prep Charter School shall comply with the Charter Schools Act along with Education 47612.5 and 51745 et. seq. and its implementing regulations regarding independent study instruction, including, but not limited to the following written policies.

1.7 WRITTEN POLICIES

Northwest Prep Charter School shall adopt written policies pursuant to a public hearing, prior to commencing operation that include, but are not limited to, all of the following:

(a) The maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work.

(b) The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record.

(c) A requirement that a current written agreement for each independent study pupil shall be maintained on file.

1.8 INDEPENDENT STUDY AGREEMENTS

Northwest Prep Charter School will maintain on file a current written agreement for each independent study pupil containing the following information:

(a) The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.

(b) The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.

(c) The specific resources, including materials and personnel that will be made available to the pupil.

(d) A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.

(e) The duration of the independent study agreement. No independent study agreement shall be valid for any period longer than one year.

(f) A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

(g) The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

(h) Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee, who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil.

1.9 PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

While Northwest Prep Charter School remains focused on the achievement of all students, it is equally focused on closing the achievement gap by addressing the academic needs of those students performing at or below the basic level of performance.

Northwest Prep Charter School is meeting the needs of academically low achieving students through a variety of interventions and instructional strategies. All of the teachers are trained in Project-Based, collaborative learning strategies and all are adept at differentiating instruction in their classes. A key philosophy at Northwest Prep is that students are unique individuals and need to be worked with as such. Low achieving students may receive focused instruction with classroom teachers during the homeroom/ study hall period each morning. Because of the project-based learning environment and 90-minute block classes teachers are also able to work with students in targeted small groups or individually during regular class sessions. Other intervention programs may include lunch time or after school tutoring, focus support workshops, computer tutorials in reading & mathematics, and/or small group differentiated learning within the classroom.

Weekly staff collaborative meeting time is also used to identify students who would benefit from interventions to support their learning. These students are identified in a variety of ways: standardized test scores, instructional assessment (formative and summative), teacher observation, curriculum-based measurement, academic grades, and/or other school-identified options.

1.10 PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Northwest Prep Charter School meets the educational needs of academically high achieving students once again through its Project-Based programs. High achieving students have the opportunity to collaborate with each other in long-term project groups. The “bar” for any given project’s formative and summative assessments are set by motivated, hardworking, and competent groups. High achieving students are also encouraged to enroll in Classes at Santa Rosa Junior College and in challenging online courses. Northwest Prep Charter School works closely with these students to be sure they are able to access any appropriate educational experiences that cannot be provided on its campus.

These students are identified through one or more of the following methods: standardized test scores, instructional assessments, teacher observation, academic grades, and/or other school/district-approved screening criteria.

1.11 PLAN FOR ENGLISH LEARNERS

Northwest Prep Charter School identifies English Language Learners (ELL) through the Home Language Survey. These students are assessed using the California English Language Development Test (CELDT). The number of English Language Learners has over the past three years. One reason for this is because as our students progress through our program,

teachers maximize support and differentiation and ensure that as students progress they are redesignated appropriately. The Northwest Prep Charter School staff continues to focus on instructional practices that will assist English Learners with academic achievement and attainment of advanced level skills in all categories including listening and speaking, reading, and writing.

Students that are identified as EL receive assistance from a variety of instructional strategies that include instruction by teachers who have CLAD or BCLAD certification, English Language Development (ELD) and/or Specially Designed Academic Instruction in English (SDAIE) certification. Other instructional strategies are peer or cross-age partnering and differentiated instruction.

All English Learners are supported within school and classroom settings to become proficient in all aspects of the English language, to achieve academically in each subject area, and to develop pride in their own culture and language as they become more able to relate to those students from varied cultural backgrounds.

1.12 PLAN FOR SPECIAL EDUCATION

The Piner-Olivet Union School District will be responsible for identification of students with special education needs and for provision of needed services to those students who qualify for special education programs. Northwest Prep Charter School contracts for Special Education Services from the Piner-Olivet Union School District (POUSD). NWP holds Student Success Team meetings and requests assessment of students with suspected special needs. The POUSD identifies students with special education needs and provides services. Resource Specialist Program (RSP) classes are offered via both push-in and pull-out assistance during the school day. Northwest Prep Charter School is responsible for requesting assessment of students with suspected special needs.

The Piner-Olivet Union School District is a member of the Sonoma County Special Education Local Plan Area (SELPA). Through the SELPA, the District ensures that the complete array of programs and services is available to meet the needs of students with severe disabilities.

The

The process used to identify students for special education services is as follows: Students can be referred by parent and/or teacher or through the Student Study Team (SST) process. If the student needs to be evaluated for special education services, a formal evaluation, approved by the parent/legal guardian, will be given. All assessments (behavior, health, psychometric, and/or academic) will be performed in accordance to state and federal law.

An Individualized Education Program (IEP) meeting will be held to determine the programs or services a student may need. Each identified special needs student will be placed in appropriate programs and provided appropriate services in relation to his or her needs, as set forth in the student's written IEP. The student's progress toward meeting the IEP's goals will be monitored and assessed regularly in accordance with state and federal law.

ELEMENT 2: PUPIL OUTCOMES

“The measurable pupil outcomes identified for use by the charter school ‘Pupil outcomes’ for the purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed Code Section 47605(b)(5)(B)

Northwest Prep Charter School uses measurable student outcomes defined as the extent to which all students demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program aligned with California state frameworks and subject area content standards. Students will demonstrate competency in the area goals listed below. The extent to which students achieve these goals is determined by demonstration of mastery and proficiency on the CAASPP/SBAC year-round assessment system, the ELPAC system (formerly CELDT) and using local assessments.

The student achievement outcomes that are measured at Northwest Prep Charter School include a student’s development of professional skills and proficiencies in the core content areas: reading and language arts, mathematics, science and social science, as well as technology and physical education. Students develop practical skills useful in various professions by participating in Northwest Prep’s Careers program which focuses on identifying interests, talents, and abilities in grades 7 and 8, college and career exploration in grades 9 and 10, and job shadows and professional internships in grades 11 and 12.

Students demonstrate proficiency of core knowledge and skills in English/language arts by:

- Reading actively and deriving meaning from written media.
- Reading for a variety of purposes.
- Writing and speaking using grammatically acceptable English.
- Adjusting tone and style of writing for purpose and audience.
- Supporting statements using well-rounded facts, theory, and opinion.
- Separating fact from opinion.
- Reaching conclusions logically based on sufficient evidence.
- Stating key points clearly and succinctly.
- Organizing ideas in a variety of ways.
- Demonstrating creativity through style, organization, and development of content.

Students demonstrate proficiency of core knowledge and skills and applies mathematic principles and operations to solve problems by:

- Demonstrating knowledge of basic skills, conceptual understanding, and problem solving with numbers and operations.
- Demonstrating knowledge of basic skills, conceptual understanding, and problem solving in geometry and measurement.
- Demonstrating knowledge of basic skills, conceptual understanding, and problem solving in functions and algebra.
- Demonstrating knowledge of basic skills, conceptual understanding, and problem solving in statistics and probability.

- Solving problems that make significant demands in one or more of these aspects of the solution process: problem formulation, problem implementation, and problem conclusion.
- Communicating their knowledge of basic skills, understanding of concepts, and their ability to solve problems and understand mathematical communication of others.

Students apply scientific concepts and skills to explain their world and find solutions to its problems by:

- Observing, comparing, ordering, and categorizing characteristics and behaviors.
- Communicating ideas.
- Relating factors of differing objects and events, and inferring about unknown or unseen processes.
- Applying knowledge and thought processes to explain his/her world and solve problems.
- Showing a perception of the interrelationships among the scientific themes (energy, interactions, patterns, and change) and their application to the four spheres (lithosphere, hydrosphere, atmosphere, ecosphere).
- Recognizing the effects of the sciences, technologies, and societies on one another and on the environment.
- Student comprehends the political process and demonstrates awareness of personal rights and the rights of others by:
- Understanding the structures, operations, and relationships on governments in the United States.
- Demonstrating knowledge of the U.S. Constitution and amendments, as well as knowledge of state and local government; participation in Student Council/teen clubs/ groups that develop rules and protocols.

Students demonstrate appreciation of the history of mankind in all its diversity by:

- Identifying relationships between past and present events or situations involving cause and effect: people, events, or situation influencing an action or result.
- Identifying relationships between past and present events or situations involving comparison: similarities and differences.
- Identifying relationships between past and present events or situations involving classification: events and situations explained as political, economic, social, and/or intellectual.
- Identifying relationships between past and present events or situations involving anticipation of the future using evidence from the past and the present to draw conclusion about the future.
- Identifying relationships between past and present events or situations involving understanding of the extent of time.

Students realize their own unique educational interests, talents, and abilities by:

- Participating in visual and performing arts, developing aesthetic perception and value,

and understanding historical and cultural contributions to the arts.

- Communicating in a language other than English, while gaining knowledge and understanding of different cultures. Also, by becoming both aware and literate in digital technologies and new media.
- Participating in a variety of courses and workshops such as gardening, health careers, fine arts, leadership trainings, youth and community groups, organized sports, dance, science projects, as well as job shadows and professional internships.

Students develop decision-making skills by:

- Participating in personal goal setting and decision-making skills activities integrated into the core curriculum.
- Participating in a variety of school wide activities that develop local and global awareness, empathy and understanding, and a genuine sense of social responsibility.
- Participating in school wide activities and events that develop awareness, empathy, understanding and responsibility.

An analysis of student outcome data drives the measurable student outcome goals and action plan in the Single Plan for Student Achievement. This plan clearly outlines measurable student outcome goals for students to become proficient in the core academic subject areas:

- All students will progress towards achieving the proficient or higher as measured by the California Standards Tests in language arts, mathematics, science and social science.
- All students will progress towards achieving the proficient level as measured by the regularly administered assessments in language arts, mathematics, science and social science.
- English learners will advance at least one fluency level each year as measured by CELDT. Formative assessments based on ELD standards are used to monitor progress and are reported to parents of English learners.
- All students will progress towards achieving proficiency in English/language arts and mathematics as measured by the CAASPP/SBAC year-round assessment system, Academic Exhibitions, Portfolio Defense, and using local assessments.

ELEMENT 3: MEASURING PUPIL PROGRESS

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed Code Section 47605 (b)(5)(C)

On January 1, 2014, the California *Education Code* Section 60640 established the CAASPP System of assessments. The CAASPP System includes the following required assessments:

- Smarter Balanced Assessments – The Smarter Balanced Summative Assessments, Interim Assessments, and Digital Library are all part of the CAASPP System. Smarter Balanced Summative Assessments are given to students in English language arts/literacy (ELA) and mathematics in grades three through eight and eleven. The Smarter Balanced Summative

Assessments (which are delivered by computer) consist of two sections: a computer-adaptive test and a Performance Task (PT) based on the Common Core State Standards for ELA and mathematics. The computer-adaptive section includes a range of items types such as selected response, constructed response, table, fill-in, graphing, etc. The PT are extended activities that measure a student's ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness.

- The California Alternate Assessments (CAAs) for English Language Arts (ELA) and mathematics are given in grades three through eight and grade eleven. The CAA for science is given in grades five and eight and one time in high school. For the pilot test, all eligible grade twelve students will take the CAA for science, and schools have the option to test any grade ten or eleven student who has finished their last year of science instruction. Only eligible students may participate in the administration of the CAAs.
- California Science Tests (CAST) will be field-tested in spring 2018. Students will be administered the CAST field test in grades five and eight and once in high school. All grade twelve students will be administered the field test, and schools can elect to administer the field test to any students in grade ten or eleven who have completed their science coursework. The CAST is aligned with the California Next Generation Science Standards.

Pupil progress at NWP is evaluated on an on-going basis utilizing observations, daily work, grades, portfolios, projects, unit assessments, benchmark assessments, local formative and summative assessments, and the CAASPP system to demonstrate levels of student understanding and achievement. It is the intent of NWP that faculty, students and parents work closely together to evaluate a student's progress. Tools for measuring progress will include, but are not limited to: Portfolios, grades, students' reflective self-evaluation (part of the Student Led Conferences and goal setting), and student/teacher/counselor goal setting and review conferences.

While all students are expected to achieve the required standards by graduation, not all progress at the same rate. Certificated staff considers each student's individual abilities, interests, and talents in utilizing the following assessments tools. Northwest Prep Charter School incorporates assessments that are both formative and summative in nature.

Formative assessments include grade level, subject matter appropriate tools that occur frequently within the classroom. These assessments determine whether or not students are making satisfactory progress. The assessments are standards-based and help to evaluate the subject matter, level, skills, knowledge and attitudes in an effective way. These formative assessments are designed to gauge progress toward project benchmarks in core academic areas.

Summative assessments (including state assessments) also meet required state performance standards as developed. These assessments include the CAASPP/SBAC system, the English Language Proficiency Assessments for California (ELPAC), and the Physical Fitness Test (PFT). Every year, Northwest Prep Charter School receives an annual assessment report via the

California School Dashboard based on state assessments to determine if students are progressing academically.

Additionally, student progress is assessed with a variety of methods including, but not limited to:

- Teacher observations, including observations in the field, where students are gaining practical experience.
- Portfolios with work samples & narrative summaries of growth.
- School-wide rubrics with benchmark standards.
- Norm and criterion referenced tests.
- Student self-evaluation and reflection.
- Student work samples & summative performance products and Academic Exhibitions
- Rubric measures of student work.

Northwest Prep Charter School staff analyzes data on student performance in order to improve the total educational program so all students can progress to meet the district/ state proficiency outcomes. In 2006-2007, the Governing Board approved and adopted the graduation requirements. Northwest Prep Charter School has submitted course outlines for A-G approval.

ELEMENT 4: GOVERNANCE

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed Code Section 47605 (b)(5)(D)

Northwest Prep Charter School shall operate under the Piner-Olivet Union School District policies and monitored by District Administration, there shall be no additional civil liability. Northwest Prep Charter School shall operate solely within its revenue sources.

At Northwest Prep Charter School, a Leadership Team and other interested participants will meet periodically to decide the direction and policies of the school. These needs and policies will then be translated into acceptable charter school language, and put into action.

Northwest Prep Charter School will be governed by the Piner-Olivet Union School District’s Governing Board with significant guidance by the NWP Leadership Team. Northwest Prep Charter School’s Leadership Team will make recommendations to the District’s Governing Board which will make the final determination on: budget, contracts, curriculum, personnel, and policies. Whenever possible the Leadership Team’s recommendations to the District’s Governing Board will take into consideration reports and recommendations that may be brought forward from the following standing committees composed of staff, parents, community members, and students, and any other committee deemed appropriate and necessary: Admissions, Finance, Development, Personnel, Site, Workshop, Curriculum, Athletics, and Technology. Meetings of these committees will be held no less than monthly, while school is in session.

The Leadership Team is comprised of volunteer members including two NWP parents, two NWP students, two NWP teachers, the school’s Office Manager, and the school’s Principal. Meetings

are posted in advance and are open to all parties interested in attending. The main purpose and mission of the NWP Leadership Team is to provide input on major plans, expenditures, document revisions, and future direction of the school.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the school.” Ed Code Section 47605 (b)(5)(E)

5.1 HUMAN RESOURCES

Northwest Prep Charter School will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These documents will be maintained on file at the Piner-Olivet Union School District. The teachers are responsible for overseeing all students’ academic progress and for monitoring grading and matriculation decisions.

Appropriately credentialed teachers will teach and oversee all core subjects. Northwest Prep Charter School may also employ or retain non-certificated instructional support staff as workshop instructors. A prospective staff member will have subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not assign grades or approve student work assignments. All non-instructional staff will possess experience and expertise appropriate for their positions within the school as outlined in the school’s personnel policies.

POUSD recruits and hires highly qualified teachers to serve Northwest Prep Charter School students and provides a salary schedule that is competitive and comparable with other districts in the Sonoma County area.

The Human Resources Office coordinates the hiring of both certificated and classified personnel. Northwest Prep Charter School representatives, including parents, teachers, and administrators, participate in the paper-screening, interviewing, and hiring of all new staff. Northwest Prep Charter School is committed to hiring and developing a well-qualified staff. Every effort is made to hire the best individual for our school and students. The Principal maintains an open-door policy and staff feel that the administration is there to help at any time.

Teachers, under the leadership of the Principal at Northwest Prep Charter School, will be responsible for the development of the educational program, creation and evaluation of assessment practices, analysis of student work, and regular reporting of student progress to parents.

Classified personnel shall be members of the classified bargaining unit, and shall be covered by the Collective Bargaining Agreement between Piner-Olivet Classified Association and the Piner-Olivet Union School District. Classified staff who work with students will possess a willingness to support the mission of Northwest Prep Charter School and follow practices of positive discipline and problem-solving methods. Classified staff will work closely with teachers and students to

ensure the goal of educating every student in a nurturing environment. Classified staff will also be provided opportunities of staff development that will develop their knowledge in positive discipline and Building Positive Support Behavior in Schools (PBIS) practices.

5.2 STAFF DEVELOPMENT

Northwest Prep Charter School recognizes the importance of staff training and development in the philosophies and programs that support the mission and goals of this charter. In order to support staff in providing our charter students with the best education possible, Northwest Prep Charter School will provide staff development to staff members. Furthermore, Northwest Prep Charter School will seek to give its teachers the benefit of being trained in use of technology, positive discipline, community building, and teaching integrated, project-based instruction.

Northwest Prep Charter School's administration and staff emphasize the implementation of collegial strategies to provide the students with a variety of learning opportunities, as evidenced by the BTSA induction training put into practice at the school. Also, teachers attend First Friday's New Teacher Roundtables, staff meetings, and ongoing informal meetings in order to facilitate strategies to ensure that students meet the state's academic standards and the school's expected school-wide learning results.

At this time, all courses are being taught by teachers in their areas of major or minor preparation.

Each year, every effort is made to use the expertise of staff through expanding school programs and allowing teachers to make use of all areas of their credentials. Additionally, elective courses have been added that align to credentialed areas and support attainment of NWP's Leadership Skills by all students. The District and school make every effort to support teachers in professional growth and improving their skills in the classroom. Formal evaluations occur each year for temporary and probationary employees, and consist of two classroom observations and five individual meetings setting goals, reviewing strengths of the teacher and making suggestions for growth and improvement aligned to the six California Standards for the Teaching Profession. Tenured teachers are evaluated every other year. These evaluations may be of the traditional variety, or arrangements may be mutually agreed upon for the teacher to work on a self-directed project/alternative evaluation completed in collaboration with the administrator. Additionally, teacher goal attainment and impact on student achievement are considered during each observation based on the California Standards for the Teaching Profession.

ELEMENT 6: HEALTH AND SAFETY

"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirements that each employee furnish the school with a criminal record summary as described in Section 44237." Ed Code Section 47605 (9b)(5)(E)

Northwest Prep Charter School will comply with all applicable state and federal laws concerning immunization; vision, hearing & scoliosis screening for students; health and safety; child abuse reporting; and related issues for both employees and students. In addition, it will adhere to the

steps identified by the District to ensure criminal background checks and proof of a tuberculosis examination by all school personnel.

All employees will comply with and otherwise furnish criminal record summaries in accordance with Education Code section 44237. Employees will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406. There will be a policy that the school functions as a drug, alcohol, and tobacco free workplace. Policies and procedures will be established for response to natural disasters and emergencies, including fires and earthquakes. These policies will be incorporated as appropriate into the school's student and staff guidelines and are reviewed on an ongoing basis in the school's development efforts.

Northwest Prep Charter School ensures a safe, clean, and orderly campus that nurtures learning with a consistent, organized infrastructure supported by a School Safety Plan. Ongoing efforts are made by the custodial staff to keep the campus, classrooms, and restrooms clean. Teachers ensure safe and orderly classrooms and provide effective instruction to each student promoting the learning process. A Program Assistant and additional staff or administration supervises the campus in order to maintain safe conditions during break and lunch. Both students and staff provided input to the school-wide plans and guidelines. The staff and administration enforce written policies in a consistent manner.

ELEMENT 7: ACHIEVING RACIAL AND ETHNIC BALANCE

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." Ed Code Section 47605(b)(5)(G)

Northwest Prep Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

For Northwest Prep Charter School to reflect the student diversity of the Piner-Olivet Union School District and the neighboring district's middle and high schools that students have the option of attending, Northwest Prep Charter School must recruit students from a wide range of ethnic, linguistic and racial populations. The strategies for recruiting such a student population will include:

- Distributing informational materials to appeal to the various racial and ethnic groups within the District
- Developing outreach materials in other languages to reach non-English speaking parents
- Outreach to community groups, agencies, and other organizations that have direct contact with the racial and ethnic communities in the District

- Providing informational community meetings throughout the year to reach prospective students and parents
- Use of various outreach strategies including written materials, community presentations, mailings, and press releases to reach families who rely on varying sources for their information;
- Establishing an enrollment timeline that allows for an ongoing recruiting and application process, and that is aligned with the diverse needs and composition of the prospective population.

ELEMENT 8: ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” Ed Code Section 47605 (b)(5)(H)

Students are considered for admission without regard to ethnicity, national origin, gender, disability or achievement level. Prior to admission, parent/student contracts are signed by parents/guardians and students indicating they understand Northwest Prep Charter School’s outcomes, philosophy, program, and requirements.

If the number of students who wish to attend Northwest Prep Charter School exceeds the school’s capacity, attendance, except for existing students of Northwest Prep Charter School, shall be determined by a public random drawing. Preferences shall be extended to students currently attending Northwest Prep Charter School, to siblings of current students, to students who have left the program and are returning within one year, to children of staff members, and to students who reside in the District. In the event of a drawing, the Piner-Olivet Governing Board shall make reasonable efforts to accommodate the growth of Northwest Prep Charter School and shall not take any action to impede Northwest Prep Charter School from expanding enrollment to meet student demand.

Northwest Prep Charter School will make available to parents the projected enrollment limits for a particular school year. Appropriate levels of enrollment will be revised and approved annually by the Advisory Council and the District’s Governing Board. Northwest Prep Charter School will comply with all laws establishing the minimum and maximum age for public school attendance.

Every reasonable effort will be made to achieve a balance within each classroom with regard to age, gender, racial and ethnic diversity. NWP shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

ELEMENT 9: AUDIT OF THE FINANCIAL AND PROGRAMMATIC OPERATIONS

"The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." Ed Code Section 47605(b)(5)(I)

9.1 BUDGETS

NWP conducts its financial operations through established POUUSD procedures, as required of the other POUUSD schools. Multi-year planning is in place to ensure continued viability; and resources are aligned toward achieving the school's most important short and long-term goals that are linked to student learning.

All funds generated by Northwest Prep Charter School shall be restricted for the use of Northwest Prep Charter School. The District will charge Northwest Prep Charter School for the costs incurred for special education services, business services, and other educational services. No District General Fund funds not generated by Northwest Prep Charter School shall be disbursed for Northwest Prep at Piner-Olivet purposes.

Block grant funding, any additional categorical program funding, and lottery funds shall be held in Northwest Prep Charter School's accounts at the District under the supervision of the District's Governing Board. All aspects of payroll reporting and disbursements, including contributions to the PERS and STRS retirement systems, if applicable, shall be managed through the District's Business Services Department.

Northwest Prep Charter School is a direct-funded charter school and submits financial interim reports and an annual budget to the District's Governing Board for review on the same annual schedule as the budget review/adoption process for the Piner-Olivet Union School District. The District fiscal policies and procedures for internal controls are adhered to by the leadership and administration and written policies regarding person(s) who are authorized to sign contracts, write checks, and release institutional funding are in place. Institutional funds are handled in a transparent and ethical manner.

The NWP Leadership Team and staff execute responsible resource planning for both short and long-range solvency. Both short and long-range financial plans are reviewed monthly with the district office Business Manager to ensure that well-defined accounting and external audit policies and procedures are followed. New monies provided by the State of California are used to support student achievement and aligned to the guidelines of expenditure. Proposals are brought before the School's Advisory Council for approval based on State requirements as well as a link to student achievement of expected learning results.

The school's planning process addresses long-range capital needs, such as new classrooms and equipment that will provide for anticipated growth of additional grade levels over the next two years. The leadership and administration research, write and secure grants to fund projects on the campus that link to the school's purpose.

The governing authorities and school leaders are involved regularly in informing the public and appropriate governmental authorities about the financial needs of the school. Operating budgets continue to demonstrate fiscal health and accurate reporting. Additionally, fundraising efforts are ongoing throughout the year to further support the school's goals.

9.2 FINANCIAL REPORTING

The accounting of Northwest Prep Charter School's budgets, revenues, and expenditures are conducted in accordance to the Piner-Olivet Union School District's Governing Board Policies and Administrative Regulations.

By September fifteenth of each year, Northwest Prep Charter School via the District business office will provide the Governing Board an annual statement of receipts and expenditures for the prior fiscal year.

9.3 INSURANCE

The Piner-Olivet Union School District purchases general liability insurance, workers' compensation insurance, and other necessary coverage for Northwest Prep Charter School through carriers approved by the district's Governing Board.

9.4 ADMINISTRATIVE SERVICES

The Business Director and the Personnel Department of the Piner-Olivet Union School District shall provide business/administrative services including personnel services, financial and accounting, and payroll. Other services administered through the District include but are not limited to: maintenance/operations, transportation, food services, special education, and curriculum and instruction.

ELEMENT 10: SUSPENSION AND EXPULSIONS

"The procedures by which pupils can be suspended or expelled." Ed Code Section 47605(b)(5)(J)

NWP is established as a drug-free, violence-free community where students and staff work together to develop appropriate rules and guidelines for behavior.

Northwest Prep Charter School will develop and maintain a comprehensive set of student discipline policies aligned with current District policies. These policies will be posted on the school website's Parent Guide and will describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his/her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment.

Any student who engages in repeated violations of the school's behavioral or academic expectations will be required to attend a meeting with the school's staff and the student's parent or guardian. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the

expectations which may include, but are not limited to, suspension or expulsion. A school administrator may, pursuant to the school's adopted policies, discipline and ultimately suspend or recommend for action by the District's Governing Board to expel students who fail to comply with the terms of a remediation agreement.

An administrator may immediately suspend students who present an immediate threat to health and safety, and the District's Governing Board may expel such students upon a recommendation from the administration.

The school's policies will provide all students with an opportunity for due process in conformance with applicable federal law regarding students with exceptional needs. The school will include suspension and expulsion data in its annual programmatic review report.

If a pupil is expelled or leaves Northwest Prep Charter School without graduating or completing the school year for any reason, Northwest Prep Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

ELEMENT 11: EMPLOYEE RETIREMENT

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." Ed Code 47605(b)(5)(K)

Employees of NWP will participate in CalSTRS, CalPERS or Social Security depending upon each individual's eligibility and Piner-Olivet Union School District guidelines. The business office of the POUSD will provide the necessary administration of employee benefits, retirement, etc.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Ed Code 47605(b)(5)(L)

Attendance at Northwest Prep Charter School is voluntary on the part of the students who enroll. Attendance in district-of-residence public schools continues to be an option for all students who do not choose to attend this charter school.

ELEMENT 13: EMPLOYEE RIGHTS

"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." Ed Code 47605(b)(5)(M)

Employees of NWP shall be considered employees of the Piner-Olivet Union School District, with all the rights and benefits accorded such employees. NWP employees shall be covered by existing contract conditions and shall be members of the appropriate bargaining units.

NWP employees will retain all years of seniority/service and rights of rehire, in the same way as applied to other Piner-Olivet Union School District employees. Teachers and staff leaving their current Piner-Olivet positions to work with NWP will continue at the appropriate pay scale level and will continue to accrue years of service/seniority within the Piner-Olivet Union School District.

Should a NWP employee desire to return to an elementary classroom within the POUSD, all NWP service shall be taken into account, and the employee may return to the elementary classroom in accordance with appropriate contract conditions and current grade-level-change request guidelines.

ELEMENT 14: DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed Code Section 47605(b)(5)(N)

The staff and Board of Northwest Prep Charter School and the Piner-Olivet Union School District agree to attempt to resolve all disputes relating to the interpretation or application of provisions of this charter according to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process. In the event of a dispute between Northwest Prep Charter School and the Piner-Olivet Union School District, the staff and Executive Committee of the Charter school and the District Governing Board agree to first frame the issue in written format and refer the issue to the Superintendent and Principal of the School. The Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement.

In the event that this informal meeting fails to resolve the dispute, both the NWP Leadership Team and the POUSD Governing Board shall identify two members each, who shall jointly meet with the Superintendent or designee and Principal of the Charter School and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent or designee and Principal shall meet to jointly identify a neutral third-party mediator. The format of the mediation session shall be developed jointly by the Superintendent and Principal. Mediation shall be held within 30 business days of receipt of the dispute statement. The costs of mediation shall be split between the District and the Charter School. All timelines in this section may be revised if mutually agreed upon by the District and the Charter School. If the dispute is not settled by mediation, the POUSD Governing Board shall make the final determination. The Charter School retains all rights to redress under the law.

ELEMENT 15: PUBLIC SCHOOL EMPLOYER

“A declaration of whether the charter school or local school district will be the employer for EERA (labor relations) purposes.” Ed Code 47605(b)(5)(O)

The Piner-Olivet Union School District shall be deemed the exclusive public school employer of the employees of Northwest Prep Charter School for collective bargaining purposes under the Education Employment Relations Act (EERA). The scope of representation shall include discipline

and dismissal of charter school employees.

ELEMENT 16: SCHOOL CLOSURE AND ASSETS

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed Code 47605 (b)(5)(P)

Should the District Governing Board either revoke the charter (or fail to renew the charter), closure of Northwest Prep Charter School will be documented by official action of the Governing Board. The action will identify the reason for closure. The official action will also identify the District as the entity responsible for closure and person or persons responsible for closure-related activities.

The Governing Board will promptly notify parents and students of Northwest Prep Charter School, the District, the Sonoma County Office of Education, SELPA, the retirement systems in which the school’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure, as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Governing Board will ensure that the notification of the closure to the parents and students of NWP provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close the school. A list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, will be provided to the District as the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The District will maintain and store original records of NWP upon Charter School closure.

As soon as reasonably practical, NWP will prepare final financial records. NWP will also have an independent audit completed within six months after closure. NWP will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

NWP will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of NWP, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of NWP and shall be distributed to the District. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

The District and NWP will utilize the NWP reserve fund to undertake any expenses associated with the closure procedures identified above.

ELEMENT 17: ADDITIONAL REQUIREMENTS: IMPACT ON AUTHORIZER

17.1 Liability and Indemnity

"Potential civil liability effects, if any, upon the school and upon the District." Ed Code Section 47605(g)

Northwest Prep Charter School will house its students in facilities that meet Santa Rosa City and County standards for health and safety. The nature of a vocational program will require charter school students to obtain their instruction at pre-approved work sites. Annually, the Piner-Olivet Union School District Governing Board will be provided a list of instructional sites for approval. Facility and/or teaching station locations shall be maintained through pre-arranged agreements with vocational training providers.

Northwest Prep Charter School shall provide administrative and fiscal services or contract with the Piner-Olivet Union School District for all services needed.

Northwest Prep Charter School shall operate under the Piner-Olivet Union School District policies and be monitored by District Administration, there shall be no additional civil liability. Northwest Prep Charter School shall operate solely within its revenue sources.

The Charter School shall remain under District insurance coverage. Insurance amounts will be determined by recommendation of the District and its insurer for schools of similar size, location, and student population.

The District will institute and maintain appropriate risk management practices.

17.2 Term of the Charter

The renewal term of this charter will begin on February 8, 2018 and will expire five years thereafter.

17.3 Amendments / Material Revisions

Any member of NWP or the community at large may suggest an amendment to the charter. The suggested amendment(s) will be brought before the NWP Leadership Team and the POUSD Governing Board. The amendment must be approved by the POUSD Governing Board. The POUSD Governing Board receiving the proposed amendment will consider the proposed material revision and vote to approve or deny within 60 days, unless both parties agree to a postponement. Changes in law affecting charter schools in general, and NWP specifically, may be subsequently reflected in this charter document without pursuing the material revision process. Any material revisions made shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607.

17.4 Centralized Administrative Services

Centralized administrative services at Northwest Prep Charter School will be run in a substantially similar fashion to those at the other District Schools.

17.5 Severability

If any provision of this charter is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the charter shall continue in full force and effect.

APPENDIX A: NORTHWEST PREP CHARTER SCHOOL CHARTER RENEWAL DATA

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (6) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.*
- (7) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.*
- (8) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.*
- (9) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.*
- (10) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.*

Northwest Prep Charter School meets the criteria of Education Code Section 47607(b)(2) because it ranked in decile 4 on the API in the most recent year rankings were generated (2013).

In addition, as indicated below with 2017 CAASPP comparison data, the Charter School meets the criteria of Education Code Section 47607(b)(4).

Comparison to Public Schools that Charter School Pupils Would Otherwise Attend

2017 CAASPP Results		
Percentage of Students Meeting or Exceeding Standards		
	ELA	Mathematics
Northwest Prep Charter	51%	44%
Comstock Middle	23%	14%
Piner High	53%	17%

Comparison to Demographically Similar Schools in the District

2017 CAASPP Results		
Percentage of Students Meeting or Exceeding Standards		
	ELA	Mathematics
Northwest Prep Charter	45%	49%
Jack London Elementary	37%	19%
Olivet Elementary Charter	28%	23%
Morrice Schaefer Charter	31%	26%
Piner Olivet Charter	43%	28%

Use of Alternative Measures & Increases in Pupil Academic Achievement Pursuant to Education Code Section 52052(e)(4) and Education Code Section 47607(a)(3)

Additionally, Education Code Section 47607(a)(3) requires the authorizer to consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as numerically significant pupil subgroups) as the most important factor in determining whether to grant a charter renewal.

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- *The most recent API calculation;*
- *An average of the three most recent annual API calculations; or*
- *Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.*

As indicated below with 2015-2017 CAASPP data, Northwest Prep Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups, as allowed by Education Code Section 52052(e)(4)(C).

CAASPP - ELA				
Percentage of Students Meeting or Exceeding Standards				
Percent Change from 2015 to 2017				
	2015	2016	2017	Percent Change 2015-2017
All Students	40%	45%	51%	+11%
Economically Disadvantaged	26%	31%	46%	+20%
English Learner	* 2 students	* 9 students	* 0 students	n/a
Hispanic/Latino	35%	32%	54%	+19%

CAASPP - Mathematics				
Percentage of Students Meeting or Exceeding Standards				
Percent Change from 2015 to 2017				
	2015	2016	2017	Percent Change 2015-2017
All Students	35%	49%	44%	+9%
Economically Disadvantaged	23%	45%	35%	+12%
English Learner	* 2 students	* 9 students	* 0 students	n/a
Hispanic/Latino	31%	41%	46%	+15%

Academic Performance Index – Comparison to Demographically Similar Schools in the District

	Non-Weighted 3-Year Average API
Northwest Prep Charter	639
Jack London Elementary	804
Olivet Elementary Charter	778
Morrice Schaefer Charter	812
Piner Olivet Charter	862

APPENDIX B: ADDITIONAL DATA

Home / Northwest Prep Charter / Status and Change Report

Status and Change Report

Northwest Prep Charter - Sonoma County

Enrollment: 116 Socioeconomically Disadvantaged: 47.4% English Learners: 13.8% Foster Youth: 0.9%

Dashboard Release:

Grade Span: 7-12 Charter School: Yes



Fall 2017 ▼

Optional Narrative Summary (Completed by Northwest Prep Charter)





Northwest Prep Charter School (NWP) is a Project-Based public charter school in Santa Rosa, California. The school focuses on providing a personalized and meaningful education for students in grades 7-12 by utilizing an integrated, multi-disciplinary Project-Based Program of Inquiry. The NWP community supports effective instructional practices which provide our students with a child-centered, CCSS standards-based education that also incorporates our seven district student outcomes.

[Equity Report](#)
 [Status and Change Report](#)
 [Detailed Report](#)
 [Student Group Report](#)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		High 6.5%	Increased +0.9%
English Learner Progress (1-12)		Very High 100%	Increased Significantly +18.8%
Graduation Rate (9-12)		Low 68.4%	Declined -7.5%
College/Career (9-12) <small>Select for one year of available data</small>	N/A	Very Low 0%	N/A
English Language Arts (3-8)		Low 12.7 points below level 3	Increased +7.7 points
Mathematics (3-8)		Low 79.8 points below level 3	Declined -5.8 points

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Student Group Report

Northwest Prep Charter - Sonoma County

Enrollment: 116 Socioeconomically Disadvantaged: 47.4% English Learners: 13.8% Foster Youth: 0.9% Dashboard Release: Fall 2017

Grade Span: 7-12 Charter School: Yes

Optional Narrative Summary (Completed by Northwest Prep Charter)

Northwest Prep Charter School (NWP) is a Project-Based public charter school in Santa Rosa, California. The school focuses on providing a personalized and meaningful education for students in grades 7-12 by utilizing an integrated, multi-disciplinary Project-Based Program of Inquiry. The NWP community supports effective instructional practices which provide our students with a child-centered, CCSS standards-based education that also incorporates our seven district student outcomes.

Equity Report Status and Change Report Detailed Report Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)		*	*	*		*	*	*
English Learner Progress (1-12)	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)	*	*	*	*	*	*	*	*
English Language Arts (3-8)	*	*	*	*	*	*	*	*
Mathematics (3-8)	*	*	*	*	*	*	*	*

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Equity Report

Northwest Prep Charter - Sonoma County

Enrollment: 116 Socioeconomically Disadvantaged: 47.4% English Learners: 13.8% Foster Youth: 0.9% Dashboard Release: Fall 2017

Grade Span: 7-12 Charter School: Yes

Optional Narrative Summary (Completed by Northwest Prep Charter)

Northwest Prep Charter School (NWP) is a Project-Based public charter school in Santa Rosa, California. The school focuses on providing a personalized and meaningful education for students in grades 7-12 by utilizing an integrated, multi-disciplinary Project-Based Program of Inquiry. The NWP community supports effective instructional practices which provide our students with a child-centered, CCSS standards-based education that also incorporates our seven district student outcomes.

Equity Report Status and Change Report Detailed Report Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		3	2
English Learner Progress (1-12)		N/A	N/A
Graduation Rate (9-12)		N/A	N/A
College/Career (9-12) Select for one year of available data	N/A	N/A	N/A
English Language Arts (3-8)		N/A	N/A
Mathematics (3-8)		N/A	N/A

Select any of the underlined local indicators to see the local data for those with a met rating:

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Detailed Report

Northwest Prep Charter - Sonoma County

Enrollment: 116 Socioeconomically Disadvantaged: 47.4% English Learners: 13.8% Dashboard Release: Fall 2017

Foster Youth: 0.0% Grade Span: 7-12 Charter School: Yes

Optional Narrative Summary (Completed by Northwest Prep Charter)

Northwest Prep Charter School (NWP) is a Project-Based public charter school in Santa Rosa, California. The school focuses on providing a personalized and meaningful education for students in grades 7-12 by utilizing an integrated, multi-disciplinary Project-Based Program of Inquiry. The NWP community supports effective instructional practices which provide our students with a child-centered, CCSS standards-based education that also incorporates our seven district student outcomes.

Equity Report Status and Change Report Detailed Report Student Group Report

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

T Academic Performance

State Indicators

English Learner Progress Indicator (Grades K-12)



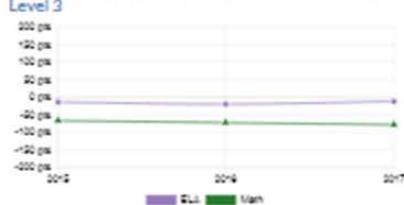
The percent of English Learners who made progress towards English proficiency.

College/Career Indicator



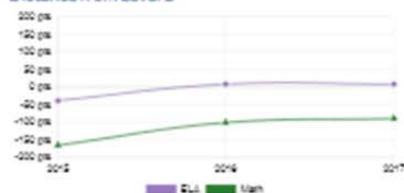
For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/tac/cci/>.

Academic Indicators (Grades 3-8): Distance from Level 3



Other State Measures

Assessment Performance Results for Grade 11: Distance from Level 3



Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Rating
<u>Staff (Teachers, Instructional Materials, Facilities)</u>	Met
<u>Implementation of Academic Standards</u>	Met